



**The Relationship between English Language Achievement, Attitudes,
and Class Participation of High and Low Achievers**

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ชื่อวิทยานิพนธ์	ความสัมพันธ์ระหว่างผลสัมฤทธิ์ในการเรียนภาษาอังกฤษ ทักษะคิด และการมีส่วนร่วมในชั้นเรียน ของนักเรียนที่มีผลสัมฤทธิ์สูงและนักเรียนที่มีผลสัมฤทธิ์ต่ำ
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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาว่านักเรียนที่มีผลสัมฤทธิ์ในการเรียนภาษาอังกฤษสูงและนักเรียนที่มีผลสัมฤทธิ์ในการเรียนภาษาอังกฤษต่ำ มีทักษะคิดและมีส่วนร่วมในชั้นเรียนต่างกันหรือไม่ และผลสัมฤทธิ์ในการเรียนภาษาอังกฤษ ทักษะคิด และการมีส่วนร่วมของนักเรียนที่มีผลสัมฤทธิ์สูงและนักเรียนที่มีผลสัมฤทธิ์ต่ำมีความสัมพันธ์กันหรือไม่

กลุ่มประชากรที่ใช้ในการวิจัยคือ นักเรียนชั้นมัธยมศึกษาปีที่ 5 แผนการเรียนวิทยาศาสตร์ - คณิตศาสตร์ โรงเรียนเดชประตตตตตตตตตตตต จังหวัดปัตตานี จำนวน 83 คน ในภาคการศึกษาที่ 2 ปีการศึกษา 2542 เมื่อเปิดภาคการศึกษานักเรียนในกลุ่มตัวอย่างตอบแบบสอบถามเกี่ยวกับทักษะคิด จากนั้นผู้วิจัยได้สังเกตการมีส่วนร่วมในการเรียนวิชาภาษาอังกฤษหลัก 0110 ของนักเรียนสัปดาห์เว้นสัปดาห์ เป็นเวลา 8 สัปดาห์ และตอนปลายภาคการศึกษาได้นำคะแนนสอบปลายภาคที่เรียงตามลำดับจากสูงไปหาต่ำสุด มาใช้แบ่งนักเรียนออกเป็น 2 กลุ่มคือกลุ่มที่มีผลสัมฤทธิ์ในการเรียนภาษาอังกฤษสูง และกลุ่มที่มีผลสัมฤทธิ์ในการเรียนภาษาอังกฤษต่ำโดยใช้เกณฑ์ 27% ของฮิวส์ (1989) กลุ่มละ 23 คน รวมเป็น 46 คน วิเคราะห์ข้อมูลโดยใช้โปรแกรม SPSS / PC เพื่อคำนวณค่าเฉลี่ยของทักษะคิดของนักเรียนทั้งสองกลุ่ม และค่าเฉลี่ยความถี่ของการมีส่วนร่วมในชั้นเรียนของนักเรียนทั้งสองกลุ่มเพื่อนำมาเปรียบเทียบหาความแตกต่างโดยใช้ ที-เทสต์ และนำคะแนนสอบ ค่าเฉลี่ยของทักษะคิด และค่าเฉลี่ยความถี่ของการมีส่วนร่วมในชั้นเรียนของนักเรียนทั้งสองกลุ่ม มาวิเคราะห์หาความสัมพันธ์โดยใช้สูตรสหสัมพันธ์ของเพียร์สัน

ผลของการวิจัยสรุปได้ดังนี้

1. ไม่มีความแตกต่างระหว่างทัศนคติต่อภาษาอังกฤษ และต่อเจ้าของภาษาและวัฒนธรรมของเจ้าของภาษาของนักเรียนที่มีผลสัมฤทธิ์ในการเรียนภาษาอังกฤษสูงและนักเรียนที่มีผลสัมฤทธิ์ในการเรียนภาษาอังกฤษต่ำ อย่างไรก็ตาม ทัศนคติต่อกระบวนการเรียนในชั้นเรียนของนักเรียนทั้ง 2 กลุ่มแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 นักเรียนที่มีผลสัมฤทธิ์ในการเรียนภาษาอังกฤษสูงมีทัศนคติที่ดีต่อกระบวนการเรียนในชั้นเรียน ในขณะที่นักเรียนที่มีผลสัมฤทธิ์ในการเรียนภาษาอังกฤษต่ำมีทัศนคติปานกลาง

2. ไม่มีความแตกต่างในการมีส่วนร่วมในชั้นเรียนแบบถูกเรียก อย่างไรก็ตาม มีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ระหว่างการมีส่วนร่วมในชั้นเรียนแบบสมัครใจและแบบโดยรวมของนักเรียนที่มีผลสัมฤทธิ์ในการเรียนภาษาอังกฤษสูงและนักเรียนที่มีผลสัมฤทธิ์ในการเรียนภาษาอังกฤษต่ำ นักเรียนที่มีผลสัมฤทธิ์ในการเรียนภาษาอังกฤษสูงมีส่วนร่วมแบบสมัครใจมากกว่านักเรียนที่มีผลสัมฤทธิ์ในการเรียนภาษาอังกฤษต่ำ

3. ผลสัมฤทธิ์ของนักเรียนกลุ่มที่มีผลสัมฤทธิ์ในการเรียนภาษาอังกฤษสูงและนักเรียนกลุ่มที่มีผลสัมฤทธิ์ในการเรียนภาษาอังกฤษต่ำไม่มีความสัมพันธ์กับทัศนคติและการมีส่วนร่วมในชั้นเรียน อย่างไรก็ตาม ทัศนคติโดยรวมของนักเรียนทั้งสองกลุ่มมีความสัมพันธ์กับการมีส่วนร่วมในชั้นเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ทัศนคติต่อภาษาอังกฤษของนักเรียนที่มีผลสัมฤทธิ์ในการเรียนภาษาอังกฤษสูง และของนักเรียนที่มีผลสัมฤทธิ์ในการเรียนภาษาอังกฤษต่ำมีความสัมพันธ์กับการมีส่วนร่วมในชั้นเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ($p < .01$) และ .05 ($p < .05$) ตามลำดับ ทัศนคติต่อกระบวนการเรียนในชั้นเรียนของนักเรียนที่มีผลสัมฤทธิ์ในการเรียนภาษาอังกฤษสูงมีความสัมพันธ์กับการมีส่วนร่วมในชั้นเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ($p < .01$) และทัศนคติต่อเจ้าของภาษาและวัฒนธรรมของเจ้าของภาษา ของนักเรียนที่มีผลสัมฤทธิ์ในการเรียนภาษาอังกฤษต่ำมีความสัมพันธ์กับการมีส่วนร่วมในชั้นเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ($p < .01$)

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ABSTRACT

The purposes of this study were a) to examine whether there was a difference in attitudes and in class participation between high and low achievers, and b) to investigate whether there were relationships between English language achievement, attitudes, and class participation of high and low achievers.

The study was conducted with 83 M.5 students in Science-Mathematics academic programme at Dechapattanayanukul School in Pattani Province in the second semester of the 1999 academic year. At the beginning of the semester, these students completed a questionnaire on attitudes. After that, their participation in their English class (English 0110) was observed every other week for eight weeks. At the end of the semester, the total scores of the students in this English course were ranged from the highest to the lowest for use in dividing the students into two groups of high and low achievers using the 27% criteria of Hughes (1989). Forty-six students were put into two groups of equal size (23 in each group). The data were analyzed by using the SPSS/PC programme to calculate the means of students' attitudes in each section and the means of the frequency of their class participation which were then compared using the T-test. Finally, their test scores in English, the means of their attitudes, and the means of the frequency of their class participation were analyzed using Pearson's Correlation Coefficient.

The findings of the study were as follows:

1. [There was no significant difference between the high and low achievers in attitudes toward English, the native speakers and the culture which English represents.] However, there was a significant difference between the high and low achievers in attitudes toward the learning process in the classroom at .05 ($p < .05$). [The high achievers had positive attitudes toward the learning process in the classroom while the low achievers had neutral attitudes.]

2. [There was no significant difference in elicited participation between the high and low achievers.] However, the voluntary and total participation of the students in both groups were significantly different at .01 ($p < .01$). [The high achievers volunteered more frequently than the low achievers.]

3. [There was no significant relationship between achievement and attitudes, and between achievement and both types of participation of the high and low achievers.] However, there was a significant relationship between total attitudes and total participation of the high and low achievers at .01 ($p < .01$). Among the high achievers, there was a significant relationship between attitudes toward English and total participation at .01 ($p < .01$), while that of the low achievers was at .05 ($p < .05$). Among the high achievers, there was a significant relationship between attitudes toward the learning process in the classroom and class participation at .01 ($p < .01$). Among the low achievers, there was a significant relationship between attitudes toward native speakers and the culture which English represents and class participation at .01 ($p < .01$).

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CHAPTER 1

INTRODUCTION

1.1 Statement of the Problem

Thai teachers usually find that their students do not succeed in English language learning despite the fact that they have studied it since they were in Grade 5 or earlier. This can be seen, for example, in the 1999 academic year record of the Supervisory Unit in Educational Region 2 (1999: 78, 87) which revealed that there were more low achievers than high achievers in English courses at Dechapattanayanukul school as shown in the following table.

Table 1.1: English Language Achievement of Students at Dechapattanayanukul School

Grade levels	Meaning	Percentage of lower secondary level students obtaining each grade level	Percentage of higher secondary level students obtaining each grade level
0	Fail	8.7 %	1.5 %
1	Poor	27.4 %	23.2 %
2	Fair	25.9 %	37.5 %
3	Good	20.8 %	25.8 %
4	Excellent	17.2 %	12.0 %
		Total 100 %	Total 100 %

Table 1.1 shows that there were more students who received grade 1 than students who received grade 4 at both lower and higher secondary levels. However, the percentage of students who got grade 0 and 1 at the higher secondary level was lower than that of the lower secondary level. This is probably because the students at the higher secondary level had more learning experiences and higher ability in English learning than those at the lower

secondary level. It should be pointed out that if the number of students who got grade 0 and 1 are combined, the result will be about one-third and one-fourth of the total of lower and higher secondary students respectively. These numbers were undesirably high, but what is worse is that these scores did not completely represent students' true language competence since ten percent of the total scores included was devoted to a combination of class attendance, responsibility, and punctuality. If these scores were excluded, their actual test scores would be much lower. Therefore, it can be said that a number of students at both levels at Dechapattanayanukul school still did not achieve well in English learning.

1.2 Significance of the Study

Students' failure in English learning is a serious problem because it indicates an absence of success which is usually aimed at in teaching and learning contexts. As generally accepted, achievement is an important factor indicating students' level of success which is influenced by other factors such as attitudes and class participation. However, there is a relatively small number of studies of these factors and little seems to be known about their roles and their relevance for language learning. Therefore, there is a need to investigate the relationship and the relevance of these prominent factors. The results of the study may help explain the nature of the relationship between these factors and may provide useful implications for English teaching and learning.

1.3 Purposes of the Study

The study aims at investigating the difference in attitudes and in class participation of the high and low achievers, and the relationships between achievement, attitudes, and class participation in both groups. Specifically, the study addresses the following research questions.

1. Is there a difference in attitudes of the high and low achievers?
2. Are there differences in types and frequency of class participation between the high and low achievers?

3. Are there relationships between English language achievement, attitudes, and class participation in the high and low achievers?

1.4 Definitions of Terms

Seven key terms used in this study are defined below.

1. *English language achievement* : students' mastery of what has been taught in the English 0110 course, as reflected by their performance in English tests all through the semester

2. *High achievers* : students whose total English test scores in English 0110 are between 60 and 74.5

3. *Low achievers*: students whose total English test scores in English 0110 are between 38.5 and 50.5

4. *Attitudes*: learners' opinions, feelings, and/or beliefs about English, native speakers and the culture which English represents, and the learning process

5. *Participation*: students' verbal classroom participation in asking and answering questions, and in providing information in English

6. *Elicited participation*: students' asking a question, answering a question, and providing information as required by the teacher

7. *Voluntary participation*: students' voluntary questioning, answering, and provision of information

1.5 Scope and Limitations of the Study

1. The study was conducted only with some groups of M.5 students in the Science-Mathematics academic programme at Dechapattanayanukul school. Therefore, care must be taken in generalizing the results of this study.

2. Only the interaction between the teacher and the students, and the frequency of occurrences of the students' asking, answering, and providing

information was investigated in this study. No attempt was made to investigate students' participation qualitatively.

3. The study investigated only the relationship between students' English language achievement, attitudes, and class participation. No attempt was made to address the issues of their gender and their experience abroad in this relationship. However, the data on these issues were also collected because they might help explain the results of the study.

CHAPTER 2

REVIEW OF LITERATURE

In Thailand, English plays a very small part in students' life. It is not used in the community; there is no exposure to English outside the classroom, and there is a lack of real surroundings to encourage learning English for social reasons. Thus, students have no need and have limited or no opportunities to use English outside class. However, since English is considered an international language, it is taught as a compulsory subject in school. Under these conditions, students might not develop favourable attitudes toward English and English learning. That, in turn, may result in their unwillingness to participate verbally and to involve themselves in the learning process. This, more often than not, leads to unsuccessful learning. However, now that the world situation has changed, and IT has become more important in our daily lives, students might realize the usefulness and the role of English more. Therefore, the investigation into whether students' attitudes toward English and English learning have altered with this change, and whether their attitudes result in more class participation and better English learning achievement, will be beneficial to the process of improving English language teaching and learning for this new millennium in Thailand.

2.1 English Language Achievement

Students' achievement is important to both teachers and students. For teachers, it reflects the effectiveness of their teaching and their transfer of knowledge to students. For students, their level of achievement shows how much they understand what is taught. Test results also reflect their ability level and show them what to improve later (Madsen, 1983, and Doff, 1988).

2.1.1 Definition of Achievement

Achievement in general has been viewed as the successful finishing or gaining of something (Longman Dictionary of Contemporary English, 1978: 7). In an educational context, achievement has been defined as “the reflection of knowledge and the changes occurring during the development of skills and knowledge” (Husen and Neville, 1985: 35). However, these definitions are too broad for the achievement in language learning, so other definitions were proposed. Ekkachat Phattarat (1984) and Siriporn Chantanon (1989) viewed achievement as ability in learning English measured by the ability to complete achievement tests in English (which was reflected in test scores). It can be seen from this definition that achievement is the expected results of the teaching process, which can be measured by tests written to cover the content of the syllabus.

2.1.2 Factors Relating to Students' Achievement

Simpson et al (1996: 388) introduced the idea that “a person may succeed in a task because of his high ability, and trying hard”. In other words, academic outcomes are most commonly explained by ability, and by effort. In addition, Frieze and Snyder (1980: 191) remarked that “ability was more often used to explain success, as were effort and interest”. Thus, it can be said that ability, effort, and interest are prominent factors relating to students' achievement. They are interrelated, influence one another, and govern the level of success in learning. These three factors are discussed below.

2.1.2.1 Ability

Though ability may sometimes be synonymous with achievement, at other times it may not. In language learning sometimes, though very rare, it is possible that high-ability students do not achieve as highly as expected in tests. Eccles and Harter (cited in Meece et al, 1988) shared the idea

that children who have positive self-concepts of ability tend to have high expectations for their performance, realistic achievement goals, and high levels of task engagement. Furthermore, Frieze and Snyder (1980: 191) found that high-ability children take more responsibility for their success than do the low-ability children. Licht and Dweck, and Weiner (cited in Simpson et al, 1996) also had the same view, that children who have high ability maintain high future expectations. In contrast, children who have low ability are more likely to have negative future expectations. Finally, Sparks and Ganschow (1996) found that students who revealed higher foreign language aptitude were rated as having stronger foreign language academic skills and more positive attitudes than students who scored lower in aptitude tests.

2.1.2.2 Effort

Naiman et al (1978) stated that good language learners are not those to whom a language comes very easily; but those who have persevered, overcome frustrations, and achieved a satisfactory level of achievement. Spolsky (1992: 214) mentioned that “the learner who has been academically successful is likely to have developed good learning behaviours”. Day and Peters (1989: 360) revealed that “underachievers are easily frustrated in their efforts, and exhibit more difficulty in learning when compared to their achieving peers”. Gardner (1983), however, brought in the fact that students are most likely to put an effort into learning if they are aware that the learning performance and outcomes will have certain effects on them. Moreover, Rai (cited in Runglawan Chantarattana, 1997) revealed that high achievers have higher achievement motivation than low achievers, and also found that achievement motivation is positively related to achievement. This might be inferred that high achievers with higher achievement motivation may put more effort into their learning than low achievers with lower achievement motivation and hence achieve more.

2.1.2.3 Interest

One's goal in learning is inspired by interest. Brown (cited in Richards, 1985) explains that learners differ in personal goals in language learning. Some may study the language because they see its relevance to future occupational or educational goals. Others may study it to integrate themselves with a foreign culture or cultural group. Such differences may influence success in language learning, since they determine the criteria learners use to evaluate the relevance of the course, and the amount of effort they put into language learning. In other words, students with different goals or interests put different amount of effort into their learning, and these differences eventually result in different levels of learning achievement. Along the same line were Ames and Ames (1984), Nicholls et al (1985), Elliot and Dweck (1988), and Meece et al (1988) who all suggested that different goals in language learning can influence learners' choice of achievement task and academic success. Children showed different engagement strategies depending on the kind of achievement goal they held. The above-mentioned researchers maintained that children with a learning goal seek mastery and competency at the task they are engaged in. They proposed that goal orientations can explain differences in students' achievement behaviour. Finally, according to Wen (1997: 244), "when students' goal is achieving language proficiency, they may be more likely to make expectations of themselves and their learning process toward achieving that goal". In other words, the students' expectation of the learning task is the best predictor of language attainment as a result of interaction between learning and motivation. They will participate more in learning and will gradually develop their expectation of the learning tasks.

In sum, it can be seen that students' ability and their effort contribute to their achievement. However, sometimes it is not possible to identify which influence which because they are closely interrelated.

2.2 Attitudes

Ames (1992), Blumenfeld (1992), and Stoyhoff (cited in Sharkey, 1995) proposed that one of the qualities of good language learners, or an important factor that determines which achievement goals they will hold, is attitude. According to Wenden (1991), attitudes have three components. The first is a cognitive component which consists of beliefs, perceptions, and information about the object of the attitudes. This could be what learners believe about their role in the learning process or about their capability as language learners. The second is an evaluative component which may evoke feelings of like or dislike, agreement or disagreement. The last is a behavioral component that predisposes people to act in certain ways.

2.2.1 Definition of Attitudes

Attitudes in general are defined as a physical, mental, or emotional position. In second language learning, attitudes include conscious mental position, as well as a range of subconscious feelings or emotions, for example, motivation. (Savignon, 1983). Psycholinguists see the role of attitudes in learning as being influential: "effectiveness of learning is profoundly influenced by the attitudes of the learners toward the task of learning" (Brumfit and Roberts, cited in Chirapa Wittayapirak, 1986: 64). Brown (1981: 117) used the term 'attitudes' to refer to the set of beliefs that the language learner holds toward members of the target group, and learner's own culture. This is similar to the definition by Ellis (1990: 293) which states that attitudes are "beliefs about such factors as the target language culture, students' own culture and, in the case of classroom learning, of their teacher and the learning task they are given."

The definitions of attitudes proposed by Dubin and Olshtain (1986) and Ellis (1990) are the most comprehensive. That is because they incorporated learners' feelings and beliefs about many factors common in and relevant to the language and language learning. Students' attitudes, whether they are positive or negative, toward a language, the native speakers and the culture which it represents, and

the learning process all have a role to play in language learning and contribute to achievement.

2.2.2 Types of Attitudes

Wright (1987: 22) introduces the idea that “attitudes can be expressed both verbally and non-verbally. On a simple level if we say that some event ‘is a good thing’ we are expressing a positive attitude towards it. If we do not show a willingness to do something we have been asked to, we may be said to show a negative attitude”. Savignon (cited in Tarone and Yule, 1991: 136) remarks that attitudes toward a language become more positive when a learner experiences success in the study of that language. Negative attitudes, on the other hand, create distance between the learner and the subject matter and are significant in the learning process. These unfavourable attitudes were called ‘socioaffective filters’ by Dulay and Burt (1977). According to these researchers, language learners do not take in everything they hear. Their motives and attitudes filter what they hear and affect the rate and quality of language learning. These attitudinal variables relate to subconscious language acquisition, and have two effects. First, they encourage input. That means people who are motivated and have positive attitudes will seek and obtain more input. Second, they contribute to a lower filter and people with a lower filter will acquire more. Dulay et al (1982) pointed out that this is important to the learners in a classroom setting where optimal input should be included and a low filter-promoting situation should be created. Furthermore, Dubin and Olshtain (1986) explained that positive attitudes toward the language reflect a high regard for and appreciation of the language and the culture it represents. Positive attitudes towards the learning process reflect high motivation for learning the language, and feelings of success and enthusiasm in relation to the language course.

Dubin and Olshtain (1986) distinguish two types of attitudes in language learning. The first type is attitudes toward the target language, the people who speak it and the culture which it represents. The second type is the attitudes towards the learning process, its relevance to individually perceived needs, its

efficacy as represented by the teacher, the materials and the school system as a whole. Dubin and Olshtain point out that the first type reflects group attitudes, and the second type is an indication of personal factors based on an individual's experience and aspiration. McDonough (1981) stresses that whenever someone enjoys a course, positive attitude to job success, social acceptance, and integration in certain circumstances might be encouraged. Moreover, Savignon (1983), and Dubin and Olshtain (1986) posit that attitudes toward other cultural groups are reflected in the social contacts we make, the journals we read, the programs we support. Ellis (1990) states that learners who are interested in the social and cultural customs of native speakers of the language they are learning are likely to be successful. Similarly, when learners have a strong need to learn a second language, they will probably prosper. Conversely, learners with little interest in the way of life of native speakers of the second language can be expected to learn slowly.

2.2.3 Roles of Attitudes in Language Learning

Attitudes learners hold about their role in the language learning process are crucial for their success. When they are willing to be responsible for their learning, it means they see themselves as having an important role in it. They will be actively involved, will take advantage of resources in their social environment, and will be open to information on the language. They may not only take formal classes but spend time getting familiar with hearing the sound of the language and with its culture (Wenden, 1991: 53). Gardner and Lambert (1972) suggest that the learner must have positive attitudes toward the target language and the target language group if he is to sustain the motivation to undertake the extended and demanding efforts required to master a second language. This is in harmony with Nunan (1989) who mentions that if learners are encouraged to adopt the right attitudes toward the target language and culture as well as toward learning, then success in learning will occur. Moreover, Jakobovits (1975) stresses that learners with favourable attitudes toward the

culture and the people whose language they are learning tend to gain higher achievement.

2.3 Class Participation

Dunkin and Biddle (1974), Brophy and Good (1974), and Ellis (1990) had a common idea that success in learning a language depends on students' learning behaviour or the type of interactions occurring in the classroom. Brophy and Good (1974) and Good et al (1980) further observed that students of different achievement levels interact with teachers differently.

2.3.1 Definition of Participation

Participation in general was defined as taking part or having a share in an activity or event (Longman Dictionary of Contemporary English, 1978: 749). In the context of education, the conception of classroom participation of American students refers to raising questions or sharing ideas during classroom discussions (Johnson, 1995). Ely (1986) defined participation as the number of times a student asked or answered a question or provided information in the target language without being asked. Participation in the study of Pojaman Som-in (1998) means students' voluntary responses to teacher's questions.

2.3.2 Features of Class Participation

Three features of class participation relevant to language learning will be reviewed in this section: verbal participation, target language, and class participation structure.

2.3.2.1 Verbal Participation

Malamah (1987) introduced the idea that participants in classrooms can participate both in verbal and in non-verbal language.

Communication is carried out through a mixture of language and gestures. However, Wright (1987) remarked that the typical pattern of activity in the language classroom centres on verbal behaviour. The purpose of this behaviour is to elicit a verbal response from a learner, and the goal is to maximize overt practice. Rivers (1987) explained that through interaction, students can increase their language store as they listen to or read authentic linguistic material. In an interaction, students can use all the language they have learned. Furthermore, Pica et al (1996:59-60) stressed that "participation in verbal interaction offers language learners the opportunity to follow up on new words and structures to which they have been exposed during language lessons and to practice them in context". They suggested that "participation in interaction can play a broader and more important role in the learning process by assisting language learners to obtain input and feedback that can serve as linguistic data for grammar building, and to modify and adjust their output in ways that expand their current interlanguage capacity".

Although Long (1980), and Saville-Troike (1984) failed to find a correlation between the amount of students' verbal participation and second language achievement, Allwright (1981), and William (1998) believed that increased learner involvement in learning leads to increased subject matter mastery. In other words, if learners are active participants in the learning process, they can create their own understanding and meanings. Likewise, Strong (1983) found that the style of interaction is significant in language learning. He stated that children who are willing to become actively involved in conversation-play are more successful in learning a second language than those who are less willing to interact socially. Chesterfield et al (cited in Chaudron, 1988) found a significant and highly positive rank order correlation between children's verbal interactions and ESL proficiency. Furthermore, Littlewood et al (1996) found that the frequency of practice is a major factor leading to confidence and proficiency in spoken communication, and students who had a lot of practice got better English results in public examinations.

It can be seen that students' verbal participation is significant in learning because it provides them with opportunities to practice the language and is related to their achievement.

2.3.2.2 Target Language

The importance of using the target language in class was undeniable. Day (1984), and Richards (1994) claimed that the use of the target language is a factor in second language acquisition. Richards maintained that for many language learners the classroom is the primary situation in which they have an opportunity to use the target language. The target language students use during lessons, which includes their interaction with the teacher, has an important influence on their language development. When they have opportunities to practise the language, they can develop their competence. Pojaman Som-in (1998) and Putney and Wink (1998) all agreed that in language teaching and learning the target language should be used as the medium so that students learn from interaction. This will provide students with an opportunity to get themselves interested in the target language and to use language to mediate their learning when they raise questions.

2.3.2.3 Class Participation Structures

Veldman and Worsham (1983) point out that teacher-student interaction is seen as a crucial factor in student learning and achievement. Moreover, Richards and Lockhart (1994) note that since learning a language is a highly interactive process, a great deal of time in teaching is devoted to interaction between the teacher and the learners. They add that in most classrooms, the relationship between the teacher and the learners is expressed by the pattern of classroom activities as well as by the teacher's position in front of the classroom. Teachers and learners have reciprocal roles. When a teacher asks a question and a student in the class knows the answer, the teacher normally expects the student to answer the question.

According to Philips (cited in Johnson, 1995: 41, 57), participation structure refers to the rights and obligations of participation with respect to who can talk and when in any social event. She uses this construct to characterize the ways in which teachers may interact with only one, some, or all students in a particular manner and in doing so set certain controls over the rights and obligations of participation in that interaction. The first and most common is the teacher interacting with all students. The teacher controls who will talk, and when, and also whether it will be voluntary or elicited participation. The second, also very common, is the teacher interacting with small groups of students, where student participation is the result of teacher nomination and requires individual performance. The third is the teacher being available for student-initiated interaction while students are working individually at their desks. Finally, the fourth, more common in the higher than the lower grades, is small group activities in which students are responsible for completing specific tasks under indirect supervision by the teacher.

Malamah (1986: 101) summarized the patterns of the verbal interaction as follows.

1. Teacher – whole class
2. Teacher – individual student
3. Individual student – teacher
4. Individual student – individual student

Day (1984: 74) put students' classroom participation into two categories: response to teacher solicits, which was further divided into teacher general solicits and teacher personal solicits, and self-initiated turns. A teacher general solicit means a student volunteering to answer the teacher's question to the entire class while a teacher personal solicit means the teacher would ask a question and direct it to a particular student. A self-initiated turn is a turn which a student would take without being called upon directly by the teacher, and is not a response to a teacher's general or personal solicit. Responses to general solicits and self-initiated turns may be regarded as key measures of a students' willingness to practice the target language in the classroom. In other words,

interactive language teaching means elicitation of willing student participation and initiative (Rivers, 1987:10).

2.3.3 Factors Inhibiting Students' Participation

Classroom participation is significant since it might lead to students' success in learning the language. However, there are many factors impeding their participation, as can be seen below.

2.3.3.1 Ability

Flowerdew et al (1998) mentioned that students who have problems using English cannot formulate language structure and cannot actively participate in lessons. They cannot formulate questions to ask the teacher. Their confidence would be greater if their English ability was better. Moreover, Adamson (1993) explained that in answering a question, students run the risk of being wrong or of revealing their weak English.

Bandura, and Covington (cited in Ames and Archer, 1988) suggested that learners with self-perceptions of ability, respond to learning tasks, are willing to take risks, and engage in the learning process. Grant et al (1989) point out that high achievers perform more practice trials than low achievers. Moreover, Miserandino (1996) stresses that children who are certain of their ability feel more curious and participate more at school tasks than children who were not certain of their ability. Low achievers, on the other hand, seek out teachers less frequently than high achievers (Brophy and Good, 1974, and Rosenthal, 1974). They are reluctant to come to the teacher to discuss their work. Solomon and Kendall (cited in Frieze and Snyder, 1980), Jacobs and Ratmanida (1996), and Flowerdew et al (1998) had the same view that students who are of an average English standard or have low proficiency, and have low self-confidence in second language use, are also shy about using English. They are not ready to speak up since their English proficiency is poor. Similarly, Lai (1994) and Littlewood et al (1996) pointed out that students who have low proficiency in English are

anxious about their oral performance in English. They may feel uncomfortable speaking English simply because they may think that they may not perform well enough.

2.3.3.2 Culture

Gaies (cited in Allwright and Bailey, 1991: 143-144) introduces the idea that in language classrooms, students are generally expected to participate actively, since answering questions is often regarded as a way of practicing the language. Adamson (1993) and Richard and Lockhart (1994), however, state that in some cultures, students are expected to wait until called on and to answer only when they are sure of getting it right. They may feel that publicly displaying one's knowledge, whether by asking or answering a question, would be seen by their peers as showing off. Hence they might avoid answering the question. On the other hand, Sato (cited in Allwright and Bailey, 1991) comments that Asian learners have more cultural constraints on classroom participation patterns than do learners from other cultures. They may think that it is not polite to ask the teacher questions during class time. In some societies it is culturally unacceptable to challenge the teacher with questions. Scarcella (1990) said that this is true with some students in Chinese classrooms because they are expected to listen to adults, not to interrupt, to sit quietly and listen attentively. Allwright and Bailey (1991) comment that some learners may wish to be quiet and listen in order to learn, while their teachers believe they will learn by speaking. Furthermore, Yawalak Na ChiengMai (1998: 29) remarks that "in Thai culture, the emphasis in education at all levels given to preserving traditional knowledge (the conserving attitude) is greater than that given to testing and questioning that knowledge (the extending attitude). Many EFL learners are not trained to contribute much to class discussions and some even hesitate to ask teachers questions".

In sum, it can be seen that although achievement is aimed at in learning and teaching, there are many factors such as attitudes and class participation influencing and being influenced by it. As a result, it is sometimes not possible to

indicate which influences which, but one thing that can be certain is that all three factors are important in successful language learning and hence should be seriously considered when teaching.

CHAPTER 3

METHODOLOGY

This chapter gives an overview of the research procedure of the study. It includes subjects, instruments, data collection, and data analysis.

3.1 Subjects

The population of the study was 83 students from two M.5 classes in the Science-Mathematics academic programme at Dechapattanayanukul school, a co-educational school in Pattani Province. There were 39 students in one class and 44 in the other. These two classes were chosen because they took the same English course (Eng 0110) as a compulsory subject, and were taught by the same teacher. They spent four periods (50 minutes each) per week studying this course.

The students were systematically divided into two groups of high and low achievers based on their English test scores at the end of the course using Hughes' 27% technique (1989). There were altogether 46 students (23 in each group).

Among the high achievers, there were 8 male students and 15 females. Six of them had been abroad. One of them had been to New Zealand as an exchange student for one year, and five to Malaysia and Singapore for shopping for around 6 days. Among the low achievers, 17 were male and 6 were female. Five of them also had had experience abroad. One of them had been to Singapore for an educational purpose for 3 days, while four of them had been to Malaysia for shopping and other reasons for around 4 days.

3.2 Instruments

Two instruments were used in this study: a questionnaire, and an observation checklist.

3.2.1 Questionnaire (See Appendix A)

The questionnaire on 'Students' Attitudes' was designed to elicit students' attitudes. It consisted of 24 items in two sections. The details about the information elicited by each item in the questionnaire in each section are presented in the following table.

Table 3.1: Questionnaire Specification

Section I: Students' Background	Section II: Students' Attitudes		
	Toward English	Toward Native Speakers and the Culture Which English Represents	Toward the Learning Process in the Classroom
<p><i>3 items:</i> name, gender, and experience abroad with indication of its purposes and time spent.</p>	<p><i>6 items:</i></p> <p><i>Items 1 and 5:</i> Students' attitudes toward the usefulness of English</p> <p><i>Items 2-4:</i> Their desire for exposure to English</p> <p><i>Item 6:</i> Their views toward the status of people with English language proficiency</p>	<p><i>5 items:</i></p> <p><i>Item 7:</i> Students' interest in visiting native speaker countries</p> <p><i>Item 8:</i> Their interest in the way of life of the native speaker</p> <p><i>Item 9:</i> Their admiration for the arts, the culture, and the literature of the native speaker</p> <p><i>Item 10:</i> Their interest in having native speaker friends</p> <p><i>Item 11:</i> Their desire for talking to the native speakers they meet</p>	<p><i>13 items:</i></p> <p><i>Item 12:</i> Students' preference for learning English as compared to other subjects</p> <p><i>Item 13:</i> Their preference for the teacher's use of English in class</p> <p><i>Item 14:</i> Their preference for opportunities to use English in class</p> <p><i>Items 15-17:</i> Their preference for voluntary participation</p> <p><i>Items 18-20:</i> Their preference for elicited participation</p> <p><i>Items 21-23:</i> Their perceptions about factors contributing to success in learning English</p> <p><i>Item 24:</i> Their aspiration to succeed in learning English</p>

Before its actual use, the questionnaire was piloted to test for its reliability. The Thai version of the questionnaire was administered to the students to optimize their understanding of items in it (See Appendix B). It was tried out on 40 M.5 students in the English-Mathematics academic programme at the same school as the subjects during their class time. These students were in a different academic programme, and had a different teacher for the same English course. It took about 30 minutes for the students to complete the questionnaire.

After the pilot, all the items of the questionnaire were statistically analyzed using KR 20. Its reliability index was .92, which means it was highly reliable.

3.2.2 Observation Checklist (See Appendix C)

An observation checklist was designed to collect data about students' class participation in the English course (Eng 0110). The teacher in charge of the selected classes was consulted about the nature of the students' participation for the construction of the observation checklist.

The checklist was used to record students' elicited and voluntary participation in asking the teacher questions, answering the teacher's questions, and providing the teacher with information in English. It consisted of two columns of elicited and voluntary participation. Each category was divided into the columns of asking, answering, and providing information.

Before the actual use, the observation checklist was piloted on 90 students of the other two M.5 classes at the same school. These students were not the same groups as those on whom the questionnaire was tried out. They studied in the English-French and Thai-English-Social Studies academic programmes, and had a different English teacher from the subjects. The pilot was done once for each class. The observation time was 50 minutes for each class.

After the pilot, the observation checklist was found to be practical and able to cover the areas needed.

3.3 Data Collection

The collection of data about English language achievement, attitudes, and class participation of high and low achievers is described below.

3.3.1 Students' English Language Achievement

The students in this study were in a formal education system where their level of achievement was measured by their scores on the test written to reflect the content of the syllabus. The data on their English language achievement (that is, their English test scores) were provided by the teacher at the end of the semester. The total scores of 100 included 10 subjective marks which did not represent students' language competence, so the total scores of 90 were used in this study. These were derived from the formative and summative evaluation during the whole course.

3.3.2 Students' Attitudes

The data about the students' attitudes were collected in November, 1999, which was the beginning of the second semester of the 1999 academic year. This was to get information on their attitudes in general toward English, native speakers and the culture which English represents, and the learning process in the classroom (as opposed to the attitudes based on their experience in class). They had 30 minutes of their class time to complete the questionnaire.

3.3.3 Students' Class Participation

The data about the students' verbal class participation were collected every other week throughout the semester, which was from November 1999 to February 2000. Altogether there were eight weeks or 22 periods of observation. The observation in each class began after the students' greeting to the teacher.

Each time a student participated in English voluntarily or upon being elicited (asking the teacher's questions, answering the teacher's questions, and providing the teacher with information) a slash (/) was marked in an appropriate grid.

3.4 Data Analysis

The data in this study consisted of the students' English test scores, their responses to the questionnaire, and the frequency of their participation. The data obtained from the high and low achievers were separately analyzed using both qualitative and quantitative methods as follows.

3.4.1 Students' English Language Achievement

The English test scores of the high and low achievers at the end of the semester were calculated for the means.

3.4.2 Students' Attitudes

The students' responses to the questionnaire constituted the data about their attitudes. Their responses to the first section of the questionnaire, which elicited their personal backgrounds, were coded and calculated for frequency and percentage, while their responses to the second section of the questionnaire, which investigated their attitudes toward English, were coded and calculated for the means and standard deviations using SPSS/PC programme. The five-point rating scales ranged from 'Strongly agree' to 'Strongly disagree'. Following Best (1977), the mean values and their interpretation are presented below.

Table 3.2: Range of Attitude Means and Their Meanings

Means	Interpretation
1.0 - 2.3333	negative attitudes
2.3334 - 3.6667	neutral attitudes
3.6668 - 5.0	positive attitudes

Since the items in each section were grouped according to aspects of students' attitudes: toward English, the native speakers and the culture which English represents, and the learning process in the classroom, the means and standard deviations of their responses to each section were separately calculated in order to make the discussion clear. Finally, the means and standard deviations of the high and low achievers' responses to all items in each section and all sections of the questionnaire were separately calculated for the average means.

3.4.3 Difference in Attitudes between High and Low Achievers

The means of the responses to each section of the questionnaire of the high and low achievers were compared by using a T-test to determine whether their attitudes were significantly different or not.

3.4.4 Students' Class Participation

The data about the students' class participation were derived from class observation through the use of an observation checklist. The observation checklist concerned two types of class participation. Each type included the students' asking, answering, and providing information. The frequency of students' class participation per group and per individual in 22 periods and in each period were tallied and analyzed for their means.

3.4.5 Difference in Frequency of Class Participation between High and Low Achievers

The means of the total, voluntary, and elicited participation of the high and low achievers were computed by using a T-test to determine whether the frequency of their class participation was significantly different or not.

3.4.6 Relationship between English Language Achievement, Attitudes, and Class Participation of High and Low Achievers

By using the Pearson's Correlation Coefficient, students' English test scores, the means of their responses to the questionnaire, and their class participation were computed in order to find out whether there was a correlation between achievement, attitudes, and class participation of the high and low achievers. Also, since frequency and types of students' class participation were considered in this study, each type of their class participation was separately analyzed for a clearer presentation of each type of their class participation.

CHAPTER 4

RESULTS AND DISCUSSION

This chapter presents and discusses the findings about English language achievement of the high and low achievers, their attitudes, the difference in attitudes between the two groups, their participation, the difference in the frequency and types of participation between the two groups, and the relationships between English language achievement, attitudes, and participation of the two groups.

4.1 English Language Achievement of High and Low Achievers

Achievement in this study was measured by the scores the students obtained at the end of the English course in the first semester of the 2000 academic year. It covered all tests: a test before mid-term, a mid-term test, a test after mid-term, and a final examination. The total score was 90. The top and bottom 27 % of the students were placed into two groups of high and low achievers respectively. There were altogether 46 students (23 in each). The students' achievement was low since an average score of the high achievers was only 65.0 (72%) and that of the low achievers was only 45.8 (50.8%) out of 90.

4.2 Attitudes of High and Low Achievers

Table 4.1 summarizes the high and low achievers' responses to all items in the three sections of the second part of the questionnaire.

Table 4.1: Students' Attitudes

Items	High achievers		Low achievers	
	\bar{X}	SD	\bar{X}	SD
Section I: Attitudes toward English				
1. English language proficiency facilitates further study and getting jobs.	4.82	.38	4.72	.45
2. I like seeing English soundtrack movies.	3.34	.88	3.39	.98
3. I like listening to English songs.	3.86	.75	3.86	.81
4. I like reading and listening to English news.	3.08	.90	2.65	.83
5. English is most useful in the information technology period.	4.73	.54	4.73	.54
6. The people with English language proficiency are praised by society.	4.30	.55	4.04	.87
- Average means of students' responses to items 1 and 5	4.77	.48	4.72	.44
- Average means of students' responses to items 2- 4	3.43	.70	3.30	.67
- Average means of students' responses to items 1- 6	4.02	.44	3.90	.42

Items	High achievers		Low achievers	
	\bar{X}	SD	\bar{X}	SD
Section II: Attitudes toward native Speakers and the culture which English represents				
7. I would like to visit native speaker countries.	4.04	.97	3.91	.94
8. I am interested in the native speaker's way of life.	3.82	.88	3.56	.72
9. I admire the arts, the culture, and the literature of the native speaker.	3.26	.44	3.22	.52
10. I would like to have native speaker friends.	4.26	.68	3.86	.81
11. I like to talk to the native speakers I meet.	3.26	1.09	3.13	.62
- <i>Average means of students' responses to items 7-11</i>	<i>3.73</i>	<i>.54</i>	<i>3.54</i>	<i>.52</i>
Section III: Attitudes toward the learning process in the classroom				
12. I prefer learning English to other subjects.	3.47	1.12	2.95	.63
13. I prefer the teacher using English as a medium in English instruction.	3.95	1.02	3.30	.82
14. I like English classes that provide opportunities for students to express their opinions in English.	4.08	.94	3.63	.58
- <i>Average means of students' responses to items 12-14</i>	<i>3.84</i>	<i>.90</i>	<i>3.28</i>	<i>.54</i>

Items	High achievers		Low achievers	
	\bar{X}	SD	\bar{X}	SD
15. I like to volunteer to answer the teacher in English in class.	3.65	.93	3.17	.71
16. I like to volunteer to ask the teacher in English in class.	3.17	.93	2.95	.47
17. I like to volunteer to provide the teacher with information in English in class.	3.17	1.02	2.78	.67
<i>- Average means of students' responses to items 15-17</i>	<i>3.33</i>	<i>.85</i>	<i>2.97</i>	<i>.54</i>
18. I like the teacher to ask me to answer questions in English in class.	3.56	1.07	3.30	.87
19. I like the teacher to ask me to ask questions in English in class.	3.39	1.07	3.30	.76
20. I like the teacher to ask me to provide her with information in English in class.	3.39	.94	3.00	.67
<i>- Average means of students' responses to items 18-20</i>	<i>3.45</i>	<i>.97</i>	<i>3.20</i>	<i>.65</i>
<i>- Average means of students' responses to items 15-20</i>	<i>3.39</i>	<i>.88</i>	<i>3.09</i>	<i>.52</i>
21. I think participation in class can improve my English learning.	4.34	.98	4.17	.57
22. I think positive attitudes toward English can improve my English learning.	4.69	.47	4.47	.59

Items	High achievers		Low achievers	
	\bar{X}	SD	\bar{X}	SD
23. I think if I put in great effort and pay attention to the lesson, I can succeed in learning English.	4.82	.38	4.60	.49
- <i>Average means of students' responses to items 21-23</i>	4.62	.45	4.41	.36
24. I aspire to succeed in learning English.	4.60	.65	4.17	.77
- <i>Average means of students' responses to items 12-24</i>	3.87	.67	3.52	.42
- <i>Average means of students' responses to items 1-24</i>	3.88	.53	3.62	.35

Note: 1.0-2.3333 = negative attitudes, 2.3334-3.6667 = neutral attitudes, and 3.6668-5.0 = positive attitudes (Best, 1977)

The results show that the attitudes toward all responses to 24 attitudinal items of the high achievers were positive (average means = 3.88), while the attitudes of the low achievers were neutral (average means = 3.62). If we look closely, we can see that both groups' responses to each item in each section varied. However, they varied in the same direction. The responses to each section are presented separately below.

4.2.1 Section I: Students' Attitudes toward English

The findings show that both high and low achievers possessed positive attitudes toward English (the high achievers' average means = 4.02, and the low achievers' = 3.90). However, if we look at the response means across the items of both groups, we can see that they varied. Their responses to some items were positive whereas to others their responses were neutral. For example, their

responses to item 1 (the high achievers' mean = 4.82, and the low achievers' = 4.72), and item 6 (the high achievers' mean = 4.30, and the low achievers' = 4.04) were positive while their responses to items 2 (the high achievers' mean = 3.34, and the low achievers' = 3.39), and 4 (the high achievers' mean = 3.08, and the low achievers' = 2.65) were neutral. Nonetheless, if we look at the response means across groups, we can see that they were in the same direction. That is because the high and low achievers were in a similar environment. It is also noted that the means of the responses to items 3 and 5 of both groups were equal. The last point to observe here is that the means of the students' responses to items 1 and 5 were higher than those of the others in the same section.

The students' positive responses to item 1 (the high achievers' mean = 4.82, and the low achievers' = 4.72) suggest that they see the importance of English in their further education and getting jobs in the future. They may realize they need English knowledge for the entrance examination and for study at university, and also for job applications in the future, including writing letters of applications and interviews.

The students' responses to item 5 show that both high and low achievers had the same positive attitudes (mean = 4.73) toward the usefulness of English in the IT period. This means they realize the usefulness of English in the IT period, which requires English proficiency in using the computer for communication. Since English is an international language and it is also used extensively with the computer, only the people with English proficiency can benefit from the use of IT to get information and from communicating with people worldwide.

The students' responses to items 2-4 reflect their neutral attitudes (the high achievers' mean = 3.43, and the low achievers' = 3.30) toward exposing themselves to English. However, it is noted that their responses to each item in which a particular activity was specified was different.

The students' responses to item 2 reflect their neutral attitudes (the high achievers' mean = 3.34, and the low achievers' = 3.39) toward seeing English soundtrack movies. Normally, the students have two choices of language when seeing foreign movies: Thai and English. However, English soundtrack movies are not available in their provincial theatres. And although they might

have seen English movies from the video, the VCD, etc., these might be dubbed into Thai. Since they might never have experienced seeing soundtrack movies, they probably could not judge their preferences. Thus, they expressed neutral attitudes toward seeing English soundtrack movies.

The students' responses to items 3 and 4 show that both high and low achievers had positive attitudes (mean = 3.86) toward listening to English songs, and neutral attitudes (the high achievers' mean = 3.08, and the low achievers' = 2.65) toward reading and listening to English news.

Their positive attitudes toward listening to English songs can be interpreted as resulting from the nature of teenagers, who often like and are interested in music because it entertains them. In addition, it may be because of the popular culture among teens, who often consider themselves modern if they listen to English songs. On the other hand, their neutral attitudes toward reading news in English, may be due to the difficulty of the vocabulary, the complexity of the structure, and the unfamiliarity with the texts. This is in accordance with Fredrickson (1995) who states that reading English news is difficult and boring in Thai students' views. So if Thai students want to read news, they read it in Thai. The students' neutral attitudes toward listening to English news may be because listening to English news is not as interesting as listening to English songs. In addition, news is available in Thai version for them to read or listen to if they would like to.

The students' responses to item 6 were positive. The high achievers possessed a higher degree of positive attitudes than the low achievers did (the high achievers' = 4.30, and the low achievers' = 4.04). However, it is noted that the means of this response of both high and low achievers were lower than those of their responses to items 1 and 5. It could be inferred that although the students in both groups realize that people with English language proficiency gain recognition from the society, this degree of awareness is lower than their realization of the usefulness and the role of the English language.

To conclude, though attitudes of high and low achievers toward different items in this section varied, they varied in the same direction. The students saw the importance of English in higher studies, future career, and communication in

the IT age, though they did not rate it equally highly. They were not quite so concerned about how English will make people respect them, but were interested in what roles English might play in their further study, work, and life. However, the type of exposure to English they preferred was that which entertained and was fashionable such as English songs.

4.2.2 Section II : Students' Attitudes toward Native Speakers and the Culture Which English Represents

The results reveal that the high achievers had positive attitudes toward native speakers and the culture which English represents, whereas the low achievers had neutral attitudes. The high achievers' average mean was 3.73, and the low achievers' was 3.54.

Although the high and low achievers had different views toward the items in this section, if we look at the overall picture, we can see that most of their views toward almost every item were in the same direction. However, this was not true to the response to item 8 which was related to the students' interest in the way of life of the native speakers. The finding revealed the positive attitudes (mean = 3.82) of the high achievers, and the neutral attitudes (mean = 3.56) of the low achievers. This reflected that the high achievers seemed to put more interest in the way of life of the native speakers than the low achievers did.

The response of the high achievers to item 8 may help explain their positive attitudes toward item 7 (mean = 4.04) which was related to their interest in visiting native speaker countries. Since they are interested in the way of life of the native speakers, they probably would like to visit their countries. On the other hand, although the low achievers had neutral attitudes toward the way of life of the native speakers, they had positive attitudes (mean = 3.91) toward visiting their countries. This might be because of the popularity of going abroad among Thai people.

The students' response to item 8 can also explain their response to item 10 which reveals that both high and low achievers had positive attitudes toward having native speaker friends (the high achievers' mean = 4.26, and the low

achievers' = 3.86). Since the high achievers are interested in the way of life of native speakers, and in visiting their countries, it would make sense that they would like to have them as friends. However, the low achievers who had neutral attitudes about the way of life of native speakers would also like to have them as friends. It is probable that they felt they would look modern when they had native speaker friends, or they might be interested in getting to know them.

The responses of the students in both groups to item 9 reveal that they had neutral attitudes (the high achievers' mean = 3.26, and the low achievers' = 3.22) toward the arts, culture, and literature of native speakers. It might be possible that the students thought that arts, culture, and literature of native speakers are irrelevant and unimportant. Hence, they expressed their neutral attitudes toward arts, culture, and literature of the native speakers.

The responses of the students in both groups to item 11 suggest that they had neutral attitudes (the high achievers' mean = 3.26, and the low achievers' = 3.13) toward talking to the native speaker they meet. They might be interested in the foreign stranger, but it is natural for a Thai person not to run toward a stranger, especially a foreigner, and talk. In addition, he might not be able to use English as a medium of communication.

It can be seen that attitudes of the high and low achievers toward most items in this section were in the same direction. However, the high achievers were more interested in exposing themselves to native speakers and the culture which English represents more than the low achievers. In addition, if we look closely, we can see that the items in this section demanded more involvement from the students (e.g. having a native speaker friend), whereas those in Section I were more general.

4.2.3 Section III: Students' Attitudes toward the Learning Process in the Classroom

The findings show that the high achievers possessed positive attitudes (mean = 3.87) while the low achievers possessed neutral attitudes (mean = 3.52) toward the learning process in the classroom. Nonetheless, there was an

exception to the responses to items 13 and 14 which showed the positive attitudes of the high achievers and the neutral attitudes of the low achievers.

The students' responses to items 12-14 reflect their level of preference for learning English as compared to other subjects, their level of preference for the teacher's use of English in class, and their level of preference for opportunities of using English in class. The average means of these responses show that the high achievers had positive attitudes (mean = 3.84), while the low achievers had neutral attitudes (mean = 3.28).

However, if we look at only item 12, which was related to their level of preference for learning English as compared to other subjects, we can see that the students in both groups had neutral attitudes (the high achievers' mean = 3.47, and the low achievers' = 2.95). It is possible that since the students in this study were studying in the Science-Mathematics academic program, they may have preferred learning Science and Mathematics to learning English.

The students' responses to items 13 and 14 reveal that the high achievers possessed positive attitudes (average mean of item 13 = 3.95, and of item 14 = 4.08), while the low achievers possessed neutral attitudes (average mean of item 13 = 3.30, and of item 14 = 3.63) toward the teacher's use of English in class, and toward their preference for opportunities to use English in class.

That the high achievers had positive attitudes toward items 13 and 14 might be because they were confident in their English proficiency. They might have thought they would understand the lesson if the teacher used English in class. The high achievers probably like to expose themselves to language practice in class. On the other hand, the low achievers in this study, who had low English proficiency, might have thought they could not understand the teacher's use of English in her instruction.

The students' responses to items 15-20 show that both high and low achievers possessed neutral attitudes (the high achievers' mean = 3.39, and the low achievers' = 3.09) toward voluntary and elicited participation.

The students' responses to items 15-17 show that both high and low achievers had neutral attitudes toward voluntary participation (average means of the high achievers = 3.33, the low achievers' = 2.97). This finding suggests that

the students might have been afraid of being labelled "show-off" if they volunteered in class.

The students' responses to items 18 – 20 show that both high and low achievers had neutral attitudes toward elicited participation (average means of the high achievers = 3.45, the low achievers' = 3.20). It is probable that they were not ready and might not have been confident that their answers would be correct if called on.

The positive responses of the students in both groups to items 21-23 (the high achievers' mean = 4.62, and the low achievers' = 4.41) indicate that the high and low achievers believed that class participation, positive attitudes toward English, and great effort and attention are factors contributing to their achievement in learning English. The finding is in line with Good and Brophy (1991) who maintain that students believe that they have the ability to succeed at academic tasks if they try. It should be noted that the students in this study, especially the low achievers, knew what factors contribute to success in learning English (as can be seen from their responses to items 21-23) and had positive attitudes toward English (as can be seen from their responses to items 1-6). However, the fact that they realized that class participation contributes to success in learning English does not mean that they had positive attitudes toward class participation (as can be seen from their responses to items 15-20)

Last, the positive response to item 24 reveals that the students in both groups possessed aspirations of success in learning English (the high achievers' mean = 4.60, and the low achievers' = 4.17). It is noted that the low achievers' response to this item contrasted with their achievement. Although they had a strong desire to succeed in learning English, they did not achieve highly.

To conclude, it can be seen that although attitudes of the high and low achievers were in the same direction, the high achievers had a higher degree of positive attitudes toward the learning process in the classroom than did the low achievers. Nevertheless, students in neither group preferred learning English to other subjects. This is probably because they were studying in the academic programme of Science-Mathematics and they pay more attention to these two subjects than English. The high achievers also preferred the teacher's use of

English in class and their opportunities to expose themselves to English more than the low achievers did. This is because they were more confident in their ability than the low achievers were. Also, although both high and low achievers had neutral attitudes toward both types of participation, they had high perceptions of factors contributing to success in learning (including class participation) and they also had strong aspirations toward success in learning English.

As a whole, although the high and low achievers shared positive attitudes toward English, they had different attitudes toward native speakers and the culture which English represents and the learning process in the classroom. The high achievers had positive attitudes toward English, native speakers and the culture which English represents, and the learning process in the classroom. The low achievers had positive attitudes toward English, but had neutral attitudes toward native speakers and the culture which English represents, and the learning process in the classroom. To be more specific, the attitudes toward English of the high and low achievers were rated more favourable than their attitudes toward native speakers and the culture which English represents and the learning process in the classroom.

4.3 Comparison of Means of Attitudes toward English of High and Low Achievers

Independent t-tests were used to find out whether there was a significant difference in the attitudes of the high and low achievers presented and discussed in the previous section.

Table 4.2 shows a summary of the difference in attitudes between the students in each group.

Table 4.2: Test of Difference in Attitude Means

Attitudes	Means difference	df	t
Toward English (Items 1-6)	.13	44	1.00
Toward native speakers and the culture which English represents (Items 7-11)	.18	44	1.17
Toward the learning process in the classroom (Items 12-24)	.35	44	2.11*
Total (Items 1-24)	.26	44	1.93

* Significant at .05 level

The result shows that between the students in both groups, no significant difference was found in their attitudes toward English, and native speakers and the culture which English represents. However, there was a significant difference (at .05 level) in their attitudes toward the learning process in the classroom.

4.4 Class Participation of High and Low Achievers

The results presented in Table 4.3 were obtained from the analysis of the teacher's observation checklist on the frequency of students' elicited and voluntary participation in class. The observation covered the same lessons taught to both groups over 22 periods. In order to give a clearer view, Table 4.3 presents the frequency of elicited and voluntary participation in 22 periods and in each period of the high and low achievers as groups and as individual.

Table 4.3: Frequency and Types of Participation per Individual and Group

Participation	High achievers				Low achievers			
	Group		Individual		Group		Individual	
	22 periods	1 period	22 periods	1 period	22 periods	1 period	22 periods	1 period
Elicited								
Asking	0	.00	.00	.00	0	.00	.00	.00
Answering	12	.55	.52	.02	13	.59	.57	.03
Providing information	2	.09	.09	.01	0	.00	.00	.00
<i>Total</i>	<i>14</i>	<i>.64</i>	<i>.61</i>	<i>.03</i>	<i>13</i>	<i>.59</i>	<i>.57</i>	<i>.03</i>
Voluntary								
Asking	0	.00	.00	.00	0	.00	.00	.00
Answering	86	3.90	3.73	.17	27	1.22	1.22	.05
Providing information	21	.95	.91	.04	11	.50	.48	.02
<i>Total</i>	<i>107</i>	<i>4.86</i>	<i>4.65</i>	<i>.21</i>	<i>38</i>	<i>1.72</i>	<i>1.65</i>	<i>.08</i>
Grand Total	121	5.50	5.26	.24	51	2.31	2.22	.11

Table 4.3 summarizes the frequency of participation of an individual student in each group and of all students in each group in 22 periods and in each period. It can be seen that the high achievers participated more frequently than the low achievers. In all, as a group, the high achievers participated 121 times in 22 periods. This is equivalent to 5.50 times in one period. The low achievers, as a group, participated 51 times in 22 periods. This is equivalent to 2.31 times in one period.

A closer look at the findings at an individual level reveals that a high achiever participated more frequently than a low achiever. A high achiever participated 5.26 times in 22 periods. This is equivalent to .24 time in one period. A low achiever participated 2.22 times in 22 periods. This is equivalent to .11 time in one period.

On the basis of the data presented in Table 4.3, the following observations can be made:

1. The frequency of total participation of the students in both groups was very low, as can be seen from the finding that an individual student in each group rarely participated in each period (a high achiever's participation = .24 time, and a low achiever's = .11 time).

2. The frequency of voluntary participation of both groups was higher than that of elicited participation.

3. The frequency of both types of participation of the high achievers was higher than that of the low achievers.

4. The frequency of answering under elicited participation of the high achievers was slightly lower than that of the low achievers.

5. The frequency of answering under both types of participation was dominant in both groups

6. There were no questions asked under both types of participation in both groups.

The study shows that an individual student in each group rarely participated in each period (a high achiever's participation = .24 time, and a low achiever's = .11 time). The low frequency of total participation of the students in both groups might be due to their neutral attitudes toward participation, and the proportion of teacher and student talk in the classroom.

Firstly, it was evident from the analysis of the students' responses to the questionnaire that the students in both groups had neutral attitudes toward both types of participation. This might be the cause of their low participation. Secondly, the teacher talked more often than the students, and the teacher's talk deprived the students of opportunities to speak. This may have caused the low frequency of elicited and voluntary participation of students in both groups.

Although the frequency of total participation of students in both groups was very low, it is apparent that the frequency of their voluntary participation was higher than that of their elicited participation. The teacher in this study addressed questions to the whole class without nominating any particular student more often than she addressed particular students. Consequently, the students had

opportunities to participate whenever the questions were asked. It was evident from the observation that the teacher's questions were not difficult. Therefore, the students decided to volunteer rather than wait to be called upon. Also, the teacher who participated in this study revealed that the students in both groups were quite familiar with her. Since this was the second semester they were learning with her, they were not afraid to volunteer.

The frequency of both types of participation of the high achievers was higher than that of the low achievers because good learners are active in the L2 learning situation (Gardner and Gilkman, 1982). Also, they might have been confident in their proficiency and have realized that practice is important; therefore, they actively involved themselves in participation. As for the low achievers, they might also have realized the importance of practice. However, they did not participate because they might not have been confident in their ability.

The finding that the high achievers were requested to answer less frequently than the low achievers might be because the teacher realized that the high achievers understood and might be able to follow what had been taught. Thus, she had no need to ask them. This means that the high achievers were provided with fewer opportunities to answer questions than the low achievers. Also, the teacher might have wanted to check whether the low achievers understood the lesson taught. Therefore, she elicited answers from them more frequently than from the high achievers.

The finding that answering under both types of participation of both groups was dominant reflects the nature of the teaching style where the teacher is an authoritarian, asks questions, and students answer. This teaching style may make the students think that their role in class is to answer the teacher's questions. It may also make the learners less willing to ask questions. This explanation may be related to the finding that there were no questions asked under either type of participation. Since this teaching style makes students think that their role is to answer questions, evidently, the students in this study did not ask questions. In addition, this might be due to the limited knowledge of English, especially among the low achievers. They might not have known how to formulate the questions in

English. Furthermore, Thai cultural beliefs, where children are taught not to ask their elders questions, may come into play. The students in this study may have thought that it is not polite to ask the teacher a question, and to interrupt her during class time. This causes most learners to be inactive in class (Yawalak Na ChiengMai, 1998), as can be seen from the fact that they did not ask questions.

In all, it was probable that neutral attitudes toward class participation of the students in both groups, and the proportion of teacher and student talk may have led to the low frequency of their class participation. However, the frequency of voluntary participation of the students in both groups was higher than that of their elicited participation because they were familiar with the teacher and the teacher's questions addressed to the whole class might not have been difficult. That the frequency of both types of participation of the high achievers outnumbered that of the low achievers was because of their confidence in their English proficiency and their awareness of the importance of practice in class. The frequency of answering under elicited participation of the high achievers was lower than that of the low achievers because of the inequality of opportunities provided, and the teacher realized that the high achievers understood what was taught and she therefore had no need to ask them. As for the low achievers, she might have wanted to check whether or not they understood the lesson. Answering under both types of participation was dominant because of the teaching style, in which the teacher is an authoritarian asking questions and the students' role is answering questions. Last, no questions were asked under either type of participation by either group. This is again due to the teaching style, the limited knowledge in formulating questions of the low achievers, and the Thai cultural belief that students' questioning are impolite.

4.5 Comparison of Frequency of Class Participation of High and Low Achievers

Independent t-tests were employed to investigate whether there was a significant difference in frequency of participation between the students in each group.

Table 4.4 shows the difference in the frequency of participation of the high and low achievers.

Table 4.4: Test of Difference in Frequency of Class Participation

Class Participation	Means difference	Df	t
Elicited	.09	44	.41
Voluntary	3.00	44	2.73**
Total	3.09	44	2.58**

** Significant at .01 level

The result revealed that there was no significant difference in elicited participation between the two groups. This is not surprising since it was evident that the students in both groups were not called on frequently in class. However, since the high achievers volunteered more frequently than the low achievers, the frequency of their voluntary and their overall participation was found to be significantly different at .01 level.

4.6 Relationship between English Language Achievement, Attitudes, and Class Participation of High and Low Achievers

The Pearson's Correlation Coefficient was used in order to find out whether there was a relationship between English language achievement, attitudes, and class participation of the high and low achievers.

Tables 4.5 and 4.6 show the summary of correlation coefficients for English language achievement, attitudes, and participation of the high achievers and low achievers respectively.

Table 4.5: Correlation between English Language Achievement, Attitudes, and Class Participation of High Achievers

Factors	English Language Achievement	Attitudes toward				Participation		
		English	NS	Learning Process in the classroom	Total	Elicited	Voluntary	Total
- English Language Achievement	1.000	.344	.311	.371	.385	.039	.191	.184
- Attitudes toward								
<i>English</i>		1.000				.210	.669**	.654**
<i>NS</i>			1.000			-.024	.400	.366
<i>learning process in the classroom</i>				1.000		.347	.718**	.723**
<i>Total</i>					1.000	.272	.704**	.697**
- Participation								
<i>Elicited</i>						1.000		
<i>Voluntary</i>							1.000	
<i>Total</i>								1.000

Note: NS = Native speakers and the culture which English represents, Total = Total attitudes, and ** Significant at .01 level

Table 4.6: Correlation between English Language Achievement, Attitudes, and Class Participation of Low Achievers

Factors	English Language Achievement	Attitudes toward				Participation		
		English	NS	Learning Process in the classroom	Total	Elicited	Voluntary	Total
- English Language Achievement	1.000	-.269	-.060	-.151	-.188	.216	.094	.127
- Attitudes toward <i>English</i>		1.000				.321	.402	.426*
<i>NS</i>			1.000			.111	.631**	.594**
<i>learning process in the classroom</i>				1.000		-.095	.350	.298
<i>Total</i>					1.000	.073	.538**	.502**
- Participation <i>Elicited</i>						1.000		
<i>Voluntary</i>							1.000	
<i>Total</i>								1.000

Note: * Significant at .05 level, ** Significant at .01 level

The study found a non-significant relationship between achievement and the other two factors, and various patterns of significant relationship between attitudes and both types of participation among the high and low achievers.

In an overall picture, non-significant correlation was found between English language achievement and all aspects of attitudes, and between English language achievement and both types of participation of the high and low achievers.

Contrary to the findings of many researchers, namely, Jakobovitz (1975), Oller et al (1977), Gardner (1985), Achara Wongsotorn (1987), and Dornyei (1990), this study found that no aspects of students' attitudes had a direct relationship with their achievement.

The fact that a non-significant relationship between English language achievement and both types of participation was found in both groups was probably due to the fact that the class was teacher-centred and the teacher governed the students' turns. This might have limited the students' chance to participate and resulted in the low frequency of their total participation in class. The finding revealed that the students in each group rarely participated in class. In one period of the lesson, the high and low achievers as a group participated only 5.50 and 2.31 times respectively. Since they did not have many opportunities to practise the language, they did not have a chance to develop their competence, and eventually, did not achieve in learning (Gardner, 1972). Furthermore, it seemed that the students' participation in class was low in quality. The teacher asked only closed questions which required limited responses such as 'Yes'/'No'. This might not have helped develop the students' language ability.

When we look into each group, there was an obviously different pattern of non-significant relationship. Among the high achievers, a non-significant relationship was found between their attitudes toward native speakers and the culture which English represents and their class participation. This was probably because the level of participation and the degree of their attitudes toward native speakers and the culture which English represents were not correlatively high. Among the low achievers, a non-significant relationship was found between their attitudes toward the learning process in the classroom and their class participation. This was probably because the level of participation and the degree

of their attitudes toward the learning process in the classroom were correlatively low.

However, in this study, a similarly significant relationship in both groups can be found. That is, there was a significant relationship between total attitudes and voluntary participation, and between total attitudes and total participation among the high and low achievers. Since their total attitudes were positive, these might have contributed to their voluntary participation, and their total participation.

When we look closer into each group, a significant relationship of voluntary participation and total participation with different aspects of attitudes was found in the two groups.

Among the high achievers, there was a significant relationship between attitudes toward the learning process in the classroom, voluntary participation, and total participation. Since the high achievers had positive attitudes toward the learning process in the classroom, they might have involved themselves in class participation in order to practise the language they were learning and to develop their competence. In addition, since they realized that class participation contributed to their success, their awareness of the importance of class participation and putting greater effort into learning might have prompted them to volunteer in class.

Among the low achievers, there was a significant relationship between attitudes toward the native speakers and the culture which it represents, voluntary participation, and total participation. The significant relationship between attitudes toward the native speakers and the culture which English represents, voluntary participation, and total participation found among the low achievers was interesting. This is because the degree of their attitudes toward the native speakers and the culture which English represents were neutral, and the frequency of their voluntary participation was correlatively low.

It is interesting to note that although both high and low achievers' attitudes toward English were significantly related to total participation, only the high achievers' attitudes toward English were significantly related to voluntary participation.

The significant relationship between attitudes toward English and total participation in both groups was not surprising, since one would expect that if students have positive attitudes toward the language they are learning, they might be willing to practise it and to participate in class. However, the significant relationship between English and voluntary participation found only in the high achievers could be because the low achievers volunteered to participate less frequently in class.

Overall, the study found non-significant relationship between English language achievement and all aspects of attitudes, and between English language achievement and both types of class participation. The study found a relationship between attitudes toward native speakers and the culture which English represents and class participation of the high achievers, and between attitudes toward the learning process in the classroom and class participation of the low achievers. Nevertheless, the study found various patterns of significant relationship in both groups. That is their total attitudes were significantly related to their voluntary and total class participation. When we look closely in each group, the study also found a significant relationship between different aspects of attitudes and class participation in the two groups. Among the high achievers, their attitudes toward the learning process in the classroom are significantly related to their voluntary and total class participation. Among the low achievers, their attitudes toward native speakers and the culture which English represents are significantly related to their voluntary and total class participation. Last, the attitudes toward English of the high achievers are significantly related to their voluntary and total class participation, while the attitudes toward English of the low achievers are significantly related to total class participation only.

4.7 Conclusion

On the whole, the high achievers had positive attitudes toward English, the native speakers and the culture which English represents, and the learning process in the classroom, while the low achievers had positive attitudes only toward English. Regarding class participation, despite the fact that students in

both groups had neutral attitudes toward both types of participation, they actually participated under both types of participation, but the frequency of their participation was low in general. Although aspects of students' attitudes were differently relevant to their class participation, their total attitudes and their total class participation were significantly related. However, it is noted that their achievement was related to neither their attitudes nor their class participation.

CHAPTER 5

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

This chapter presents a summary of the findings, implications for EFL teachers, and recommendations for further study.

5.1 Summary of Findings

The findings of this study can be summarized as follows:

1. There was no significant difference in attitudes toward English and the native speakers and the culture which English represents between the high and low achievers. However, there was a significant difference between the high and low achievers at .05 ($p < .05$) in attitudes toward the learning process in the classroom. The high achievers had positive attitudes toward the learning process in the classroom while the low achievers had neutral attitudes.

2. There was no significant difference in the frequency of elicited participation between the high and low achievers. However, there was a significant difference at .05 ($p < .01$) in voluntary and total participation between the high and low achievers. The high achievers volunteered more frequently than the low achievers did.

3. There was a non-significant relationship between achievement and all aspects of attitudes, and between achievement and both types of participation of the high and low achievers. However, there was a significant relationship between attitudes and total participation of the high achievers and low achievers at .01 ($p < .01$). Among the high achievers, there was a significant relationship between attitudes toward English and class participation at .01 ($p < .01$), and of the low achievers at .05 ($p < .05$). Among the high achievers, there was a significant relationship between attitudes toward the learning process in the classroom and class participation at .01 ($p < .01$). Among the low achievers, there

was a significant relationship between attitudes toward native speakers and the culture which English represents and class participation at .01 ($p < .01$).

5.2 Implications

On the basis of the findings, the following implications for EFL teachers can be suggested.

1. The fact that students in this study had positive attitudes toward English is a good sign for EFL teachers because their positive attitudes can facilitate their language learning and enhance their chance of success. If teachers are aware that their students have positive attitudes toward English, they can find ways to maintain their positive attitudes. On the other hand, teachers can develop positive attitudes in students who have neutral attitudes toward English by making them aware of its importance and its role in the IT period.

2. The study found that students' class participation was low. Since participation is important in the learning process, teachers should find ways to encourage students to participate more frequently in class. This may be done by creating a supportive atmosphere in class, supplying class activities and instructional materials that interest and motivate students, promoting interaction between the teacher and students, and linking the real world to the classroom. Furthermore, teachers should call on students more often in class and ask open and referential questions in order to develop the quality of their participation and promote their learning. If these suggestions are put into practice, students may put more effort into learning and take opportunities to participate more frequently in class; they might develop their competence, and eventually succeed in learning.

3. It was found that students' total participation was related to students' attitudes toward English, and their total attitudes were related to their voluntary and total participation. It is important then that teachers maintain and/or develop positive attitudes toward English in students. Teachers may also develop positive attitudes toward native speakers and the culture which English represents in students by inviting native speakers to the classroom. By doing this, students will

have direct interaction and become familiar with native speakers and hence, possibly develop positive attitudes toward them. Teachers may also expose students to native speakers and the culture which English represents by, for example, incorporating English songs in their lessons. Through songs, students do not only learn language, but also culture and ways of life of native speakers. It is possible to take students to the library or the place where arts, culture, and literature of native speakers are shown. Last but not least, teachers may maintain and foster students' positive attitudes toward the learning process in the classroom, in particular, toward class participation. To do this, teachers should involve students in class participation by using class activities which are enjoyable, interesting, challenging, engaging, and meaningful such as information gap and problem-solving activities. If teachers provide these activities in their classroom, students positive attitudes toward class participation might be developed.

5.3 Recommendations for Further Study

Based on the results of the study, some recommendations for further study might be proposed.

1. This study was conducted with only the higher secondary students of a limited academic programme, with only one EFL teacher, and in only eight weeks. To confirm the results of the study, the research should be replicated with more students at different educational levels in different academic programmes, with more EFL teachers, and over a longer period of time.

2. Since the study focused on investigating teacher-students interaction, further study should investigate student-student interaction in order to find out which type of interaction has an influence on students' achievement. This could be done by setting up one classroom with teacher-student interaction, an another with student-student interaction, and then finding out which type of interaction leads to students' achievement.

3. This study dealt only with the students' participation in quantitative terms. Further research should investigate their class participation qualitatively, and focus on areas such as the length and complexity of their utterances. This may shed additional light on the relationship between the quality of students' participation and their achievement.

4. This study investigated only the relationship between students' English language achievement, attitudes, and class participation, further study should find out whether their gender and their experience abroad have any role to play in the relationship among their English language achievement, attitudes, and class participation.

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APPENDIX A
RESEARCH QUESTIONNAIRE

This questionnaire has been constructed to investigate students' attitudes for the research on 'The Relationship between English Language Achievement, Attitudes, and Class Participation of High and Low Achievers'.

The questionnaire consists of 2 sections. Section I requires information about your personal background, and Section II about your attitudes toward English, native speakers and the culture which English represents, and the learning process in the classroom.

Please give your true answer to each item. This information will be kept strictly confidential, and will not be used to assess you any way.

Thank you for your cooperation
Kanokporn Dulyarak
Researcher

Section I. Personal Background

Please put a tick / in the box including information that identifies yourself.

1. Name-Family name
2. Gender Male Female
3. Have you ever been abroad?
 - Yes
 - How long? year/month/day
 - For what purpose? As an exchange student e.g. AFS, etc.
 - As an education traveller
 - As an English summer course student
 - Others
 - No

Section II. Students' Attitudes

Please put a tick / under each of the following items in each column. 'Strongly Agree', 'Agree', 'Neutral', 'Disagree', and 'Strongly disagree'.

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Section I: Attitudes toward English					
1. English language proficiency facilitates further study and getting jobs.					
2. I like seeing English soundtrack movies.					
3. I like listening to English songs.					
4. I like reading and listening to English news.					
5. English is most useful in the information technology period.					
6. The people with English language proficiency are praised by society.					

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
<p>Section II: Attitudes toward native speakers and the culture which English represents</p> <p>7. I would like to visit native speaker countries.</p> <p>8. I am interested in the native speaker's way of life.</p> <p>9. I admire the arts, the culture, and the literature of the native speaker.</p> <p>10. I would like to have native speaker friends.</p> <p>11. I like to talk to the native speakers I meet.</p> <p>Section III: Attitudes toward the learning process in the classroom</p> <p>12. I prefer learning English to other subjects.</p> <p>13. I prefer the teacher using English as a medium of English instruction.</p> <p>14. I like English classes that provide opportunities for students to express their opinions in English.</p> <p>15. I like to volunteer to answer the teacher in English in class.</p> <p>16. I like to volunteer to ask the teacher in English in class.</p> <p>17. I like to volunteer to provide the teacher with information in English in class.</p> <p>18. I like the teacher to ask me to answer questions in English in class.</p> <p>19. I like the teacher to ask me to ask questions in English in class.</p>					

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
20. I like the teacher to ask me to provide her with information in English in class. 21. I think participation in class can improve my English learning. 22. I think positive attitudes toward English can improve my English learning. 23. I think if I put in great effort and pay attention to the lesson, I can succeed in learning English. 24. I aspire to succeed in learning English.					

APPENDIX B

แบบสอบถามสำหรับการวิจัย

แบบสอบถามชุดนี้จัดทำขึ้นเพื่อสำรวจทัศนคติของนักเรียนเพื่อการทำวิจัยในหัวข้อเรื่อง “ความสัมพันธ์ระหว่างผลสัมฤทธิ์ในการเรียนวิชาภาษาอังกฤษ ทัศนคติ และการมีส่วนร่วมในชั้นเรียนระหว่างนักเรียนที่มีผลสัมฤทธิ์สูงและนักเรียนที่มีผลสัมฤทธิ์ต่ำ”

แบบสอบถามชุดนี้มี 2 ตอน คือ

ตอนที่ 1 เป็นข้อมูลส่วนตัวของนักเรียน

ตอนที่ 2 เป็นข้อมูลด้านทัศนคติของนักเรียนต่อภาษาอังกฤษ เจ้าของภาษาและวัฒนธรรม และกระบวนการเรียนภาษาอังกฤษในชั้นเรียน

กรุณาตอบแบบสอบถามตามความเป็นจริง ข้อมูลที่ได้จากแบบสอบถามจะเก็บเป็นความลับและไม่มีผลต่อคะแนนสอบแต่อย่างใด

ขอขอบคุณในความร่วมมือ

ผู้วิจัย

ตอนที่ 1 ข้อมูลส่วนตัวของนักเรียน

คำสั่ง กรุณาขีดเครื่องหมายถูก (✓) ในช่องหน้าข้อความที่ตรงกับนักเรียน

1. ชื่อ - นามสกุล
2. เพศ ชาย หญิง
3. นักเรียนเคยไปต่างประเทศหรือไม่
 - เคย ระยะเวลาาน ปี / เดือน / วัน
 - จุดประสงค์ที่ไป ในฐานะนักเรียนแลกเปลี่ยน เช่น AFS และอื่นๆ
 - ไปทัศนศึกษา
 - ไปเรียนหลักสูตรภาษาอังกฤษภาคฤดูร้อน
 - อื่นๆ
 - ไม่เคย

ตอนที่ 2ทัศนคติของนักเรียน

คำสั่ง กรุณาขีดเครื่องหมายถูก (✓) ในช่องที่ตรงกับความรู้สึกของนักเรียน

ข้อความ	เห็นด้วย อย่างยิ่ง	เห็นด้วย	เฉยๆ	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
ตอนที่ 1 ทัศนคติต่อภาษาอังกฤษ					
1. ความสามารถด้านภาษาอังกฤษช่วยให้ ศึกษาต่อและทำงานได้ง่ายขึ้น					
2. ฉันชอบดูภาพยนตร์ต่างประเทศที่มีเสียง ในฟิล์มเป็นภาษาอังกฤษ					
3. ฉันชอบฟังเพลงภาษาอังกฤษ					
4. ฉันชอบอ่านและฟังข่าวภาษาอังกฤษ					
5. ภาษาอังกฤษมีประโยชน์ที่สุดในยุคสังคม ข่าวสาร					
6. สังคมยกย่องผู้มีความสามารถด้าน ภาษาอังกฤษ					

ข้อความ	เห็นด้วย อย่างยิ่ง	เห็นด้วย	เฉยๆ	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
ตอนที่ 2 ทักษะติดต่อเจ้าของภาษาและ วัฒนธรรม					
7. ฉันอยากไปเที่ยวประเทศของเจ้าของภาษา					
8. ฉันสนใจวิถีชีวิตของเจ้าของภาษา					
9. ฉันชื่นชมศิลปะ วัฒนธรรมและวรรณคดี ของเจ้าของภาษา					
10. ฉันอยากมีเพื่อนที่เป็นเจ้าของภาษา					
11. ฉันชอบเข้าไปพูดคุยกับเจ้าของภาษาที่ฉัน พบเจอ					
ตอนที่ 3 ทักษะติดต่อกระบวนการเรียน ในชั้นเรียน					
12. ฉันชอบเรียนวิชาภาษาอังกฤษมากกว่า วิชาอื่นๆ					
13. ฉันชอบให้ครูใช้ภาษาอังกฤษในการสอน วิชาภาษาอังกฤษ					
14. ฉันชอบชั่วโมงเรียนภาษาอังกฤษที่มี กิจกรรมให้นักเรียนได้พูดแสดงความ คิดเห็นเป็นภาษาอังกฤษ					
15. ฉันชอบอาสาตอบคำถามครูเป็นภาษา อังกฤษในชั้นเรียน					
16. ฉันชอบอาสาถามคำถามครูเป็นภาษา อังกฤษในชั้นเรียน					
17. ฉันชอบอาสาให้ข้อมูลครูเป็นภาษา อังกฤษในชั้นเรียน					
18. ฉันชอบให้ครูเรียกให้ฉันตอบคำถามเป็น ภาษาอังกฤษ					
19. ฉันชอบให้ครูเรียกให้ฉันถามคำถามเป็น ภาษาอังกฤษในชั้นเรียน					

ข้อความ	เห็นด้วย อย่างยิ่ง	เห็นด้วย	เฉยๆ	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
20. ฉันชอบให้ครูเรียกให้ฉันให้ข้อมูลเป็นภาษาอังกฤษในชั้นเรียน					
21. ฉันคิดว่าการมีส่วนร่วมในชั้นเรียนช่วยให้ฉันเรียนภาษาอังกฤษดีขึ้น					
22. ฉันคิดว่าหากมีทัศนคติที่ดีต่อภาษาอังกฤษจะทำให้เรียนภาษาอังกฤษได้ดีขึ้น					
23. ฉันคิดว่าถ้าพยายามและตั้งใจเต็มที่ก็จะประสบความสำเร็จในการเรียนภาษาอังกฤษ					
24. ฉันใฝ่ฝันจะประสบความสำเร็จในการเรียนภาษาอังกฤษ					

APPENDIX C

OBSERVATION CHECKLIST

Date: Time: Class:

Students' names	Elicited Participation			Voluntary Participation		
	Asking	Answering	Providing	Asking	Answering	Providing
1.						
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VITAE

Name Mrs. Kanokporn Dulyarak

Date of Birth August 30, 1962

Place of Birth Pattani Province

Educational Attainment

Degree	Name of Institution	Year of Graduation
Bachelor of Arts in Education (English)	Prince of Songkla University, Pattani	1984
Graduate Diploma in Teaching English to Speakers of Other Languages (TESOL)	Deakin University, Victoria, Australia	1995
Master of Arts (Applied Linguistics)	Prince of Songkla University, Songkla	2001

Work Position and Address

Teacher of English Dechapattanayanukul School,
Pattani