

KEY WORD : LANGUAGE INPUT/CLASSROOM INTERACTION

SOMPIT PORSUTYARUK : THE RELATIONSHIPS BETWEEN LAUGUAGE INPUT AND CLASSROOM INTERACTION WITH ENGLISH LEARNING ACHIEVEMENT OF FIRST YEAR UNDERGRADUATE STUDENTS, BANGKOK METROLPOLIS : THE MULTILEVEL ANALYSIS. DISSERTATION ADVISORS : ASSO. PROF. SUMITRA ANGWATANAKUL, PH.D., ASST. PROF. THAWEEWAT PITAYANON, PH.D., 522 PP. ISBN 974-581-643-4

The purposes of this research were to study the relationships between language input and classroom interaction with English learning achievement of first year undergraduate students in Bangkok Metropolis, and the multiple relationships between language input and classroom interaction with English learning achievement by applying the multilevel analysis. The major findings were as follows :

1. When analyzing the relationships, it was found that there were relationships between grammatical input, student error treatment and student interaction with English learning achievement. When language input and teacher interaction were classified into sub-behaviors, it was found that the variables that were correlated with English learning achievement were present simple tense input, present perfect tense input, yes/no question input, language situation input, language transfer input, language modelling, answer evaluating, reinforcing, confirming checking, error correcting, and guiding students to error correcting.

2. When analyzing the multiple relationships by applying the multilevel analysis, it was found that at the student level, student interaction could predict the English learning achievement. At the classroom level, the variables that could predict the level of English learning achievement were wh-question input, language situation input, reference input, answer evaluating, changing sentence structure, clarification requesting, error tolerating and self-repeating. The variables that affected the English learning achievement through their effects on the level of relationship between student interaction and English learning achievement were yes/no question input, past simple tense input, content input, avoidance input, answer evaluating, and permitting others to correct errors.