



Factors Affecting Academic Achievement in English Listening-Speaking Course

Suchawadee Prasobnet

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Author Miss Suchawadee Prasobnet

Major Program Research Methodology

Major Advisor:**Examining Committee:**

.....Chairperson
(Asst. Prof. Dr. Phattrawan Tongkumchum) (Asst. Prof. Dr. Nittaya McNeil)

Co-advisor:

.....
(Asst. Prof. Dr. Phattrawan Tongkumchum)

.....
(Asst. Prof. Dr. Ruthaychonnee Sittichai) (Asst. Prof. Dr. Ruthaychonnee Sittichai)

.....
(Assoc. Prof. Dr. Halimah Binti Awang)

.....
(Dr. Attachai Ueranantasun)

The Graduate School, Prince of Songkla University, has approved this thesis as partial fulfillment of the requirements for the Master of Science Degree in Research Methodology

.....
(Prof. Dr. Damrongsak Faroongsarng)

Dean of Graduate School

This is to certify that the work here submitted is the result of the candidate's own investigations. Due acknowledgement has been made of any assistance received.

.....Signature
(Asst.Prof.Dr. Phattrawan Tongkumchum)
Major Advisor

.....Signature
(Miss Suchawadee Prasobnet)
Candidate

Prince of Songkla University
Pattani Campus

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.....Signature

(Miss Suchawadee Prasobnet)

Candidate

*Prince of Songkla University
Pattani Campus*

ชื่อวิทยานิพนธ์	ปัจจัยที่ส่งผลต่อผลสัมฤทธิ์ทางการเรียนรายวิชาภาษาอังกฤษฟังพูด
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บทคัดย่อ

สมรรถนะภาษาอังกฤษของนักศึกษาไทยได้รับความสนใจเป็นอย่างมากในหมู่นักวิจัย การมีสมรรถนะภาษาอังกฤษในระดับสูงช่วยเพิ่มศักยภาพการแข่งขันให้แก่นักศึกษาด้านการศึกษาและการทำงาน การศึกษานี้มีวัตถุประสงค์เพื่อ ศึกษาปัจจัยที่ส่งผลต่อผลสัมฤทธิ์ทางการเรียนรายวิชาภาษาอังกฤษฟัง-พูด ระดับสูง และสร้างตัวแบบการถดถอยลอจิสติกในการทำนายผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษฟัง-พูด ของนักศึกษาชั้นปีที่ 1 มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตปัตตานี

กลุ่มตัวอย่าง คือ นักศึกษาชั้นปีที่ 1 ที่ลงทะเบียนรายวิชา 417-101 ภาษาอังกฤษฟัง-พูด ภาคเรียนที่ 1 ปีการศึกษา 2556 จำนวน 323 คน กลุ่มตัวอย่างที่ใช้ในการศึกษามาจากการสุ่มตัวอย่างโดยไม่ใช้ความน่าจะเป็น ตัวแปรตาม คือระดับผลสัมฤทธิ์ทางการเรียนรายวิชา 417-101 ภาษาอังกฤษฟัง-พูด จำแนกเป็น 2 กลุ่ม กลุ่มที่ 1 คือ นักศึกษาที่มีผลสัมฤทธิ์ทางการเรียน อยู่ในระดับสูง (นักศึกษาที่ได้เกรด A, B+, B และ C+) และ กลุ่มที่ 2 นักศึกษาที่มีผลสัมฤทธิ์ทางการเรียน อยู่ในระดับต่ำ (นักศึกษาที่ได้เกรด C, D+, และ D) เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลอื่น ๆ คือ แบบสอบถาม แบ่งออกเป็น 2 ตอน ได้แก่ ข้อมูลส่วนตัว และข้อมูลเกี่ยวกับการเรียนภาษาอังกฤษในระดับมัธยมศึกษาและมหาวิทยาลัย บุคลิกผู้สอน บรรยากาศภายในห้องเรียน วิธีการสอน ทัศนคติ และแรงจูงใจต่อภาษาอังกฤษ และพฤติกรรมการเรียนรู้ภาษาอังกฤษนอกห้องเรียน สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ การทดสอบไคสแควร์และการถดถอยลอจิสติก

ผลการศึกษาพบว่า นักศึกษาที่มีผลสัมฤทธิ์ทางการเรียนรายวิชาภาษาอังกฤษฟัง-พูดอยู่ในระดับสูงคิดเป็นร้อยละ 48.3 ตัวแปรที่มีความสัมพันธ์กับผลสัมฤทธิ์ทางการเรียนรายวิชาภาษาอังกฤษฟัง-พูด ระดับสูงอย่างมีนัยสำคัญทางสถิติมี 7 ตัวแปร คือ สาขาวิชา เพศ ศาสนา ระดับผลการเรียนเฉลี่ยระดับมัธยมศึกษา ความต่อเนื่องในเรียนพิเศษภาษาอังกฤษ การนำมารู้เดิมและทักษะมาใช้ในการเรียนภาษาอังกฤษ และความสนุกและความพอใจในการเรียนภาษาอังกฤษ

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*Prince of Songkla University
Pattani Campus*

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ABSTRACT

English proficiency of Thai undergraduate students has gained a lot of attention among researchers. High English proficiency may help students exceed in their studies and gain competitive advantages at work. This study aims to determine factors associated with high English proficiency among students at Prince of Songkla University (PSU), Pattani Campus. The study sample comprised of 323 first year students who enrolled in the English Listening-Speaking course during first semester of the academic year 2013. The outcome variables were defined as a binary variables; whether a student achieved grade C+ and above (high English proficiency) and grade C and below (low English proficiency). The questionnaire was used to collect data on students' demographic, education and socioeconomic backgrounds, high school English studying, teacher styles, classroom atmosphere, teaching methods and attitude and motivation towards English language and learning behaviors outside classroom. Chi-squared test and logistic regression model were used to analyze data.

The overall percent of high English proficiency was 48.3%. English proficiency was associated with major, gender, religious, high school GPAX, taking English extra tutorial class, activating and assessing prior knowledge and skills, and being enjoy and satisfied in English classroom. The high English proficiency was significantly higher than average among students in education major, being male, being Muslim, and achieved more than 3.00 of GPAX in high school level. The students who discontinued extra tutorial class had higher English proficiency than average. The increase in activating and assessing prior knowledge and skills and being joyful and satisfied in English classroom corresponded to a higher percent of high English proficiency.

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Chapter 1

Introduction

1.1 Background

The numbers of English speakers have been rising for many years around the world, because English is a globally dominant language. Even though English is not considered to be an official language in Thailand, Thai students must learn English at every level of education. English listening and speaking is essential in communication, involves 40-50% for listening, 25-30% for speaking of time to spend during communication inside and outside of classroom (Mendelsohn, 1994). Students have started learning English as a second and compulsory foreign language course for Thailand's basic education system (Foley, 2005) from Prathom 1 (Grade 1) to Matthayom 6 (Grade 12). Although, Thai students spend twelve years learning English, the level of performances challenges them. Suwanarak and Phothongsunun (2009) revealed that about 50% of undergraduate students had low proficiency in English listening and speaking, they could not communicate fluently in real situations. Effective English communication skill is still in trouble particularly in tertiary education level. Most Thai undergraduate students have low English proficiency, especially for communication skills like listening and speaking. The research of Wiriyachitra (2001) reported that English in Thai universities cannot be utilized in company. Now the challenge is enhancing English ability of students which is crucial and powerful to compete in a 21st century world. Especially, graduates must master foreign language, be influential communicators and be ready for workforce at the national and international level. Griggers (2004) stated that English language may help student in exceeding their studies and gain competitive advantages at work.

Several studies have focused on problems why Thai students could not success in English communication as they are supposed to. Sriprom (2011) revealed that teaching and learning English in Thai education system emphasize writing and reading. Teacher assigns students to memorize vocabularies, sentence structures, grammar for responding in class and getting in examination. Moreover, most Thai English teachers explain English grammar rules in Thai. The students lack opportunity to expose themselves to

listening and speaking skills inside and outside classroom. Therefore, it is crucial to find out factors associated with high English students' achievements.

1.2 Statement of problem

In Thailand at the tertiary education level in all fields, English is a compulsory subject for students (Trakulkasemsuk, 2012). The Prince of Songkla University (PSU) also emphasizes students' English proficiency development, so the university requires two English compulsory courses. Nevertheless, the investigating employers' satisfaction of PSU graduates in 2013 reported that employers were satisfied in graduates' English proficiency as the last among six aspects of numerical analysis, communication and information technology skills among Thai Qualifications Framework for Higher Education (Employees' satisfaction evaluation report 2014). The English language proficiency level among higher education student has long been considered. The stakeholders' evaluation reflected the graduate productive of universities' outcomes. Hence, it is an urgent task for undergraduate students to implement themselves with fluent English communication skills, not only for career opportunities but also for their preference.

It would be helpful to investigate the relationships between academic achievement in English Listening-Speaking course which is a critical part of language teaching and learning and characteristics of students including educational background, attitude, motivation, anxiety, class atmosphere and frequency of practicing English outside the classroom. Information about the teachers' personality and teaching technique are also gathered. The result of this study will offer information for English teaching and learning development to meet the students' requirement.

1.3 Objectives of research

This study aimed to model the relationships between academic achievement in English Listening-Speaking course and characteristics of students.

1.4 Expected advantages

The results of this study can be modified as useful information to improve teaching method in English class and provide guidelines for the university to enhance students' English academic achievement, especially listening and speaking skills.

1.5 Literature review

In this part, related literature and research on factors affecting English listening and speaking proficiency and English academic achievement are reviewed. Definitions of terms were also provided. Several factors affecting English listening and speaking proficiency and English academic achievement were reported.

1.5.1 Students' demographic, education and socio economic background

Many studies indicated that a difference in gender involves English listening and speaking ability. Hunter *et al.* (2005) explored students' oral communication skills among 1,998 Canadian. The oral production of females was consistently higher than males in listening performance. O'Loughlin (2002) studied gender gap affecting to IELTS speaking test score with eight males and eight females IELTS test takers and examiners. The result found that the score was not affected by gender. Abu-Snoubar (2017) revealed that females English as a Foreign Language (EFL) students in Al-Balqa Applied University have high influence in listening and speaking. In contrast, the study of Claes (1999) revealed that there was not a clear evidence for internal gender differences in language ability. Hence, it is necessary to find out the result of gender and age relate to speaking ability. Liu (2015) investigated factors influencing English listening and speaking in academic achievement among 147 engineering students in Qingdao Vocational and Technical College of Hotel Management. The answer summarized that the students' overall score test of listening and speaking course had no significant difference by gender.

A study of Ajayi (2006) on impacts of school type towards students' academic achievement reviewed that it is significance in school type and student academic performance. Buckingham (2000a) explored students' non-public schools and found they were likewise more inclined to accomplish higher end of school scores.

However, Keeves (1978) investigated the types of school which was divided into two categories; private and public schools did not affect students' academic performance.

The relationship between academic achievement and English language proficiency has been reported. There is a relation between academic achievement (GPA) and English language proficiency, the productivity in English capability will accomplish in academic (Maleki and Zangani, 2007). The positive significant correlation between college students' academic accomplishment and language proficiency was found at Shiraz University in Iran (Sahragard *et al.*, 2011). In addition, English scores examination of medical students and their academic performance in Saudi Arabia was discovered the positive significantly correlation (Kaliyadan *et al.*, 2015). Furthermore, a study of Sadeghi *et al.* (2013) revealed that English proficiency of students affect significantly towards medical students' academic achievement. Even prior researches showed significant relationships between academic achievement and foreign language proficiency. In contrast, numerous studies did not find a positive significance between academic achievement and language proficiency (Krausz *et al.*, 2005; Smitha, 2006).

Socio economic background refers to parental socioeconomic status (SES) is the different aspects of family or individual background on levels of society and depends on their access to wealth, reputation, and power (Mueller and Parcel, 1981). SES comprises parents' education and occupation, family income, marital status, home environment and facilities number motivation among children in general. Parents may influence on their children's academic achievement and aspirations in several ways. A supportive family environment and parental warmth behaviors such as tenderness, care, approval, praise, help, encouragement, financial support, love and physical and expression of terms of affection are positively related to teenagers' academic achievement (Donald *et al.*, 2000). Most students who are successful come from the families where sustaining wholesome relationships exist. The provision of home environment to improve children's English proficiency depends on parents' education, occupation and English proficiency (Portes and Hao, 1998). Hakuta *et al.* (2000) revealed parents' education relate to children's development of academic second-language proficiency. The parental educational qualification is coherent with their children's language proficiency because they use English in everyday-life

communication (Jacquelynn *et al.*, 2005). The relationship between the educational level of parents and learning English language performance of the children was examined that be strong and versatile tremendously (Merenluoto, 2009). Furthermore, parents' education relates to their comprehension, aptitude, lifestyle and occupation. The study of influence of parents' occupation on undergraduate students' academic performance was explored. The students whose parents were untrained workers performed significantly lower than students whose parents were skilled workers in United Kingdom (Smith and Naylor, 2001).

1.5.2 High school English learning experience and prior knowledge

Age of arrival in the target language relates to language ability. Early starting for learning English is an advantage for children. There was a significant positive correlation between the age of arrival in the target language and level of proficiency (Hakuta *et al.*, 2003). According to the study of Elsadig (2011), age of starting English learning affected students' skill in Saudi Arabia. Students who begin to study English early, have better English proficiency than those who begin later. It is very challenging for adults to learn to communicate a new language because they are concerned with many different aspects in the moment and it seems to be impractical in real conversation (Romero, 2006).

Textbooks are material of language learning and teaching process and they are the entry to the linguistic part of a specific language and to target language culture. In Thailand, regarding the Basic Education Core Curriculum 2008 which considered English as a compulsory subject at the secondary school level, the Ministry of Education approved appropriate textbooks usage in Thai secondary schools to extend students' English proficiency and increase awareness of English cultural diversity (Nomnian, 2013). Textbook have come to drive the curriculum because it's a part of curriculum making process (Ornstein, 1994). Regarding the meaning of the term "curriculum", it was defined as a planned outcome (Morris and Adamson, 2010). Hence, curriculum refers to the equipment which students will connect for achieving purpose of established educational outcomes. Factors affecting problems of English language teaching achievement were the curricula, textbooks, students, teachers, assessment and other

factors. The result identified that problems are out-dated curricula and unable to select textbook for teaching (Noom-ura, 2013). Most of the Iranian students claimed that their English teachers emphasize on textbooks specified by the Ministry of Education. The students may dislike the textbooks even though they know that final examinations are based on them. Furthermore, students' low English proficiency in the National University of Laos caused inappropriate curriculum because it could not help improve their English (Souriyavongsa, 2013). In addition, teachers' instructional knowledge and curricula affected their learning attitudes (Ghorbani, 2009; Beattie, 1995).

Taking English extra tutorial class becomes after school activity and weekend leisure activity among Thai students because they cannot meet sufficient knowledge as expectation in school classroom. The purposes of taking English extra tutorial class were to increase the school academic achievement and to gain high score for tertiary admission test (Panichkul, 2016). The study of Porpanitchakorn (2016), in-depth interviewing eleven high school students in Bangkok, Thailand found that learning motivations were preparation for university entrance examination followed by improving English ability for daily life context, and improving listening and speaking skills are at equal. The study finding showed that English has made the language of opportunity and crucial means of developing for qualified students and well-paid employment in the future, youths and adults take English tutoring classes not only for higher academic test in school and preparing for university admission examination but also for improving English skill in the workplace, daily English conversation and four essential language skills (Thai Publica, 2013).

The prior knowledge or background knowledge is the knowledge from previous students 'learning both formal in the classroom as well as informal through life experiences. Moreover, prior knowledge relates to individual experiences and expectations (Gebhard, 2000). In a sense of academic, background knowledge also combine content knowledge, academic language and vocabulary unavoidable for understanding content information (Fisher and Frey, 2009). Although there are several components affecting enhance learning new contents such as the enthusiasm of the student, teacher skills, and the complication of the content, what students already know about the content is one of the strongest indexes of how great they will learn

new information linked to the content. Prior knowledge has long been investigated as the most important factor affecting learning and student achievement (FJRC, 1992; FJRC *et al.*, 2002; Hailikari *et al.*, 2007; Portier and Wagemans, 1995). Lacking necessary prior knowledge and skill of students in tertiary education level is the current problem encountered by instructors. They could not activate and assess prior knowledge to achieve successful more advanced courses, especially for English language learning. This knowledge is very necessary to consider the students' language processing problems. The study of Souriyavongsa (2013) explored the factors affecting students having low English proficiency in the National University of Laos. One of results revealed that students lack English foundation background.

1.5.3 Teacher style

The effective and good teachers are very meaningful factor in students' achievement and performance. Teacher style or teacher's personality refers to inner-qualities of a teacher, monitored from the teacher's beliefs, attitude, expression of values and behaviour (Sronge *et al.*, 2004). The expectations of students toward their teachers are enable to develop good relationships, build their confidence, and maintain discipline in the classroom as the most meaningful points (Ahangari, 2016). Teacher styles need to meet personal students' demands. The teachers who are sympathetic and understanding to be an enthusiastic monitoring that better suit for individual student (Richardson and Arker, 2010). The outcome of proper relationships between teachers and students had positive association to student academic performance (Davis, 2006; McCombs and Miller, 2006). Moreover, the teacher-student relationships often become a key factor of teacher's willingness to provide sufficient learning environment. An attractive teacher personality will build up the good teacher-student relationship that can create great learning environment (Pan, 2002). Not only teacher style affects students' performance but also qualified teacher. Likewise, Geringer (2003), teacher quality outweighs is the most important factor in student learning progress than other factors such as funding, class sizes and motivation because the qualified teachers can build the proper environment for learning.

1.5.4 Classroom atmosphere

Classroom atmosphere was defined as various concepts encompassing the atmosphere or mood that is designed in the teacher's classroom through the rules present, the way the teacher interacts with students, and the way the physical environment expose (Freiberg and Stein, 1999). Teacher significantly motivates classroom atmosphere and impact to students' participation, emotion and effort to study in classroom. When students relax and interact will help them to study effectively. If they are nervous, fear and anxiety, they will not learn as much. Numbers of studies illustrated the relationship between university students' academic performance and stress that significant affects students' academic achievement (Elliot *et al.*, 2005; Choi *et al.*, 2007). Reduction of lower grade point average and overall adjustment in university happened when students were stress at first year (Wintre and Yaffe, 2000). The study of Nasri Harb's et al (2006) investigated that more the students' proficiency in English and class participation, the more the students are going to get high grades. The result presented that the most important factor that causes negative impact on students' performances is too many absences.

1.5.5 Teaching methods

Linguistic research discovered that several English teachers interest that interacting is the effective method to achieve listening and speaking skills. This goal is expert by procedure of open dialect educating and communitarian learning. Instructing for open dialect depends on genuine that require correspondence. According to this method in classes of English as a second language, there will be provide the chances for students to communicate with their companions in the target language. The aim of learning activities was to develop students' despondence and sharing idea in effectively communicating with others (Rivers, 1978). However, teachers do not emphasis on speaking skill becoming inadequate opportunity among students in classroom. They taught vocabulary items separately. Most of school teachers did not use listening materials because of the number of cassettes available are inadequate. Teacher preparing programs were observed to be not exceptionally satisfied in altering the educators' technique (Rabab'ah G, 2005). Most students have willingness to

communicate with others in English Language in the classroom and to learn speaking English fluently but they were shy, anxious and not cowardly and ignorant to practice English communication (Mahdi, 2015). Instructing systems additionally add to this issue as another considering factor is understudies' convictions for the idea of learning English as a subject including an arrangement of syntactic principles and a words list which are to be retained and distinct aptitudes to be procured as opposed to an arrangement of coordinated abilities and subskills (Oxford, 2001). To get a handle on the present English dialect showing strategies, the explanations behind the strength of a few showing techniques in dialect classrooms, likewise the difficulties that instructors and students experience, it is important to fathom the principle dialect educating strategies. These summarized methods are as follows; the grammar-translation method highlights in reading and writing, not listening and speaking skill. The student's native language is the medium for instruction, grammar is taught deductively and vocabulary is taught using bilingual word lists. The sound lingual strategy is a dialect instructing technique that originated from the US military concentrated dialect instructional classes and indicated out oral and aural aptitudes. Communicative dialect instructing purposed to advance the student's o communicative capability (Richards, 2001). Learner-centered learning is emphasized in communicative language teaching. In summary, communicative language teaching characteristics were as follows: intentions of classroom are pointed out to full of communicative proficiency elements and unconditional grammatical or linguistic ability, techniques of language are composite to commit learners in the pragmatic, authentic, functional use of language for essential objectives, familiarity and exactness are viewed as equality standards hidden open strategies, understudies at long last need to utilize the dialect successfully and readily, in extemporized settings (Brown, 2007).

1.5.6 Attitude and motivation toward English language and learning behavior outside classroom

The most important factor influences on language learning achievement or dissatisfaction involves to the learners' affective (Oxford, 1990). The affective factors influenced to foreign language learning are attitude, emotions, motivation, anxiety, self-esteem and empathy. Human anxiety is the complex task of foreign language learning

(Brown, 1994), which is related to feelings of frustration, uneasiness, apprehension and self-doubt. The great task of attitude and motivation affected to foreign language learning (Gardner *et al.*, 1985). This study also investigated attitude and motivation affecting students' academic achievement in English Listening-Speaking course. Attitude is the one of factors could predict English proficiency achievement.

Allport (1935) defined attitude as a mental and neural state of readiness, adjusted through experience, expend a directive or dynamic affect the personal reaction to all things, persons and situations. The importance of attitudes in the bilingualism was discussed. Attitudes are learned predilection, nonhereditary, and are likely to be relatively stable; they have a tendency to persist. Though, attitudes are influenced by experience; therefore, attitude change is a vital notion in bilingualism. Attitudes differ from favorable to unfavorable There may be both positive and negative emotions attached to a language situation then attitudes are complicated constructs (Baker, 1988). English related students in several ways such as their English learning motivation, attitudes towards several of English and English teachers (Galloway, 2011). Rukh (2014) studied students' attitude towards English language learning and academic achievement of 200 business students in Punjab. The findings investigated that there is association between their English language learning and academic achievement and they have a positive attitude towards English language learning. The foreign language learning barrier was having negative attitudes (Elyidirim and Ashton, 2006). However, the positive attitudes learners toward language learning are possible to adopt strategies more frequently than those negative attitudes learners (Sadighi and Zaradshan, 2006). It revealed that positive and negative attitude toward English communication is one of the factors that may be associated with learners' speaking activities.

Motivation was defined as an important fundamental or factor in the learning process. Learning and motivation have the same importance for driving to achieve goal. Learning makes new knowledge acquirement and skills and motivation make an effort and encourage tolerating the learning process (Parsons *et al.*, 2001). In addition, the students' motivations with high and low achievement were at high levels. The correlation between motivation and their English learning achievement was significantly correlated with each other. Moreover, the participants revealed that they

have studied English for their further education and career achievement and instrumental motivation was found to have more effect to students than integrative one (Choosri and Intharaksa, 2011).

Positive attitude and motivation towards English lead to effort and frequency of practicing English outside the classroom. Spending time and energy of students to meet the formal academic requirements established by their teachers and school is the academic effort. Several studies have presented that effort of students are involve with academic achievement. Studies of engagement have typically relied heavily on measures of effort in classroom, such as the preparedness, attentiveness and achievement of homework. Commonly, the result of studies have expressed that students who have more engagement usual pay more attention to learn in school (Johnson *et al.*, 2001).

Rosenbaum (2001) also explored that students' GPAs related to their preparedness and absenteeism. However, several studies presented there was a positive association between academic achievement and effort, there were few studies arguing the opposite. The association between undergraduate students' effort (amount of time to English language exposure) and their academic performance (the grades they achieved) was examined. When some external variables such as prior academic achievement and learning capability were controlled, the finding revealed that students' efforts were significantly and negatively correlated with academic performance (Chassie *et al.*, 2004).

In the modern society, internet, music, movies, magazine, books are the useful tools to practice and improve listening-speaking English when we do not have the opportunity to communicate with native speakers. In the students' opinions, watching English soundtrack movies could enhance their listening skill and beneficial for daily English communication. They normally watch English soundtrack movies with movies subtitles for entertainment; however, they believed their listening skill (Pimsamarn, 2011).

Amount of taking time to speak English in informal social situations of students could predict their English language proficiency (Carhill *et al.*, 2008). A readiness to speak at a particular time with a specific person can be perceived by willingness to communicate (MacIntyre and Doucette, 2010). Willingness to communicate is the most basic orientation toward communication. According to Briere (1987), studied that second language acquisition depend on the amount of time in exposure to a target language in

formal and informal linguistic environments. Hence, interaction with native speakers and exposure of English improve English listening and speaking fluently.

1.6 Definition of terms

Academic achievement refer grade of performance outcomes that indicate the extent to which a person has achieved specific objectives that were the emphasis of activities in teaching environments, especially university and college.

High English proficiency students are the students who achieved C+ and above grade of English Listening-Speaking course in 1st semester, academic year of 2013 in Prince of Songkla University, Pattani Campus.

Low English proficiency students are the students who achieved C and below grade of English Listening-Speaking course in 1st semester, academic year of 2013 in Prince of Songkla University, Pattani Campus.

Undergraduate students are 1st year students who enrolled in English Listening-Speaking course in 1st semester, academic year of 2013 in Prince of Songkla University, Pattani Campus.

1.7 Scope of the research

The quantitative study was conducted to identify factors associated with English learning achievement in English Listening-Speaking course. Study sample comprised 323 non-English major first year students who enrolled in the English Listening-Speaking course during the first semester of the academic year 2013.

1.8 Conceptual frameworks

The conceptual frameworks presenting the overall study is shown in Figure 1.1.

This presents the issues of the study is investigation of factors affecting academic achievement of English Listening-Speaking course. There are many factors affecting high, moderate and low English language proficiency of students. The factors will be analyzed using statistical methods. The findings will be provided useful information for students and teachers to increase students' English language proficiency at high level.

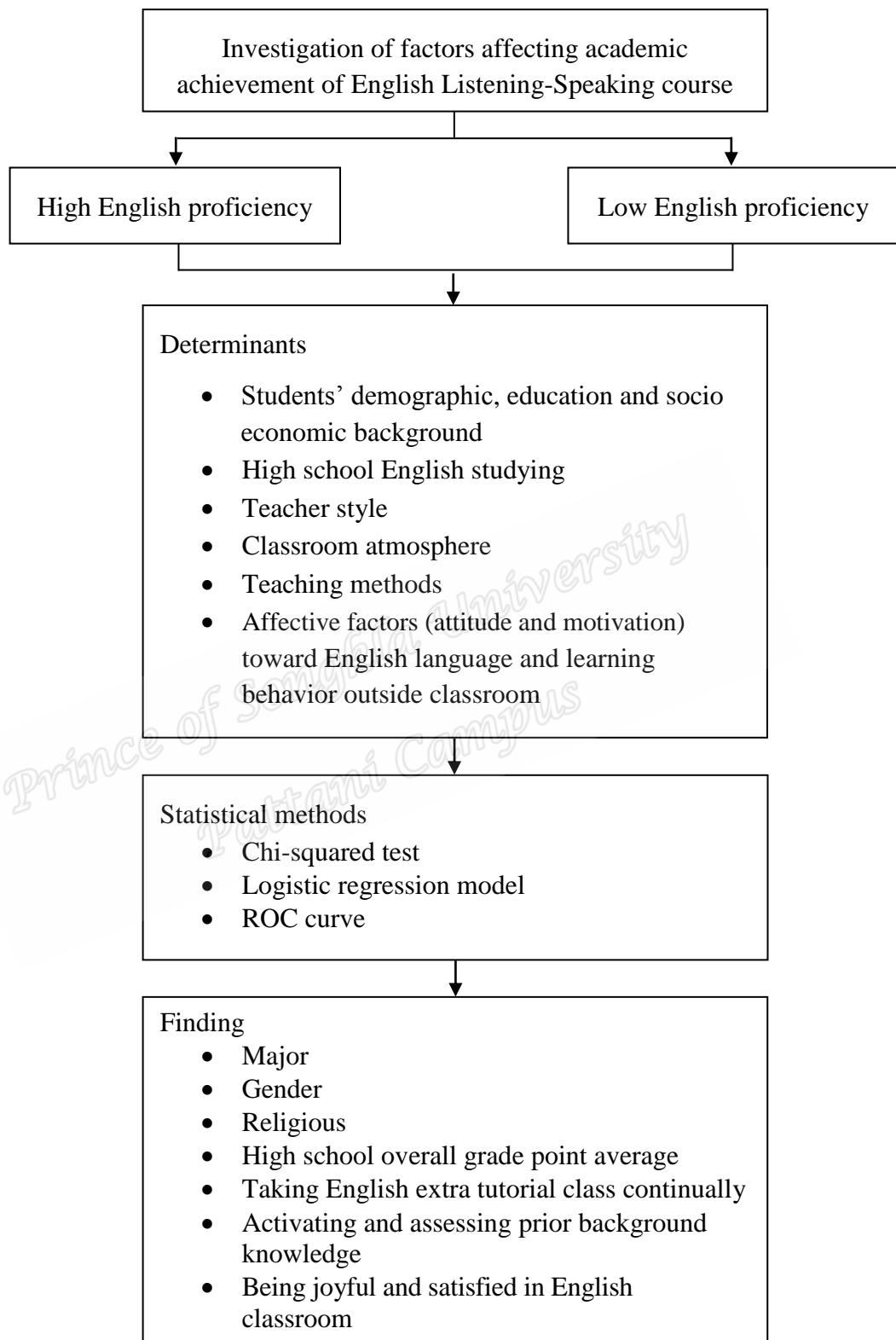


Figure 1.1 Conceptual Frameworks

1.9 Outline of the thesis

There are five chapters in this thesis. The background, statement of problem, objectives and review of prior studies on factors affecting English listening and speaking academic achievement were described in Chapter 1. Study design, data source, variables, data management and analysis were described in Chapter 2. Chapter 3 shows the results of association between students' English listening and speaking academic achievement and variables and significance of finding. Discussions, conclusion and limitations are expressed in Chapter 4.

*Prince of Songkla University
Pattani Campus*

Chapter 2

Methodology

This chapter describes methodology used to investigate factors affecting academic achievement in English Listening-Speaking course. These methods comprised study design, variables, data collection, and data analysis.

2.1 Study design

The study design is cross-sectional. Prince of Songkla University, Pattani campus has seven faculties and one college. Students were required to enroll in two compulsory English courses comprising of 417-101 English Listening-Speaking and 417-102 English Reading and Writing.

The instruction for English Listening-Speaking course has three sessions per week (one hour for each session). The lectures taught two sessions and students spent one session for self-learning in laboratory which aims to practice of English conversations in everyday life with focusing on listening and speaking skills for accurate and effective communications; practice of listening to news, tales, songs and descriptions. The total number of first-year undergraduate students during the first semester in the 2013 academic year was 2,166. Eighty-eight students who were majoring in English were excluded. Thus, the study population comprised 2,078 first year non-English major undergraduate students. The study sample comprised 323 students. The sample size was calculated as follows.

$$n = z_{\alpha/2}^2 \frac{\pi(1-\pi)}{d^2} \quad (1)$$

The students were selected using purposive sampling technique where $z_{\alpha/2}$ is 1.96, π is population proportion of getting higher grade (A, B+, B and C+), and d is probable error. Using $\pi = 0.3$ and $d = 0.05$, sample size after calculation was 323.

2.2 Variables

The data were collected using self-reported questionnaires. The close-ended questionnaire included two sections. First section was about students' demographic, educational and socio economic background containing 15 items: student id, major, faculty, English Listening-Speaking course grade, gender, religion, high school type, province, high school overall grade average (GPAX), high school major, monthly family income, parents education and occupation. The second section has been designed to collect data on high school English studying, university teacher style, atmosphere in class, teaching methods, students' attitude and motivation towards English of the students and learning behavior outside classroom comprised of 33 items.

Data collection was contributed to the students on May 21, 2014 at 19th building by the researcher and team when they finished final examination of 417-102 Reading and Writing course which one of English compulsory course of the second semester in the 2013 academic year. The students were informed of the objectives of the research. Then, the questionnaire was distributed to 323 selected first year students. They were also requested to answer the question honestly and completely. Once the respondents finished responding the questionnaire, they were requested to confirm their responses for incompleteness answers. Most students spent about 15-20 minutes answering the questionnaire items. Lastly, the researcher rechecked English Listening-Speaking course grade of students between their responses and MIS Center.

2.3 Path diagram

Academic achievement of English Listening-Speaking course is divided in to eight levels as follows:

Grade A = upper 80 scores, Grade B+ = 75 – 79 scores, Grade B = 70 – 74 scores, Grade C+ = 63 – 69 scores, Grade C = 57 – 62 scores, Grade D+ = 49 – 56 scores, Grade D = 40 – 48 scores, Grade E = 0 – 39 scores.

The methods were used to assess English proficiency of students who enrolled in English Listening-Speaking course were listening test, individual speaking test, group presentation assignment and role play.

The outcome variable is English academic achievement divided into two groups; high proficiency (Grade A, B+, B and C+) and low proficiency (Grade C, D+, D). The binary outcome (y) is coded as $y = 1$ for students with high proficiency and $y = 0$ for students with low proficiency. The determinants are information collected using questionnaire. Figure 2 shows path diagram.

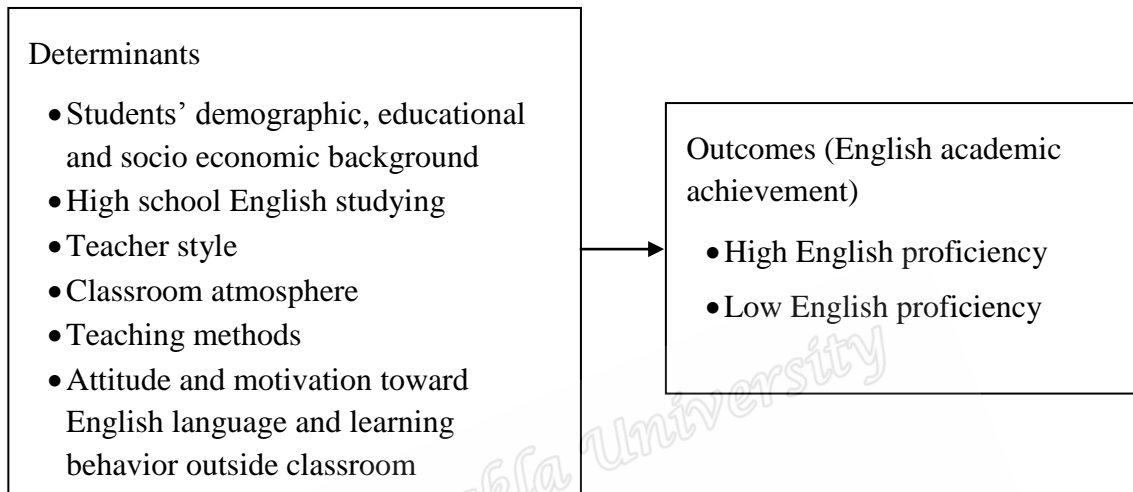


Figure 2: Path diagram

2.4 Data analysis

Logistic regression

Characteristics of study sample on study variables were explored. Chi-squared test was used to explore association between English academic achievement and determinants. The strength of association between English academic achievement and determinants were identified by using logistic regression model (Kleinbaum and Klein, 2000; Hosmer and Lemeshow, 2000; Venables and Ripley 2002). The model with k determinants takes this form

$$\ln\left(\frac{p}{1-p}\right) = \beta_0 + \sum_{j=1}^k \beta_j x_j \quad (2)$$

where p denotes the probability of occurrence of the outcome (English academic achievement with high proficiency), β_0 is a constant, β_j , $j = 1, 2, 3, \dots, k$ are parameters that refer to effects of determinants (students' demographic, educational and socio economic background, high school English studying, university teacher style,

atmosphere in class, teaching methods, affective factors (attitude and motivation) towards English of the students and learning behavior outside classroom). This equation may be inverted to give an expression for the probability p as

$$p = \frac{1}{1 + \exp\left(-\beta_0 - \sum_{j=1}^k \beta_j x_j\right)} \quad (3)$$

ROC curve

The model was assessed using the receiver operating characteristic (ROC) curve, which is a graphical representation of the deal between false positive and false negative rates for every possible cut off. The cut off determines the amount of true positives, true negatives, false positives and false negatives.

ROC curve gives the proportion of positive outcomes correctly and incorrectly predicted by the model. In addition, Area under the curve (AUC) is determined to be the standard method to assess the accuracy of models. Repizo and Tejedor (2012) implied that practice and policy should consider the use of ROC curves in the field of educational research. Generally, an AUC above 0.70 indicates the test possesses good accuracy levels (Hosmer *et al.*, 2013).

Chapter 3

Results

This chapter described characteristics of study sample and results of academic achievement of Listening-Speaking course associated with determinants. The determinants were students' demographic, educational and socio economic backgrounds, high school English studying, teacher style, classroom atmosphere, teaching methods, attitude and motivation towards English of the students and learning behavior outside classroom.

3.1 Academic achievement of English Listening-Speaking course

A total of 2,866 students from seven faculties and one collage enrolled in English Listening-Speaking course which was compulsory course in 1st semester in academic year of 2012. There were 323 students selected to participate in this study by excluding English major students and 156 (48.3%) students had high academic achievement.

Table 3.1 shows frequency distribution of student's grade.

Table 3.1 Frequency distribution of grade of Listening-Speaking course

Academic achievement	Grade							
	A	B+	B	C+	C	D+	D	Total
Low	0	0	0	0	79	66	22	167
High	10	15	45	86	0	0	0	156
Total	10	15	45	86	79	66	22	323

3.2 Distribution of students' demographic, educational and socio economic background

The students' demographic, educational and socio economic backgrounds comprise 14 variables. Table 3.2 presents frequency distribution and percentage of each category of these variables. The majority of respondents were females (86.4%). Faculty of Humanities and Social Sciences had largest respondents, at 126 (39.0%) with a major in Humanities and Social Sciences (31.0%). Regarding religious, 277 (85.8%) respondents were Muslims from Islamic religious high school (61.9%) in Pattani (33.4%). As regards to

high school program, 256 (79.2%) respondents graduated in Science-Mathematics program with higher than 3.00 of GPAX (51.7%). The families' income was lower than or equal to 15,000 Baht (52.9%) and most of their parents received elementary school education, 53.2% of fathers and 52.0% of mothers. Their fathers worked as a farmer 35.9% and 35.6% of mothers worked as hirers, in enterprises, unemployed and housewives.

Table 3.2 Distribution of students' demographic, educational and socio economic backgrounds

Factors	Frequency	Percentage
Faculty		
Education	79	24.5
Humanities and Social Sciences and Political Science	126	39.0
Sciences and Technology and Nursing	32	9.9
Islamic Study College	48	14.9
Communication Sciences	38	11.7
Major group		
Education	73	22.6
Humanities and Social Sciences	100	30.9
Sciences and Health Science	91	28.2
Language and Arts	59	18.3
Gender		
Male	44	13.6
Female	279	86.4
Religious		
Islam	277	85.8
Others	46	14.2
High school type		
Public	75	23.2
Private	48	14.9
Religious school	200	61.9
Province		
Pattani	108	33.4
Yala	47	14.6
Narathiwat	59	18.3
Other	109	33.7
High school overall grade point average (GPAX)		
Less than and equal to 3.00	156	48.3
Higher than 3.00	167	51.7

Table 3.2 (Continued)

Factors	Frequency	Percentage
High school major		
Science-Mathematics	256	79.2
English-Mathematics	29	9.0
Other	38	11.8
Family income		
Less than and equal to 15,000 Baht	171	52.9
Higher than 15,000 Baht	152	47.1
Father education		
Elementary school	172	53.2
High school/ Certificate	123	38.1
Diploma/ Bachelor degree and higher	28	8.7
Father occupation		
Farmer	116	35.9
Government officer/ Enterprise	26	8.1
Business	74	22.9
Other	107	33.1
Mother education		
Elementary school	168	52.0
High school/ Certificate	129	39.9
Diploma/ Bachelor degree and higher	26	8.1
Mother occupation		
Farmer	96	29.7
Government officer/ Enterprise	18	5.6
Business	94	29.1
Other	115	35.6

3.3 Distribution of high school English studying

Table 3.3 contains 11 variables. Most of respondents started learning English in kindergarten level (67.2%). The teachers used Thai language (53.6%) for English instruction. They answered that textbooks used in learning English could develop reading skill (66.6%) and could improve their English skill in neutral level (59.1%). Then they suggested that the high school should emphasize speaking (54.2%) and they achieved grade A and B+ (36.8%) and B (29.1%). Moreover, they had ever studied tutoring in English class (55.4%), started in high school (31.6%) and continually (31.9%). In

contrast, they thought that their English prior knowledge were at low and neutral level (48.0%) and could activate and assess prior knowledge and skills in university at neutral level (51.1%).

Table 3.3 Distribution of English studying in high school

Factor	Frequency	Percentage
Education level of starting to learn English		
Kindergarten	217	67.2
Elementary school	106	32.8
Language taught in English class		
Thai	173	53.6
English	40	12.4
Thai and English	110	34.0
Textbooks used in high school improved English skill		
Disagree	67	20.8
Neutral	191	59.1
Agree	65	20.1
Skill improved by textbooks in high school		
Listening	26	8.0
Speaking	42	13.0
Reading	215	66.6
Writing	40	12.4
Skill should emphasize in high school		
Listening	36	11.1
Speaking	175	54.2
Reading	65	20.1
Writing	47	14.6
English grade in last semester of high school		
A and B+	119	36.8
B	94	29.1
C+	78	24.2
C and D+	32	9.9
Taking English extra tutorial class		
Never	144	44.6
Yes	179	55.4
Starting to take English extra tutorial class		
Never	144	44.6
Primary school	77	23.8
High school	102	31.6

Table 3.3 (Continued)

Factor	Frequency	Percentage
Taking English extra tutorial class continually		
Never	144	44.6
Not continue	76	23.5
Continue	103	31.9
Level of English prior knowledge		
Low	155	48.0
Neutral	155	48.0
High	13	4.0
Level of activating and assessing prior knowledge and skills		
Low	98	30.3
Neutral	165	51.1
High	60	18.6

3.4 Distribution of teacher style

Four items of questionnaire asked the respondents to describe their teacher style. One item asked on yes/ no question about teacher personality. The personality had seven categories. Figure 3.1 shows bar chart of students' opinions on teacher personality. The students reported that their English teachers were humorous and friendly more than 50%.

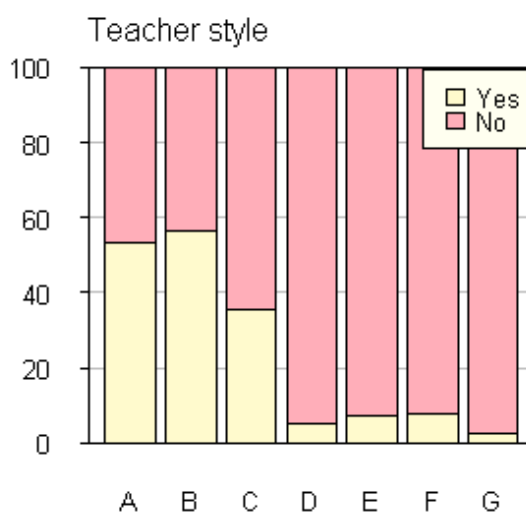


Figure 3.1 Students' opinions about their university teacher (A=friendly, B= humorous, C= patient, D= stress, E= moody, F= boring, G= comparing students with others)

Table 3.4 shows that the majority of students (57.6%) agreed that teachers' style affected their attention in class. The students thought that their university English teachers were professional in English (82.3%) and also often taught in English (57.9%).

Table 3.4 Distribution of teacher style

Factor	Frequency	Percentage
Teacher style affecting attention in English class		
Not affected	21	6.5
Neutral	116	35.9
Affected	186	57.6
University English teachers are professional in English		
Not professional	9	2.8
Neutral	48	14.9
Professional	266	82.3
Frequency of English teacher taught in English		
Rarely	22	6.8
Sometimes	114	35.3
Always	187	57.9

3.5 Distribution of classroom atmosphere

The answer about the classroom atmosphere is fall into one or more categories including fun and positive relationship, stress, boring, exciting, uninteresting, participation and nonparticipation as shown in Figure 3.2. The students gave an opinion that they enjoyed and were satisfied in English class (62%). The class was not stressful (85%), or boring (86%). Almost 30% of students participate in class and there was only 3% nonparticipation. Table 3.5 shows opinion about classroom size, 55.1% of students expressed that class size affected to their understanding at neutral level. In addition 66.6% said that they could gain knowledge while studying in class at neutral level.

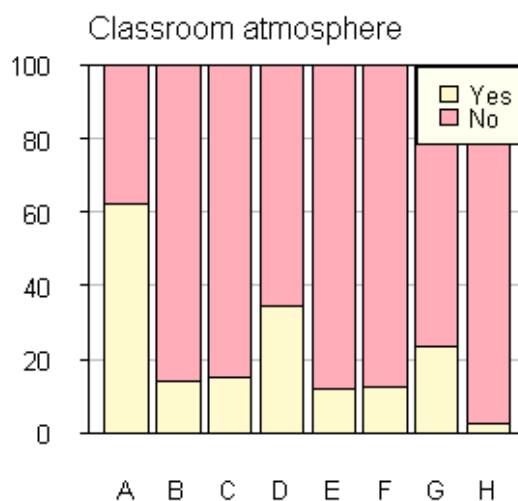


Figure 3.2 Classroom atmosphere (A=joyful and satisfied, B=stress, C=boring, D=exciting, E=uncomfortable, F=uninteresting, G=participation, H=nonparticipation)

Table 3.5 classroom size and gaining knowledge

Factor	Frequency	Percentage
Number of students in the classroom effect to your understanding		
Not so affected	20	6.2
Neutral	178	55.1
Very affected	125	38.7
Level of knowledge gained in English class		
Low	29	9.0
Neutral	215	66.6
High	79	24.4

3.6 Distribution of teaching methods

The students give opinions about teaching methods that could make them study better. They comprise emphasized on grammar, vocabulary, conversation, using media, and outside class room activity. Figure 3.3 shows the students' opinion that field trip is best way for learning English (67%), vocabulary (54%), media (53%), conversation (47%) and grammar (35%).

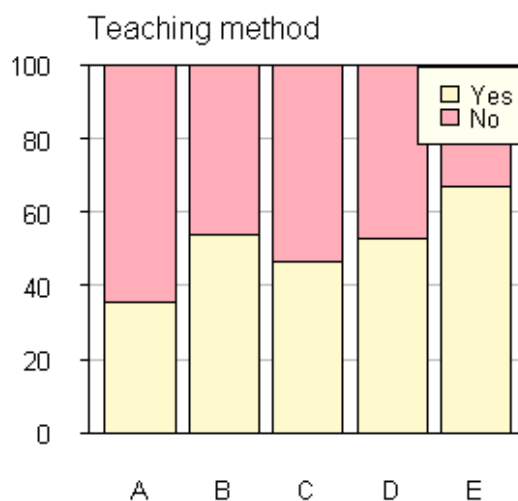


Figure 3.3 Teaching methods (A=grammar, B=vocabulary, C=conversation, D=using media, E=outside activity)

3.7 Distribution of attitude and motivation towards English language and learning behavior outside classroom

Figure 3.4 and Table 3.6 show attitude and motivation towards English language and learning behavior outside classroom. The majority of students gave a neutral level for 3 hours is appropriate for learning English. Most of students also felt that they joyful, difficult materials and they tried hard in their class at neutral level. On the other hand, they strongly agreed that English was important for further study and career.

The majority of the students (71.2%) did homework by themselves and copied from their friend if could not do it. For learning behavior outside classroom, 81.7% of students spent less than six hours per week to practice English such as listen music, watch movies, read books or chat. Moreover, they assess their English language proficiency were at neutral level.

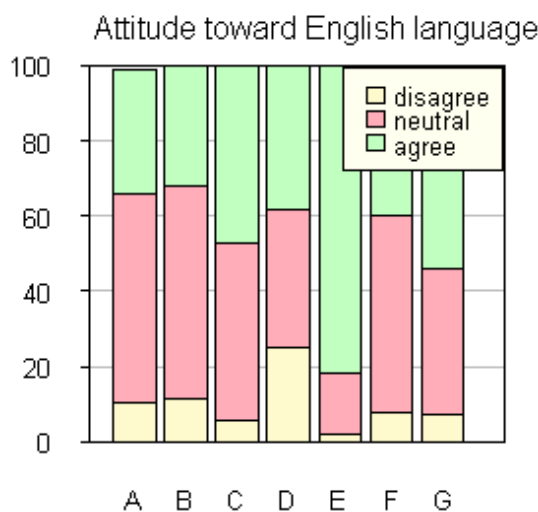


Figure 3.4 Attitude and motivation towards English language and learning behavior outside classroom (A=three hour class suitable, B=joyful, C=difficult, D=bad impression, E=important of English, F=try hard, G=apply in daily)

Table 3.6 Learning behavior outside classroom

Factor	Frequency	Percentage
Doing English homework		
Do it by yourself	52	16.1
Copy from your friend	41	12.7
Do it by yourself and copy from your friend if you can not do	230	71.2
Hours per week for spending to exposure English outside classroom		
6 hours or less	264	81.7
More than 6 hours	59	18.3
English language proficiency self-assessment		
Poor	106	32.8
Fair	195	60.4
Good	22	6.8

3.8 Distribution of opinions about English skill

The students gave an opinions on English skills, what is easiest, the most difficult, the best skills and skill that they highly want to improve. As seen in Figure 3.5, 60% of students thought that reading skill is the easiest and best. In contrast writing skill is the most difficult (43%). They want to improve their speaking skill (50%)

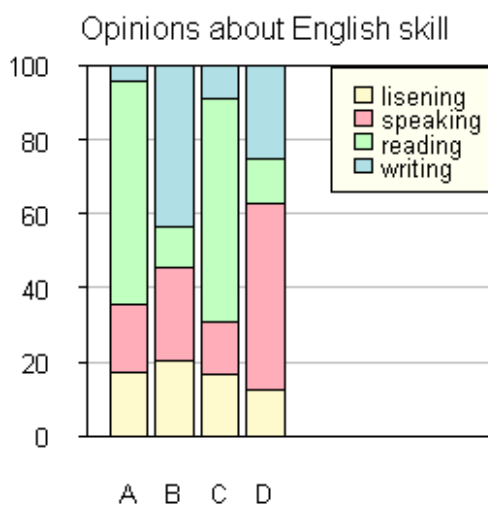


Figure 3.5 Students opinions about English skills (A=the easiest, B=the most difficult, C=the best skill, D=the skill that students want to improve)

3.9 Association between English listening-speaking proficiency and determinants

Demographic, educational and socio economic backgrounds

This section shows investigation of association between English listening-speaking proficiency and determinants. The p -value from Pearson's chi-squared test (Fisher exact test) is presented in Table 3.7. Significantly low p -value (<0.05) indicates that the variables are significantly associated with English listening-speaking proficiency. There were faculty, major, gender, high school GPAX and parental education were found to be associated with English listening-speaking proficiency.

Table 3.7 Association between English listening-speaking proficiency and demographic, educational and socio economic backgrounds

Characteristics	Low (n=167) [%]	High (n=156) [%]	p-value
Faculty			0.0005
Education	36 (45.6)	43 (54.4)	
Humanities and Social Sciences and Political Science	74 (58.7)	52 (41.3)	
Sciences and Technology and Nursing	18 (56.2)	14 (43.8)	
Islamic Study College	13 (27.1)	35 (72.9)	
Communication Sciences	26 (68.4)	12 (33.6)	

Table 3.7 (Continue)

Characteristics	Low (n=167) [%]	High (n=156) [%]	p-value
Major			0.0002
Education	30 (41.1)	43 (58.9)	
Humanities and Social Sciences and Health Science	70 (70.0)	30 (30.0)	
Language and Arts	42 (46.2)	49 (53.8)	
	25 (42.4)	34 (57.6)	
Gender			0.0027
Male	13 (29.5)	31 (70.5)	
Female	154 (55.2)	125 (44.8)	
Religious			0.1329
Others	29 (63.0)	17 (37.0)	
Islam	138 (49.8)	139 (50.2)	
High school type			0.6955
Public	42 (56.0)	33 (44.0)	
Private	24 (50.0)	24 (50.0)	
Private religious school	101 (50.5)	99 (49.5)	
Hometown			0.4934
Pattani	55 (50.9)	53 (49.1)	
Yala	29 (61.7)	18 (38.3)	
Narathiwat	28 (47.5)	31 (52.5)	
Others	55 (50.5)	54 (49.5)	
High school GPAX			<0.0001
Less than or equal to 3.00	102 (65.4)	54 (34.6)	
Higher than 3.00	65 (38.9)	102 (61.1)	
High school major			0.0647
Science-Mathematics	127 (49.6)	129 (50.4)	
English- Mathematics	21 (72.4)	8 (27.6)	
Others	19 (50.0)	19 (50.0)	
Family income			0.1231
Less than and equal to 15,000 baht	81 (47.4)	90 (52.6)	
Higher than 15,000 baht	86 (56.6)	66 (43.4)	
Father education			0.0345
Elementary school	91 (52.9)	81 (47.1)	
High school/ Certificate	68 (55.3)	55 (44.7)	
Diploma/ Bachelor degree and	8 (28.6)	20 (71.4)	

Table 3.7 (Continue)

Characteristics	Low (n=167) [%]	High (n=156) [%]	p-value
Father occupation			0.5570
Farmer	63 (55.8)	50 (44.2)	
Government officer/ Enterprise	15 (53.6)	13 (46.4)	
Business	39 (52.7)	35 (47.3)	
Other	50 (46.3)	58 (53.7)	
Mother education			0.0305
Elementary school	96 (57.1)	72 (42.9)	
High school/ Certificate	63 (48.8)	66 (51.2)	
Diploma/ Bachelor degree and	8 (30.8)	18 (69.2)	
Mother occupation			0.2823
Farmer	53 (55.2)	43 (44.8)	
Government officer/ Enterprise	6 (33.3)	12 (66.7)	
Business	52 (55.3)	42 (44.7)	
Others	56 (48.7)	59 (51.3)	

High school English studying

Table 3.8 shows association between English listening-speaking proficiency and high school English studying background. The significant variables are English grade in high school last semester, tutoring continuously, level of English prior background, and level of activating and assessing prior knowledge and skills.

Table 3.8 Association between English listening-speaking proficiency and high school English studying

Characteristics	Low (n=167) [%]	High (n=156) [%]	p-value
Start studying English			0.0832
Kindergarten	120 (55.3)	97 (44.7)	
Primary school	47 (44.3)	59 (55.7)	
Language taught in English class			0.5849
Thai	94 (54.3)	79 (45.7)	
English	20 (50.0)	20 (50.0)	
Both Thai and English	53 (48.2)	57 (51.8)	

Table 3.8 (Continue)

Characteristics	Low (n=167) [%]	High (n=156) [%]	p-value
Textbooks used in high school to improved English proficiency			0.3652
Disagree	38 (56.7)	29 (43.3)	
Neutral	100 (52.4)	91 (47.6)	
Agree	29 (44.6)	36 (55.4)	
Skill improved by textbooks in high school			0.7853
Listening	14 (53.8)	12 (46.2)	
Speaking	23 (54.8)	19 (45.2)	
Reading	107 (49.8)	108 (50.2)	
Writing	23 (57.5)	17 (42.5)	
Skill should emphasize in high school			0.1151
Listening	14 (38.9)	22 (61.1)	
Speaking	89 (50.9)	86 (49.1)	
Reading	41 (63.1)	24 (36.9)	
Writing	23 (48.9)	24 (51.1)	
English grade in high school last semester			0.0004
A and B+	45 (37.8)	74 (62.2)	
B	55 (58.5)	39 (41.5)	
C+	43 (55.1)	35 (44.9)	
C and D+	24 (75.0)	8 (25.0)	
Taking English extra tutorial class			0.6464
Never	77 (53.5)	67 (46.5)	
Yes	90 (50.3)	89 (49.7)	
Starting to take English extra tutorial class			0.0370
Never	77 (53.5)	67 (46.5)	
Primary school	47 (61.0)	30 (39.0)	
High school	43 (42.2)	59 (57.8)	
Taking English extra tutorial class continually			<0.0001
Never	77 (53.5)	67 (46.5)	
Not continuous	54 (71.1)	22 (28.9)	
Continuous	36 (35.0)	67 (65.0)	
Level of English prior knowledge			0.0022
Poor	94 (60.6)	61 (39.4)	
Fair	70 (45.2)	85 (54.8)	
Good	3 (23.1)	10 (76.9)	
Level of activating and assessing prior knowledge and skills			<0.0001
Low	70 (71.4)	28 (28.6)	
Neutral	84 (50.9)	81 (49.1)	
High	13 (21.7)	47 (78.3)	

Teacher style

Seven variables of teacher personality were grouped as a binary variable based on the response of each variable. Friendly, humorous, and patient were coded as positive and others were coded as not positive. Table 3.9 shows association between English listening-speaking proficiency and teacher style.

Table 3.9 Association between English listening-speaking proficiency and teacher style

Characteristics	Low (n=167) [%]	High (n=156) [%]	p-value
Teacher positive personality			0.0701
Positive	19 (38.8)	30 (61.2)	
Not positive	148 (54.0)	126 (46.0)	
Teacher style affecting attention in English class			0.0009
Not affected	9 (42.9)	12 (57.1)	
Neutral	76 (65.5)	40 (34.5)	
Affected	82 (44.1)	104 (55.9)	
University English teachers are professional in English			0.2806
Not professional	7 (77.8)	2 (22.2)	
Neutral	24 (50.0)	24 (50.0)	
Professional	136 (51.1)	130 (48.9)	
Frequency of English teacher taught in English			0.7539
Rarely	11 (50.0)	11 (50.0)	
Sometimes	56 (49.1)	58 (50.9)	
Always	100 (53.5)	87 (46.5)	

Classroom atmosphere

Number of students in classroom affected was found to be associated with English listening-speaking proficiency. The student's opinions about classroom atmosphere eight variables (joyful and satisfied, stress, boring, exiting, uncomfortable, uninteresting, participation, nonparticipation) were grouped into energetic class. The energetic is defined as fun, exiting and participation. Table 3.10 shows association between English listening-speaking proficiency and classroom atmosphere

Table 3.10 Association between English listening-speaking proficiency and classroom atmosphere

Characteristics	Low (n=167) [%]	High (n=156) [%]	p-value
Number of students in the classroom effect to your understanding			0.0502
Not so affected	12 (60.0)	8 (40.0)	
Neutral	101 (56.7)	77 (43.3)	
Very affected	54 (43.2)	71 (56.8)	
Level of knowledge gained in English class			0.0366
Low	17 (58.6)	12 (41.4)	
Neutral	119 (55.4)	96 (44.6)	
High	31 (39.2)	48 (60.8)	
Energetic class			0.1239
Yes	11 (36.7)	19 (63.3)	
No	156 (53.2)	137 (46.8)	

Teaching method

Teaching methods comprise class emphasized on grammar, vocabulary, conversation, using media, and outside class room activity. These five variables were grouped as a binary variable. The academic group is defined as class emphasized on grammar and vocabulary or other. However it is not significant associated with English listening-speaking proficiency. For energetic class, the students who achieved high English proficiency had a higher probability compared to those who achieved low.

Attitude and motivation towards English language and learning behavior outside classroom

Table 3.11 shows association between English listening-speaking proficiency and attitude and motivation towards English language and learning behavior outside classroom.

Students' attitude and motivation related to English listening-speaking proficiency when they concerned about suitable to study English for 3 hours per week, important of English to your further study and career, attention and effort to study English and applying English in classroom to daily life. Students who were enjoy and satisfied during English classroom had high English listening-speaking proficiency. Then English language proficiency self-assessment English had correlation to academic achievement.

Table 3.11 Association between English listening-speaking proficiency and attitude and motivation towards English language and learning behavior outside classroom

Characteristics	Low (n=167) [%]	High (n=156) [%]	p-value
Suitable to study English for 3 hours per week			0.0179
Not suitable	12 (32.43)	25 (67.57)	
Neutral	102 (57.30)	76 (42.70)	
Suitable	53 (49.07)	55 (50.93)	
Being joyful and satisfied in English classroom			<0.0001
Not joyful and satisfied	27 (71.05)	11 (28.95)	
Neutral	107 (58.79)	75 (41.21)	
Joyful and satisfied	33 (32.04)	70 (67.96)	
Difficulty of English language			0.0567
Not difficult	6 (33.33)	12 (66.67)	
Neutral	73 (47.71)	80 (52.29)	
Difficult	88 (57.89)	64 (42.11)	
Bad experience in English studying			0.2644
Rarely	110 (55.28)	89 (44.72)	
Sometimes	49 (45.79)	58 (54.21)	
Often	8 (47.06)	9 (52.94)	
Important of English to your further study and career			0.0095
Not important and Neutral	40 (67.80)	19 (32.20)	
Important	127 (48.11)	137 (51.89)	
Attention and effort to study English			0.0093
Low attention	16 (64.00)	9 (36.00)	
Average	98 (57.65)	72 (42.35)	
High attention	53 (41.41)	75 (58.59)	
Applying English in classroom to daily life			0.0279
Not applicable	12 (52.17)	11 (47.83)	
Neutral	76 (60.80)	49 (39.20)	
Very applicable	79 (45.14)	96 (54.86)	
Doing English homework			0.2618
Do it by yourself	22 (42.31)	30 (57.69)	
Copy from your friend	24 (58.54)	17 (41.46)	
Do it by yourself and copy from your friend if you cannot do	121 (52.61)	109 (47.39)	
Hours per week for spending to exposure English outside			0.3866
6 hours or less	140 (53.03)	124 (46.97)	
More than 6 hours	27 (45.76)	32 (54.24)	

Table 3.11 (Continue)

Characteristics	Low (n=167) [%]	High (n=156) [%]	p-value
The easiest English skill			0.8128
Listening	31 (56.36)	24 (43.64)	
Speaking	29 (48.33)	31 (51.67)	
Reading	99 (51.03)	95 (48.97)	
Writing	8 (57.14)	6 (42.86)	
The most difficult English skill			0.8492
Listening	32 (48.48)	34 (51.52)	
Speaking	45 (55.56)	36 (44.44)	
Reading	18 (50.00)	18 (50.00)	
Writing	72 (51.43)	68 (48.57)	
The best English skill			0.1433
Listening	30 (55.56)	24 (44.44)	
Speaking	17 (36.96)	29 (63.04)	
Reading	107 (54.87)	88 (45.13)	
Writing	13 (46.43)	15 (53.57)	
English skill that most wanted to improve			0.8670
Listening	20 (50.00)	20 (50.00)	
Speaking	81 (50.00)	81 (50.00)	
Reading	21 (52.50)	19 (47.50)	
Writing	45 (55.56)	36 (44)	
Self-assessment of English proficiency			0.0046
Poor	59 (55)	47 (44.34)	
Fair	104 (53.33)	91 (46.67)	
Good	4 (18.18)	18 (81.82)	

3.10 Model fitting

All the determinants, which were significant in the chi-squared test, were included in the logistic regression model. The determinants were selected to the reduced model using backward elimination. Since some variables do not have reference by nature. The model was then fitted based on weighted sum contrasts. Table 3.12 presents adjusted coefficients, standard errors and p-value for the level of each determinant. The positive coefficient reflects a higher probability of having high English proficiency. Students majoring in education had a significantly higher probability of having high English proficiency while those majoring in social sciences had a lower probability compared to

overall proportion. A higher probability of having high English proficiency was male students, in contrast those female had a lower. Regarding to students' religious, Muslim students had a higher probability of having high English proficiency compared to other religious students. Students who achieved higher than 3.00 of high school overall grade average point (GPAX) had a higher probability of having high English proficiency compared to those students whose overall high school grade average point were less than and equal to 3.00. Continuing take English extra tutorial class had a significantly lower probability of having high English proficiency while those who did not take English extra tutorial class continually had a higher probability compared to overall proportion. English prior knowledge and skills had a significant effect on student's English proficiency. Notably, student who activated and assessed prior knowledge and skills at high level had a significantly higher probability of having higher English proficiency compared to those who activated and assessed low level of prior knowledge and skills. Lastly, students who were joyful and satisfied when studying English in classroom had a significantly higher probability of having high English proficiency than those who were not joyful and satisfied had a lower probability of having high English proficiency compared to overall proportion.

Table 3.12 Reduced model based on treatment contrasts

Characteristics	Coefficient	Standard error	p-value
Intercept	-0.078	0.142	0.583
Major			
Education	0.730	0.267	0.006
Social Sciences	-1.060	0.243	<0.001
Sciences	0.112	0.225	0.618
Languages	0.720	0.305	0.018
Gender			
Male	2.131	0.426	<0.001
Female	-0.336	0.067	<0.001
Religious			
Others	-0.848	0.375	0.023
Islam	0.141	0.062	0.024

Table 3.12 (Continue)

Characteristics	Coefficient	Standard error	p-value
High school overall grade average point			
Less than or equal to 3.00	-0.531	0.154	0.001
Higher than 3.00	0.496	0.144	0.001
Taking English extra tutorial class			
Never	-0.103	0.158	0.516
Continue	-0.839	0.271	0.002
Not continue	0.763	0.211	<0.001
Activating and assessing prior knowledge and skills			
Low	-0.872	0.229	<0.001
Neutral	0.055	0.141	0.695
High	1.273	0.351	<0.001
Being joyful and satisfied in English classroom			
Not joyful and satisfied	-0.554	0.394	0.159
Neutral	-0.261	0.125	0.037
Joyful and satisfied	0.666	0.215	0.002

The model results are presented as graphs of confidence intervals in Figure 3.6.

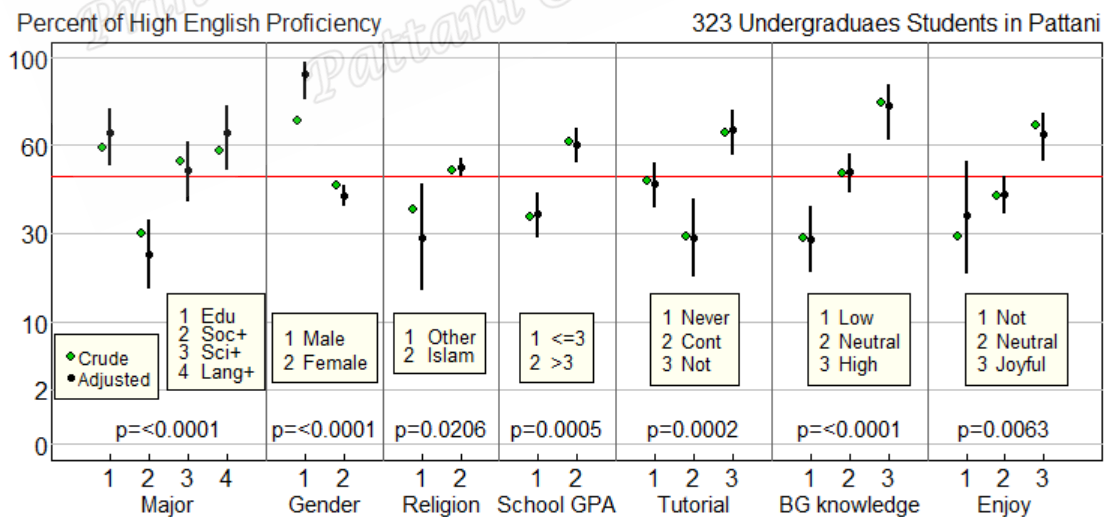


Figure 3.6 Crude and adjusted percent of high English proficiency

Figure 3.7 shows the receiver operating characteristic (ROC) curve for the model of factors associated with high English proficiency. The model gave area under the curve (AUC) 69%.

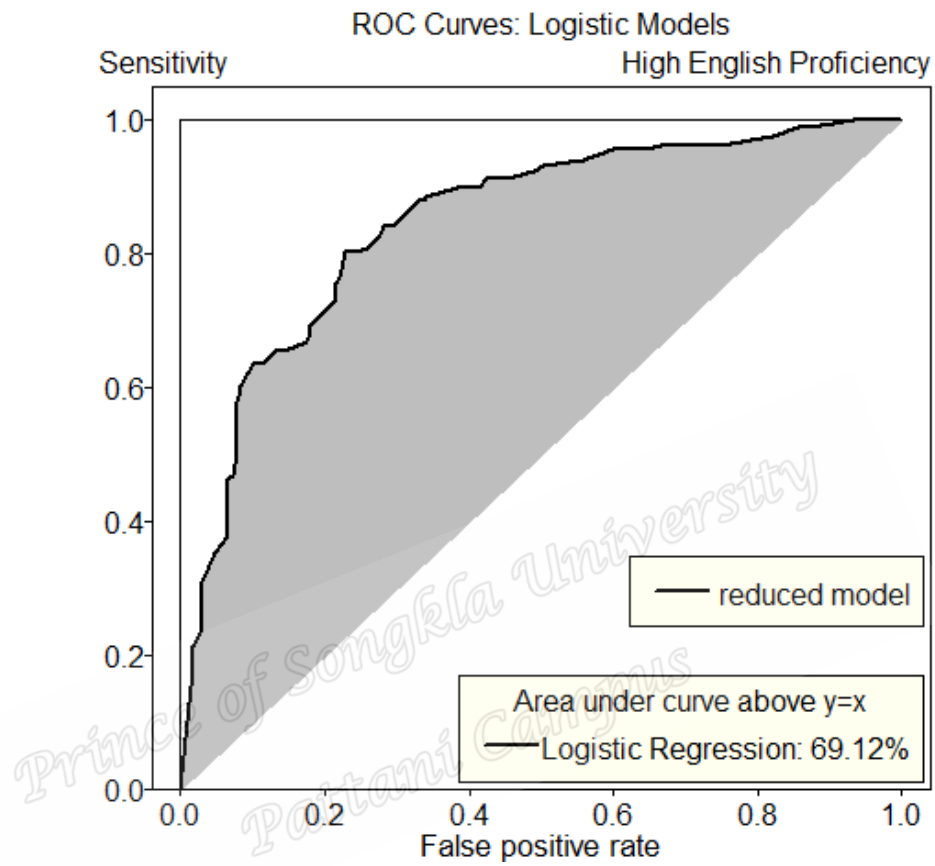


Figure 3.7 ROC curve for logistic regression model

Chapter 4

Discussion and Conclusion

This chapter presents interpretation of results, limitation of the study and conclusion. The results are examined in relation to existing research, and the possible explanations to findings that are contradictory to previous studies are also discussed.

4.1 Discussion

The objective of this study aimed to model the relationships between academic achievement in English Listening-Speaking course and characteristics of students. As a result, the model shows seven characteristics of students who had high English proficiency in listening and speaking course including major, gender, religious, high school overall grade average point (GPAX), taking English extra tutorial class, activating and assessing prior knowledge and skills, and being joyful and had satisfied in English classroom.

Students major in education had a higher probability of having high English proficiency could be explained by career opportunity, a high-level of job security, income, welfares comparing with general graduates. Major in education is popular for high school students while applying for admission to university, resulting in high competition. The faculty will have an opportunity to select highly qualified students' academic achievement. According to Strommen (1981) investigated that factors affecting foreign students' academic achievement or students' GPAs of 299 foreign students at the University of Houston Central Campus. The results presented that factors influenced to foreign students' academic achievement were field of study and other factors. Light *et al.* (1987) identified that there were substantial differences among academic majors in the correlation between TOEFL score. Hughey and Hinson (1993) also explored foreign students' academic achievement associating to academic area of study. The researchers revealed that such differences may result, in part, from the distinct ways verbal and written communication skills are pointed out in different disciplines, and that the area of study may be associated to the foreign students' academic achievement.

The findings of this research showed that gender is related to students' English language proficiency; male students had a significantly higher probability of having high English proficiency. The finding is in agreement with the study of Rahayu (2016) determined that of male students had high English speaking fluently than female by observation and recording spoken test. It can be indicated that there was a significant gender differences between male and female's speaking proficiency. However, Abu-Snoubar (2017) revealed that female English as a Foreign Language (EFL) students in Al-Balqa Applied University have high listening and speaking proficiency. Moreover, several studies revealed no gender differences and English proficiency. Studies showed that gender did not influence to English proficiency level among 75 International Islamic University Malaysia (IIUM) undergraduate students (Rahman 2016). Koosha *et al.* (2011) explored no statistically considerable relationship between speaking skills and gender. Likewise Liu (2015) did not find significant gender difference with 150 first year students in engineering majors, Qingdao Vocational and Technical College in listening and speaking academic achievement. There was evidence confirmed that an English academic achievement not depend on students' gender (Rostami *et al.*, 2011). In contrast, the study of Claes (1999) revealed that there was not clear evidence for internal gender differences in language ability. The gender issue is needed more investigation.

Research result explored influence of religious to students' English proficiency. Muslim students had higher English proficiency performance than others could be explained by location of university in three southernmost provinces Thailand. According to Prince of Songkla University (PSU), Pattani campus is located in one of three southernmost provinces and near the border of Malaysia. Islam is the majority religion in Pattani with representing statistics 86.3% of population in 2013 (Pattani Today Report, 2015), 85.3% of first year student population in academic year of 2013 in PSU Pattani (PSU Registration Office, 2013) and most respondents are 277 Muslims (85.8%) from Islamic religious high school (61.9%) in Pattani (33.4%). However, no study investigated the effect of student's religiosity towards English listening and speaking proficiency. Hence, the research about affecting of the religious factor on English proficiency of students in Prince of Songkla University, Pattani Campus is needed to further investigation.

The finding presented that students' English proficiency associate with overall high school GPA. The students who achieved more than 3.00 of overall GPA had high English proficiency with is in confirmation of Martirosyan *et al.* (2015) revealed that the highest mean GPA students had high self-perceived English language proficiency levels. A positive relation between their overall academic achievement and English proficiency performance was found among 566 first year higher education students in faculty of Informatics and Computer Science, Engineering and Business (Ghenghesh, 2015). When English proficiency of students develops their academic achievement will be raised. Kaliyadan *et al.* (2015) investigated that English scores examination correlate positive significantly with academic performance of medical students in Saudi Arabia. English proficiency of students affect significantly towards medical students' academic achievement (Sadeghi *et al.*, 2013). A study investigating association between English proficiency found that, grade point averages (GPA) and standardized achievement scores among Mexican American students explored a significant association between these factors (Enedina, *et al.*, 1997). Association between English communicative language proficiency and academic achievements of 802 students was examined. The result revealed that there was a significant positive between two variables (Custar, 2011). In contrast, several prior studies explored that students' English language proficiency is indirectly related with their academic achievement. No remarkable relationship between TOEFL scores and students' achievement performance was discovered (Krausz *et al.*, 2005). Smitha (2016) presented that there was not a significant relationship between IELTS score and GPA of students. In summary, students with higher GPA are more agreeable to the notion that teaching and learning in English can improve the mastery of their English Language.

The research finding showed taking English extra tutorial class continually had a significantly lower probability of having higher English proficiency while those who did not continue take English extra tutorial class had a higher probability compared to overall proportion which is consistent with prior study Lee *et al.* (2004). The study concluded that private tutoring has no significant effects on the achievement mathematics, Korean and English in Korea middle and high school. Zhan *et al.* (2013) interviewed student who attended tutoring in English, Mathematics and Chinese. The student first taking tutored in English and Mathematics because of perceived low

academic performance and found that taking extra English class in was not effective in improving grades, but the student takes extra classes continually. Despite, the student answered that academic performance results were “not different”. Even students taking English extra tutorial class continually had English low proficiency. Most students started to take tutoring class because of their parents’ suggestion. It was not their requirement then they could not entirely understand what teachers taught and their school performance were low. Students generally take private tutoring class be more sufficient in the examination support provision compared with regular schooling and teachers (Zhan *et al.*, 2013). However, Dang (2007) investigated private tutoring has significant effect a student's academic performance, but the effect is larger for lower secondary students in Vietnam. Choi (2012) studied private tutoring class on elementary, middle, and high school students’ mathematics and English academic performance’s effect. The effect is greater for lower-achieving students, especially in English in elementary and middle school and lower-achieving students may gain more from tutoring in these cases. The students who take extra tutoring has significantly different grade from those who do not (Thongphat, 2012). In addition, students are in low grade level will gain greater advantage for attending in private tutoring in the English language because they are young and more malleable language skills (Choi, 2012).

Background knowledge is one of the most important significant factor related learning achievement. It was found in this study that students who link background knowledge in classroom had a significantly higher probability of having higher English proficiency compared to those who use little background knowledge. According to background knowledge is required component in learning because it helps us match new ideas and experiences. Students who have can activate and assess prior knowledge in a given subject area are more likely to learn new information easily and quickly (González *et al.*, 2015). In contrast, learning will be more challenging when students unknown with the context and have no imperative information. Each student delivers prior knowledge while was in classroom on a different of areas gained through past academic experiences and actual events (Beyer, 1991).

The association between prior background knowledge and skills and academic achievement of English listening and speaking is also consistent. The students who had high English proficiency stated that high activating and assessing prior knowledge and skills affecting to their understanding in classroom. According to Sadighi (2006), found some evidences of the effect of English prior knowledge toward listening proficiency. Schmidt-Rinehart (1994) studied that prior knowledge was an effective factor in simplify listening comprehension by topic listening test. The students achieved higher score of familiar topic than the unfamiliar one. The effective listeners will connect proper prior knowledge for English as a second language listening (Brown, 1990). Moreover, the method to simplify English listening was to activate prior knowledge which supported students for considering their objectives for listening (Richard, 2008). Poor English prior background and unconcern about knowledge caused of uninterested and failed in English language learning among most of vocational college (Panyawong-Ngam *et al.*, 2014).

Our finding that the students who were joyful and satisfied in English learning had higher English proficiency compared to overall proportion is in approval with Tisana, (2001), who investigated that students will pay more attention while studying in English classroom because they were satisfied towards provided teachers' instruction, leading to a positive attitude toward English learning develops level of English achievement. On the other hand, Lightbown and Spada (2001) confirmed that the attitude of English language learning could be enjoyable and enhance dedication by students' motivations. It will happen when students were joyful or satisfied to find they can speak English and speak English with natives. According to Alharbi (2015), the favor of communicative activities in English classroom influenced to students' English proficiency. Moreover, students' satisfaction could help them enjoy learning, satisfaction in their performance and others. For example, teachers admired them for developed scores after examination. The students' satisfaction with speaking classes had a significant positive correlation to their speaking performance achievement (Asakereh and Dehghannezhad, 2015)

4.2 Conclusion

Listening and speaking have been very important in communication inside and outside of classroom and very significant in English language teaching and learning. There are many variables, external and internal factors affecting English listening and speaking proficiency, while the students learn English course in university. This study investigated academic achievement in English listening and speaking course at PSU, Pattani Campus and found that it was affected by difference factors and focused on characteristics of students who had English high proficiency. The finding revealed that major in English, gender, religious, high school overall grade point average (GPAX), taking English extra tutorial class continually, level of activating and assessing high school English prior knowledge and being joyful and satisfied in classroom have significant influence on English listening and speaking academic achievement with high proficiency. Therefore, based on the findings the students and teacher realized the factors increases students' English language proficiency at high level. In addition, this study has explored scope of higher education, further research is necessary on high school level to find effective learning English language continually.

4.3 Limitations

The study has several limitations. The first one is that this study conducted on 323 first year students in Prince of Songkla University, Pattani campus through convenient sampling approach with small sample size and uneven distribution between groups. Moreover, the samples have unique characteristics were different from other parts of Thailand. Therefore, the research findings can be applied in this university merely or in other universities with similar conditions. The second, response error in the questionnaires because there were many items of questions and pages.

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Prince of Songkla University
Pattani Campus

Appendix

I-5239

ISTEL 2016

2016 International Symposium on Teaching, Education, and Learning

Nagoya, Japan

CERTIFICATE

awarded to

Suchawadee Prasobnet

In Recognition of Participation and Valuable Presentation

Yuka Kawasaki

Conference Chair

11. Father education level

- Primary school
 Secondary school/ Vocational Certificate
 Diploma / High vocational Certificate
 Bachelor Degree
 Higher than Bachelor Degree

12. Father occupation

- Agriculturist/ Fisherman Government officer
 Merchant /Business owner Enterprise
 Hirer Unemployed
 Passed away

13. Mother education level

- Primary school
 Secondary school/ Vocational Certificate
 Diploma / High vocational Certificate
 Bachelor Degree
 Higher than Bachelor Degree

14. Mother occupation

- Agriculturist/ Fisherman Government officer
 Merchant /Business owner Enterprise
 Hirer Housewife
 Passed away

Part II: Studying English

1. What was school level to start studying English?

- Kindergarten Pratom 1 Pratom 5
 Mathayomsuksa 1 Mathayomsuksa 3

2. What was the language that teacher use for teaching in English class?

- Thai English Both Thai and English

3. Could English textbook increase students' English proficiency?

- Strongly disagree Disagree Neutral
 Agree Strongly agree

4. What skill was improved by English textbook?
- Listening skill Speaking skill Reading skill
 Writing skill
5. What skill should emphasize practice in high school level?
- Listening skill Speaking skill Reading skill
 Writing skill
6. What English grade did you get in last high school semester?
- Grade 4 Grade 3.5 Grade 3
 Grade 2.5 Grade 2 Grade 1.5
 Grade 1 Grade 0
7. Have you ever studied English extra course?
- Never Group study Individual study
- 7.1 What school level did you start to study English extra course?
- Pratom 1-3 Pratom 4-6
 Mathayomsuksa 1-3 Mathayomsuksa 4-6
- 7.2 Did you study English extra course continuously?
- Not continuously Continuously
8. What was your level of English background knowledge?
- Very low Low Neutral
 High Very high
9. Do you activate and assess your English prior knowledge and skills from high school for English in University?
- Very low Low Neutral
 High Very high
10. Do you think that teacher personality affects your attention in English class?
- Not at all Not so affected Neutral
 Very affected Extremely affected

11. What is your English teacher's personality?
- | | | |
|--------------------------------|------------------------------|-----------------------------|
| 13.1 Kind and friendly | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 13.2 Humorous, cheerful | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 13.3 Patient and understanding | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 13.4 Stressed and fierce | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 13.5 Moody | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 13.6 Boring | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 13.7 Competence | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
14. Do you think that your university English teachers are professional in English?
- | | | |
|--|---|----------------------------------|
| <input type="checkbox"/> Not at all | <input type="checkbox"/> Not so professional | <input type="checkbox"/> Neutral |
| <input type="checkbox"/> Very professional | <input type="checkbox"/> Extremely professional | |
15. How often did your English teacher teach in English?
- | | | |
|--------------------------------|---------------------------------|------------------------------------|
| <input type="checkbox"/> Never | <input type="checkbox"/> Rarely | <input type="checkbox"/> Sometimes |
| <input type="checkbox"/> Often | <input type="checkbox"/> Always | |
16. Do you think that number of students in the class affects your understanding?
- | | | |
|--|---|----------------------------------|
| <input type="checkbox"/> Not at all | <input type="checkbox"/> Not so affected | <input type="checkbox"/> Neutral |
| <input type="checkbox"/> Very affected | <input type="checkbox"/> Extremely affected | |
17. What was atmosphere in your English class?
- | | | |
|----------------------------------|------------------------------|-----------------------------|
| 17.1 Joyful and satisfied | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17.2 Stressed and anxiety | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17.3 Boring | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17.4 Active and alert | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17.5 Depressed and uncomfortable | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17.6 Uninteresting | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17.7 Participation | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17.8 Non participation | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
18. What was the level of knowledge that you gained in English class?
- | | | |
|-----------------------------------|------------------------------------|----------------------------------|
| <input type="checkbox"/> Very low | <input type="checkbox"/> Low | <input type="checkbox"/> Neutral |
| <input type="checkbox"/> High | <input type="checkbox"/> Very high | |

19. In your opinion, what are the effective teaching methods that make you understand more English?

- 19.1 Emphasize grammar Yes No
- 19.2 Emphasize vocabulary Yes No
- 19.3 Emphasize conversation Yes No
- 19.4 Using entertainment media such as listen music, watch movies and role play Yes No
- 19.5 Learning outside classroom such as field trip Yes No

20. In your opinion, is it suitable to study English for 3 hours per week?

- Not at all Not so suitable Neutral
- Very suitable Extremely suitable

21. Are you joyful and satisfied when learning English?

- Not at all Not so joyful and satisfied Neutral
- Very joyful and satisfied Extremely joyful and satisfied

22. Is English difficult in your opinion?

- Not at all Not so difficult Neutral
- Very difficult Extremely difficult

23. Have you bad experience in English learning?

- Never Rarely Sometimes
- Often Always

24. In your opinion, how much is English important to your future study and career?

- Not at all Not so important Neutral
- Very important Extremely important

25. How much do you pay attention and effort to learn English?

- Not at all Low attention Average
- High attention Very High attention

26. In your opinion, is English in classroom applicable to daily life?

- Not at all Not so applicable Neutral
- Very applicable Extremely applicable

27. Do you do English homework by yourself or not?

- Do it by yourself Copy from your friend
 Do it by yourself and copy from your friend if you cannot do it

28. How many hours per week do you spend to practice English such as listen? music, watch movies, read books or chat?

- 1-3 hours 4-6 hours 7-12 hours
 13-20 hours Upper than 20 hours

29. What is the easiest English skill in your opinion?

- Listening skill Speaking skill Reading skill Writing skill

30. What is the most difficult English skill in your opinion?

- Listening skill Speaking skill Reading skill Writing skill

31. What is the English skill that you prefer?

- Listening skill Speaking skill Reading skill Writing skill

32. What is the English skill that you would like to develop?

- Listening skill Speaking skill Reading skill Writing skill

33. What is your English proficiency level in your opinion?

- Very low Low Neutral High Very high

VITAE

Name Miss Suchawadee Prasobnet

Student ID 5620320001

Educational Attainment

Degree	Name of Institution	Year of Graduation
BA. (English)	Prince of Songkla University	2008

Work – Position and Address

Academic staff, Faculty of Communication Sciences, Prince of Songkla University

List of Publication and Proceedings

Prasobnet, S. and Tongkumchum, P. Factors Affecting Academic Achievement in English Listening-Speaking Course of Undergraduate Students at Prince of Songkla University, Pattani Campus. International Symposium on Teaching, Education, and Learning 2016, Nagoya, Japan, July 3-5, 2016, 158-172.