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TITLE: A Study of Learners' Beliefs about English as a Foreign Language  
Learning of Grade 9 English Program (EP) Students in Pathum Thani

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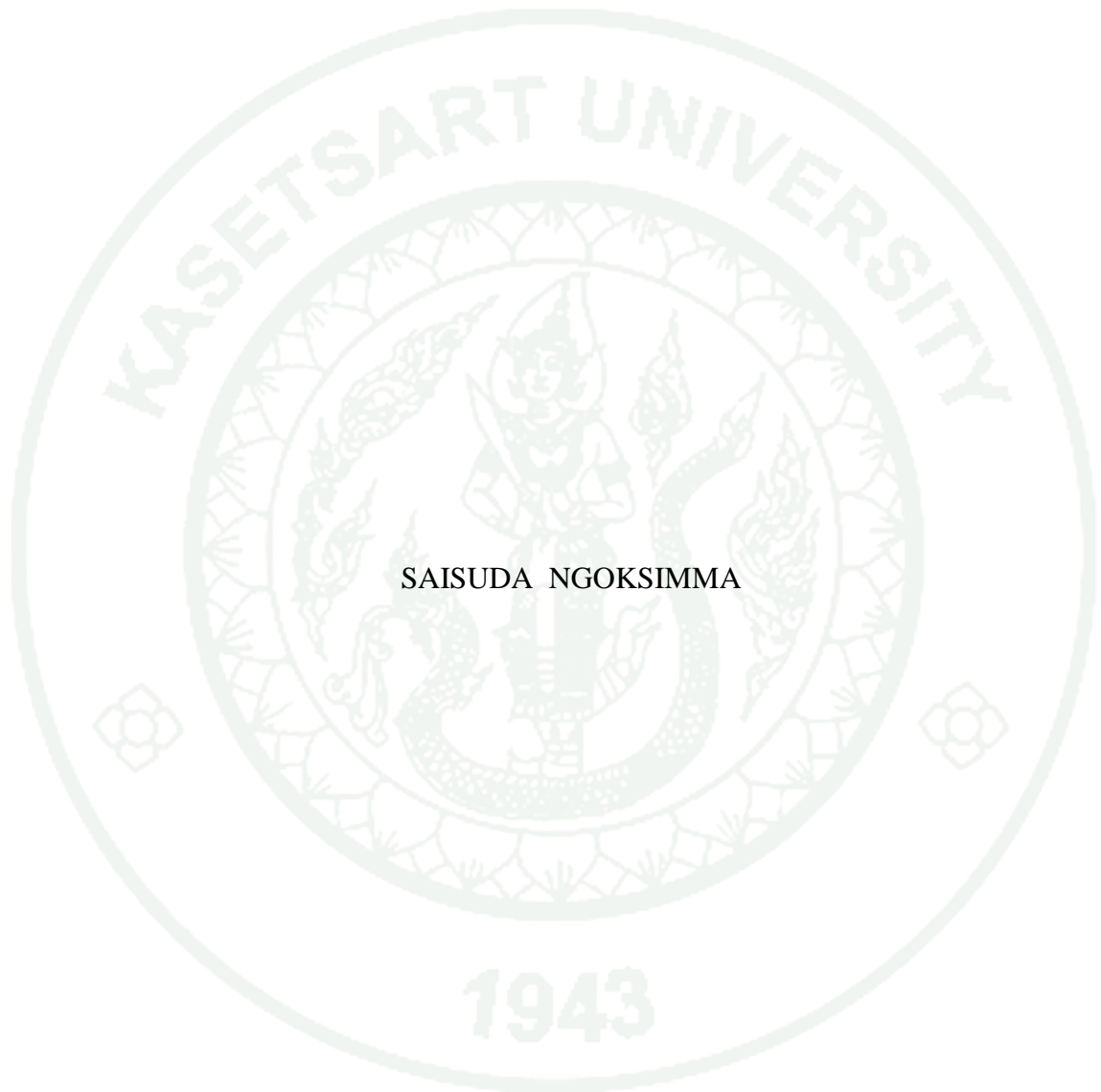
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DEAN

( Associate Professor Gunjana Theeragool, D.Agr. )

THESIS

A STUDY OF LEARNERS' BELIEFS ABOUT ENGLISH AS A FOREIGN  
LANGUAGE LEARNING OF GRADE 9 ENGLISH PROGRAM (EP) STUDENTS  
IN PATHUM THANI



SAISUDA NGOKSIMMA

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The main objective of this study is to investigate beliefs about EFL learning of grade 9 EP students of Suankularbwitayalai Rangsit School, Pathum Thani, Thailand. The study attempts to identify and analyse grade 9 EP students' beliefs, positive beliefs and negative beliefs that affect learners' performance and achievements. Modified version of Beliefs About Language Learning Inventory (BALLI) which includes 5 perspective of beliefs; a) beliefs about foreign language aptitude b) beliefs about difficulty of language learning c) beliefs about learning and communication strategies d) beliefs about nature of language learning e) beliefs about motivation and expectations are administered to Thai EFL grade 9 EP students (N=57). Data analysis in frequency and percentage are interpreted. An interview is conducted for in depth information (N=2).

The results of the study reveal that positive beliefs like motivations and expectation play important role in these EFL students' learning process. Majority of them endorse the concept that an individual can learn to speak English if they put enough effort and many of them reported having special ability to learn a foreign language. Also, they have different strategies to learn English depend on emphasis of form and function. Language immersion is highlighted since having more opportunities to use English in a foreign country contributes both cultural value and confidence. Outside classroom activities by accessing multimedia technology and entertainment in English are common among these EFL students. Negative beliefs that enfeeble these EFL students are anxiety and many assignments. Creative class assignments such as mini project and presentation are more preferable, also semi-structure assignments seem more enthusiastic than those class-drill activities.

Understanding of beliefs of these EFL students contributes useful information for educators, teachers, school administrators, education counselor and guidance, parents and the students themselves to shape appropriate curriculum, supports, policy, class activities and materials to facilitate learners' performance and expectations.

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Student's signature

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Thesis Advisor's signature

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Saisuda Ngoksimma

May, 2014

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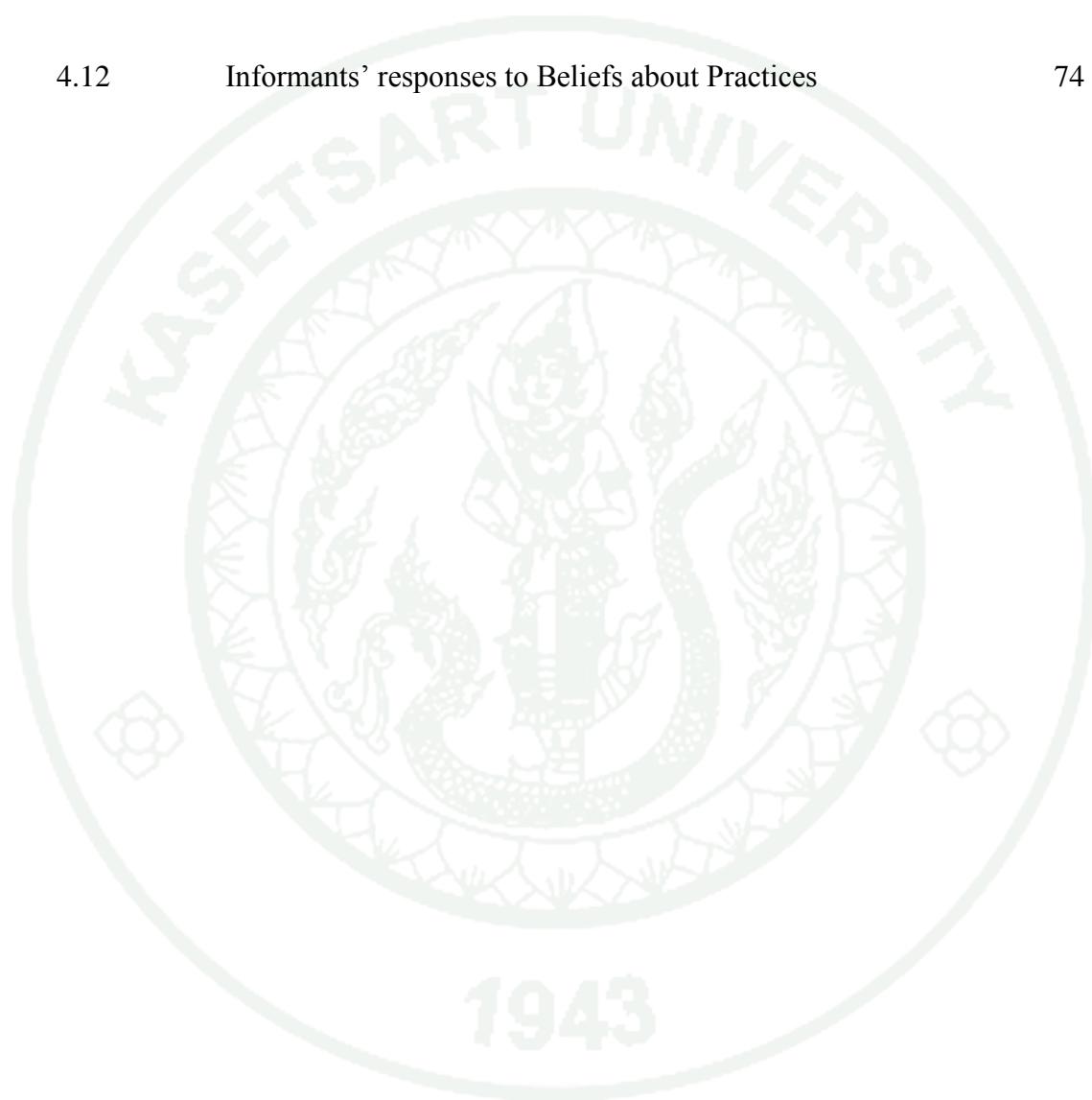
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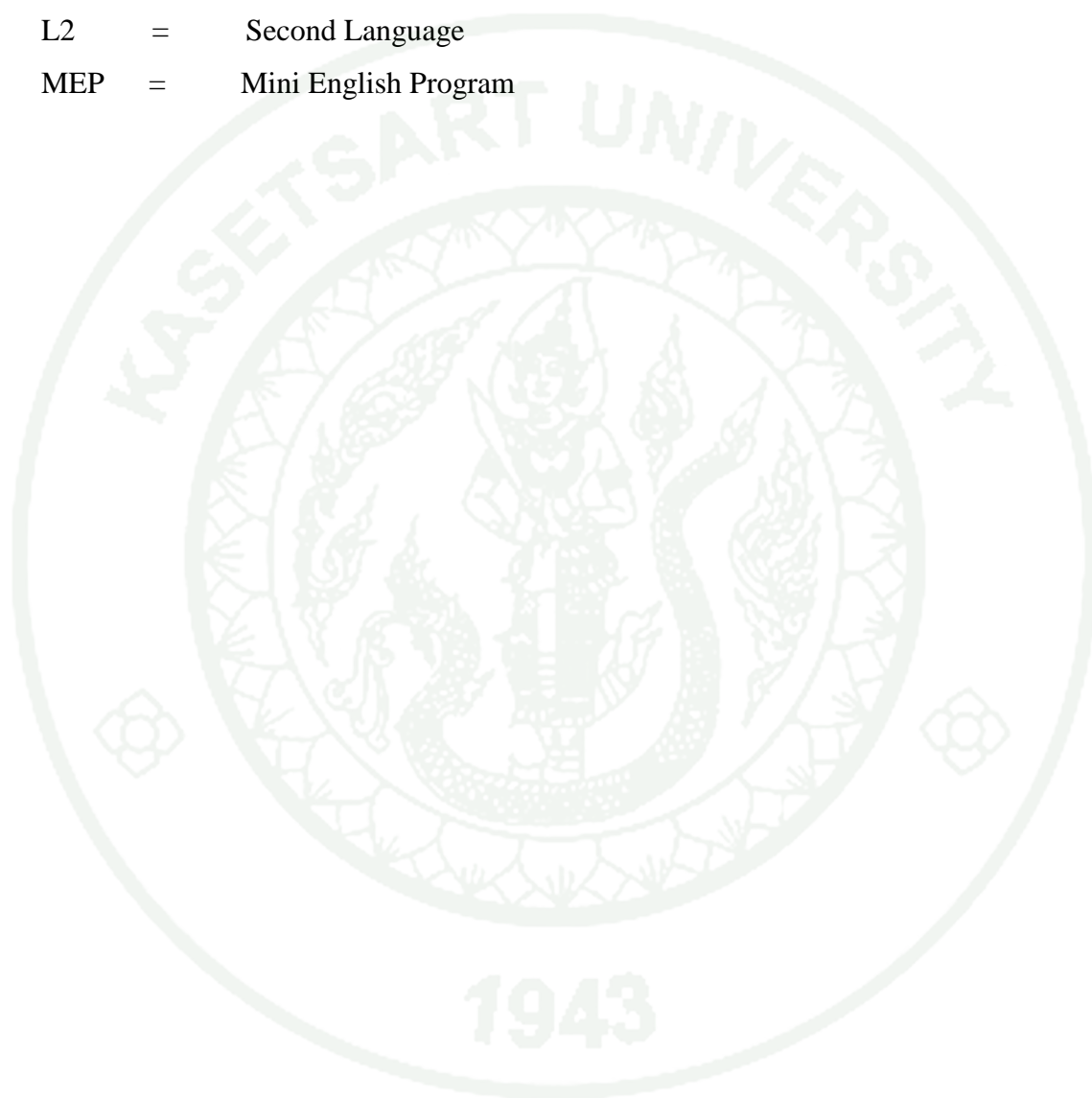
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## LISTS OF ABBRVIATIONS

BALLI	=	Belief About Language Learning Inventory
EP	=	English Program
EFL	=	English as a Foreign Language
L2	=	Second Language
MEP	=	Mini English Program



# CHAPTER I

## INTRODUCTION

### Problem Statement

According to Academic Affairs Department (2002), English is one of the eight core fundamental education core subjects that must be provided. All Thai students must pass this subject in order to graduate from each level. English is also a main foreign language that most schools offer starting in grade 1 through 12. The National Curriculum has established sets four primary goals for schools to adopt in their foreign language instruction: language for communication, language and culture, language and other content subjects, and Language and local and world communities (Vibulphol, 2004). These concepts aim to promote learners' ability to use the foreign language they learn as a means for communications.

In 2001, the Office of the Basic Education Commission of the Ministry of Education of Thailand released a policy for insulating bilingual education at the fundamental levels in schools throughout the country (Kaewkird, Noppareat, and Ketsuriyong, 2005). The Service Areas Office in every province encouraged schools in the areas to provide bilingual education in English programs (EPs), mini-English programs (MEPs) or bilingual programs. The policy was announced after the Department of Curriculum and Instruction Development assessed the limitations and weaknesses in the current curriculum implemented in 1978 (revised in 1990). The limitations in foreign language learning, especially English language, included failure to build competencies in communication and the seeking of knowledge from resources. Bilingual education has been provided by the Ministry of Education of Thailand since 2001 (Phopruksawong, Padungkittimal, and Prapuntasiri, 2002). The bilingual education in Thailand aims to enable learners to communicate with the outside world and to use English as a tool of learning by focusing on using English to teach other subjects besides the subject of English (Phopruksawong *et al.*, 2002).

Based on the information from the Ministry of Education, 112 EP schools teach every subject in English except Thai language, 104 MEP schools teach some subjects in English and some subjects in Thai, and 87 bilingual Program schools teach some subjects in both languages.

English Programs have been immensely popular among Thai students who wish to improve their English skills. In many classes, students are taught in English by either Thais or foreign teachers. Thai language and cultural issues are exceptional classes taught in the Thai language within Thai public schools. However, English is one of the core subjects among all secondary schools for both standard program and EPs. A great number of parents believe that English Program can help their children improve their English skills. Therefore, more schools support this popular approach based notion that being able to communicate with English-speaking nations would make their students more ‘globalised’.

However, bilingual education in Thailand, as in many Asian countries, still clings to traditional approach of foreign language instruction, which focuses on forms and memorization (Truitt, 1995; Yang, 1999; Peacock, 2001; Bernat, 2004; Vibulphol, 2004; Nikitina and Furuoka, 2006). Using conventional learning to teach English as a foreign language in the Thai cultural context starts as early as kindergarten and continues until the graduate level. The conventional teaching method is teacher-centered which emphasizes on instructional activities, and pattern drills. This could have some drawbacks if learners expect to learn English as a second or foreign language for communication purposes as learning to use a language is not just a matter of form but also understanding how the language functions. Many students might not perceive such beliefs about language learning or their own abilities to learn in this way. Therefore, teachers, educators, and educational administrators should meet learners’ expectations based on their beliefs and practices, thereby enabling learners to explore their strengths and weaknesses while accommodating such beliefs that benefits them or shapes new positive beliefs if such beliefs hinder them from success. If this approach fails, students could lose confidence in pedagogical methods inconsistent with their beliefs.

To address such issues, it is essential to understand learners' beliefs about learning English as a foreign language (EFL) as these EFL learners are one component in the teaching and learning process. To “globalized” learners, it is imperative to understand their beliefs related to expectations of learning EFL. Thus, the results of this study can be useful for educators, school administrators, policy makers, parents and teachers seeking to develop proper pedagogical materials and methods in the future. This study focuses on EP students as the assumption is that monolingual and bilingual learners differ in how when they learn the language in term of learning strategies and practices. However, few concrete studies conclude this assumption

Hong (2006) asserted that a common assumption is that bilingual or multilingual language learners might learn a language in a way that differs compared to approaches used by monolingual learners. According to Hong (2006), who labeled both bilingual and multilingual learners as “good language learners”, monolingual learners reported using the compensation technique most often, followed by cognitive, metacognitive, memory, social/practical practice, and affective strategies; meanwhile, bilinguals preferred to use cognitive strategies most, followed by metacognitive and affective, compensation, memory, social, and independent practice strategies. Students from both groups reported a low use of social and memory strategies. Despite a less favorable formal English education environment in the Korean-Chinese community and limited English learning experiences, bilingual Korean-Chinese reported a higher use of learning strategies, which indicated bilinguals' superior language learning abilities. Bilinguals held stronger beliefs about the importance of formal learning and experienced less fear when speaking English with native English speakers. In other words, a significant correlation exists between the strategy and belief variables indicating differences in the impact of beliefs on strategy use for both groups. Thus, language learning studies involve both monolinguals and bilinguals have provided some evidence to suggest that bilinguals might use certain strategies that enable them to process linguistic input more efficiently than monolinguals. It is essential to explore the beliefs of these bilingual learners that can enable better self-understanding in the learning process.

Breen (2001) also maintained that the identification of these beliefs' reflection on their potential impact on language learning and teaching in general, as well as on more specific areas such as learners' expectations and strategies used, can help shape future syllabus designs and teacher practices in the course. As beliefs can shape learners' behaviors and choices in many ways, Wenden (1991) concluded that adults and children form "self-schemata" concerning capabilities and limitations, degree of personal control over academic achievement, reasons for success and failure at different tasks, and expectancies for the future. Puchta (1999) also elaborated that these schemata and other beliefs about language learning have different origins: the mother culture, the family, classroom/social peers, repetitive experiences, and self-fulfilling prophecies. Although related to previous experiences, such schemata also contribute to future behaviors and, supportive beliefs that help learners overcome problems. Thus, sustaining motivation and negative beliefs leads to decreased motivation. Students are also directly influenced by their perceptions of success in learning and by their level of expectancy. Realistically high levels help build confidence while low or unrealistically high expectations cause incompetence. Kern (1995) concluded that learners' beliefs are "quite entrenched" and do not automatically change; rather learners are merely exposed to new methods. Mantle-Bromley (1995) added that learners with realistic and informed beliefs are more likely to behave productively in class, work harder outside class, and persist longer with their studies. Pajares and Schunk (2002) suggested that research should focus on students' beliefs in order to understand why students choose to do certain activities and avoid others as well as why they achieve or fail to achieve. Zeldin and Pajares (2000) asserted that learners who believe that they do not have the required skills will not engage in tasks in which those skills are required; these beliefs about their competencies will affect the choices they make, the effort they put forth, their inclinations to persist certain tasks, and their resiliency in the face of failure.

Many language learners hold a variety of beliefs about language learning and bring these beliefs in to their learning process and learning strategies. These beliefs can have a profound influence on learners' behaviors, efficiency and learning strategies (Horwitz, 1987; Kuntz, 1999; Peacock, 1999).

## **Objectives**

The main purpose of this study is to investigate grade 9 EP students' beliefs about EFL learning in order to determine if there are any distinct beliefs that can either enfeeble or encourage their language learning

## **Expected Results**

Understanding learners' beliefs can reflect many aspects of their learning process and how these learners accomplish their language learning. Such beliefs that the learners hold or process can be grouped and identified to facilitate the ones that benefit the learners' strong points and eliminate learners' negative beliefs which can lead to poor motivation. This study attempts to identify and analyze EFL learners' beliefs about language learning, based on the five categories of Beliefs About Language Learning Inventory (BALLI), including the interview. Ideally, this can be one of the best ways to lead them to more effective language learning behaviors both inside and outside classroom, as well as greater self-knowledge and autonomy (Horwitz, 1988).

## **Research Questions**

This study includes three research questions:

- 1) What are the beliefs about learning English as foreign language among grade 9 EP students at Suankularbwitayalai Rangsit School?
- 2) What are the positive beliefs about language learning that encourage these grade 9 EP students in learning English as a foreign language?
- 3) What are the negative beliefs about language learning that enfeeble these grade 9 EP students in learning English as a foreign language?

### **Scope of the Study**

This study uses a mixed research approach, adopting a quantitative survey and a qualitative study to gain overall trends in beliefs about EFL learning in bilingual students by using BALLI and interview to gain in-depth information during the survey phase. The scope of this study is as follows:, the survey study and the interview took place at Suankularb Wittayalai Rangsit School, in PathumThani province, a public school which provides EP or a bilingual curriculum. The participants are all grade 9 students. The sample size included 50 to 60 of EP students. The duration of the survey study was at least one academic semester, which was the first term of the academic year starting in May 2013.

### **Definitions of Key Terms**

**EP students** in this study refer to those bilingual students who enroll in the English program or bilingual program in grade 9 or Mattayomsukka 3 at Suankularb Wittayalai Rangsit schools and have enrolled this program since grade 7 at the same school.

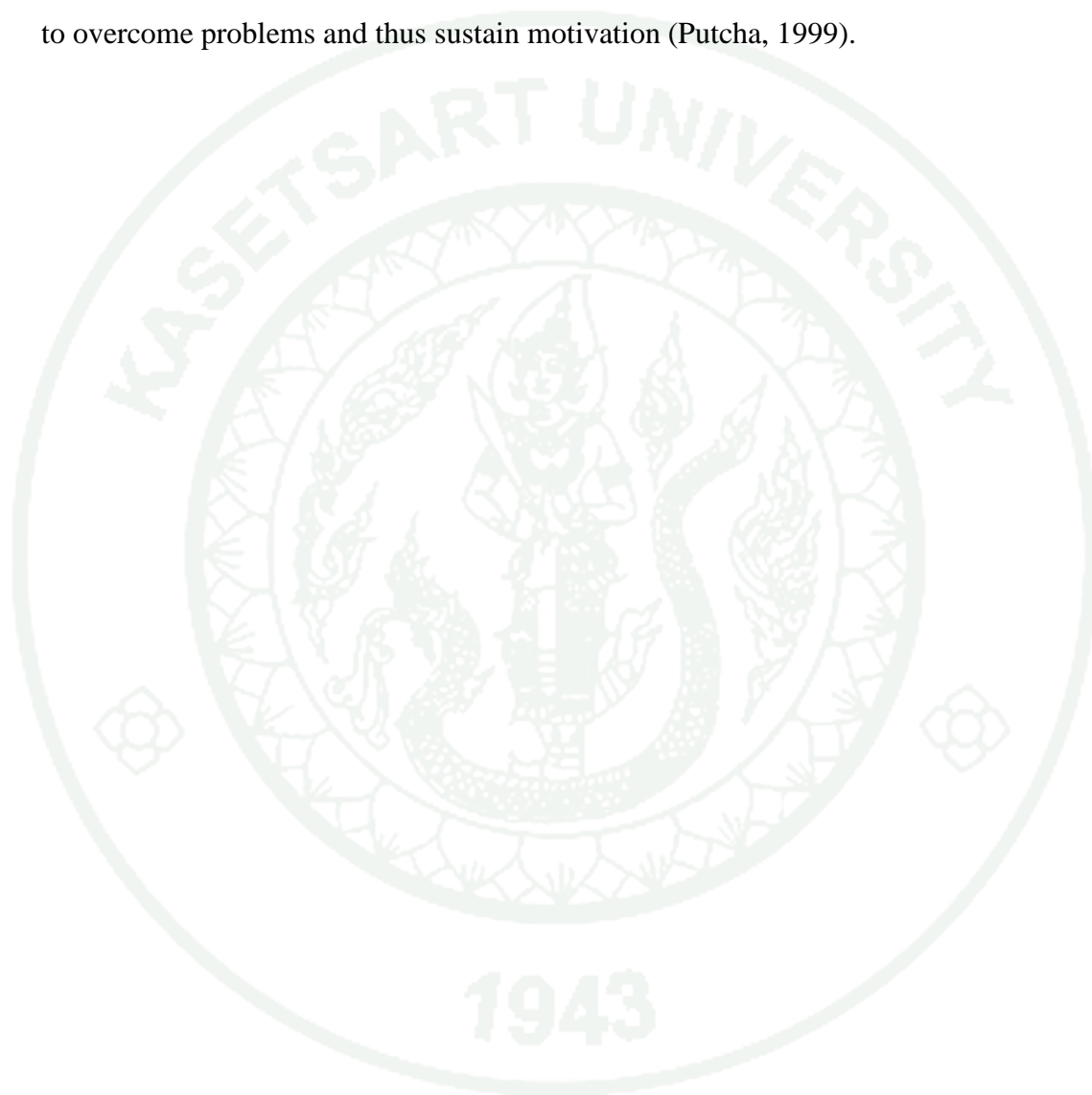
**English as a foreign language (EFL)** refers to language learning situations involving the instruction of English to speakers of other languages in a non-English-speaking community or country (Hong, 2006).

**Beliefs About Language Learning Inventory (BALLI)** is the instrument invented and developed by Horwitz (1987) to identify learners' beliefs about English as a second language.

**Belief about foreign language learning** refers to language learners' preconceived idea or notions on a variety of issues related to second or foreign language learning (Horwitz, 1987).

**Negative beliefs** in this study refers to negative or unrealistic beliefs attitudes, or opinions that can lead to decreased motivation, frustration, drawbacks and anxiety (Putcha 1999).

**Positive beliefs** in this study refer to supportive attitude or opinions that help to overcome problems and thus sustain motivation (Putcha, 1999).



## **CHAPTER II**

### **REVIEW OF LITERATURE**

This section identifies the theoretical background of studies on beliefs about language learning. First, concepts and general definitions about beliefs are defined. Second, the definition, characteristics, development of beliefs about language learning in a particular EFL context, and motivation are discussed. Third, related studies investigating the relationship between beliefs about language learning and factors that influence to language learning are reviewed.

#### **Theoretical Concepts**

##### **Beliefs in General**

The term “belief” is treated differently within the research area, depending on varying theoretical orientations. Pajares (1992) defined beliefs as things accepted to be true by the individual and things people hold, understand, and feel to be true. Beliefs of each person differ according to their different experiences as beliefs deal with each person’s feelings and evaluation. Beliefs strongly influence what people do and do not do in various situations.

Belief can be briefly defined in this study as being either right or wrong for an individual at a particular circumstance unless it is altered and added by more trustworthy information or it seems true as an individual feels it is likely to be true. Beliefs could be an integration of the information input e.g. experience, practice, theory, provisional induction, observations as well as the individual’s somewhat illogical notion which might not be described scientifically. It is personal variable. There are many critical reasons why beliefs have a big impact on epistemology or how a person acquires knowledge. Beliefs can bring about a certain set of thoughts that express or conduct particular behaviors. For example, people who believe that eating too much meat and saturated fat can harm their health, consequently, alter the way they eat to follow what they think and believe is a better way and good for them.

In contrast, beliefs can prevent or alter an individual's motivation or effort to achieve certain tasks. For instance, people who do not want to try learning yoga might think that practicing yoga is for those who are flexible, slim and young. Some people might believe that learning a foreign language requires paying more attention to syntax as it is explicit and essential for placement tests; therefore; they might ignore aural fluency or communicative tasks. It is important to understand the source and nature of beliefs as beliefs can be applied in a number of practical areas, including the true nature of the mind, efforts to enhance cognitive function, and approaches for developing thinking skills in children and students. In addition, understanding how belief affect an individual's knowledge acquirement should be addressed as beliefs can influence one's choice of learning and the use of learning strategies. Theoretical frameworks are presented in this study to explain and show the relationships of the terms used herein.

### **Beliefs and Metacognitions**

Many researchers in second language acquisition define the term "*learners' beliefs*" as pointing to a component of metacognitions; thus the term has become an alternate term used for metacognitive knowledge (Victory and Lockheart, 1995; Wenden, 1998; 1999). Ryan (1984) and Flavell (1987) agreed that learners' beliefs about the nature of knowledge and learning, or epistemological beliefs, have been investigated with the idea that they are part of the underlying mechanism of metacognition. Goldman (1986) added that those elements form the building blocks of epistemology and are the driving force in intellectual performance. According to Flavell (1987), beliefs about language learning are viewed as a component of metacognitive knowledge, which include all that individuals understand about themselves as learners and thinkers, including their goals and needs.

In the contexts of foreign/second language learning, it seems plausible to assert that metacognitive knowledge refers to the common assumptions that learners hold about themselves as learners, including assumptions about the nature of language learning, the learning process, and variables influencing their learning. Wenden (1999) referred to this complex set of knowledge or beliefs as "the specialized portion of a learner's acquired knowledge base" and asserted that it is a prerequisite for the self-regulation of learning. It also informs planning decisions made at the outset of

learning and the monitoring processes that regulate the completion of learning task, such as self-observation, assessment of problems and progress, and decisions to fix them. Moreover, it provides the criteria for evaluations made once a learning task is completed. Based on Flavell's theory, belief about learning fall within the category of metacognitive knowledge in personal variables. In the same direction, a growing body of literature suggests that understanding learners' beliefs plays a crucial role in understanding learners' strategies and designing appropriate language instruction (Bernat, 2004; Horwits, 1987, 1999; Wenden, 1998; Wenden, 1999; Cotterall, 1995; Yang, 1999). Thus, in this study learners' beliefs refer to the alternate meaning of metacognitive knowledge as already described.

### **Conceptual Frameworks**

#### **How Beliefs Form**

Gabillon (2005) proposed a scheme that explains the categorization of L2 learners' beliefs as a chronological progression. Gabillon (2005) viewed L2 learners' belief formation as a progressive process through anchoring and objectives. This view presumes that learners' beliefs are co-constructed, reconstructed and appropriated or fine-tuned by gaining experience (moving from one phase to another) and are internalized as part of the learners' L2 learning belief repertoire. The three phases, the social/cultural context, the general educational context, and the L2 learning contexts, are the social environments in which the learner constructs his identity and his beliefs through interaction with others (eg. parents, friends, teachers), and with tools such as media, textbooks, classroom activities provided with/within these social environments. Throughout this progressive process of belief formation, in each phase, the learner's intra-personal mechanisms operate simultaneously, in parallel with the social activities s/he is experiencing. The complexity and abundance of variables influencing L2 learners' beliefs makes conducting research in this area a difficult task.

**Phase One:** Society at large and learners' cultural representations and cultural beliefs

Cultural representations or cultural beliefs (such as values, prejudices, attitudes, stereotypes) constitute the substructure (phase one) in the learners' belief hierarchy and serve as a kind of reference for learners when shaping their beliefs about language learning. In other words, these collectively created beliefs that reflect views of the society in which the learner has been raised, form a kind of base on which the learner further constructs additional beliefs. These cultural beliefs often precede the learner's experience in language learning. Before the learner starts learning a foreign language s/he already possesses some of these (culturally/socially constructed or collectively created) ready-made beliefs about foreign languages and, perhaps, beliefs about how foreign languages are/should be learned. However, these cultural beliefs might not always appear to have direct links with L2 learning itself.

In some cases beliefs about a particular foreign language and the learner's interest in learning it seem to originate from other socially/culturally shared beliefs about that specific culture, its people and its economic and political status (Csizér and Dörnyei, 2005). The learner's knowledge about the shared historical past and political relationships between the target foreign language culture and his own might also contribute to shaping his beliefs about and his attitudes towards learning that particular language most often even before starting to learn it. These representations can also be considered as raw beliefs that the learner might acquire unconsciously and accept as "truths" before having any personal experience in language learning (Alanen, 2003). Later, through experiences gleaned in learning in general and language learning specifically, these cultural beliefs might be reinterpreted, fine-tuned, and internalized to become part of the learner's personal L2 belief repertoire. To mediate these beliefs, cultural awareness raising activities or programs are useful (Byram and Planet, 2000). However, there has yet not been any empirical data on whether there is a consistent functional change occurs in L2 learners' language learning behaviors and attitudes after their beliefs have been mediated and appropriated.

### **Phase Two: The general educational context and learners' beliefs about learning**

Learners' beliefs about learning constitute the second phase in the learners' belief formation process. There is now abundant evidence that learning/teaching traditions may vary in different cultural contexts (e.g. learning might be conceived as a reproductive process through which learners store knowledge and reproduce it when necessary, teacher-centered approaches might be emphasized over learner-centered learning/teaching). Moreover, at this stage, learners have day-to-day experiences in learning and they construct/reconstruct beliefs based on these experiences and internalize them, embedding them in other relevant beliefs in their belief repertoires.

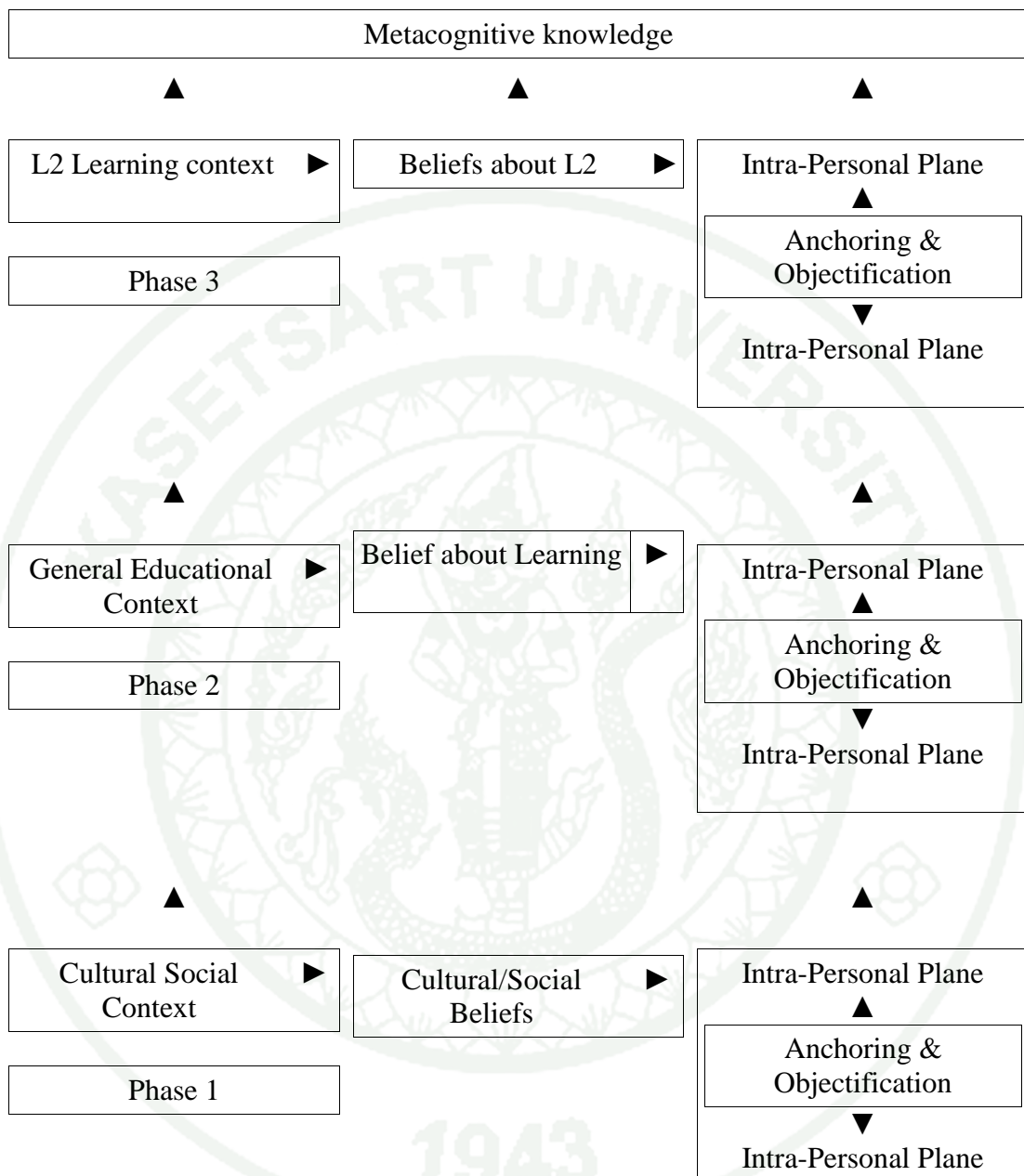
### **Phase Three: The L2 context and learners' beliefs about L2**

In this phase, learners have direct contact (experience) with L2 learning. The learners' cultural beliefs or attitudes towards and beliefs about the target language as well as, their past learning experiences in general and L2 learning in particular, all contribute to shaping their beliefs about the L2, and their concepts of L2 learning.

In this phase learners start to have well-established beliefs about how efficient they are in L2 learning, what their roles and their teachers' in L2 classrooms should be, and how L2 should be learned. Teachers' approaches to teaching/learning, testing types used, learners' past experiences, and course expectations are all said to be factors influencing the approaches learners adopt to learning. Consequently, to cope with L2 learning demands, learners use strategies that they believe to be effective in their L2 learning context.

A categorization that views L2 learners' beliefs as hierarchical/chronological progression is illustrated as a diagram picture on the next page

**A categorization that views L2 learners' beliefs as a chronological/hierarchical progression**



**Figure 2.1** A categorization that views L2 learners' beliefs

Source: Gabillon (2005)

**How Beliefs Influence Learners**

Learners' beliefs have proved to influence both the actions and experiences of language learners (Horwitz, 1999). Empirical findings have demonstrated that the

beliefs that language learners hold about a target foreign language and its culture affect their attitudes towards that language and together with other variables play a role in their second language motivations (Masgoret and Gardner, 2003). Beliefs have also been reported to have a notable effect on L2 learners' strategy use, with negative attitudes and beliefs resulting in poor strategy use (Oxford, 1994). White (1999) asserted that language learners' expectations developed prior to their experiences are also influenced and shaped by their beliefs. According to White, these expectations influence how individuals react to, respond to and experience a new environment. In other words, learners' beliefs, formed through their experiences, guide them in their conceptualizations of language learning and influence the approaches they adopt to L2 learning (Benson and Lor, 1999). If they believe that languages can only be learned through translation and explanation, they will expect the language instruction to be based on translation and explanation and will reject any approach adopted by the teacher that does not correspond to this expectation. If learners believe that languages are learned by memorizing and reproducing, they will adopt strategies to memorize vocabulary items and grammar rules to reproduce these whenever required. If they believe that understanding the meaning and communication is important they will adopt strategies to absorb the language in its natural context.

The beliefs that learners develop and hold to be true about their capabilities and skills they possess might have an immediate impact on their learning behaviors. Pajares and Schunk (2002) suggested that research should focus on students' beliefs in order to understand why students choose to do certain activities and avoid others as well as why they achieve and fail to achieve. Zeldin and Pajares (2000) asserted that learners who believe that they do not have the required skills will not engage in tasks in which those skills are required and these beliefs about their competencies will affect the choices they make, the effort they put forth, their inclinations to persist at certain tasks, and their resiliency in the face of failure. (Zeldin and Pajares, 2000).

### **Beliefs about language learning**

According to Hong (2006), beliefs about language learning refers to learners'

notions, perceived ideas, insights, concepts, opinions, representations, assumptions, or mini-theories of the nature of language or language learning. Hong also suggested that it is generally agreed that individual language learners hold different beliefs about how language is learned. Individual beliefs about language learning might consciously or unconsciously influence learners' approaches to or behaviors in language learning. For example learners who fond of learning grammar would focus on learning sentence structures and patterns in formal language learning. Horwitz (1999) insisted that it is important to understand learner approaches to language learning and their use of learning strategies to appropriately plan language learning.

To achieve the goals of learning such a language, it is necessary to understand the terms of good language learners and summarize the factors that influence learners' use of learning strategies. Rubin (1975) identified the following seven distinguishable qualities of good language learners by observing students and teachers in language classes.

The good language learner...:

1. is a willing and accurate guesser.
2. has a strong drive to communicate, or to learn from communication.
3. is often not inhibited. He is willing to appear foolish if reasonable communication results.
4. is prepared to attend to form...and is constantly looking for patterns in the language.
5. practices.
6. monitors his own and the speech of others.
7. attends to meaning.

Stern (1975) also identified strategies of good language learners. Based on stages of learning language and problems faced by the learners when learning a language, Stern presented 10 learning strategies of good language learners:

1. A personal learning style or positive learning strategies.
2. An active approach to the learning task.
3. A tolerant and outgoing approach to the target language and empathy with its speakers.
4. Technical know-how about how to tackle a language.
5. Strategies of experimentation and planning with the object of developing the new language into an ordered system, and revising this system progressively.
6. Constantly searching for meaning.
7. Willingness to practice.
8. Willingness to use the language in real communication.
9. Self-monitoring and critical sensitivity to language use.
10. Developing the target language more and more as a separate reference system and learning to think in it.

Based on good language learners' assumptions, researchers attempted to define strategies more specifically. Rigney (1978) defined learning strategies as operations used by a learner to facilitate the acquisition, retention, or retrieval of information. Rubin (1975) defines language learning strategies as "any set of operations, steps, plans, or routines used by the learner to facilitate the obtaining, storage, retrieval and use of information". Thus, learning strategies are seen as special ways of processing information that enhance comprehension, learning, or retention of the information.

Wenden (1987) identified the preliminary evidence of the influence of learners' beliefs on their language learning strategy use. She concluded that understanding learners' beliefs about language learning and how they vary is important to comprehend how individual approach language learning. Similarly, Yang (1999) proposed a close relationship between students' belief and their use of strategies. Yang further concluded that a non-unidirectional relationship existed between beliefs and strategies, implicating that beliefs about language learning can affect strategies' use, and learning strategies could influence learners' beliefs about language learning.

Based on the discussion thus far,, beliefs about language learning and language strategy use are related. Many studies have suggested that two-way directional relationship might exist between beliefs and language learning strategy use. In the other words, it is possible that learners' beliefs might lead to their choice of language learning strategies (Horwitz 1987, 1988; Nyikos and Oxford, 1993; Yang, 1990; Kim, 2001). It is interesting to identify how they are related or affect each other. It is also necessary to study how good language learners who hold some trend of beliefs manage to learn another language.

### **Evaluation of Beliefs about Language Learning**

Many techniques have been employed to examine belief about language learning such as surveys, interviews, observations, journals and reflective protocol (Vibulphol, 2004). Among those techniques, BALLI, which was developed by Horwitz (1985), is one of the most popular instruments.

#### **Introduction to BALLI**

BALLI was first developed in 1985 by Horwitz for research and teacher training purposes. In terms of research purposes, BALLI is used to find insights about teachers' decision making when choosing instruction methods and activities and to investigate any conflicts between students' and teachers' beliefs. In term of training purposes, BALLI is used in teacher training programs to understand teachers' belief perspectives (Vibulphol, 2004).

BALLI was developed in three distinct versions: a foreign language teacher version (Horwitz, 1985), an ESL version (Horwitz, 1987), and English-speaking learners of a foreign language version (Horwitz, 1988). No particular BALLI is used for the EFL context. Most studies in the EFL context have used the ESL version and modified it for their particular groups of students. The inventory is generally translated into respondents' first language to accommodate their language ability levels (ibid.). Thus, In the current study, the ESL version is used as well, with some modifications. More details about the selected instrument are discussed in Chapter 3

This section presents a summary of beliefs categories included in BALLI. All of the categories consist of some subset beliefs that are potentially debilitating except for the beliefs in the category of motivations and expectations which have been discussed as being facilitative for foreign and second language learners. This part of the chapter gives more details about the categories of beliefs assessed in BALLI—namely, beliefs about foreign language aptitude, beliefs about the difficulty of language learning, beliefs about the nature of language learning, and beliefs about learning and communication strategies.

### **Beliefs about foreign language aptitude**

The belief that some people have a special ability to learn foreign languages has been discussed in a few studies as possibly having negative effects on learners' language learning. However, little empirical evidence has been revealed. For instance, Horwitz consistently discussed the negative effects of beliefs about foreign language aptitude in her three studies (1985, 1987, 1988, p.288) arguing that learners who believe in the existence of foreign language aptitude but do not think that they themselves have risks facing negative effects on their own language learning. She further explained that “students who feel that they lack some capacity necessary to language learning—by virtue of personal make-up or group membership—probably doubt their own ability as language learners and expect to do poorly in language study.”

Mori (1999, p.408) found another risk that learners face when they believe in the existence of language learning aptitude. She explained that learners who perceived language learning ability as being “uncontrollable” or “fixed” might not want to invest themselves in the learning. In her study of learners of Japanese, she found that the learners who believed that a foreign language learning ability was an innate ability and could not be improved tended to achieve less in language learning than those who “perceived their own ability as a controllable, increasable entity.” The negative effects of beliefs about foreign language aptitude have also been discussed in studies on teachers' beliefs. Some researchers suggest that teachers who possess beliefs about foreign language aptitude might risk negative effects not only on their own learning

but also on that of their students. Horwitz (1985) claimed that teachers believe that some people possess a special ability to learn a foreign language while others are likely to have negative expectations about some students.

Similarly, Puchta (1999) asserted that teachers' expectations about students' achievement might influence their interaction with the students. He explained that the students who are perceived as being highly proficient are likely to experience more interactions with the teacher both verbally and non-verbally (e.g., smiles and eye contact) than students believed to be less proficient. As a result, students who are perceived to be less successful will likely do more poorly in their learning, as their teachers expect (Puchta, 1999).

In support of these claims, Horwitz (1989) reported that highly anxious students in her study were those who believed in the existence of foreign language aptitude but disagreed with the statements "I have foreign language aptitude" and "Everyone can learn to speak a foreign language."

### **Beliefs about the difficulty of language learning**

Beliefs about the relative difficulty of the target language have also been discussed and found to relate to language learning success. Such beliefs have been associated with language achievement. Mori (1999) found that learners who perceived the target language that they were learning to be an easy language tended to do better than those who believed that they were dealing with a difficult task. On the other hand, Horwitz (1989) and Truitt (1995) found that beliefs about difficulty of the target language were associated with anxiety. Learners who perceived that the target language was relatively difficult were found to have greater anxiety than those who believed they were learning an easy language.

According to these findings, learners' beliefs about the difficulty of a language being learned could contribute to success in language learning. Learners who perceive that they are dealing with an easy task might not face discomfort caused by anxiety.

They can make efforts in their learning up to their potential, and thus attain ultimate success in their learning.

In contrast, learners who encounter anxiety, even if they have the potential to be successful in language learning, might avoid performing language tasks and lose opportunity to improve their language skills. Consequently, these learners might not perform well in language classes. In order to prevent the negative effects of beliefs about the difficulty of language learning, researchers encourage realistic estimation. They do not think that the notion that the target language is easy is more beneficial than the notion that it is difficult. Horwitz (1985, 1987), for example, concluded that an underestimation of the difficulty of the target language will not lead to any positive consequences.

Previous studies have suggested that highly anxious students process some beliefs differently from less anxious students. Four subsets of beliefs appeared to have relationships with anxiety. First, beliefs about the difficulty of language learning were found in two studies (Horwitz, 1989; Kunt, 1996) related to foreign language anxiety (the relationship found in Horwitz was only approaching significance  $p = .067$ ). The two studies were conducted in different learning contexts. Horwitz targeted a group of American students learning Spanish while Kuntz involved EFL students in North Cyprus. However, the two studies reveal consistent findings about the relationship between beliefs about the difficulty of language learning and anxiety. High anxiety learners were found to report beliefs that the target language they were pursuing was difficult. In contrast, low anxiety learners tended to view the target language as being easy. Another belief found to relate with anxiety was a belief about self-efficacy. Truitt (1995) and Kuntz (1996) find that their EFL students who believed in their English ability tended to have lower foreign language anxiety, compared to those who were not confident in their ability. Meanwhile, Horwitz, Horwitz, and Cope (1986) found that highly anxious students of Spanish reported having no confidence and being afraid to speak in foreign language class. They demonstrated that these anxious students tended to endorse the statements such as “I start panic when I have to speak without preparation in language class,” “I get nervous and confused when I am speaking in my language class,” and “I feel very

self-conscious about speaking the foreign language when I speak in foreign language class,” which the researchers interpreted as speech anxiety.

Horwitz (1989) also found that students with both high and low anxiety tended to report different beliefs relating to foreign language aptitude. To begin with, she found that there was a significant difference in anxiety levels between learners who believed in their own foreign language aptitude and those who did not. In addition, less anxious students were found to be likely to believe that everyone could learn a foreign language. Finally, beliefs relating to accuracy and error correction were found to relate to high anxiety.

According to Horwitz, and Cope (1986), anxious students tended to report being afraid of making mistakes and being corrected in language classes. The findings of these studies suggested that teachers should be aware of learners' beliefs that possibly influence students' affect such as foreign language anxiety. Beliefs about self-efficacy and the difficulty inherent in language learning are two subsets of beliefs that might need to be carefully considered given the ample evidence of their relationships with anxiety. Beliefs about foreign language aptitude and relating to correctness, although they revealed significant relationships with anxiety in one study, did not appear to relate to anxiety in another study (Oh, 1996).

Horwitz (1987, p.123) suggested that learners' judgments about language difficulty affect “their expectations for and time commitment to language learning”; therefore, learners who underestimate the difficulty of their target language and believe that they are learning an easy language but cannot make as much progress as they expected might become discouraged and withdraw from their learning.

Peacock (1999) concurred. Learners in his study who underestimated the difficulty of language learning tended to have lower proficiency than those who had more realistic assessments.

Horwitz (1985) also discussed the negative effects of such beliefs on teachers' classroom practices. She claimed that teachers who underestimate the difficulty of the

language they are teaching might have false expectations about students' progress, which can lead to a negative reaction toward some students. She further elaborated that teachers who view the language they are teaching as an easy language might become frustrated with these students who cannot perform as well as they expected at a particular time.

### **Beliefs about the nature of language learning**

Two beliefs in this category discussed in studies on beliefs about language learning have highlighted their negative effects on learners' success in language learning. These beliefs related to vocabulary learning and grammar instruction. Horwitz (1987) claimed that learners who reported beliefs about the importance of vocabulary and grammar in language learning risk negative effects. She claimed that learners who possess these beliefs might spend a lot of time "memorizing vocabulary lists and grammar rules at the expense of other language learning practices" (p.124). Furthermore, Horwitz (1985) discussed the negative effects of these beliefs on foreign language pre-service teachers' learning. She proposed that the pre-service teachers who believed that learning a foreign language is simply a matter of learning vocabulary and grammar risk being resistant to new concepts and ideas about foreign language teaching. However, no empirical evidence was provided in these two studies. Peacock (1999) found supporting evidence for Horwitz's claim about the effect of beliefs related to grammar instruction and vocabulary learning. Learners who agreed that learning a foreign language is a matter of learning grammar rules were found to be less proficient in English than those who believed otherwise.

Another study concluded by Peacock (2001) found significant negative relationships between beliefs about learning not only grammar rules but also vocabulary and English proficiency. Peacock found that the pre-service EFL teachers who were less proficient EFL learners tended to endorse these two concepts, whereas the more proficient pre-service teachers disagreed.

Nevertheless, Wen and Johnson (1997) suggested contrasting ideas about the effect of vocabulary learning. In their study of EFL students in China, they found

positive effects of vocabulary learning strategies on English scores. Learners who reported practicing vocabulary learning strategies (i.e. memorizing words when reading, consulting a dictionary, using specific techniques to memorize words) tended to have higher English scores than those who did not. They also suggested that vocabulary learning strategies might still be important for learners in an EFL context in which learners' exposure to the use of the target language is limited. They explained that, in such a situation, learners did not have much chance of acquiring the target language in real life communication; therefore, for EFL learners, the practice of vocabulary in classes and on their own is still necessary and can possibly enhance learners' achievement, as discussed by Wen and Johnson's study. The EFL learners' learning situations, as provided in Wen and Johnson (1997), seem to challenge the arguments and the findings about the negative relationships between beliefs about vocabulary and grammar and language proficiency. Considering that EFL classrooms are usually the main forum for EFL learners to learn and practice the use of English, the provision of grammar and vocabulary instruction might be necessary. Beliefs about grammar and vocabulary are not likely to yield negative effects on learners' language learning, especially for EFL learners. In addition, Peacock (2001) revealed that such relationships might exist. Further investigation into the effects of these two beliefs using observations may be necessary.

### **Beliefs about learning and communication strategies**

In this fourth category of the BALLI, several beliefs have been shown to be associated with the use of several learning and communication strategies (Huang, 1997; Yang, 1999). However, some beliefs have been discussed in terms of their negative influence on learners' learning. These beliefs include beliefs about correct pronunciation and one's own self confidence when speaking English. For beliefs about correct pronunciation, Horwitz (1987) claimed that learners who reported these beliefs might not be receptive to concepts of communicative approaches to language learning. However, no empirical study has been conducted to explore the effect of these beliefs.

In another study, Horwitz, (1989) asserted that learners concerned about correctness in their language learning performance but without the ability to meet their own expectations are likely to experience anxiety. Oh (1996) and Truitt (1995) did not find any significant relationship. Meanwhile beliefs about self-confidence in speaking have been shown to have negative effects on learners' language learning. According to Horwitz, and Cope (1986), anxious foreign language students are not confident enough to speak the target language. Similarly, Oh (1996) found a significant relationship between these beliefs and anxiety in her study of Japanese learners. Kuntz (1997) and Truitt (1995) found similar relationships in their EFL students. In these studies, the learners who reported lacking confidence in speaking the target language tended to have high foreign language anxiety, suggesting they might not want to engage in practice activities because of their high anxiety level and, thus, would not be able to develop their language skills fully.

### **Studies on beliefs about language learning**

Many scholars agree on the assumption about possible effects of beliefs that can contribute to the second language acquisition field. Benson and Lor (1999) claimed that understanding learners' beliefs can help adjust learners' attitude and behaviors. Insights into learners' beliefs about language learning can also help teachers prepare their learners to be receptive to new ideas and information by deconditioning learners' prejudices and mistaken beliefs that might cause resistance to some instructional approaches or activities (Horwitz, 1987; Holec, 1987). In the same vein, learners might be less receptive to new information input if their preexisting beliefs conflict with the new information (Cotterall, 1995). Therefore, Horwitz (1987) proposed that, by refining learners' beliefs, it is hoped that teacher can promote learners' confidence in their teaching approaches and activities, thereby, ultimately enhancing learners' motivation and attempts in learning.

A further benefit of understanding learners' belief is that such understanding can help promote the use of effective language learning strategies (Wenden, 1987; Rubin, 1987). As cited in Vibulphol (2004), Wen and Johnson (1997) claimed that learners' beliefs might be more influential on learners' use of language learning

strategies than on strategy training, which means learners who receive strategy training might not employ appropriate language learning strategies when their beliefs do not accommodate the use of those strategies.

Finally, a study of learners' beliefs about language learning can help teachers design and prepare a course or program for particular purposes. For examples, Mantle-Bromley (1995) suggested using insights about beliefs to create "learner-centered" programs that consider learners' needs. According to Victoria and Lockhart (1995), learners become more directed in their own learning after having some counseling sessions to refine their beliefs about language learning that is counterproductive to autonomy.

Based on these findings, many studies of beliefs about language learning have included various groups of foreign and second language learners and teachers. In short, many scholars agree that foreign and second language learning investigation focused on beliefs about language learning is worthwhile. The benefits of such studies can help foreign and second language teachers enhance their students' language learning capacity.

Language learning also relies on motivation which plays as important role in the learning process, class performance and learning efficacy. Wenden (1995) explained that attitudes encompass three components: cognitive, affective, and behavioral. The cognitive component is related to the beliefs and ideas or opinions about the object of the attitude. The affective component refers to the feeling and emotions that one has toward an object, like or dislike, in term of being, with or against it. The final component, behavioral, consists of one's consisting action or behavioral intentions towards the object. Aptitude, attitude, norms and perceptions have the potential to affect learners' language learning process, motivation and ability to cope when using English as a second language. Consequently, they can be considered as a push or pull factor to help learners ultimate success acquiring a new language in short time (Bernat and Gvozdenko, 2005). Cohen and Dornyei (2002) concluded that certain beliefs about language learning have a significant effect on learners' motivation to learn the target language; for example, unrealistic beliefs

regarding the amount of time required to become proficient in a second language could obviously result in frustration. Therefore, beliefs and motivation are related. The next sections introduce and define motivation and the theoretical framework of motivation.

## **Motivation**

Student motivation has been described as one of the foremost problem in education. It is certainly one of the problems most commonly mentioned problems identified by teachers (Cremin, 1961). Motivation is important because it contributes to achievement, but it is also itself important as an outcome. According to Ames (1990), motivation is not synonymous with achievement, and student motivation cannot necessarily be inferred by achievement test score. Immediate achievements and test performance are determined by a variety of factors and can even be assured through a variety of ways. Some practices serve to increase immediate achievement and can actually diminish students' interest in learning as well as their long-term involvement in learning. Many scholars agree that, when teachers address motivation as an outcome, they are concerned with students' "motivation to learn". On the other hand, if teachers value the developing of a motivation to learn in students, they are concerned with whether students initiate learning activities and maintain an involvement in learning as well as a commitment to the process of learning. Effective schools and effective teachers are those who develop goals, beliefs, and attitudes in students that will sustain a long-term involvement and will contribute to quality involvement in learning (Ames and Archer, 1988; Elliott and Dweck, 1988; Maehr, 1984; Nicholls, 1979). Motivation has been characterized by the quantitative view of motivation which can be described as the intensity of behavior, the direction of behavior, and the duration of behavior (Ames, 1984).

## **Motivational theories**

Motivation in simple terms is based on the Latin verb for "move". It is the force that makes one do something. It is the process that involves, goals, and physical or mental activity, and is both instigated and sustained (Pintrich and Schunk, 1996;

William, 1997). Earlier theorists, like behaviorists, tended to portray motivation mechanistically, related to needs satisfaction (Altman, Valenzi, and Hodgetts, 1985), while the more recent cognitive psychologists portray motivation as a product of conscious decision (William,1997). Mitchell (1982) proposed a definition of motivation indicating that motivation becomes those psychological processes that cause arousal, direction, and persistence of voluntary actions that are goal-related. However, motivation is not a matter of increasing the intensity of behavior. The task facing teachers is not one in which optimizing the level of motivation requires viewing motivation as a state of arousal. These scholars suggest that students can be equally motivated but for very different reasons. Frequently, it is not that the student is not motivated, but that the student is not motivated to do what teachers want them to do, therefore, rather than focusing on differentiating high, low and optimally motivated students, teachers need to define adaptive and maladaptive or positive and negative motivation patterns and understand how and why these patterns develop over time (ibid.).

Theories of motivation have changed dramatically in the past few decades. Definitions of motivation in the field of second language education do not always conform to those in psychology nor do the theories. Hence, the theories in these two fields should be addressed separately. Gardner (1985) stated that motivation to learn a foreign language is a mixture of elements including effort, desire and a positive attitude toward the language at hand. Gardner also added that foreign language is not only an educational issue, but is also a representation of the cultural heritage of the people speaking that language. In the same vein, Lukmani (1972) mentioned that some learners want to learn the language to become part of a new social group, while others want to learn a language for career purposes, reading texts in the original language, or trade purposes. In this study, the definition of motivation relies on second language education. The next part discusses the theories and framework related to motivation.

## **Frameworks of motivations**

### **1. Expectancy-value theory**

Modern expectancy-value theories are based on Atkinson's (1957, 1964) studies linked achievement to performance, persistence and choice most directly to individual expectancy-related and task-value beliefs. Expectancy-value theory depends on two main factors; expectancy of success and value. Eccles-Parsons *et al.* (1983) identified expectancy for success as "individuals' beliefs about how well they will do on upcoming tasks and ability beliefs about how good one is, while values are defined "with respect to how important, interesting, or useful a given task or activity is to the individual." A useful way to motivate learners is to increase their expectancies by consciously organizing the condition in which they are more positive and hopeful (Dörnyei, 2001).

### **2. Self-efficacy theory**

Self-efficacy theory was introduced by Bandura (1989) as individuals' confidence to their ability to organize and execute a given course of action to solve a problem or accomplish a task and as people's beliefs about their capabilities to exercise control over event that affects their lives. Bandura also proposed that individuals' self-efficacy expectations are the major determinants of goal settings, activity choices, willingness to expand effort, and persistence. Oxford and Shearin (1994) suggested that most students do not have an idea about their self-efficacy at first; therefore, teachers can help them develop a stronger sense of self-efficacy by giving them meaningful and achievable tasks. Dörnyei (2001a) stated that people with high self-efficacy are more self-confident than those whose self-efficacy is low. This might lead to drawbacks like they tend to give up the task easily instead of making effort since they easily lose their faith in their capabilities.

### 3. Goal setting theory

Goal setting theory is developed by Locke and Latham (2002). This theory implies that people should have goal to achieve because purposes trigger action, and these goals should be pursued by choice of action to take place (Dörnyei, 1998). Goal setting involves the conscious process of setting level of performance so as to get desired results. O’Neil and Drillings (1994) elaborated that the goal setting theory is based on the premise that much human action is purposeful, in that it is directed by conscious goals. Dörnyei (2002) stated that goal-setting is mainly an easy planning process that all individuals can learn without difficulty. The important thing is that learner should be shown how to break tasks and assignments into smaller parts, and how to determine due date to these tasks and assignments, and finally how to have a control on their own learning process. The goal-setting theory suggests that there are three basic features of goals which cause them to differ: difficulty, specificity and commitment. High commitment to goal is attained when the individual is convinced that the goal is important and attainable (Locke, 1996). Also Locke and Latham (2002) determined four mechanisms by which goals influence an individual’s performance; a) goals serve a directive function as they direct attention and effort toward goal-relevant activities and away from irrelevant activities, b) goals have an energizing function and they help individuals regulate their effort to the difficulty of the task, c) goals positively affect persistence, d) goals affect indirectly by leading to the arousal, discovery, and/or use of task-relevant knowledge and strategies. McCombs and Pope (1994) came up with four suggestions to teach learners. These are “ABCD” of goals. A goal should be

Achievable (appropriate for the age and level of the learners),

Believable (learners should believe to achieve it),

Conceivable (clear and measurable), and

Desirable (learners want it very much).

#### **4. Goal-orientation theory**

Goal-orientation is introduced by Ames (1992). This theory states that goals serve as a mechanism or a filter which determine the process and interpretation of the incoming information. Unlike the goal-setting theory, the goal-orientation theory was developed in a classroom context to give an explanation to students' learning and performance. Goal-orientation is related to the students' perception of the causes why he is interested in learning a task (Dörnyei, 2001). There are two types of goal-orientation, performance orientation and mastery (or learning) orientation (Ames and Archer, 1988; Ames, 1992). Learners having the first orientation are mainly interested in looking good and capable; whereas those having the second are more interested in enhancing their knowledge and being capable. With performance goals, an individual aims to look smart, with the learning goals, the individual aims to become smarter (Dweck, 1986).

#### **5. Self-determination theory**

Self-determination theory introduced by Deci and Ryan is one of the most influential theories in motivational psychology (Dörnyei, 2003). According to Deci, Connell, and Ryan (1989), to be self-determining means to experience a sense of choice in initiating and regulating one's own actions. Self-determination is seen as a prerequisite for any behavior to be intrinsically rewarding (Dörnyei, 1994). The theory divides motivation into intrinsic and extrinsic motivations, and also examines the state of motivation. Intrinsic motivation is the result of an interest in the subject. That is, it is the joy and satisfaction gained from doing something (Dörnyei, 2002). Extrinsic motivation results from some extrinsic rewards such as getting good grades or avoiding punishment (Dörnyei, 1994). Self-determination leads to desired educational outcomes that help both the individual and society. Amotivation is the state of lacking the intention to act due to the fact that the individual does not value the activity, does not feel competent, or thinks that the activity is unfeasible (Ryan, 1984; Deci, 1994). Extrinsic motivations are classified into four groups between self-determined and controlled forms of motivation as follow:

5.1) External regulation refers to the least self-determined form of extrinsic motivation. It also refers to the action resulting from external sources such as rewards and threats (Ryan and Deci, 2000).

5.2) Introjected regulation refers to the activity an individual performs due to some external reasons. The individual has incorporated this external pressure into the self. It is still quite controlling because people perform such actions with the feeling of pressure in order to avoid guilt and anxiety to attain ego enhancement or pride (Ryan and Deci, 2000).

5.3) Identification represents a more autonomous form of extrinsic motivation. It occurs when the individual thinks that it is beneficial for him and accepts the process. The individual identifies and appreciates the importance of a behavior and accepts his self-regulation (Ryan and Deci, 2000).

5.4) Integration is the most autonomous and self-determined form of extrinsic motivation. It has certain common points with intrinsic motivation (Bandura, 1989); however, it is still extrinsic as behavior motivated by integrated regulation is done for its instrumental value with respect to some outcome that is separate from behavior (Ryan and Deci, 2000).

## **6. Gardner's Motivation Theory**

Gardner and MacIntyre (1991) pointed out that motivation itself is dynamic. The old characterization of motivation in terms of integrative versus instrumental orientation is too static and too restricted. Gardner's theory includes four areas: (a) integrative motive, (b) Socio-educational model, (c) attitude/motivation test battery, and (d) Tremblay and Gardner's revised model. Gardner defined integrative motivation as a complex of attitudinal goal-directed, and motivational attributes. Integrative motivation includes three components; integrativeness, attitude toward the learning situation and motivation. According to Gardner and Lambert (1972), learners with integrative motivation learn a language due to their desire to learn the language in order to integrate themselves with the target culture; whereas learners with

instrumental motivation learn a language for practical purposes such as to get a better job or higher salary.

Masgoret and Gardner (2003) added that the integratively motivated students are motivated to learn the second language, has an open-mind toward identification with another language community, and has favorable attitudes toward the learning situation. Gardner emphasized that integrativeness is the genuine interest in learning a second language so as to get closer psychologically to another language community. Attitude toward the learning situation refers to the individual's reaction to the things related to the context in which the language is taught. Motivation refers to goal-directed behavior and the driving force in all situations. The motivated individual expands effort; is persistent and attentive to the task at hand, has goals, desires, and aspirations, enjoys the activities; experiences reinforcement from success and disappointment for failure, makes attributions concerning success or failure; is aroused; and makes use of strategies to help in achieving goals (Masgoret and Gardner, 2003).

### **7. Dörnyei 's motivational framework of L2 motivation**

Dörnyei's (1994) framework includes three levels: the language level, the learner level, and the learning situation level. Dörnyei stated that the language level, the most general level of the construct, focuses on orientations and motives associated with different aspects of the L2, such as the culture it conveys, the community in which it is spoken, and the potential usefulness of proficiency in it. These general motives result in basic learning goals. The learner level, the second level of this construct, includes a complex of effects and cognitions that form personal traits. This level includes two motivational components; needs for achievement and self-confidence. The third level is the learning situation level, which comprises intrinsic and extrinsic motives as well as motivational conditions. There are three main types of motivational sources:

7.1) Course-specific motivational components: related to the syllabus, teaching materials, teaching method, and the learning task.

7.2) Teacher-specific motivational components: related to the teacher's behavior, personality, and teaching style, and including motive to please the teacher and the direct socialization of student motivation.

7.3) Group-specific motivational components: associated with the dynamic of the learner group and containing goal-orientation, the norm and reward system, group cohesion, and classroom structure.

### **Related Studies**

Recent, research in second language or foreign language learning has increasingly emphasized student-centered learning. As a result, many studies have been conducted from the learners' perspectives including learners' beliefs about language learning, stemming from a number of factors that shape an individual's thinking and belief formation, such as past experiences, culture context, and various personal factors (Bernat and Gvozdenko, 2005). Some researchers have studied beliefs about language learning and the use of language learning strategies among different groups of learners. Related studies are briefly discussed in this part to identify the trends, similarities, contrasts, and implications defined by many researchers in term of language learning and language learning strategies in different contexts.

Abraham and Vann (1987, cited in Vibulphol, 2004) investigated the beliefs and strategies of English as a second language (ESL) learners at different ability levels. The relationship between beliefs and language strategy use data was derived from an interview with two learners: successful and unsuccessful learners. The authors asserted that the two groups of learners studied possessed different beliefs about language learning in term of focusing on forms or functions. Moreover, they tended to associate their beliefs with the flexibility and variety of the use of strategies. The successful learners, who believed that language learning required attention to both forms and functions, were found to employ more flexible and varied strategies. In contrast, unsuccessful learners who perceived language learning in a limited way used a more fixed set of strategies that were effective in only some circumstances.

Similarly, Wang (1996, cited in Vibulphol, 2004) highlighted the differences in beliefs and strategy use between the two groups of learners. Wang used both quantitative and qualitative tools in her study, BALLI was used to elicit belief about language learning and interview data were used to elicit the use of language learning strategies. Wang concluded that the majority of the unsuccessful language learners tended to possess a negative belief about language learning for example, they did not believe that they had foreign language aptitude, they believed that English was a difficult language, and they valued the importance of translation in English. Furthermore, Wang found that the two groups varied in terms of frequency and usage. Successful language learners used language learning strategies more often than the others in all strategy groups. They also employed more appropriate learning strategies for the task at hand in an adequate amount.

Wenden (1987) studied differences in beliefs and strategy use among three groups of learners: function-based, rule-based, and affective-based learners. Using interviews, she found that the three groups, who held different beliefs about language learning, reported using different learning strategies. The function-based group of student, identified as “using the language”, employed communication strategies, they focused more on meaning than form, perceived both listening and speaking to be important, and preferred communicative activities and authentic materials. The rule-based group, identified as “learning about the language”, employed cognitive strategies, they attended to form, were concerned about good or proper language, and valued learning grammar and vocabulary. The affective-based group, described as “perceiving personal factors to be important, did not use different strategies from the other two groups or hold a particular learning approach in regard to focusing on forms or functions. They attended to affective variables when evaluating their learning. The three studies discussed thus far were conducted in ESL contexts and they shared some common evidence that different groups of learners might hold different beliefs about language learning and employ different language learning strategies.

Additional studies have been conducted in EFL contexts and will be discussed next. Studies conducted in China (Wen and Johnson, 1997), Korea (Park, 1995), and Taiwan (Huang, 1997; Yang, 1999) revealed a connection between learners’ beliefs

and their use of language learning strategies. Several beliefs were found to be associated with the use of language learning strategies such as self-efficacy, beliefs about the nature and value of language learning, beliefs about the importance of guessing, and beliefs about joy in speaking English. More extensive research on the relationship between beliefs about language learning and factors such as motivation, attitude, motivational intensity, strategy use, anxiety, and English achievement were conducted in Taiwan (Banya and Chen, 1997). Banya and Chen conducted a statistical analysis of 224 Taiwanese EFL learners based on their responses to BALLI (Horwitz, 1987), the Strategy Inventory for Language Learning (SILL; Oxford, 1990), and the Foreign Language Classroom Anxiety Scale (FLCAS; Horwitz and Cope, 1986). The findings indicate that all of the mentioned variables were influenced by students' beliefs, with attitude being the most greatly influenced by beliefs. In other words, students with positive beliefs about foreign language learning tend to have stronger motivation, hold a favorable attitude and higher motivational intensity, use more strategies, be less anxiety, and have better language achievement.

### **Conclusion**

In this section, theoretical concepts of beliefs, metacognitions and motivations have been identified. The conceptual frameworks derived from the previous literature review can be applied in this study as follows. Beliefs are the part of metacognition that can affect learners as a driving force of intellectual performance. Beliefs are also the prerequisite for the self-regulation of learning. Beliefs cannot be exactly justified as either right or wrong, but rather realistic or unrealistic. In other words, beliefs inform planning decisions made and monitor the learning process; therefore, beliefs in this study play an important role in understanding learners' behaviors and strategies.

The next section presents detailed information on how this study was designed and conducted. Descriptions are presented about the participants, the instruments, and the procedures used for the data collection and analysis.

## **CHAPTER III**

### **METHODOLOGY**

This study is a mixed methodology research including quantitative research to understand overall trends in beliefs about EFL by using BALLI and a qualitative study based on from interviews. The purpose of this study is to investigate learners' beliefs about EFL learning of grade 9 learners in the EP in Suankularbittayalai Rangsit School. In this study, the BALLI instrument was utilized to gain quantitative data and interviews were employed to verify the consistency of the quantitative findings.

#### **Data Collection Procedures**

The study was divided into two phases: a survey phase and a qualitative study phase. The survey phase aimed to obtain generalized conclusions about beliefs about language learning among both groups using a Thai version of a modified BALLI developed by Vibulphol (2004). The qualitative phase probed and analyzed information about beliefs about language learning and interpret the data systematically.

#### **Research Questions**

The research questions used as the framework for the collection and analysis of the data in this survey study are:

- 1) What are the beliefs about English as foreign language learning of grade 9 EP students at Suankularbittayalai Rangsit School?
- 2) What are the positive beliefs about language learning that encourage the learners in learning English as a foreign language?
- 3) What are the negative beliefs about language learning that enfeeble the learners in learning English as a foreign language?

The data from the survey phase were used to respond to all the research questions. By gleaning insights into this question, the researcher sought to understand the nature of beliefs about EFL learning of grade 9 EP students, and how these beliefs influence their language learning. Information from the interview session, the qualitative part of this study was included to provide the in-depth information beyond the survey phase. The following sections describe the participants, materials, and procedures of the two study phases.

## **Survey Phase**

### **Participants**

The study was designed to survey grade 9 EP students during the first semester of the 2012 academic year (B.E. 2555). The sampling selection used for the EP group was purposive sampling which identified school providing EP curriculum in Pathum Thani province. The participants were Grade 9 students at Suankularbwitayalai Rangsit School under the Basic Education Commission, Ministry of Education of Thailand. Only one school was selected due to the numbers of respondents, time allowed and convenience.

An estimated 50 participants in total were needed. Grade 9 EP students were chosen because they all have the same degree of experience in learning EFL at schools (i.e., at least 8 years). Higher level or high school students were excluded due to the small numbers of possible participants and the small numbers of school providing EP high school classes.

### **Materials**

During the survey phase, beliefs about language learning were elicited using a modified version of BALLI, (i.e., the ESL student version), published by Horwitz in 1987. According to Vibulphol (2004), Thailand, like a lot of other Asian countries, has been known for its memorization in learning. For many Asian students, learning usually involves a lot of recitation and memorization, as it would be interesting to

determine whether Thai EFL learners view English as another memorization class or not.

The researcher decided to adopt the modified BALLI version, which could contribute more extensive information on the Thai cultural context. The BALLI was originally designed for ESL students, yet the participants in this study are Thai speakers studying EFL. Vibulphol (2004) developed her Thai version of BALLI to avoid problems that participants might encounter in completing the survey in English. The original survey consisted of 34 Likert-scale items that were grouped under five distinct categories: foreign language aptitude, difficulty of language learning, nature of language learning, learning and communication strategies, and motivations and expectations (Appendix B). Vibulphol also added five extra items for three reasons: the current context of English learning in Thailand (items 15 and 38), the development of educational media and information technology (items 31 and 37), and the role of English as an international language (item 39).

Vibulphol explained item 15 in terms of the English learning context in Thailand as some differences exist between the Thai and English alphabet systems. Thai has its own distinct alphabet system, and Thai letters do not resemble the Roman letters used in English. In such a situation, Thai EFL learners might find it more difficult to learn English as they are not familiar with the letters in the English alphabet system. Item 15 aimed to check whether the differences in the two languages' alphabet systems affected Thai EFL learners' perception about the difficulty of learning English or not (ibid).

Vibulphol (2004) added that item 38 was used to identify the importance of English in higher education programs. As Thai is the only language used as a means of communication in Thailand, most basic education, including at the primary (Grades 1 through 6), secondary (Grades 7 through 12), and tertiary (undergraduate programs) levels is conducted in Thai. English textbooks for other content subjects are not used in regular schools at any level. At the undergraduate level, some programs such as in science and technology and medicine might require the use of English textbooks. However, Thai is usually the medium of instruction in those programs just as in any

others. English is by far becoming more important for students who pursue a higher degree in graduate school. Many students go abroad for their master's or doctoral degrees; therefore, they need to know English for such purposes.

Moreover, the undergraduate program in Thailand requires more use of English than lower levels. Many textbooks are in English and students need to be able to search the internet and read articles in English. Therefore, item 38 was used to assess learners' beliefs about this aspect of English usage for Thai learners. The second group of items (31 and 37) was added to update BALLI because of the development of educational media and information technology. Item 31 focuses on ways to practice English. In the original version, Horwitz included an item that indicates one way to practice English: "it is important to practice with cassettes or tapes." However, nowadays the context of learning English has changed since BALLI was first developed (Appendix A). Today, learners can listen to English conversation not only from cassette tapes produced for educational practice purposes but also using regular TV, and radio programs or other means of multimedia that they can access. In Thailand, several programs on TV and radio are broadcast in English. TV also enhances learners' opportunities to practice English listening. Therefore, this item was added to the questionnaire. Similarly, item 37 was added because people can access English information more easily in the age of information technology. Abundant information is available on the internet for people from every part of the world twenty-four hours a day. Unfortunately, for speakers of other languages, English has been accepted as a major means of communication in cyberspace. Therefore, this item is added to assess Thai EFL learners' awareness of the importance of English in this regard. Item 39, the last item added, accounted for the role of English as "an international language." English is accepted worldwide as a means of communication among people who speak different languages. Many learners pursue their English learning because of this instrumental motivation. Considering that English is not necessary for daily life communication in Thailand, item 39 was added to BALLI to check Thai EFL learners' beliefs about this importance of English learning (ibid).

In sum, the modified instrument with the added items was developed in order to update the questionnaire to suit the current situation of English learning in the world and in Thailand in particular. The new items were added under the categories of the difficulties of language learning (1 item), the nature of language learning (1 item), learning communication and strategies (1 item), and motivations and expectations (3 items).

**Table 3.1** English Translation of the added items in the modified version of the BALLI

Items	Belief Category
15. It is difficult for Thai people to learn English because of the difference in alphabet system.	Difficulty of language learning
22. Learning English involves a lot of memorization.	Nature of language learning
31. In learning English, it is important to practice by listening to TV or radio programs in English frequently.	Learning and Communication strategy
37. I want to learn English well because it can help me access information from around the world.	Motivations and expectations
38. English is important for higher education level.	Motivations and expectations
39. Learning English will help me communicate with people from other countries because English is an International language	Motivations and expectations

Source: Vibulphol (2004; p.56)

In this study, a small modification was made to the wording. As Vibulphol's modified version was used to examine pre-service teachers in universities, some contents (e.g. in item 38), indicate that, English is important for higher education levels especially graduate programs; therefore, the phrase "especially graduate programs" was deleted to make the measurement more pragmatic in terms the of education perspective of respondents who were in junior high school (Appendix E and

F). The term “higher education level” remained in the text to ensure a simpler generalization.

In total, the modified BALLI consisted of 40 items, 34 original items and 6 new items, and was divided into two sections. Section 1 included 39 Likert-scale items ranging from 1 (strongly disagree) to 5 (strongly agree). Section 2 included two multiple-choice items. All items were in Thai. The items were grouped together under specific categories except the two items in section 2. This modified version proved to function well and was valid. It was thus translated into the Thai version. The reliability test based on Spearman’s Rho Correlation Analysis of the same target groups from two different trials showed a significant correlation between the two surveys ( $\rho = .69, p < .01$ ). These results indicated that the questionnaire had moderately high reliability (ibid). After gaining an approval from Dr. Jutarat Vibulphol, the owner of this modified BALLI Thai version, this modified instrument was used. The demographic data section collecting general information was changed to accommodate participants’ factual information as junior high school EFL students. (see Appendixes C and D).

### **Survey Distribution**

The BALLI was administered and distributed during the first semester of the 2013 (B.E 2556 academic year) to grade 9 students in the English program at Suankularbittayalai Rangsit School. A letter from the Graduate School of Kasetsart University was sent to the school director for approval to conduct the research and agreement to cooperate. The appointment date fell on Wednesday, May 23<sup>rd</sup> from 2 to 3 PM, which occurred during the first week that the school reopened, as such the time set was more convenient for the school administrator and class managers. Both EP students classes (EP 301 and EP 302) were gathered in the same hall and 59 respondents in total were included after one student dropped out. Prior to completing the questionnaire, participants were informed that participation in the study was voluntary and the survey was not a part of the classroom activities. They were then asked to sign a consent form of intent attached to the questionnaire to ensure that they were willing to participate in the study. Each item was read through a microphone

one by one to make sure that all items were carefully completed. The completed questionnaires were then collected. It took one hour and thirty minutes to complete the entire session.

### **Data Analysis**

Only completed questionnaires were used in the data and analysis. According to Horwitz (1987), BALLI was not designed to yield a composite score of all items on the questionnaire together. Frequency in terms of the percentages of the results for each individual item on BALLI was computed. The percentage of the response was used to describe the participants' beliefs about language learning. The analysis was done to determine the overall trends for each category of beliefs included on the questionnaire. In the analysis, the five rating scales were consolidated into three groups and interpreted as follows: Responses "1" and "2" were combined and analyzed under the category of "Disagreement" indicate that the respondents disagreed with the statement. Responses "3" were analyzed as "Neutral" which meaning that the respondents neither agreed nor disagreed with the statement. Responses "4" and "5" were combined and analyzed under the category of "Agreement" which indicated that the respondents agreed with the statement.

### **Qualitative Study Phase**

To go in depth, the descriptive data collection and analysis were guided and influenced by Horwitz's (1987) and Vibulphol's (2004) works. This part of the chapter summarizes, the methods and techniques used for the interviews, informal observations from the interview sessions, and the data analysis that the researcher employed following Vibulphol's well proven previous work

### **Participants**

Participants in the qualitative study phase were selected from the surveyed participants from Suankularbwitayalai Rangsit School only because of the

convenience in the data collection. The participants' names were coded to protect their identities.

### **Background of EP class**

Suankularb Wittayalai Rangsit School has provided an EP since 2001. School directors were periodically responsible for the curriculum and staff. The first five programs were overseen by teachers in the schools and the other sections were outsourced to the Thai Army staff from military institution, who could provide English instructions in math, science, and computers. Teachers selected class materials and teaching resources. No textbooks were provided; instead, the students copied pages from the instructors. The curriculum was based on the topics of the regular program curriculum for the junior high school level, but taught in English. The school administrator subsequently hired a professional education company (i.e., BFIT) to provide English native or English-speaking instructors nationwide for those schools where the EP curriculum is available. Courses, lesson plans, class materials, evaluations, and staff, come in the full package, and staff work full time in the school office. Now the courses use science, math, literature and grammar textbooks, such as the *iScience series 1 to 3*, *Biology-Dynamic of Life*, *Chemistry- Matter and Its Changes*, *Pre-Algebra*, and *Geometry* from international publisher, Glencoe. Literatures and grammar textbooks come from Longman, and social studies and world history textbooks (e.g., *The World and Its People*), are from McGraw-Hills. Only some subjects like Thai, Thai history, Buddhism and morality, and physical education, are taught in Thai by the teachers of the school.

Short quizzes are regularly administered every week, depending on the subject schedule. The quizzes are mid chapter quizzes, end-of-chapter quizzes, midterms, and final examinations. The quizzes and evaluation use multiple choice questions, true/false statements with correction, matching, fill in the blanks, short answers, and final projects. The students also have to write weekly blogs on the internet. Overall, this EP curriculum continues to grow more purposeful.

The participating school provides two EP classes for each grade level (grades 7 through 12) which each class having 30 to 35 students. Teachers in charge of each class are the school teachers, responsible for ‘homeroom’ sessions on discussions, complaints, suggestions, and collaboration as program counterparts. Two key persons are in charge; the chief of the school’s EP classes and the BFIT manager. Both are authorized by school administrators to run the program together within their commissions and agreements.

### **Materials and Procedures**

In the qualitative study phase, two research methods were used to obtain data from the two selected participants. Their beliefs about language learning were elicited via surveys (in the survey phase), and the interview. Their language learning approaches were elicited via observations and interviews.

To ensure a comprehensive data collection and analysis procedure, the “cyclical process” was applied throughout the fieldwork period. This method was developed by Borg (1998 cited in Vibulphol, 2004). The data analysis in each stage provided a framework for the data collection in the next successive stage. In short, after completing questionnaire completion, the participants were interviewed and the data were used to scaffold the focus points for the observation session.

### **Interview**

To elicit participants’ beliefs about language learning, the five areas addressed in BALLI were considered. The list of questions was prepared beforehand using the BALLI framework and was supervised by the thesis advisor. (see Appendix J).

According to Borg (1998 cited in Vibulphol 2004), a semi-structured conversation interview is guided by the topics prepared by the interviewer, yet the order and wording of the questions can be modified according to how the conversation develops. In addition, emerging impromptu topics from the conversation can be pursued, especially the topics that related to specific information about the

participants. The interview was conducted in Thai which is the first language of both interlocutors. The information from the interview was recorded and subsequently transcribed. The information from the interview provided a profile of each participant's background in English learning and their general beliefs about language learning thereby helping to build a general understanding about the participants.

### **Verification in Research Method and Findings**

The data analysis process deals with scoring and questionnaire responses; the scores are approved by experts in quantitative research. Thus, an expert was required to provide consultation and verify the research findings. In addition, the questions for the group interview were tested for validity and reliability before being posed to the participants. The contents derived from the interview were later carefully transcribed and interpreted systematically.

### **Ethical Concerns**

Formal permission was acquired in the form of a letter of consent provided by all participants and the concerned agencies. Students' names from the questionnaire were not published. The instruments are permitted from participants and all of them are well informed about the researcher's objectives and procedures and agreed to use the instruments. Moreover, they were how to inquire about the findings of the research and discussion. The complete thesis will be provided to relevant agencies.

## CHAPTER IV

### RESULTS AND DISCUSSION

The findings lead to an investigation more about what beliefs encourage or enfeeble the learners in learning a foreign language, especially English as a foreign language. This chapter is organized according to the three research questions: 1) What are the beliefs about English as foreign language learning among grade 9 EP students of Suankularb Wittayalai Rangsit School? 2) What are the positive beliefs about language learning that encourage these grade 9 EP students in learning English as a foreign language?, and 3) What are the negative beliefs about language learning that enfeeble these grade 9 EP students in learning English as a foreign language. First respondents' demographic data are defined. Next, the results of the modified BALLI questionnaire with overall trends are presented according to each category, followed by the results of the qualitative findings. Finally, the results discussed as a whole.

#### Demographic information

The population size in this study is 57 (N=57), 33 females (57.9%) and 24 males (42.1%). The average age of the respondents is 14.02: 6 13-year-olds (10.5%), 44 14-year-olds (77.2%), and 7 15-year-olds (12.3%). Twenty-four students (42.1%) started their English language learning at the primary level while 33 students (57.9%) started their English learning earlier at the kindergarten level. Fifty-two students (91.23%) reported participating in extra English learning activities outside the normal school programs, whereas only 5 (8.77%) reported no such extra activities. The extracurricular activities included; English camp (17), student exchange Program (1), English tutorial class (42), summer course abroad (10), and other activities (4). Respondents could check multiple answers for this question, so no percentages are presented here. In term of students' three favorite school subjects, English ranked first (31.58%). English was also the most commonly chosen second rank (38.6%), followed by math (29.82%). Math was the most common subject ranked third (24.56%), followed by English (22.81%) and science (17.54%). Thus, English was included in all three spots for top rankings. Regarding the family background of

learning a foreign language, only 10 respondents (19.3%) reported being born and raised in a monolingual family. By far, the vast majority of respondents (80.7%) reported that one or more foreign languages were spoken by the family members. In addition, 32 families were bilingual (69.56%) and 25 families were multilingual (54.34%). English was the most common language spoken among most bilingual and multilingual families (68.42%), followed by Chinese (32.61%), Japanese (8.69%), French (6.52%) and others (6.52%) (i.e., Spanish, Swedish, and Mon). Nevertheless, this report did not identify the depth, frequency, or skills with which these bilinguals and multi-lingual families communicate in other foreign languages as the respondents only responded “No” and “Yes”. Furthermore, no evidence was collected to support the veracity of participants’ answers to this question.

**Table 4.1** Demographic information (N=57)

Items	Information
1) Gender	
(a) Male	24
(b) Female	33
2) Age	
(a) Average age	14 years old
3) First English class	
(a) Kindergarten	33
(b) Primary school	24
4) English activities outside classroom	
(a) none	5
(b) participation of extra activities	52
1. English camp	17
2. Student exchange program	1
3. Tutorial class	42
4. Summer course abroad	10
5. Other activities	4

**Table 4.1** (Continued)

Items	Information
5) Rank of favorite school subjects	
(a) First rank : English	31.58%
(b) Second rank : English	38.6%
(c) Third rank : Math	24.56%
6) Family background	
(a) monolingual	10
(b) bilingual	32
(c) multilingual	25

The data collected from the modified BALLI items in each category are presents in detail in the following section. Tables 4.2 through 4.6 illustrate the five categories originally classified by Horwitz (1987) and the added items by Vibulphol (2004): beliefs about foreign language aptitude, beliefs about difficulty of language learning, including the multiple choice from part II in a separate table, beliefs about nature of language learning, beliefs about learning and communication strategies, and beliefs about motivations and expectations. As the BALLI is an instrument that measure learners' beliefs by category but does not produce a composite score of students' responses, overall frequency (%) on each item is computed.

### **Beliefs about Foreign Language Aptitude**

To define this category, modified BALLI items 1 to 9 are investigated and interpreted. The concepts of special abilities or talents for learning language can be addressed from items 2,3,4,6, and 9. Features of successful or unsuccessful language learners are addressed by investigating items 1, 5, and 7 (Vibulphol, 2004). Table 4.2 illustrates the students' responses to the modified BALLI items in this category.

**Table 4.2** Grade 9 EP students' beliefs about language aptitude by percentage

(N=57)

Items	Statements		
	Disagree	Neutral	Agree
1. It is easier for children than adults to learn a foreign language.	14.01	33.33	52.63
2. Some people have special ability for learning foreign languages such as English.	3.51	10.53	85.96
3. Thai people are good at learning foreign language.	7.02	45.61	47.37
4. It is easier for someone who already speaks a foreign language to learn another one.	14.04	40.35	45.61
5. People who are good at mathematics or science are not good at learning foreign languages.	47.37	31.58	21.05
6. I have a special ability for learning foreign languages.	10.53	43.86	45.61
7. Women are better than men at learning foreign languages.	26.32	47.36	26.32
8. People who speak more than one language are intelligent.	24.56	38.60	36.84
9. Everyone can learn to speak a foreign language.	8.77	7.02	84.21

Note: Disagree is for the responses "1" and "2". Neutral for the responses "3" and Agree for the responses "4" and "5".

From Table 4.2, it can be seen that the respondents held some concepts about foreign language aptitude. More than half of the respondents (52.63%) agreed that children are better foreign language learners than adults while more than one-fourth of them either agreed or disagreed with this statement. Only a small percentage of the respondents disagreed with this statement. The vast majority of the respondents (85.96%) agreed with the statement "Some people have a special ability for learning languages. Fewer than 5% disagreed, and approximately 10% found no difference for this item. However, almost half of the responses (45.61%) agreed with the belief that people who are capable of learning one foreign language could probably learn another

one easily. Showing a relatively similar proportion, 40.35% found this belief could not be justified. In the same trend, almost half of the respondents (45.61%) agreed with the belief that they were gifted or talented in learning foreign languages while 43.86% responded in the “neutral” scale. Also, the majority (47.37%) agreed that Thai people were good at learning foreign language while almost the same frequency responded in the “neutral” scale. These responses seem to suggest that half of the students believed that they were good language learners while the other half were unsure. Despite this discrepancy, most students (84.21%) indicated optimistic when they agreed with the statement “Everyone can learn to speak a foreign language.”

In regard to language aptitude and intellect, it seems no explicit relationship exists between being able to speak more than one language and intelligence. The responses to this item were discrete. Students’ responses to subject preferences and ability to learn a foreign language showed no association. Most respondents (47.37%) did not agree that people who were better at mathematics or science were not good language learners. 31.58% of the respondents were not sure about this statement while approximately one-fourth agreed with this statement. These responses imply that these bilingual students have to learn those subjects in another language (in English), which is not their mother tongues, thereby, learning mathematics and science while using English as a medium of learning. In addition, learning strategies used for mathematics and science differ from those for learning a language. In addition to memorization, as used when learning a language, they also apply different approaches to understand the contents and the processes such as calculation, anticipation, reasoning and critical thinking. Being good at English might facilitate their achievements in mathematics and science. Once, they try to understand the key terms and the concepts used in their English texts, they might become better learner in all the subjects. In term of gender, the results did not report any association between gender and foreign language learning. The majority (47.36%) were “neutral” while the “agree” and “disagree” scales showed the same percentage equally (26.32%). In the other words, women are no better than men in language learning. In short, most students believe that good language learners are special gifts, or talented learners. Half believe that age play a role in language learning, but gender and subject preferences are not related to the ability to learn a language. Almost half of them

believed that they are “good language learners” while less than half although in still the relatively same proportion are not sure if they are.

### **Beliefs about Difficulty of Language Learning**

The second area of the modified BALLI items addresses difficulty in language learning. Vibulphol (2004) analyzed her modified BALLI while adding extra items concerning alphabet systems. Items 10, 15 and 2 in Table 4.3 deal with the difficulty of languages. Item 2 reveals time spent mastering English. Item 11 concerns self-efficacy in learning English. Items 12, 13, and 14 reflect the difficulty of language skills. The results are presented in Table 4.3 for items 10 through 15 while the multiple choices from part II are presented in Table 4.2.

**Table 4.3** Grade 9 EP students’ beliefs about the difficulty of language learning from multiple choices in part II by percentage (N=57)

<b>Statements</b>	<b>Percentage (%)</b>
<b>1. I think English is :</b>	
a) a very difficult language	0.00
b) a difficult language	7.02
c) not so easy but not that hard	73.68
d) an easy language	15.79
e) a very easy language	3.51
<b>2. If someone spent an hour a learning English, how long would it take him or her to speak English well?</b>	
a) less than a year	33.33
b) 1-2 years	31.58
c) 3-5 years	19.30
d) 5-10 years	7.02
e) you can’t learn speaking English well in an hour a day	8.77

**Table 4.4** Grade 9 E.P students' beliefs about the difficulty of language learning by percentage (N=57)

Items	Statements		
	Disagree	Neutral	Agree
10. Some languages are easier to learn than others.	10.53	24.56	64.91
11. I believe that I will learn to speak English well.	3.51	40.35	56.14
12. In learning English, it is easier to speak than to understand what people say.	24.56	42.11	33.33
13. In learning English, reading is easier than speaking and listening.	14.04	36.84	49.12
14. In learning English, writing is easier than speaking and listening.	29.82	42.11	28.07
15. It is difficult for Thai people to learn English because of the difference in the alphabet system.	42.11	42.11	15.78

Note: Disagree is for the responses "1" and "2". Neutral for the responses "3" and Agree for the responses "4" and "5".

More than half of the students (64.91%) agreed to some degree that some languages are easier to learn than others while only 10.53% disagreed with this statement. When asked about the degree of difficulty involved in learning language, the vast majority of the students (73.68%) rated English as being neither too easy nor too hard to learn. None of them rated English as a very difficult language. Almost 20% rated English as an easy or very easy language (15.79% and 3.51%, respectively).

In addition, 42.11% did not agree that there is a different in alphabet systems between English and Thai. With the same frequency, students rated this statement in the "neutral" scale. Only 15.78% agreed with this concept. Students were more evenly split reading the length of time it takes to learn to speak English: 33.33% believed that it would take less than a year. 31.58% believed that it would take 1 to 2 years, 19.3% believe that it would take 3 to 5 years, and 7.02% reported it would take 5-10 years. The remaining 8.77% believed that one cannot learn to speak it by

practicing for only an hour a day. In sum, most students are optimistic about the length of time it takes to acquire the language. With regard to students' potential to learning English, more than half of the respondents (56.14%) were optimistic that they would be able to speak English well. However, 40.35% reported being unsure about this statement, and only 3.51% did not believe that they would be able to speak English well. With respect to the difficulty of aural productive and receptive skills, the majority (42.11%) neither agreed or disagreed with this concept, while almost one-quarter of the students (24.56%) disagreed with this concept and 33.33% agreed with this belief. For reading skills, 49.12% agreed that reading was easier than listening and speaking. However, 36.68% responded in the "neutral" scale or indicated uncertainty, only 14.04% reported disagree with this statement. For writing skills, 42.11% reported either agreeing or disagreeing with this concept. In addition, almost equal numbers of respondents agreed or disagree (28.07% and 29.82%, respectively) that writing is easier than speaking and listening.

In brief, the results from the modified BALLI items in the category of difficulty of language learning show that the majority of grade 9 E.P students reported their beliefs that some languages are more difficult to learn than others. They also viewed EFL as a language of medium difficulty that they could manage to achieve learning. Regarding the three language skills; reading, writing, and speaking, the majority of the students view and perceive such skills to be easier than others.

### **Beliefs about the Nature of Language Learning**

This third category of modified BALLI includes a broad range concerning the nature of the language learning. Items 16 through 22 are illustrated in Table 4.4; items 18, 19, 20, and 22 related to the roles of vocabulary, grammar instruction, translation, and memorization in learning English. Cultural knowledge and language immersion are addressed in item 16 and 17. Finally, item 21 determines if the learners view language learning as different from other subjects.

**Table 4.5** Grade 9 EP students' beliefs about nature of language learning by percentage (N=57)

Items	Statements		
	Disagree	Neutral	Agree
16. It is necessary to know the customs, the cultures, and the way of life of English speaking people (such as the British, Americans or Australians) in order to speak English correctly and appropriately in particular context.	24.56	28.07	47.37
17. It is best to learn English in an English-speaking country such as England, The United States, or Australia.	17.54	28.07	54.39
18. Learning a vocabulary word is an important part of learning English.	5.26	12.28	82.46
19. Learning the grammar is an important part of learning language.	21.05	19.30	59.65
20. Learning how to translate from Thai is an important part of learning English.	15.78	31.58	52.63
21. Learning English is different from learning other academic subjects.	24.56	42.11	33.33
22. Learning English involves a lot of memorization.	21.05	38.60	40.35

Note: Disagree is for the responses "1" and "2". Neutral for the responses "3" and Agree for the responses "4" and "5".

Responses to item 18 indicated that the vast majority of students (82.46%) agreed that vocabulary learning is important when acquiring a new language. Grammar learning (59.65%), translation (52.63%), and memorization (40.35) showed similar trend. However, about one-fourth of students (21.05%) disagreed that grammar learning is important while 31.58% neither agreed nor disagreed on the importance of translation as a part of learning. Memorization in English learning was not explicit, although 40.35% agreed with this statement. However, the percentage of responses falling in the "neutral" scale (38.60%) is quite close to those who agreed.

Only one quarter of the students (21.05%) disagreed that learning language did not rely much on memory. The role of cultural contact in language learning reflects the students' understanding of the importance of gaining a pragmatic linguistic awareness for effective communication. Only 47.37% believed that it is necessary to know the culture of the foreign language in order to speak the language well, while 24.56% disagreed with this concept; the rest (28.07%) were undecided. In the same direction, although, most students (54.39%) agreed with the statement "It's best to learn English in an English-speaking country." 28.07% remained unsure and 17.54% disagreed with the statement. Finally, the perception of learning English in relation to learning other subjects was defined, although the results varied. The majority (42.11%) indicated a neutral response. Similarly, 33.33% agreed that learning language is different from learning other subjects. Only 24.56% disagreed, indicating that learning a language is no different from learning other academic subjects.

It can be summarized from the results that many students value the importance of learning vocabulary, grammar, memorization, and translation skills as core elements of a foreign language learning, but they find that learning language tends to differ from learning in other subjects. They also believed that acquiring English can best be achieved via cultural contexts and environment clues from English-speaking countries.

### **Beliefs about Learning and Communication Strategies**

This category consists of two main elements to assess; learning strategies and communication strategies. Items 25, 27, 30, and 31 assess learning strategies while items 23, 24, 26, 28, and 29 assess communication strategies (Vibulphol, 2004).

**Table 4.6** Grade 9 E.P students' beliefs about learning and communication strategies by percentage (N=57)

Items	Statements		
	Disagree	Neutral	Agree
23. It is important to speak English with a correct pronunciation.	1.75	22.81	75.44
24. We should not say anything in English until we can say it correctly.	85.96	7.02	7.02
25. I enjoy practicing English with the foreigners I meet.	29.82	29.82	40.34
26. It is OK to guess if we do not know a word in English.	17.54	40.35	42.11
27. In learning English, it is important to practice a lot.	3.51	17.54	78.95
28. I feel timid speaking English with other people.	31.57	43.85	24.56
29. If beginners are permitted to make errors, it will be difficult for them to speak it correctly later on.	29.82	33.33	36.84
30. In learning English, it is important to practice with cassettes or tapes.	24.56	38.59	36.84
31. In learning English, it is important to practice by listening to TV or radio programs in English frequently.	8.78	21.05	70.17

Note: Disagree is for the responses "1" and "2". Neutral for the responses "3" and Agree for the responses "4" and "5".

In regard to learning strategies, although the majority (40.35%) enjoyed practicing English with the foreigners they meet, 29.825% did not agree; a similar proportion (29.825%) either agreed or disagreed with this statement. The vast majority of respondents also agreed that "In learning English, it is important to practice a lot" (78.95%) and by listening to TV or radio programs in English frequently" (70.17%). Only 3.51% disagreed with the former statement and 8.78% disagreed with the latter.

When the first BALLI was developed in 1987, multimedia technology was limited. However, students participating in this study were born and raised in the heart of the multimedia technology age. Consequently, only 36.84% agreed that it is important to practice with cassettes or tapes; most respondents (38.59%) neither supported nor disapproved this statement, and almost one-quarter of them (24.56%) disagreed.

With regard to communication strategies, some items found unanimity while some items found ambiguity. The vast majority shared a common consensus on the concepts that learners should have pronunciation accuracy (75.44%) but did not endorse the concept, “We should not say anything in English until we can say it correctly” (85.96%). This can imply that many students are quite confident about speaking English with a certain degree of pronunciation accuracy but they are not shy to make mistakes when they speak. However, they did not have a common consensus on certain items. For example, 42.11% agreed that “It is OK to guess if we do not know a word in English”, and relatively the same proportion (40.35%) reported being unsure about this concept. Only 17.54% disagreed with this concept. “A word in English” could have somewhat different meanings for students as they study other subjects in English as well. Therefore, some scientific or mathematics terminology is definite for them. Inaccurate guessing possibly means wrong meanings or wrong concepts for them, so they could apply different strategies to guess or try other ways to understand an unknown, “word in English.”

Responses to the statement “I feel timid speaking English with other people” seem to have been confusing for students due to the phrase “other people”. Indeed, 43.85% felt unsure about this statement, while 31.57% disagreed and 24.56% agreed. It could be that students are in bilingual settings at school and some of them even experience bilingual environments at home with family members and peers, so they are not shy about speaking English, but speaking English in different environments like talking to friends from different programs, with other foreign teachers who do not teach them, or with other people in general is another issue. Regarding the statement “If beginners are permitted to make errors, it will be difficult for them to speak it correctly later on”, 36.84% agreed, indicating concerned for immediate correction and

accuracy. However, nearly the same proportion 33.33% responded that they neither supported nor disapproved, and 29.82% disagreed with this concept. Students might perceive errors differently. They could be errors in pronunciation, or sentence. Thus, contrasting responses emerged.

In brief, students are confident about speaking English and do not mind making mistakes when they speak. They also highly value opportunities to practice English by using a variety of multimedia. However, some ambiguous results need more investigations for better understanding the doubts that emerged.

### **Beliefs about Motivations and Expectations**

The modified BALLI items 32 through 39 assess the last category of BALLI, motivations and expectations. Some items were added by Vibulphol (2004) as previously mentioned to assess the importance of learning English as an EFL context, especially in Thailand. Table 4.7 shows the results of items 32, 33, 34, 35, 36, 37, 38, and 39 concerning motivations and expectations of English learning.

**Table 4.7** Grade 9 EP students' beliefs about motivations and expectations by Percentage (N=57)

Items	Statements		
	Disagree	Neutral	Agree
32. Thai people feel that it is very important to learn English.	10.53	49.12	40.35
33. I would like to learn English so that I can get to know people who speak English (such as the British, Americans, or Australians) better.	5.26	28.07	66.67
34. If I can use English well, I will have better opportunities for a good job.	1.75	22.81	75.44
35. I want to be able to speak English well.	0	10.53	89.47

**Table 4.7** (Continued)

Items	Statements		
	Disagree	Neutral	Agree
36. I would like to have friends from other countries.	15.79	21.05	63.16
37. I want to learn English well because it can help me access information from around the world.	5.26	15.79	78.59
38. English is important for higher education levels.	3.51	8.77	87.72
39. Learning English will help me in communicate with people from other countries because English is an international language.	1.75	3.51	94.74

Note: Disagree is for the responses “1” and “2”. Neutral for the responses “3” and Agree for the responses “4” and “5”.

The results from most items showed clear agreement; the notable conception is item 32. The majority (49.12%) were unsure about the statement “Thai people feel that it is very important to learn English”, whereas 40.35% agreed, only 10.53% disagreed. However, a large number of students agreed with these items: 66.73% agreed that learning English can help them get to know people who speak English better; 75.44% believed that if they can use English well, they will have better opportunities for a good job; 89.47% wanted to speak English well; and 63.16% agreed that having more friends from other countries is one of their motivations. Another aspect for motivation is being able to access information globally, and 78.95% agreed with this concept. Items 38 and 39 showed similar results. Most students (87.72%) endorsed the concepts that English is essential for their higher education and almost all of them (94.74%) reported having a strong belief that learning English would help them in communicate with people from other countries because English is an international language.

In summary, many factors identify what drives these students in learning English. Most want to speak English, and a huge number of the respondents valued learning English as an international language as English can help them become more globalized. Making friends from around the globe, having access to more information

from around the world, and having better job opportunities and better choices for higher education are cases in point.

### **Qualitative Findings**

The main purpose of the qualitative finding phase is to explore grade 9 EP as language learners' beliefs about language learning and how these beliefs influenced their learning motivations and strategies. Interviews were employed to explore whether language learners' are influenced by their beliefs and what kinds of attributions learners make to deal with failure or success. My hypothesis is that people's thoughts, behaviors, endeavors, attitudes and strategies are influenced by beliefs. Therefore, grade 9 EP students in this study could be influenced by their beliefs about language learning.

This part discusses the findings about grade 9 EP students from Suankularb Wittayalai Rangsit, in Prathum Thani Province who participated in an interview. The interview questions are interrelated to the five categories evaluated by BALLI as follow: 1) beliefs about foreign language aptitude, 2) beliefs about difficulty of language learning, 3) beliefs about nature of language learning, 4) beliefs about learning and communication strategies, and 5) beliefs about motivations and expectations. All the information gained from the qualitative study phase is used to answer three research questions for this study:

- 1) What are the beliefs about English as foreign language learning among grade 9 EP students at Suankularb Wittayalai Rangsit School?
- 2) What are the positive beliefs about language learning that encourage the learners in learning English as a foreign language?
- 3) What are the negative beliefs about language learning that enfeeble the learners in learning English as a foreign language?

The intention for conducting this qualitative study phase is that any findings obtained from this study cannot be claimed as a definite conclusion or generalization about beliefs about language learning for the entire population of bilingual learners in Thailand. The data from the BALLI survey and the emerging topics in the interview were considered to elaborate upon the relationship among the beliefs about language learning for the two grade 9 EP students only. The outcome from this study might not suit other conditions, but they can provide useful information for educators, school administrators, teachers, parents and the learners themselves. Understanding particular preconceived beliefs about language learning can influence the way the learners' succeed or failure.

The following sections provide background information on the two informants; Namo and France, as well as their class in order to understand their personalities and understand more how these students acquired their beliefs.

### **The Two Informants**

This qualitative study phase included two grade 9 EP students from Suankularbittayalai Rangsit School. Both participants had been enrolled in this program for five semesters at the time of the interview. Both were willing to answer the interview questions with permission from their parents.

Namo was a 14-year-old student, who has been studying English since kindergarten. She defined herself as an average learner. Apart from English, she also learned basic Chinese at her previous primary school and at the time of the interview was attending an arts program, and majoring in Chinese in her high school (grade 10) at Suankularbittayalai Rangsit School. The strong competition in the undergraduate program was the reason why she discontinued her EP plan during high school. She did not believe that EP plan for high school was challenging enough to prepare her to pursue her preferred college or faculty as all the tests are administered in Thai. What she learned from the EP plan was not exactly what the tests or national test for this program cover. This is a drawback for all EP students. She anticipated that, in the near future, Chinese would be useful for finding better job opportunities for the upcoming

Asian Economic Community (AEC) plan. She also reported that she was not as good at math and science. She prefers languages and social studies. Her ambition is to study abroad. English is not extensively spoken among her family members, but she took some extra classes outside her regular classroom activities including completing English tutorial classes and going abroad on family vacations. She described herself as a shy learner before joining the EP program three years ago. Her family takes a great effort to support her, and they make important decisions together, such as selecting schools, selecting programs and so on based on her desires. She also reported that she was not an extroverted student who felt compelled to get to know new friends and the new environment during her first year of the EP at Suankularbittayalai Rangsit School. She also struggled with the changes to the teaching and learning process in the bilingual program, like teaching instructions being provided entirely in English, class materials, homework and assignments (packets), assessments, and the grading system focused on class participations and completing packets rather than test scores. Her biggest constraints in class were listening and speaking. She was not sure if what she heard was correct, and she had no idea about to express her problems. She needed more time to review, and take notes on what she learned, and she had extra classes after school. Eventually, she gained more confidence learning bit by bit. She spent two semesters trying to fit in and enjoy the program. Most of her friends are students of the same program as these students do not have to move their classrooms to study different subjects, like regular program students.

France was a 14-year-old student has been studying English since kindergarten. She attended a bilingual primary school. Thai and English are spoken among her family members. It was her decision to join the EP curriculum as she hopes to study abroad. English is her favorite subject. Math is her least favorite. She described herself as an average learner who enjoys studying, even if sometimes the results did not turn out as well as she expected. Now she is attending her high school's arts program, majoring in German to pursue a new challenge in a new environment. Although familiar with bilingual learning, she also has some constraints along the whole program. For example, course instructors expect active learning from active learners, yet she was quite shy and doubtful about her capability to complete

homework on her own without assistance like she had before from her previous private bilingual primary school, where instructions were helpful and sometimes interpreted in Thai and the tasks were more comprehensive. The homework and quizzes were overwhelming for her during the first few semesters. She felt that she finally back on track and could *get along* well with this program, and she was sure she wanted to continue studying English as well as a third language. France also reported travelling to Korea during her school breaks and attending summer class with international students there. She enjoyed her living abroad and perceived some new dimensions of how people study there and how well the Korean students in her class contribute their efforts to speak English well. She also reported having both small group and private tutoring sessions. Later, she preferred to rely on her self-study, reading a lot and reviewing daily lessons. Overall, France is quite satisfied with this program. She thinks she is ready to go on and eager to try new things like a new school, new friends, and new challenges.

To answer the first research question; (i.e., ‘What are the beliefs about English as foreign language learning among grade 9 EP students at Suankularbwitayalai Rangsit School?’), information from the following topics is concerned:

- 1) Motivations and expectations
- 2) Beliefs about foreign language aptitude
- 3) Beliefs about difficulty of English leaning
- 4) Beliefs about one’s own English ability
- 5) Beliefs about the nature of language learning
- 6) Beliefs about practices

### **Motivations and Expectations**

This section presents the findings about the two grade 9 EP students,; Namo and France, who were interviewed regarding self motivation for English learning. The responses to the BALLI items 32 through 39, together with the interview data, were analyzed to examine the relationship between the grade 9 EP students’ beliefs about motivations and their expectations.

**Table 4.8** Informants' responses to beliefs about motivations and expectations by percentage (N=2)

items	Student's responses	
	Namo	France
32. Thai people feel that it is very important to learn English.	agree	neutral
33. I would like to learn English so that I can get to know people who speak English (such as the British, Americans, or Australians) better.	agree	strongly agree
34. If I can use English well, I will have better opportunities for a good job.	agree	strongly agree
35. I want to be able to speak English well.	strongly agree	strongly agree
36. I would like to have friends from other countries.	disagree	strongly agree
37. I want to learn English well because it can help me access information from around the world.	strongly agree	strongly agree
38. English is important for higher education levels.	agree	strongly agree
39. Learning English will help me in communicate with people from other countries because English is an international language.	Strongly agree	Strongly agree

In general, the two students reported having a high motivation for English learning. Both also believe that English is important for education, especially higher-level, job opportunities, and communication with other people worldwide. However, Namu did not mention having a motivation to learn English because she wanted to make friends with people who speak English while France mentioned she did. They both responded that they 'strongly agree' with item 35, "I want to be able to speak English well" The interview data confirmed this result. As mentioned earlier, the two students are average learners and quite shy. However, they chose to study in the EP plan, suggesting that their motivation for English learning is relatively high; otherwise they would not enroll in this program in the first place. The following excerpt illustrates how their motivation for English learning drove them into the EP plan. The

example of the excerpt shown is evidence of their awareness of the relationship among motivation, expectation, and success in English learning. Both also reported that they gained more confidence and satisfaction after making good progress in their class.

**France:** “I have an impression of my idols speaking English very well and I wanted to be like them.”

**Namo:** “I do not like math but if I take English, it is easier and much more fun compare to pure math and I am kind of happy learning English, or learning math through English language.”

**France:** “I believe that learning English is important. As my second language, English is becoming widely spoken around the globe. We need to learn and get ready to deal with the changing trend.”

**Namo:** “I feel that some foreigners think that Thai people can’t speak English and are somehow illiterate. I want to learn to be able to at least communicate with them.”

In this excerpt, France and Nammo implied that Thai people need to be good at English because it is important to be ready for higher education, communication, and opportunities. To elaborate more about the relationship between motivation and language learning, the interview data revealed that the two students believe in the effects of motivation on language learning success. They also asserted that belief was an intrinsic motivation. This following excerpt is discussed in point.

**Namo:** “I think you have to love it and be passionate about it and try harder.”

**France:** “Right, I see some people are not geniuses but they like it and try really hard and they can make it too.”

In brief, both students hold strong motivations about goal determination. Their motivations are both intrinsic and extrinsic. Their motivations for learning English and their expectations are evident in these excerpts. Both students reported being highly motivated learners aware of the relationship between motivation and language learning success.

### Beliefs about foreign language aptitude

Beliefs about foreign language aptitude were evaluated by integrating responses to the BALLI survey items 1, 3, 5, 7, and 9. As mentioned in chapter 2 this can help identify the negative effect of this kind of belief.

**Table 4.9** Informants' responses to beliefs about language aptitude

Items	Namo's responses	France's responses
1. It is easier for children than adults to learn a foreign language.	agree	strongly agree
3. Thai people are good at learning foreign language.	agree	neutral
5. People who are good at mathematics or science are not good at learning foreign languages.	strongly agree	neutral
7. Women are better than men at learning foreign languages.	neutral	strongly disagree
9. Everyone can learn to speak a foreign language.	strongly agree	strongly agree

The two students are not likely to risk the negative effects of the beliefs in this category. Both students reported believing that some people had a special gift for being successful in learning foreign languages; they also believe that learners' motivation and hard work are important elements that contribute to successful language learning rather than having an innate ability or being a prodigy. The two students showed their endorsement of beliefs of foreign language aptitude in the survey and interview by 'strongly agree' to the statement that 'everyone had potential

to learn a foreign language' (item 9). However, both students believed that some learners had more potential to be successful in language learning than others.

France 'strongly agreed' while Namon only 'agreed' to the concept that young learners had more potential to be successful language learners than adult learners. Both students were 'neutral' about gender issue (i.e., they did not know if women would have a superior language ability over men). Nevertheless, they reported different beliefs on item 5. Namon strongly agreed that people who were good at mathematics or science did not have language learning ability while France reported a neutral belief about this statement.

They also believed that potential ability was not only factor that could contribute to success. Learners' attributes motivation, effort, braveries when taking risks, and confidence, can contribute learning success. Evidence that supports this argument is shown in the following excerpts.

S: To learn a language well, do you have to love doing it, ready to take risk making mistakes or failure?

Both: Right, we have to.

N: 'I take the risk to improve later from my mistakes. I learn from them.'

F: 'When you love doing something, like learning a language, you feel it is okay to be wrong sometimes.'

S: 'Are you a talented learner or a hard working learner when learning a language?'

F: "I'm a hard working one."

N: "I think I'm talented because it doesn't take me much effort to understand compare to other subjects. I can comprehend it easily."

**S:** “Which element is more important; talent or effort?”

**F:** “Both, I think if you are talented but you do nothing about it, it’s wasting.”

**N:** “Yeah, I think hard working learners do better than talented learners.”

Thus, both students reported believing in the existence of foreign language aptitude and their own language learning did not show negative influences from this set of beliefs. They also reported having made efforts in their own learning to overcome their limitations when learning English.

### **Beliefs about difficulty of English leaning**

Many scholars suggested that this set of beliefs might have negative influences on learners’ success in language learning. The negative beliefs are related to anxiety and learning achievement. By contrast, learners who believed that learning a target language is easy are likely to have low anxiety and do well in learning. In some cases, underestimating of the difficulty of language learning might not satisfy the learners either. Learners who consider the target language to be simple but cannot make as much improvement as they expected might become discouraged and drop out. The analysis of BALLI survey items 4, 10, 12 through 14 as well as part II questions together with the interview data are employed to probe the two students’ beliefs about the difficulty of English learning. These four topics are presented in the following order:

- a) Difficulty of language in general
- b) Difficulty of English
- c) Difficulty of each English skill
- d) Time requirement to master English

### **Difficulty of Language in General**

The two students reported that they agreed with the statement ‘It is easier for someone who already speaks a foreign language to learn another one.’ (item 4). It can be implied that the two students endorse the concept that learning a third language is more convenient if they can master the second one in the same way. The following excerpts support this finding.

S: ‘Namo, you’ve practiced Chinese, is it easier for you to learn Chinese after you feel you are good at English at some level?’

N: ‘I think they are same to learn even though they are different. Once I get better with the second language, I feel more confident learning another one.’

F: ‘I choose German for my high school study plan but I’d like to learn French too. I’d like to learn French because I want to learn more about something related to the origin of my name.’

Regarding responses to item 10, ‘some languages are easier to learn than others’, both students reported being ‘neutral’. Unfortunately, the interview did not detect any information related to the response to item 10.

### **Difficulty of English**

Both students reported that learning English language was ‘somewhat difficult’. The interview data revealed that they have both taken a long time to learn English, although they recognize that they have a lot to learn. They did not admit to having mastered all aspects of learning English but they were quite satisfied with their progress. For example, Namo gained more confidence in speaking and developed better writing, yet speaking remains her weakness. This excerpt supports the finding.

S: “From your first day as an EP student to today, how do you rate yourself learning English?”

N: “It is much different from that day until now, I have been exposed more and more to the EP environment, having more chance to speak English. I’m more courageous and my writing is better. Still, speaking skill is not my best anyway.”

S: “Why is that?”

N: “I understand but I cannot deliver it in long sentences fluently.”

### Difficulty of Language Skills

BALLI items 12 to 14 are analyzed to define this aspect. France responded neutrally to all items evaluated, suggesting that she feels that speaking, listening, reading and writing are the same level of difficulty. Namo’s responses are same as France’s on items 12 and 13 but she disagreed that writing is easier than speaking and listening.

**Table 4.10** Informants’ responses to Beliefs about difficulty of English learning

Items	Namo’s responses	France’s responses
4. It is easier for someone who already speaks a foreign language to learn another one.	agree	agree
10. Some languages are easier to learn than others.	neutral	neutral
12. In learning English, it is easier to speak than to understand what people say.	neutral	neutral
13. In learning English, reading is easier than speaking and listening.	neutral	neutral
14. In learning English, writing is easier than speaking and listening.	agree	neutral

Her response was consistent with the interview data:

S: "Among the four skills of learning English, rating from 1 to 10, how do you rate yourself,? starting with speaking."

F: "7"

N : "4"

S: "Seriously? How come?"

N: "I don't know. I don't practice much speaking compare to other skills. I only ask questions but I don't deliver my talk in long sentence."

S: "what about listening?"

F: "5"

N: "7"

S: "reading?"

F/N: "5"

S: "writing?"

F: "5"

N: "8"

### **Time requirement**

Although both students reported that English was a somewhat difficult language to learn, they responded differently about time requirement for a person who practices speaking English one hour a day in order to be able to speak English well.

Nevertheless, the findings are consistent with their previous responses when they scored themselves on different language skills. France believed that those who want to master speaking English need one to two years. Her self-score for speaking was 7 which was higher than Namó's self-score; thus she might see it does not take a person long to learn to speak. Namó was quite unrealistic, giving 5 to 10 years for those who wanted to speak English well. Namó scored her speaking skill quite poorly, 4 out of 10. It is possible that the learners interpreted the phrase 'speaking well' differently. Speaking well might refer to the type of practice, quality of speaking, expectations, and so on. In addition, the two students have different personalities. These factors can affect their responses. More details on this aspect are discussed later.

In sum, both students believed that learning different languages is the same. They do not believe that learning one language is either easier or harder than learning another. They have different self-perceptions about different language learning skills. They did not estimate themselves as master of English but both were satisfied with their progress based on their natures which affected their responses to the item time required to master speaking English.

### **Beliefs about One's Own English Ability**

This set of beliefs relates to self-perception or self-efficacy. This section presents the findings from the two students' responses to BALLI items 2,6,11, and 15 together with the findings from the interview.

**Table 4.11** Informants' responses to Beliefs about one's own English ability

<b>Items</b>	<b>Namó's responses</b>	<b>France's responses</b>
2. Some people have special ability for learning foreign languages such as English.	strongly agree	strongly agree
6. I have a special ability for learning foreign languages.	agree	strongly agree

**Table 4.11** (Continued)

<b>Items</b>	<b>Namo's responses</b>	<b>France's responses</b>
11. I believe that I will learn to speak English well.	strongly agree	agree
15. It is difficult for Thai people to learn English because of the difference in the alphabet system.	disagree	disagree

Namo was quite positive. She holds the belief that she has a special ability in learning foreign languages. Both students believe that some people have a special ability for learning foreign languages. France has strong beliefs in her self-efficacy than Namu does. They both reported believing they would ultimately learn to speak English well (item11).

Although having strong beliefs about this aspect, Namu was still quite pessimistic when scored her speaking skills. Both disagreed with item 15 that Thai people have some difficulty learning English due to the different alphabet systems. In this excerpt, Namu and France revealed different levels of confidence when using English.

S: "How confident are you in using English rating from 1 to 10?"

F: "7"

N: "5"

S: "How come?"

N: "I'm not confident in speaking. It's my weakness."

F: "Writing is my weakness. The others are compromising."

To assure the finding about self-efficacy, the two students insisted that they were happy with the EP plan and their gains anyway.

S: “In brief, are you happy with the results of EP plan and what you gained from this program?”

N: “I’m happy with it but there is a lot to do to improve my skills.”

F: “Me too, I’m happy at some level.”

N: ‘Yes, I know I’m shy. That’s why I’m not very confident but at some point. I have to be confident to at least get a better score for class performance.’”

Both students reported different beliefs about their own potential and ability in learning English. France seemed to be more verbally expressive as she is more confident than Namu in her speaking skills. Namu, on the other hand, is shy and less verbally expressive; rather she is better in writing and listening. As can be seen from their background discussed earlier, they employed different learning styles as well. Namu prefers pre-reading and note-taking whereas France focuses on reading and reviewing lessons.

**Table 4.12** Informants’ responses to Beliefs about the nature of language learning

Items	Namu’s responses	France’s responses
16. It is necessary to know the customs, the cultures, and the way of life of English speaking people (such as the British, Americans or Australians) in order to speak English correctly and appropriately in particular context.	disagree	neutral
17. It is best to learn English in an English-speaking country such as England, The United States, or Australia.	strongly agree	strongly disagree
18. Learning a vocabulary word is an important part of learning English.	strongly agree	strongly agree
19. Learning the grammar is an important part of learning language.	agree	strongly agree

**Table 4.12** (Continued)

<b>Items</b>	Namo's responses	France's responses
20. Learning how to translate from Thai is an important part of learning English.	strongly agree	strongly agree

### **Beliefs about the nature of language learning**

According to Horwitz (1987), beliefs about the nature of language learning can influence foreign language learning methods and time spent learning the language. She indicated that learners who believe that learning English is a matter of learning vocabulary and grammar might have a limited view of language learning and utilize their time learning these two components. In this section BALLI items 16 through 20 are analyzed along with interview data.

In terms of the importance of cultural knowledge, Namo disagreed with the belief that English learners should learn about English speakers' cultures. France responded to this belief neutrally. However, the interview data revealed that they were both concerned about cultural issues.

N: "It's necessary to learn cultural issues. Sometimes, some expressions are considered impolite or inappropriate to foreign teachers. They gave us warnings."

F: "Right, if we say something wrong or inappropriate, the teacher is displeased."

Both students also reported experiencing of culture shock in their classes but they did not mention specific example. They had different beliefs about the benefits of language immersion (i.e., learning English in English speaking countries like England, America, and Australia). Namo strongly agreed that this was the best approach whereas France strongly disagreed. Unfortunately, no solid evidence from the interview justified their beliefs. However, their different background in language

immersion provides important clues. France had more experience than Namon in acquiring a language in other culture where her mother tongue was not spoken as she spent three months in Korea. As she does not know Korean, she had to speak English there all the time. This experience might have shaped her concepts about being able to master English in a non-native English-speaking environment by using English as the medium of communication. In contrast, Namon has never spent enough time abroad to expose her to English learning. In addition, it is her goal to study abroad. Therefore, Namon believes that learning English in native speaking countries is critical.

Furthermore, when responding to the question about native and non-native English teachers, neither student mentioned their preferences. However, they both admitted that it took them some time to acclimate to the teachers' variations and different accents. They both admitted that they had problems with listening comprehension in class and it took them two semesters or almost a year to adjust. Now they feel much more comfortable when they talk to their familiar foreign teachers. Non-native English speaking teachers like Filipina and Japanese were difficult to comprehend initially, but later students managed to understand them after some time.

S: "Are there any differences in understand native and non-native English teachers in your class?"

Both: "Yes, there were."

N: "I did not get what the non-native English teachers said."

S: "Why was that?"

N: "I had to get used to native accents. It was easy to guess even they pronounced it differently. You have no idea, I can't tell if it was Scottish or Irish. For non-native teachers, if they pronounced words in different ways, I was stunned. For example, my substitute Japanese teacher, she tried to say "start", instead, I heard her say "starto" and I was a bit confused at first."

S: “What about Filipina teachers?”

F: “They have a unique accent though. But, I’m fine with that. It was understandable. I admit that I learned a lot from them too.”

Regarding the two students’ beliefs about the importance of vocabulary, the two data resources are consistent. For BALLI item 18, both students reported having strong beliefs about learning vocabulary. They believe that it is important to know and learn vocabulary as they were in the EP plan. For them, ‘vocabulary’ includes everything they learned in English such as everyday vocabulary, key terms and terminology in science, idioms, and math operation terms.

N: “When it comes to scientific terms, they are not frequently used in daily life. I learned them separately because it has to be exactly as it is defined.”

F: “I think they are all the same to me, I treat them the same by reviewing them anyway.”

F: “Sometimes I learned them by heart but not always.”

N: “I sometimes learned them by heart too but I spent more time understanding them first.”

Thus, both students need to have certain strategies to deal with this problem. Memorizing words and spending time understanding the terms are cases in point. Regarding the importance of grammar, both students agreed that grammar is important when learning English (item19). However, the interview data show a different degree of grammar emphasis. Namon reported that grammar was necessary when it comes to writing and making it right; whereas France believed that grammar was not a big deal for her.

S: “Is it necessary to have accurate grammar when you learn English?”

N: “Yes, I think so. It’s necessary when I have to write something like an essay. I wanted to make it right.”

F: “It is not quite for me if the teacher doesn’t emphasize grammar, like writing a blog. We are free to write what we’d like.”

In terms of the importance of translation (item 20), both students reported having strong beliefs about this aspect. However, little solid evidence from the interview justifies that they took translation seriously in their class activities because they did not have to translate what they learned into Thai. They used a dictionary to assist them in translation for literature subject.

F: “I need a dictionary to help me translate if I encountered problems like in literature. I thought I got it but it was hard to explain in Thai and I can’t simply explain to other people.”

N: “Me too, I can explain at some level but not so smoothly and perfectly.”

In short, the survey data and the findings from the interview revealed consistent findings in two beliefs; grammar and vocabulary which affect their learning styles and learning strategies. However, they did not show a clear-cut implication as to whether they prefer form to function. It seems that they both combine rules with practices in different class activities that provided them with more opportunities to explore and complete tasks. For translation, neither student often translated what they learned in class into Thai. Therefore, they agree that translation is important, but they did not focus on translation as a main element of learning English. For language immersion benefits, the two students had different beliefs based on their experiences. This point will be discussed in final part of this paper.

### **Beliefs about Practices**

Practicing English for grade 9 EP students in this study includes speaking and listening tasks in class, reading activities, and writing activities like journals and

blogging. Outside class activities/hobbies related to learning English are also evaluated. This section examines grade 9 EP students' beliefs about the importance of practicing English learning based on BALLI survey items 21 through 31 together with interview data.

**Table 4.13** Informants' responses to Beliefs about Practices

Items	Namo's responses	France's responses
21. Learning English is different from learning other academic subjects.	strongly agree	agree
22. Learning English involves a lot of memorization.	agree	agree
23. It is important to speak English with a correct pronunciation.	strongly agree	strongly agree
24. We should not say anything in English until we can say it correctly.	strongly disagree	strongly disagree
25. I enjoy practicing English with the foreigners I meet.	agree	neutral
26. It is OK to guess if we do not know a word in English.	agree	agree
27. In learning English, it is important to practice a lot.	strongly agree	strongly agree
28. I feel timid speaking English with other people.	strongly disagree	neutral
29. If beginners are permitted to make errors, it will be difficult for them to speak it correctly later on.	strongly agree	strongly agree
30. In learning English, it is important to practice with cassettes or tapes.	strongly agree	strongly agree
31. In learning English, it is important to practice by listening to TV or radio programs in English frequently.	agree	strongly agree

Regarding students' listening and speaking practices, both admitted to having anxiety and feeling of fear of failure to speak correctly, or use an incorrect pronunciation and poor English accent at the beginning of their first two semesters of the EP plan.

These following excerpts support these findings.

S: "Were you afraid to talk and to respond in English?"

F: "I was, I kinda worried about everything during the first two semesters."

N: "Me too"

S: "Did this feeling affect your behavior?"

F: "I barely spoke in class especially in English if I was not asked to."

N: "I was discouraged to talk and avoided teacher's eye contact, hoping he would not pick me to answer his question."

S: "Did you have chance to speak English with your classmates?"

N: "Not quite, nobody speaks English if it wasn't monitored in English."

F: "I tried speaking with my friends in my group for like 10 or 30 minutes but before we realized it, we were back to speaking Thai."

S: "How long did you speak English in class?"

Both: "About three hours a day, roughly."

S: "What about outside classroom? Did you speak English?"

Both: “Not likely.”

Yet, as this evidence indicates both students agreed that ‘practice makes perfect’. On BALLI items 23 and 27, both students strongly agreed that when learning English, it is important to speak English with a correct pronunciation and it is important to practice a lot. They also agreed that learners could guess when they encountered difficulty using English (item 26) and learners should try to practice speaking English even though they knew they sometimes made mistakes (item 24). Namo, who considered herself poor in speaking agreed with item 25 that she preferred practicing speaking English with foreigners whereas France responded neutrally. In fact, they valued speaking was one of the most essential skills that needed to be learned and practiced in their early learning. Surprisingly, Namo strongly disagreed with item 28 “I feel timid speaking English with other people.” This seems to contradict her personality. As both seemed to focus on correctness, the students might be likely to prefer listening and speaking exercises in English class due to their awareness of class evaluation through class participations. Therefore, they both strongly agreed that they should be corrected immediately when they make mistake (item 29).

Both students overcame their limitations and compensated for what they lacked in their class performance to be better and survive in the EP plan by putting in more efforts and adjusting their attitudes to their goals seriously. They also reported doing other activities outside the classroom, and they seemed to enjoy practicing listening skills by listening to authentic materials such as English music or watching movies in their free time. This finding also corresponded to their response to BALLI items 30 and 31.

S: “What efforts do you make for practicing English?”

N: “I try to participate more in class compare to my first year here. I think watching soundtrack movies helped me a lot. Sometimes, I need Thai subtitles but if there wasn’t, I can at least see English subtitles.”

S: “Does it bother you if you can’t find subtitles?”

Both: “No”

N: “I got stuck by some words though. I faltered but I started to continue the following parts.”

F: “For me, I pretty much ignored the unclear utterance but I tried to understand the whole picture and that worked for me too.”

S: “What about listening to music?”

F: “I preferred listening to music and appreciate its melody and lyrics because watching movie takes time.”

Apart from the two skills mentioned earlier, both students seemed to focus their efforts on writing in English which took them time to accommodate forms (grammar and structure) into function (meaningful texts) as they realized that writing is also essential to EP plan evaluation.

F: “I focus more efforts on speaking and writing.”

N: “I had problem answering questions in science which sometimes asked us to describe such phenomena or rules. Of course, it has to be in complete sentences. Developing a paragraph in English was kinda new for me”.

F: “I was afraid that what I wrote was grammatically wrong or did not make sense but I tried to manage to make it become more understandable in a simple way.”

S: “Was it different from one subject to another?”

N: “Grammar is needed when it comes to writing tasks.”

F: “At first we didn’t care much, just wanted to get it done, but the teacher keeps correcting them and we learned to make it right”.

N: “In blogging, we don’t need to worry much about grammar but we have to in grammar class. In math, it is simple because we show our work in math problems with certain terms like slope, centre, acute triangle, obtuse triangle and so on. They are universal terms, so not much changes.”

Class activities are main elements for monitoring how EP students learn core subjects through English (grammar, literature, social studies, math and science). In the early learning for EP plan, the students thought they were prepared to pass the EP entrance examination, so they were “great” at some levels, yet, they still encountered many problems learning in this program. It seemed that they tried to manage learning this program by focusing on two main goals to succeed; communicative purposes and academic purposes. Listening and speaking seemed to be difficult for most EP students at first, but they adjusted quite well for communication purposes and gained more confidence in class participations. For academic purposes, class materials and examinations rely a lot more on understanding the concepts through key term definitions, relationships, and the development of an argument to justify the answers. Here comes the writing part is combined with extensive memorization. Both students valued their English learning based on different directed goals; (i.e., communicative and academic), therefore, they employed different learning strategies for different subjects taught in English. For example they could define whether the word they read was a commonly used English word or an academic term. At this point, form and function are valued differently. For communication, they seemed to focus on function to comprehend their input information to verify what they have to do or respond. On the other hand, for academic purposes, they seemed to focus more on forms for correctness and evaluations. These following excerpts explain how the two grade 9 EP students preferred their class activities.

S: “What kind of class activities do you prefer?”

N: “I prefer making a project like making book based on the topic assigned. It is a kind of mini research.”

F: “Like in science class, we had drawing and experiment too.”

S: “What about paperwork, do you like it?”

F: “It’s okay, I don’t mind.”

N: “I don’t like it but paperwork gives good points for assignment evaluation so you know, I have to do it.”

S: “What about science and social studies packets?”

F: “I don’t like them. I know that even if I or anyone else can’t complete them, we find copies from other friends anyway.”

N: “Packets are grueling tasks when they assign a lot almost every day.”

S: “Are teacher serious about completing packets?”

F: “Yes, mostly.”

N: “It is like a teacher’s favour that we don’t have to worry too much if we did not do well on the tests, at least we collected some points from the packets.”

### **Findings and Discussions**

Grade 9 EP students deal with their EP classes based on the nature of language skills required and the needs for each subject. For example, in math class, English skills are less important than in grammar class. In science class, key terms are essential and unavoidable. Students are flexible and compromising to try strategies that they think will work for them. They feel more at ease taking risks and making mistakes in communicative skills to make sure their input information is

accurate. However, for academic purposes, they rely more on correctness and memory. They are quite creative and prefer semi-structured class activities to paperwork. Yet, they admit that paperwork is useful for them in some ways. They learn all English skills through different class activities both formally and informally. They employ both form and function into communication and academic purposes. Thus far, it cannot be determined whether form or function is more important to be successful in English learning as students shifted their strategies to fit the need and their learning styles. As a result, the two students graduated from this program with some confidence and satisfactions.

The discussion of the findings from the BALLI survey and the interview is presented in the same sequence of the study's research questions as follow;

**Research question 1:** What are the beliefs about English as foreign language learning among grade 9 EP students at Suankularb Wittayalai Rangsit School?

In the BALLI survey, the data from the survey suggest that grade 9 EP students reported beliefs about language learning, in general, they shared the same tendency on most BALLI items:

### **Beliefs about Motivations and Expectations**

Generally, most respondents agreed that learning English as a foreign language is important as an effective medium to achieve their goals. Examples include the desire to speak English well, have better scores in class, have more choices for higher education, access better job opportunities for the incoming AEC integration, and be able to access more resources written in English. Moreover, the majority of respondents believed that they desire to be able to speak English well. This finding implies that the blending of intrinsic and extrinsic motivations 'desire to speak English' and communicate in English are the keys for explaining why most grade 9 EP students chose the EP plan in the first place. Similarly, some reflected that

a relationship exists between strong motivation and language learning success. English plays a very important role as a global language. In many countries, having English proficiency is like rubbing a magic lamp, as it can bring material prosperity by ensuring access to education, international business, science and technology. This high degree of importance accorded to English is supposed to create a very strong motivation for students to learn English. In addition, volition theory conceptualizes motivation as generating learner's engagement in tasks, where volition control intentions and impulses to keep learners persistent in realizing their goals, thereby maintaining their motivation (Corno, 2001; Kuhl, 1985). As can be seen from the interview data, both informants reported that they kept trying, practicing, and shaping their strategies that they thought those might work for them, taking risks, learning that 'it is okay to make mistakes' and learn from their mistakes.

### **Beliefs about foreign language aptitude**

In general, the respondents believe that everyone can learn to speak English. Rad (2010) and Dornyei (2005) asserted that learners' beliefs and viewpoints influence not only the way that they attempt to learn English, but also the method used by them. It is easier for children than adults to learn a foreign language', which is consistent with the common wisdom that children are better language learners than adults. Thus, participants' beliefs are consistent with many research studies showing a positive effect of young age on language acquisition, especially pronunciation. However, a vast majority of them also believe that learning a foreign language, especially, English requires a special ability. Although the qualitative finding reported that the two informants believed that they are talented to learn a foreign language, there was no consensus in the beliefs in general if they possess their own special ability for learning a foreign language.

In regard to potentially successful learners, more than half of them believed that children can learn a foreign language better than adults. They also did not agree that gender is a key factor in learning a foreign language. This supports the finding that everyone can learn to speak a foreign language. Moreover, they did not believe

that the ‘left brain’ or math and science intelligent, could not learn well when it comes to the ‘right brain’ issue, such as learning a foreign language.

### **Beliefs about the difficulty of English learning and one’s own English abilities**

The majority of grade 9 EP students agreed that some languages are easier to learn than other languages. They rated English as a ‘somewhat difficult’ language to learn. In addition, they did not agree that the different alphabet systems in Thai and English would be a major difficulty when learning English. The majority reported the beliefs that two years was enough time for anyone who practice an hour a day to master English. Only a minority of respondents did not believe that spending an hour a day studying would enable them to master English or that it would take more than five years of practice. In this case, the phrase ‘speaking well’ might be interpreted differently by students in terms of quality and expectations, as previously mentioned, this might cause a lack of consensus in the findings.

Regarding the difficulty of learning English language skills, more than half of the respondents reported that they believed they would learn to speak English well. However, almost the same proportion was unsure if they would learn to speak English well. There was no clear cut consensus to justify which skill (i.e., speaking, listening, reading, or writing) was more difficult than others. Except for reading, many respondents albeit fewer than half felt that reading is easier than speaking and listening. This might be due to the how they approach the input information since reading texts gives them more time to think, review, and plan how to respond. In addition the qualitative findings suggested that the two informants’ self-ratings in each of the learning English skills varied due to difference in their personalities, expectations, experiences and learning strategies.

### **Beliefs about the nature of language learning**

The majority of grade 9 EP students reported believing that it was necessary to learn the customs and cultures of English speakers. In addition, more than half of them believed that language immersion in English speaking countries could be the

best way to learn English. Moreover, like many Asian countries, these students prioritized learning vocabulary and grammar as core elements in their language learning. At this point, memory and translation are important things they utilize in learning English. It can be assumed that they valued both contents and structures in their learning since English is a medium by which they learn core subjects in class. As the correctness of contents, key terms, and concepts are included and responded in English, either aurally or in writing, this condition makes those students pay attention to the elements mentioned above, yet the forms seem to be inevitably neglected.

### **Beliefs about learning and communication strategies**

Two main elements are evaluated in this category: learning strategies and communication strategies. Regarding to learning strategies, the majority of grade 9 EP students mentioned that practicing a lot and using other media like listening to TV or other multimedia resources in English are important. Moreover, a majority of the respondents agreed that they enjoy speaking English with foreigners. Concerning communication strategies, most of them suggested that learners should have correct pronunciation but learners should not avoid their speaking practice if they cannot speak correctly. This finding does not correspond exactly to certain beliefs about language learning as noted namely a number of students believe nothing should be said in the foreign language until it can be said correctly and that is not okay to guess an unknown word. However, such beliefs must bring anxiety as students are expected to communicate in the second tongue before fluency is attained and even excellent language students make mistakes or forget words and need to guess more than occasionally (Horwitz, 1984). In this study, many of them reported they were not shy about speaking English and they did not show a strong consensus about making errors and corrections when they speak. In addition, many of them employ compensation strategies like guessing. In other words, they rely extensively on different tools, different purposes and different situations available in their environments. This belief helps participants feel relaxed and unconcerned about vague words in communication. It also encourages them not to rely on dictionaries all the time and to depend on themselves to determine the meaning of unfamiliar words from the context confidently, without being nervous about having to understand each single word.

**Research Question 2:** What are the positive beliefs about language learning that encourage the learners in learning English as a foreign language?

As previously defined, the positive beliefs refer to supportive attitudes or opinions that help learners overcome problems and thus sustain motivation (Putcha, 1999). In this study, goals, motivations and expectations play an important role in driving learners to pursue their goals of learning a language. Lamb (2004) asserted that people's goals can powerfully influence how they react to a task. Therefore, completing tasks can be inextricably related to achieving goals for language learners. Furthermore, students might wish to take proficiency tests due to their practical benefits, such as finding a job, or living in a foreign country. Students endorse the positive belief that knowing a language will be very useful for finding a good job and being able to find numerous opportunities to use the language. These beliefs will lead to great motivation to learn and use the language. Another positive that many of these EP students endorsed is risk-taking. According to Brown (2001), risk-taking is one of the variables of individual differences and is defined as an eagerness to try something new and different without putting the primary focus on success or failure regardless of embarrassment in learning. Risk-taking is also the willingness to venture into the unknown. Learning is the reward of risk-taking. The easiest way to interact with teachers is to take a risk. Although making a mistake might be awkward, a good learner should embrace risk-taking to succeed in second language acquisition. Indeed, many students endorsed the concept that it is okay to guess the meaning they are not sure of the meaning and excellent accent is desirable but it is okay if they do not yet have a great one now. They believe they can learn to speak well any way. Thus, risk-taking is a crucial interactive process for learning a language in ESL/EFL classroom. Moreover, it is one of the important parts for learning a second language.

Students' agreements to the statements "some people are born with a special ability to learn a foreign language" and "I have foreign language aptitude" might indicate that many EP students have fairly positive assessment of their own language learning abilities. However, neither of the two interviewees believed that special ability alone is sufficient to completely master a language. Both respondents claimed that they can do well in learning a foreign language, but they rely a lot on practice and

try using different strategies required in each subject. Yang (1999) found that language learners' self-efficacy beliefs about learning English are strongly related to their use of all types of learning strategies, especially functional practice strategies. Learners' beliefs about the value and nature of learning spoken English are also closely linked to their use of formal oral-practice strategies. The reaction and attitude toward tasks can also be determined by the degree of participants' motivation (Oxford and Shearin, 1994). As discussed in the analysis, in a bilingual setting, both interviewees reported spending time on their revisions and exam preparations. This behavior indicates that they are highly motivated by positive beliefs to succeed.

Furthermore, most EP students agree that learning EFL enable them to communicate and globalized. Holmes (1992) asserted that when learning a foreign language, students can be motivated by the people who speak the language or the context in which the language is spoken. Chances are the more they learn a foreign language, the more they are confident in using that language at some certain level as they are risk-takers. This reflects their desire to learn the language rather than simply have a great score on assessments and at the same time, it implies that many students value practice as the key to success. However, the time required for practice varies from individual to individual.

In the same vein, Vallerland *et al.* (1989) found that students with greater intrinsic motivation and identified regulation show more positive emotion in the classroom, greater enjoyment of academic work, and more satisfaction with school than students whose motivation profiles are less autonomous. Deci, Schwartz, Sheinman, and Ryan (1981) indentified a positive link between students' intrinsic motivation and self-esteem. It is possible that students who are intrinsically motivated toward schoolwork and have developed more autonomous regulatory styles are more adjusted than students with less self-determined types of motivation. Family and classroom environment support are as positive external motivations. Grolnick and Ryan (1989) supported that relatedness like the interpersonal involvement of parents and teachers will enhance motivation in general but will enhance intrinsic motivation and integrated internalization only if the others involved are autonomously supportive. In addition, self-determination supports for competence and relatedness

such as parental involvement and peer acceptance facilitate motivation. Positive feedback has generally been found to increase intrinsic motivation because it enhances perceived competence (Vallerland, 1989).

**Research Question 3:** What are the negative beliefs about language learning that enfeeble the learners in learning English as a foreign language?

As previously mentioned, negative beliefs refer to negative or unrealistic beliefs, attitudes or opinions that can lead to decreased motivation, frustration, drawbacks, and anxiety (Putch, 1990). The amount of the anxiety that learners in a foreign language situation experience can account for their changes in motivation and positive attitude (Johnson and Johnson, 1998). Many scholars admit that how successful people are when learning a language is exactly and directly influenced by what they think and how they evaluate the target language, the target language speakers, and culture, and the learning setting. Although investigating the attitudes and beliefs of learners might not ensure any success, this can be used as the guidelines to eliminate the negative beliefs and implement positive ones.

Some people believe that acquiring another language is a special gift that some people have, although most people do not have it. If beliefs about foreign language learning are widespread in one culture, then foreign language teachers must consider that learners bring these beliefs with them into classroom; and therefore, the teacher should spend some time helping learners get rid of these misconceptions in order to be more effective language learners (Altan, 2006). In Altan's study, the majority of EP students agreed that some people have a special gift or talent for learning a foreign language. Interestingly, almost half of them admitted that they have this gift whereas the other half were not sure if they did. This kind of misconception can cause bad effects in terms of low level of motivation and the underestimation of language learning.

The concept that learning a foreign language is mostly a matter of learning a lot of new vocabulary items can cause bad effect as well. Such a belief might result in memorizing long vocabulary lists, which students might not be able to use suitably in

certain contexts. In addition, the concept that learning a foreign language is mostly a matter of learning a lot of grammar rules can demotivate learners. This might explain why these EP students know a lot about the language, but they might have a lot of difficulty putting this theoretical knowledge into practice.

The idea that one should speak the language with an excellent accent might put a lot of burden on students. Learners' beliefs about speaking with an excellent accent might also prevent them from participating in class discussions and answering questions voluntarily during the first two semesters.

Lan (2010) asserted that when learners hold beliefs about nature of language learning, they believe that certain methods such as concentrating on learning new vocabulary or grammar rules make learning successful. If learners pay too much attention to other people's opinions, or fear negative evaluation, they might be cautious or be scared of taking risks and using certain beneficial methods of learning. Class assignments, too much homework, and the anticipation of forthcoming exams are likely to decrease motivation for most students by directing their attention toward the consequence of being graded rather than their inherent interest in the subject (Harackiewicz, Manderlink, and Sanson, 1994).

According to Vallerland and Reid (1984), motivation can be boosted after the exam if the students receive positive feedback on their performance. These suggested that, when individuals learn in order to earn grades, the information they process is likely to be seen as useful only for specific tasks. Thus, after completing the test, the materials will no longer warrant retention. Grolnick and Ryan (1987) referred to the lack of integration and recall of material as an unwelcomed phenomenon in which material is forgotten when it is no longer functionally relevant. It can be assumed that, when individuals are immersed in a task where there is considerable pressure to perform well, their motivation is high but as soon as the task is completed, this motivation would be lost. This learning process is not sustainable and cannot be thoroughly used in real life.

Hossieni and Pourmandnia (2013) concluded that learners' motivation, and perceptions play important roles in enabling learners to learn effectively. Learners' motivation, the type of task at hand, cultural background and previous experience contribute to the way learners behave toward and perceive learning strategies and their ability to maintain a higher level of learning. For teachers, having a clear understanding of the language being taught and the students' beliefs is necessary as learners with realistic and informed beliefs are more likely to behave productively in class, work harder outside class, and persist longer with language study. This should be addressed, particularly due to the fact that when students' beliefs and performance do not match, they become frustrated and disappointed with the class and with themselves. Consequently, this can lead to the withdrawal of class materials. In sum, it can be concluded that having positive or negative beliefs toward a certain language and the ways learners perceive that language can exert a powerful influence on their performance in the language itself.

Peacock (2001) asserted that learners who prepare their classroom tasks, materials and so on, might over-emphasize the learning of vocabulary and grammar rules compared to other classroom tasks necessary for foreign language learning. Endorsing the concept that those speaking more than one language are very intelligent could negatively affect their capability to assess their students' progress. Horwitz (1988) also suggested that a better understanding of students' beliefs about language learning might allow the teacher to better understand students' expectations and satisfaction in their language class. Once students are able to face their anxiety, they can understand their weaknesses and try to solve the problem.

In brief, the effects of negative beliefs and learners' difficulties in learning a language were evident in their early stage of learning in this program. Many students encountered problems of anxiety due to the need to adjust to the new environments, assignments, tests, deadlines, and the nature of the class in the EP contexts, like speaking English to native teachers, having presentations in English, and speaking in front of the whole class. All of these activities produce anxiety and frustration, which lead to drawbacks and poor class participation during the first two semesters. However, those who can define their own potential and solve their problems

appropriately are able to benefit from their learning and enjoy their learning process. According to Horwitz's (1986) research on language anxiety suggested that certain beliefs about language learning also contribute to students' tensions and frustrations in class. Horwitz also added that a number of beliefs derived from learners' irrational and unrealistic concepts about language learning, for example, some students believe that accuracy must be sought before saying anything in a foreign language, or attach great importance to speaking with an excellent native-like accent, believe that it is not okay to guess an unfamiliar word in a foreign language, hold that language learning is basically an act of translating, or view that two years of practice are sufficient for achieving fluency in a target language. These unrealistic perceptions or beliefs about language learning and achievement can lead to frustration in learning a foreign language. However, if most learners in this study survived and satisfy their EP class, they must have overcome such anxieties arising during the course. In this way, anxiety in deliberate and facilitating forms, simultaneously serves to motivate and warn the learner. According to Scovel (1991), facilitating anxiety motivates the learner to fight the new learning task by preparing the learner emotionally to approach behavior. On the other hand, deliberating anxiety can also motivate the learner to flee new learning tasks, meaning it stimulates individuals emotionally to adopt avoidance behavior.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

This study has investigated the beliefs about English language learning among 57 grade 9 EP students at Suankularbwitayalai Rangsit School. Horwitz's (1987) modified BALLI and Vibulphol's (2004) modified BALLI Thai version were employed to identify students' general beliefs about five major categories related to foreign language aptitude, difficulties of language learning, the nature of language learning, learning and communication strategies, and motivations and expectations.

The results from this study are integrated into both the quantitative approach (BALLI) to identify trends and generalizations in the data from the entire population in this study and the qualitative approach (interview) to elaborate greater depth on three research questions discussed in chapter 4. This chapter presents the conclusions, implications and limitations.

#### Conclusions

The findings from both quantitative and qualitative phases in this study confirmed that EP students have a certain level of beliefs in their learning process that might be effective in their pursuit of the task and their achievement. First, grade 9 EP Students at Suankularbwitayalai Rangsit School hold similar beliefs to those of EFL learners.

The findings from the survey phase and the qualitative phase revealed that grade 9 EP students as EFL students at Suankularbwitayalai Rangsit School possess some beliefs about language learning some are similar to while some are different from previous studies. These grade 9 EP students seem to perceive the concept that learning a foreign language is very important and believe that they will learn to speak English well. In contrast, some different beliefs exist in their response frequencies between 'form and function' of language learning as more than half of them regard grammar, vocabulary, and translation as important elements of language learning.

This might be due to the fact that the Thai education system, especially at higher levels requires English as one of the core subjects on the university entrance examination. They also value that learning a foreign language could provide them with better job opportunities in the upcoming AEC.

One of the important findings of the present study is the evidence that learners' beliefs about motivation and family supports promote learners' positive attitudes, awareness, and strong beliefs in the value of learning a foreign language. Motivation has a great effect on language learning; therefore, beliefs about motivation and expectations play an important role in learning English for these EP students. Similarly, Horwitz (1999) and Oz (2007) indicated that beliefs might vary according to stages of learning in terms of beliefs about social interaction, structural orientation to the language learning process and foreign language aptitude. In short, younger learners in secondary education (i.e., middle school education) have stronger feelings about social interaction and a more dominant belief about foreign language aptitudes as well as less anxiety than older EFL students.

Another finding similar to Horwitz's (1999) outcomes is that, the present study found out that children learn a foreign language more easily than adults. These students also tend to believe the notion of special abilities for language learning. Indeed almost half of them perceive themselves to have such abilities.

Unlike Bacon and Finnerman's (1992) and Oz's (2007) results, the current study did not find that gender affects beliefs. The other studies indicated that female learners perceived themselves to be superior learners to male learners in terms of language learning. However, the current study, found no significant difference between genders and beliefs about language learning. This could be the result of various types of class activities and different learning processes in different subjects taught in English.

Second, beliefs about language learning could be influenced by learning experience as learners in EP contexts.

The findings from the current survey and the interview suggest that the majority of these students endorsed the concept that customs and cultures are important elements for using the language appropriately in particular contexts. Similarly, more than half believed that language immersion could lead to more opportunities to practice their English outside the classrooms. However, this does not mean learning English in an English-speaking country is always the best approach. Other countries where the mother language (i.e., Thai) is not spoken such as Korea, Singapore or India, could be compatible as long as learners are prompted to speak a foreign language to fit into the new environment. This is clearly reflected in France's case. Another conclusion based on learners' experience is that, in the EP classroom environment teachers prefer more assertive and enthusiastic learners who use more eye contacts when they talk or respond to teachers, and volunteer in class activities. Early in the EP semester, these students were not fully assertive; over time they learn the "do's" and the "don't's" for class which enable them to determine which class behaviors are desirable or not, which can affect their evaluations and grades. Thai EP students who are shy and not assertive like many Asian students gradually learned foreign English teachers' expectations. This can also shape their beliefs about language learning, which differ from many Asian countries and the traditional Thai education system, where students are not prompted to ask questions, make suggestions, use eye contact with the teacher (considered to be rude in some cultures) or make more attempts in class participations.

Third, belief about the use of English could be influenced by practice experience. The results from the survey and the interview suggest that most participants have strong beliefs that correct pronunciation is important but practicing speaking skill should not be paused when they are not sure what to say. They believed that even if they could be wrong, they should try to guess or take risks, even if results in making mistakes sometimes. This belief shows that participants are acknowledge fluency over accuracy.

Peacock's (1999) study stated that the learners' mismatched beliefs negatively affect EFL proficiency. Thus, students who agreed that learning a foreign language is

mostly a matter of learning a lot of grammar rules tended to be less proficient than those who disagree.

These realistic beliefs reflect participants' awareness that learning a foreign language has become a key factor that helps them cope with the requirements of globalization. Participants have come to appreciate that accuracy in English linguistic abilities is necessary for determining the nature of their future careers as well as their social status in worldwide communities.

The students who underestimated the difficulty of learning a foreign language, were less proficient than those with a more realistic view. Students who disagreed that, "if you are allowed to make mistake in the beginning, it will be hard to get rid of that problem later on", were more proficient than those who agreed. Finally, the students who disagreed with the statement that 'you shouldn't say anything in a foreign language until you can say it correctly', were more proficient than those who agreed.

As most participants are considered to be 'high motivated learners', they enjoy practicing and value the importance of practice even when the foreign language class requires the student to communicate via a medium in which only limited facility is possessed. They also learn from outside classroom resources as available. Outside classroom practice, can include watching TV programs, movies, concerts, podcasts, etc. in English via YouTube, smart phones or iPads. It seems that they indirectly and conveniently acquire language immersion through these media. The two interviewees indicated they learn a lot by accessing multimedia such as jargons and slangs of music genres, sports, and movie series, as well as variations of English from different regions. However, all of the multimedia is mostly one-way communication through which students learn by mimicking and using what they learn among friends. In fact, chances are that the students can make few friends from foreign countries; such as they lack a rich English-speaking environment outside the classroom for in Pathum Thani area.

Forth, beliefs about the difficulty of English and self-efficacy could affect learning style and influenced the use of English outside the classroom.

The findings indicate that most participants perceived that English as a somewhat difficult language. Students might adopt different learning strategies from their teachers, such as, rote memorization, guessing, skimming, and scanning. When learning English, students who use language learning strategies more frequently tend to have better language learning achievement (Oxford, 1990).

In addition, many of the participants believe that it requires less than a year or two to speak English well when learners practice every day. This implies that they are optimistic or might overestimate their ability. Among speaking, listening, reading and writing skills, reading is believed to be the easiest skill. As reading tasks can be processed and completed in many ways, such as finding words via smart phone applications, having more time to respond and check answers with friends, and even cross checking with friends, reading skills might seem easier to these students. The remaining students are indifferent or did not perceive certain skills to be easier than others. It could be implied that these bilingual students have to learn subjects in another language (i.e., English) that is not their mother tongues, thereby learning mathematics and science via English as a medium of learning. In addition, learning strategies for mathematics and science are different from learning a language. Apart from memorization as in learning a language, they also apply different approaches to understand the contents and process such as calculation, anticipation, reasoning, and critical thinking.

Regarding self-efficacy, the two informants revealed different beliefs based on their learning styles and learning strategies that seemed to work for them. The student who experienced using English as a medium of communication in a non-Thai speaking country like Korea reported a better self-score in speaking than the other student, who did not have such an experience and scored herself poorly in speaking but a bit higher in reading and writing. This finding also supports what Ehrman and Oxford (1995) found in their study. As cited in Yuen *et. al.*, (2002), they found a strong correlation between cognitive aptitude and proficiency test results in both

speaking and reading skills. They further reported that “believing that one can learn language well was significantly correlated with proficiency of both speaking and writing” (p.79). Other studies have also found that low perceived ability is associated with low achievement (Bailey *et. al.*, 2000).

Finally, class activities could modulate learners’ language learning. During the interview, both informants admitted that some class activities require memory and concentration. They indicated that some tasks can be boring, but paradoxically useful, especially in social studies and science classes, where they often encounter unfamiliar key terminology. Hsieh (2000) found that translation benefited Taiwanese students’ English reading in term of increasing their reading comprehension, reading strategies, vocabulary learning, and cultural background knowledge. Liao (2006) reported that participants believed that translation helped them acquire English language skills, like reading, writing, and speaking, as well as knowledge of vocabulary, idioms and phrases. Liao concluded that translation can help students develop and express idea in another language and can help reduce learning anxiety and enhance motivation to learn English.

In the current study, students use significant memorization efforts and time to overcome this problem. However, both interviewees mentioned that they preferred creative tasks such as writing a blog and completing a science project with presentations either by models or via multimedia presentations. Based on these examples, it seems that the learners can explore their abilities to organize, analyze, make choices, and accomplish the tasks in their own ways. Creative tasks seem to be more engaging than traditional paper works and structured class activities as students feel more at ease and have less anxiety about being correct. Performance evaluations are common in school systems and can take the form of grades, verbal feedback and writing evaluations. Benware and Deci (1984) indicated that, when evaluations are emphasized or made notable they will undermine intrinsic motivation, conceptual learning and creativity. Other external events designed to motivate or control people include deadline, imposed goals, and competition (Deci, 1981). Being controlled by an external contingency tends to diminish an individual’s sense of autonomy. Deci *et. al.* (1978) found that when college students are given choices about what tasks to

engage and how much time is required to manage to each, they are more intrinsically motivated than subjects assigned the tasks and times. Children who express more introjections also express more school anxiety and self-blaming, whereas children who express more identification also express more enjoyment of school and more positive coping with failure (Ryan, 1982).

As previously mentioned, beliefs have also been reported to have a notable effect on L2 learners' strategy use, with negative attitudes and beliefs resulting in poor strategy use (Oxford, 1994). White (1999) asserted that language learners' expectations developed prior to their experience are also influenced and shaped by their beliefs. According to White, these expectations influence how individuals react to, respond to and experience a new environment. In other words, learners' beliefs, which are formed through their experiences, guide them in their conceptualizations of language learning and influence the approaches they adopt to L2 learning (Benson and Lor, 1999). If they believe that languages can only be learned through translation and explanation, they will expect the language instruction to be based on translation and explanation and will reject any approach adopted by the teacher that does not correspond to this expectation. If learners believe that languages are learned by memorizing and reproducing, they will adopt strategies to memorize vocabulary items and grammar rules to reproduce these whenever required. If they believe that understanding the meaning and the communication is important they will adopt strategies to absorb the language in its natural context.

The beliefs that learners develop and hold to be true about their capabilities and skills might have an immediate impact on their learning behaviors. The type of task is also a determining factor with respect to the formation of attitudes and reactions toward the tasks. The students who engage in such tasks for school or university exams would display lower motivation in comparison to students who learn the material without any assessment or test at the end of the curriculum (Sarason and Sarason, 1990)

Zeldin and Pajares (2000) asserted that learners who believe that they do not have the required skills will not engage in tasks in which those skills are required and these beliefs about their competencies will affect the choices they make, the effort they put forth, their inclinations to persist at certain tasks, and their resiliency in the face of failure.

### **Implications for Practice**

The findings of this study offer a number of important implications for future practice. First, taken together, these results suggest that learners' beliefs are important and should be valued as essential elements for teacher, school administrators, and curriculum developers to facilitate class instructions, activities that match with learners' motivations, goals, and school curriculum. Second, positive beliefs that influence learners' positive performance should be highlighted. Beliefs about language learning that focus on form (grammar) and function (communication) should compromise an appropriate ratio and be integrated into classroom interventions.

A further implication is the effect of negative beliefs that cause misconceptions and drawbacks should be addressed. To eliminate learners' anxieties and difficulty associated with language learning, classroom intervention can be adjusted to create a more relaxed atmosphere, relieve learners' tension and generate more class participation. Reducing homework paper and using more frequent but smaller quizzes could alter other purposeful activities that satisfy both teachers and learners. For instance, having a project as an assignment for research, designing mind mapping related to the topic, developing a small quiz for friends in class, making an oral presentation with slides, and conducting peer evaluations for projects could be a good idea to evaluate students' progress and facilitate learners' active learning rather than reviewing texts for tests alone. Khodadady (2012) implied that language teachers should motivate their students in order to decrease their anxiety in class. Dornyei (1994) pointed out that teachers should introduce tasks that stimulate intrinsic motivation and help students internalize it. To achieve this, interesting, stimulating and challenging tasks should be used. Teachers can also decrease learners' anxiety by creating a supportive and relaxing learning environment, providing training in

learning strategies, setting goals that are neither too easy nor too difficult to achieve, and using anxiety-reducing technique. Teachers can give students opportunities to share their own beliefs in class, and encourage the positive language learning beliefs (Lan, 2010)

A final implication is self-efficacy in English skills. This should be promoted to gain confidence and opportunities to practice both inside and outside the classroom. Using external classroom assignments like interviews of foreigners and encourage learners to access and acquire their indirect language immersion via multimedia and social networks in English are good ideas for promoting an awareness of how English is used in everyday life beyond classroom settings.

### **Recommendations**

The results of this present study lead to several recommendations:

First, beliefs about language learning are blends of complicated internal and external factors. Employing BALLI as a survey tool is useful for understanding the general findings at certain levels. However, as suggested by Vibulphol (2004), a number of BALLI items are decontextualized and can be difficult for drawing conclusions, especially in different cultural context about the importance of learning grammar, vocabulary and translation when the learning context is not clearly. BALLI is helpful for enabling educators and teachers to determine popular beliefs among learners and by identify minority group with different opinions. For learners, the process of exploring beliefs can lead to the development of more effective language learning behaviors as well as to self-knowledge and autonomy (Altan 2006). Certain items were revised to fit the scope of the study. In this study, the respondents, as EP students learning English in the classroom environment in addition to core subjects define learning English as the same in general when they learn science, grammar, literature, and social studies in English. In this case, they might interpret beliefs about learning language differently. Moreover, the 3-point Likert scale should help respondents decide whether they agree, disagree, or are neutral than 5-Likert scale in the original BALLI measurement. Due to the fact that Thai people tend to be quite shy

and not straight forward in expressing their feelings, they might respond to the 5-point Likert scale by indicating the midpoint (i.e., 3) instead of spending time judging something they probably feel is too explicit for either 5 or 1. In other words, choosing '3' might make the respondents feel safe. Yet, this approach negatively affects the results of the BALLI. At this point, the findings should be triangulated. Therefore, the results of this study represent only the static, cross-sectional view of learners. In depth information, from both an individual and settings could be defined in a specific setting depending on the scope of the study.

Second, in order to evaluate which beliefs are internalized and changeable, classroom observation and more interview sessions should be included. Interview should be carried out with more informants from broader range of people in terms of gender, bilingual or multilingual family background, language immersion, and outside classroom learning experiences. Pajares and Schunk (2002) suggested that research should focus on students' beliefs in order to understand why students choose to do certain activities and avoid others and why they achieve or fail to achieve.

Third, researchers interested in pedagogy should compare beliefs about language learning between learners and teachers, or between EP students and standard program students at the same level. Horwitz (1987) suggested that the knowledge of students' beliefs not only help student to clear up some misconceptions about language learning but also help with teacher intervention. McDonough (1995) stated that learners have their own learning agendas and the activities valued by teachers are the same as those valued by learners. Huang (2006) concluded that the gap between teachers and learners' beliefs might result in negative outcomes of language learning. Understanding the gap between teachers' and learners' beliefs is the first move for dealing with this gap. Such a study could be useful for educators, policy makers, and curriculum developer seeking to design useful class activities, class materials and interventions to enhance learners' progress and satisfaction.

### **Limitations of the Study**

Although this study employs both quantitative and qualitative research methods. It has few limitations. One limitation is the small number of respondents from only one school. The study is systematically conducted, but the data obtained from the respondents reflect only the context in one particular school in Pathum Thani province. Therefore, the findings cannot be generalized to the entire education system. In other words, it is possible that different outcomes could be produced by different population samples. Another limitation is that this study mainly focuses on learners' beliefs. Although both quantitative and qualitative methods were used, only a few respondents could participate in the interviews. Yet one's belief system is difficult to capture using a set of responses to normative statements. Hence, respondents' beliefs about EFL learning are only those specified in the BALLI instrument for the bigger picture.

A further limitation is the limited number of participants in the survey phase, making it premature to determine learners' beliefs about language learning in Pathum Thani from only the selected school. In fact, many schools both public and private provide the EP curriculum or bilingual program. This study also includes only brief information gleaned from the interviews. More interview sessions with greater number of participants and classroom observations should be included to draw better and more comprehensive conclusions from the analysis. Due to the school schedule and convenience, classroom observation and additional interview sessions could not be arranged. Therefore I could not conclude how the beliefs of these EP students changed, or how their beliefs shaped their learning strategies to complete their EP curriculum as junior high school graduates. Finally, the time available for conducting both quantitative and qualitative phases was short due to school activities and schedule. Clearer outcomes might be achieved if a follow up is conducted after at least two semesters.

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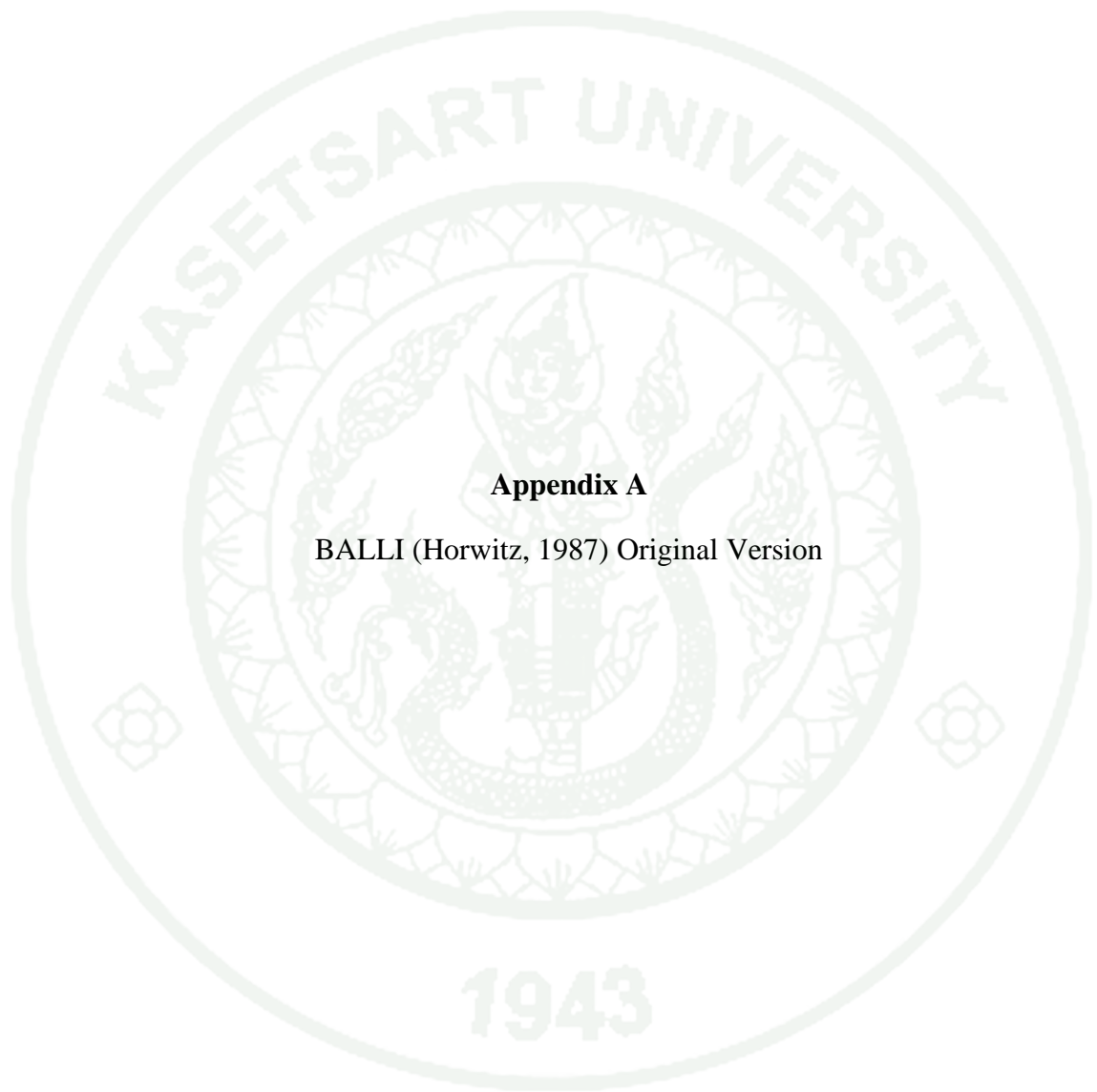
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**APPENDICES**



**Appendix A**

BALLI (Horwitz, 1987) Original Version

**BALLI (Horwitz, 1987) Original Version**

**Directions:** Below are some beliefs that people have about learning foreign languages. Read each statement and then decide if you: (1) strongly disagree (2) disagree (3) neither agree nor disagree (4) agree (5) strongly agree. There are no right or wrong answers. We are simply interested in your opinions. Mark each answer on the answer sheet. Questions 4 and 15 are slightly different and you should mark them as indicated.

**REMEMBER:** (1) strongly disagree (2) disagree (3) neither agree nor disagree (4) agree (5) strongly agree

1. It is easier for children than adults to learn a foreign language.

Strongly disagree

Strongly agree

1                      2                      3                      4                      5

2. Some people have a special ability for learning foreign languages.

1                      2                      3                      4                      5

3. Some languages are easier to learn than others.

1                      2                      3                      4                      5

4. English is: (1) a very difficult language

(2) a difficult language

(3) a language of medium difficulty

(4) an easy language

(5) a very easy language

5. I believe that I will learn to speak English very well.

1                      2                      3                      4                      5

6. People from my country are good at learning foreign languages.

1                      2                      3                      4                      5

7. It is important to speak English with an excellent pronunciation.

1                      2                      3                      4                      5

8. It is important to know about English-speaking cultures in order to speak English.

1                      2                      3                      4                      5

9. You shouldn't say anything in English until you can say it correctly.

1                      2                      3                      4                      5

10. It is easier for someone who already speaks a foreign language to learn another one.

1                      2                      3                      4                      5

11. People who are good at mathematics or science are not good at learning foreign languages.

1                      2                      3                      4                      5

12. It is best to learn English in an English-speaking country.

1                      2                      3                      4                      5

13. I enjoy practicing English with the native English speakers I meet.

1                      2                      3                      4                      5

14. It's o.k. to guess if you don't know a word in English.

1                      2                      3                      4                      5

15. If someone spent one hour a day learning a language, how long would it take them to speak the language very well?

- (1) less than a year
- (2) 1-2 years
- (3) 3-5 years
- (4) 5-10 years
- (5) you can't learn a language in 1 hour a day

16. I have a special ability for learning foreign languages.

1                      2                      3                      4                      5

17. The most important part of learning a foreign language is learning vocabulary.

1                      2                      3                      4                      5

18. It is important to repeat and practice a lot.

1                      2                      3                      4                      5

19. Women are better than men at learning foreign languages.

1                      2                      3                      4                      5

20. People in my country feel that it is important to speak English.

1                      2                      3                      4                      5

21. I feel timid speaking English with other people.

1                      2                      3                      4                      5

22. If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.

1                      2                      3                      4                      5

23. The most important part of learning a foreign language is learning in grammar.

1                      2                      3                      4                      5

24. I would like to learn English so that I can get to know native English speakers better and their cultures.

1                      2                      3                      4                      5

25. It is easier to speak than understand a foreign language.

1                      2                      3                      4                      5

26. It is important to practice with cassettes or tapes.

1                      2                      3                      4                      5

27. Learning a foreign language is different than learning other academic subjects.

1                      2                      3                      4                      5

28. The most important part of learning English is learning how to translate from my native language to English or from English to my native language.

1                      2                      3                      4                      5

29. If I learn English very well, I will have better opportunities for a good job.

1                      2                      3                      4                      5

30. People who speak more than one language are very intelligent.

1                      2                      3                      4                      5

31. I want to learn to speak English well.

1                      2                      3                      4                      5

32. I would like to have friends who speak English as a native language.

1                      2                      3                      4                      5

33. Everyone can learn to speak a foreign language.

1                      2                      3                      4                      5

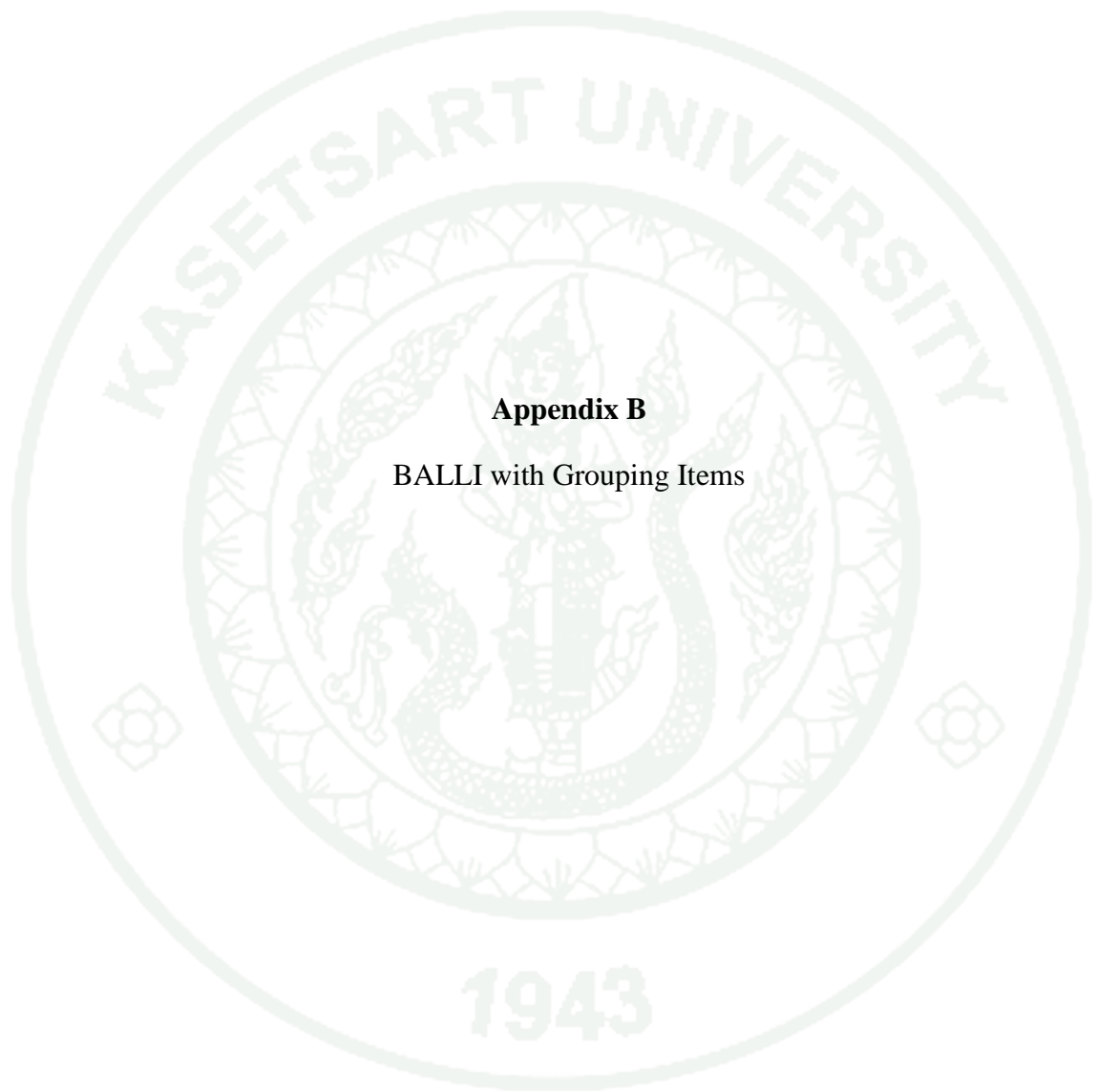
34. It is easier to read and write English than to speak and understand it.

1                      2                      3                      4                      5

35. Language learning involves a lot of memorization.

1                      2                      3                      4                      5

36. Describe any ideas about learning foreign languages you have other than those listed above.



**Appendix B**

BALLI with Grouping Items

### **BALLI with Grouping Items**

Questionnaire items from Beliefs About Language learning Inventory:

ESL student version (Horwitz, 1987)

*All the items in the survey uses rating scales, ranging from strongly disagree (1) to strongly agree (5), except items 4 and 15. There are five categories of beliefs about language learning that the inventory was designed to examine.*

#### **I. Foreign language aptitude**

1. It is easier for children than adults to learn a foreign language.
2. Some people have a special ability for learning foreign languages.
6. People from my country are good at learning foreign languages.
10. It is easier for someone who already speaks a foreign language to learn another one.
11. People who are good at mathematics or science are not good at learning foreign languages.
16. I have a special ability for learning foreign languages.
19. Women are better than men at learning foreign languages.
30. People who speak more than one language are very intelligent.
33. Everyone can learn to speak a foreign language.

#### **II. The difficulty of language learning**

3. Some languages are easier to learn than others.
4. English is:
  - a) a very difficult language
  - b) a difficult language
  - c) a language of medium difficulty
  - d) an easy language
  - e) a very easy language
5. I believe that I will learn to speak English very well.
15. If someone spent one hour a day learning a language, how long would it take them to speak the language very well?
  - a) less than a year
  - b) 1-2 years

- c) 3-5 years
  - d) 5-10 years
  - e) you can't learn a language in 1 hour a day
25. It is easier to speak than understand a foreign language.
34. It is easier to read and write English than to speak and understand it.

### **III. The nature of language learning**

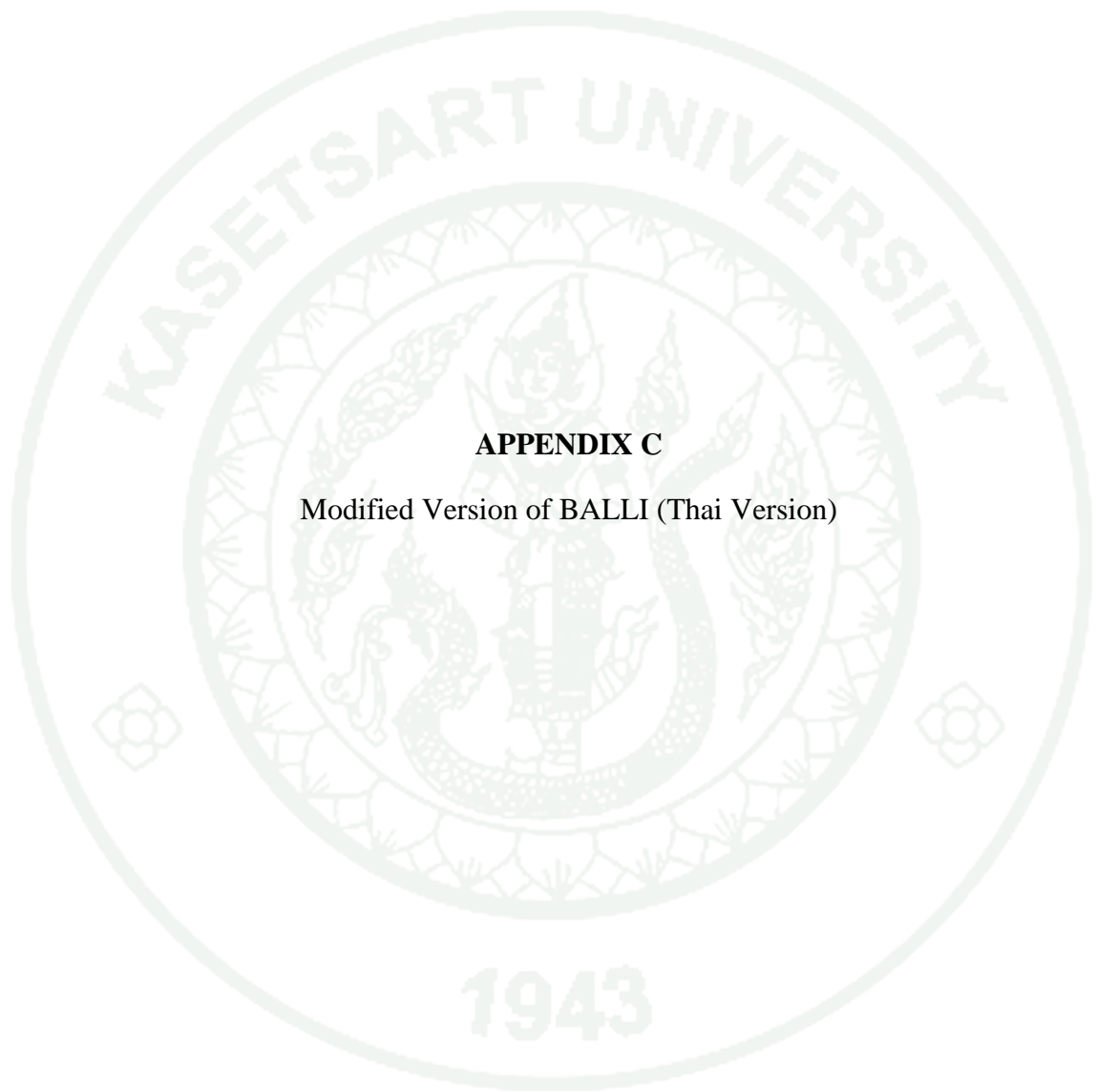
8. It is necessary to know about English-speaking cultures in order to speak English.
12. It is best to learn English in an English-speaking country.
17. The most important part of learning a foreign language is learning vocabulary words.
23. The most important part of learning a foreign language is learning in grammar.
27. Learning a foreign language is different than learning other academic subjects.
28. The most important part of learning English is learning how to translate from my native language.

### **IV. learning and communication strategies**

7. It is important to speak English with an excellent pronunciation.
9. You shouldn't say anything in English until you can say it correctly.
13. I enjoy practicing English with the native English speakers I meet.
14. It's o.k. to guess if you don't know a word in English.
18. It is important to repeat and practice a lot.
21. I feel timid speaking English with other people.
22. If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.
26. It is important to practice with cassettes or tapes.

### **V. Motivations**

20. People in my country feel that it is important to speak English.
24. I would like to learn English so that I can get to know Americans better.
29. If I learn English very well, I will have better opportunities for a good job.
31. I want to learn to speak English well.
32. I would like to have American friends.



**APPENDIX C**

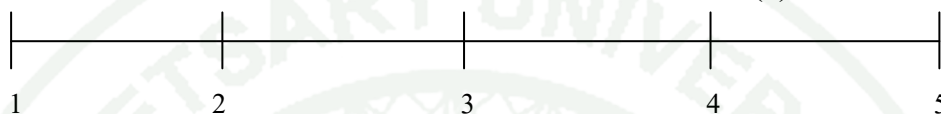
Modified Version of BALLI (Thai Version)

### Modified Version of BALLI (Thai Version)

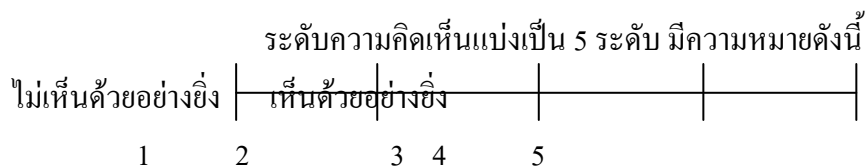
แบบสำรวจความเชื่อเกี่ยวกับการเรียนรู้ภาษาอังกฤษ

ตอนที่ 1 คำชี้แจง ข้อความแต่ละข้อต่อไปนี้เป็นเรื่องเกี่ยวกับความเชื่อ เกี่ยวกับการเรียนภาษาอังกฤษของท่าน ขอให้ท่านอ่านข้อความแต่ละข้อ แล้วพิจารณาว่าท่านเห็นด้วยกับข้อความนั้นในระดับใด โดยใส่เครื่องหมาย ✓ ลงในช่อง (1, 2, 3, 4, หรือ 5) หลังข้อความ

ระดับความคิดเห็นแบ่งเป็น 5 ระดับ มีความหมายดังนี้ ไม่เห็นด้วยอย่างยิ่ง (1) เห็นด้วยอย่างยิ่ง (5)



ข้อความ	ระดับความคิดเห็น				
	1	2	3	4	5
1. เด็กเรียนภาษาต่างประเทศได้ดีกว่าผู้ใหญ่					
2. คนบางคนมีความสามารถพิเศษในการเรียนภาษาต่างประเทศ เช่น ภาษาอังกฤษ					
3. คนไทยสามารถเรียนภาษาต่างประเทศได้ดี					
4. คนที่รู้ภาษาต่างประเทศแล้วหนึ่งภาษาจะสามารถเรียนภาษาอื่นได้อีกโดยไม่ยาก					
5. คนที่เก่งคณิตศาสตร์หรือวิทยาศาสตร์จะเรียนภาษาต่างประเทศได้ไม่ดึน					
6. ฉันมีความสามารถพิเศษในการเรียนภาษาต่างประเทศ					
7. ผู้หญิงเรียนภาษาต่างประเทศได้ดีกว่าผู้ชาย					
8. คนที่พูดได้หลายภาษาเป็นคนฉลาด					
9. คนทุกคนมีความสามารถที่จะพูดภาษาต่างประเทศได้					
10. ภาษาบางภาษาง่ายที่จะเรียนรู้มากกว่าภาษาอื่น ๆ					
11. ฉันเชื่อว่าฉันจะสามารถเรียนที่จะพูดภาษาอังกฤษได้ดี					
12. การพูดภาษาอังกฤษ ง่ายกว่าการทำความเข้าใจในการฟังภาษาอังกฤษ					
13. ในการเรียนภาษาอังกฤษ การอ่านง่ายกว่าการพูดและการฟัง					
14. ในการเรียนภาษาอังกฤษ การเขียนง่ายกว่าการพูดและการฟัง					



ข้อความ	ระดับความคิดเห็น				
	1	2	3	4	5
15. การเรียนภาษาอังกฤษเป็นเรื่องยากสำหรับคนไทย เพราะภาษาอังกฤษกับภาษาไทยใช้ตัวอักษรต่างกัน					
16. การที่จะพูดภาษาอังกฤษได้อย่างถูกต้องและเหมาะสม เราควรจะต้องเรียนรู้ขนบธรรมเนียมวัฒนธรรม และชีวิตความเป็นอยู่ของคนที่ใช้ภาษาอังกฤษเป็นภาษาแม่ เช่น คนอังกฤษ คนอเมริกัน หรือ คนออสเตรเลีย					
17. การจะเรียนภาษาอังกฤษให้ได้ผล ควรไปเรียนในประเทศที่ใช้ภาษาอังกฤษเป็นภาษาแม่เช่น ไปเรียนในประเทศอังกฤษ อเมริกา หรือ ออสเตรเลีย					
18. การเรียนคำศัพท์เป็นเรื่องที่สำคัญในการเรียนภาษาอังกฤษ					
19. การเรียนหลักไวยากรณ์เป็นเรื่องที่สำคัญในการเรียนภาษาอังกฤษ					
20. การเรียนภาษาอังกฤษ โดยใช้การแปลเป็นภาษาไทยเป็นเรื่องสำคัญ					
21. การเรียนวิชาภาษาอังกฤษแตกต่างจากการเรียนวิชาอื่น ๆ					
22. การเรียนภาษาอังกฤษต้องใช้ความจำมาก					
23. ในการพูดภาษาอังกฤษเราควรออกเสียงให้ถูกต้อง					
24. เราไม่ควรพูดภาษาอังกฤษจนกว่าเราจะสามารถพูดได้อย่างถูกต้องจริงๆ					
25. ฉันชอบฝึกพูดภาษาอังกฤษกับชาวต่างประเทศที่ฉันมีโอกาสดังกล่าวได้พบ					
26. การคาดเดาคำศัพท์ภาษาอังกฤษที่เราไม่รู้ เป็นเรื่องที่สามารถทำได้					
27. ในการเรียนภาษาอังกฤษ เราควรจะต้องฝึกฝนบ่อย ๆ					
28. ฉันรู้สึกอาย เวลาที่ต้องพูดภาษาอังกฤษต่อหน้าคนอื่น ๆ					
29. ถ้าปล่อยให้คนที่เพิ่งเริ่มเรียนภาษาอังกฤษ ใช้ภาษาแบบผิด ๆ จะเป็นการยากที่จะแก้ไขให้เขาใช้ภาษาให้ถูกต้องในภายหลัง					
30. การฝึกฟังจากเทปวิทยุเป็นเรื่องสำคัญในการเรียนภาษาอังกฤษ					

ระดับความคิดเห็นแบ่งเป็น 5 ระดับ มีความหมายดังนี้

ไม่เห็นด้วยอย่างยิ่ง | เห็นด้วยอย่างยิ่ง | | | |

1      2      3      4      5

ข้อความ	ระดับความคิดเห็น				
	1	2	3	4	5
31. คนที่เรียนภาษาอังกฤษ ควรฝึกภาษาด้วยการดูรายการโทรทัศน์ หรือฟังรายการวิทยุที่เป็นภาษาอังกฤษบ่อย ๆ					
32. คนไทยให้ความสำคัญกับการเรียนภาษาอังกฤษมาก					
33. ฉันต้องการเรียนภาษาอังกฤษเพราะจะช่วยให้ฉันสามารถเข้าใจคนที่ใช้ภาษาอังกฤษเป็นภาษาแม่ (เช่น คนอังกฤษ คนอเมริกัน หรือคนออสเตรเลีย) ได้ดีขึ้น					
34. ถ้าฉันมีความสามารถในการใช้ภาษาอังกฤษได้ดี ฉันจะมีโอกาสได้งานที่ดี					
35. ฉันอยากพูดภาษาอังกฤษได้ดี					
36. ฉันอยากมีเพื่อนเป็นชาวต่างประเทศ					
37. ฉันต้องการที่จะเรียนภาษาอังกฤษได้ดีเพราะจะช่วยให้ฉันสามารถรับรู้ข้อมูลข่าวสารได้จากทั่วโลก					
38. ภาษาอังกฤษมีความสำคัญกับการเรียนในระดับสูง โดยเฉพาะในการเรียนปริญญาโท หรือปริญญาเอก					
39. การเรียนภาษาอังกฤษจะช่วยให้ฉันสามารถติดต่อชาติอื่น ๆ ได้ เพราะภาษาอังกฤษเป็นภาษาสากล					

ตอนที่ 2 กรุณาใส่เครื่องหมาย ✓ ลงในช่องสี่เหลี่ยมหน้าข้อความที่ตรงกับความคิดเห็นของท่านมากที่สุด

1. ฉันคิดว่าภาษาอังกฤษเป็นภาษาที่ \_\_\_\_\_

ยากมาก     ยาก     ไม่ยากแต่ก็ไม่ง่าย     ง่าย     ง่ายมาก

2. ถ้าใครจะเริ่มเรียนภาษาอังกฤษโดยใช้เวลาในการเรียนทุกวัน วันละ 1 ชั่วโมง เขาจะต้องใช้เวลานานเท่าไร จึงจะสามารถพูดภาษาอังกฤษได้ดี

ไม่ถึง 1 ปี

- 1-2 ปี
- 3-5 ปี
- 5-10 ปี
- ไม่มีใครจะสามารถพูดภาษาอังกฤษได้ดี ถ้าได้เรียนเพียงแค่วันละ 1 ชั่วโมง

ขอขอบคุณที่ให้ความร่วมมือในการตอบแบบสอบถามค่ะ สุดท้ายนี้ขอทำความรู้จักกับคุณก่อนจากกัน

กรุณาใส่เครื่องหมาย ✓ ลงในช่องสี่เหลี่ยมหน้าข้อความ และเติมข้อมูลให้สมบูรณ์

ชื่อ \_\_\_\_\_ นามสกุล \_\_\_\_\_

อายุ \_\_\_\_\_ ปี

เพศ  หญิง  ชาย

ขณะนี้ศึกษาอยู่ชั้นปีที่ \_\_\_\_\_ คณะ \_\_\_\_\_

มหาวิทยาลัย \_\_\_\_\_

วิชาเอก / โท (นอกเหนือจากภาษาอังกฤษ) \_\_\_\_\_

เริ่มเรียนภาษาอังกฤษตั้งแต่ชั้น

- อนุบาล  ประถมศึกษาปีที่ \_\_\_\_\_
- มัธยมศึกษาปีที่ \_\_\_\_\_  อื่น ๆ โปรดระบุ \_\_\_\_\_

ประสบการณ์ในการสอนภาษาอังกฤษ

- ไม่เคยสอน  สอนพิเศษเป็นรายบุคคล
- สอนในโรงเรียนสอนพิเศษ  สอนพิเศษทั้งแบบรายบุคคลและใน

โรงเรียนสอนพิเศษ

- อื่น ๆ โปรดระบุ \_\_\_\_\_

ในครอบครัวมีคนประกอบอาชีพครู

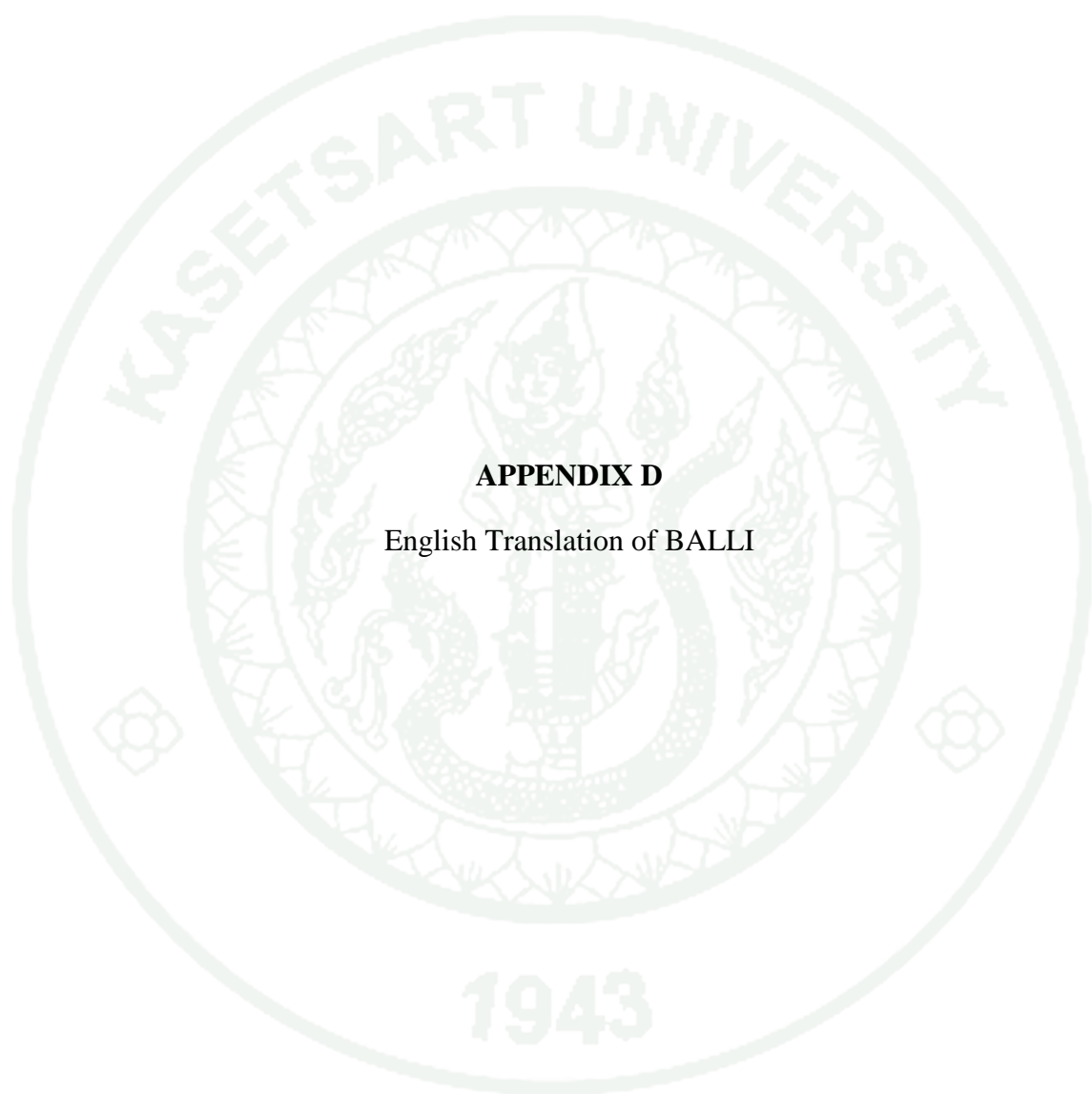
- ไม่มี  แม่ และ/หรือ พ่อ
- ญาติที่อาศัยอยู่ด้วยกัน  ญาติที่ไม่ได้อาศัยอยู่ด้วยกัน
- อื่น ๆ โปรดระบุ \_\_\_\_\_

หากท่านมีความคิดเห็นหรือข้อเสนอแนะเกี่ยวกับแบบสอบถามชุดนี้  
โปรดแสดงความคิดเห็นของท่านในพื้นที่ว่างด้านล่างนี้ ขอขอบคุณค่ะ

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**APPENDIX D**

English Translation of BALLI

## English Translation of BALLI

### Part I

**Direction:** The statements below are beliefs that some people have about learning a foreign language, English in particular. After reading each statement, mark “✓” under the column (1, 2, 3, 4, or 5) which indicates your opinion about the statement. The number on the top of each column means the following:

Strongly Disagree				Strongly Agree
1	2	3	4	5

Statements	Opinion				
	1	2	3	4	5
1. It is easier for children than adults to learn a foreign language.					
2. Some people have a special ability for learning foreign Languages such as English.					
3. Thai people are good at learning foreign language.					
4. It is easier for someone who already speaks a foreign language to learn another one.					
5. People who are good at mathematics or science are not good at learning foreign languages.					
6. I have a special ability for learning foreign languages.					
7. Women are better than men at learning foreign languages.					
8. People who speak more than one language are intelligent.					
9. Everyone can learn to speak a foreign language.					
10. Some languages are easier to learn than others.					
11. I believe that I will learn to speak English well.					
12. In learning English, it is easier to speak than to understand what people say.					
13. In learning English, reading is easier than speaking and listening.					
14. In learning English, writing is easier than speaking and listening.					



Statements	Opinion				
	1	2	3	4	5
15. It is difficult for Thai people to learn English because of the difference in the alphabet system.					
16. It is necessary to know the customs, the cultures, and the ways of life of English-speaking people (such as the British, Americans, or Australians) in order to speak English correctly and appropriately in a particular context.					
17. It is best to learn English in an English-speaking country such as England, the United States, or Australia.					
18. Learning vocabulary words is an important part of learning English.					
19. Learning the grammar is an important part of learning English.					
20. Learning how to translate from Thai is an important part of learning English.					
21. Learning English is different from learning other academic subjects.					
22. Learning English involves a lot of memorization.					
23. It is important to speak English with a correct pronunciation.					
24. We shouldn't say anything in English until we can say it correctly.					
25. I enjoy practicing English with the foreigners I meet.					
26. It's O.K. to guess if we don't know a word in English.					
27. In learning English, it is important to practice a lot.					
28. I feel timid speaking English with other people.					
29. If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.					



Statements	Opinion				
	1	2	3	4	5
30. In learning English, it is important to practice with cassettes or tapes.					
31. In learning English, it is important to practice by listening to TV or Radio programs in English frequently.					
32. Thai people feel that it is very important to learn English.					
33. I would like to learn English so that I can get to know people who speak English (such as the British, Americans, or Australians) better.					
34. If I can use English well, I will have better opportunities for a good job.					
35. I want to be able to speak English well.					
36. I would like to have friends from other countries.					
37. I want to learn English well because it can help me access information from around the world.					
38. English is important for higher education level, especially graduate programs.					
39. Learning English will help me communicate with people from other countries because English is an international language.					

## Part II

**Directions:** Please read each statement and mark ✓ by the choice that indicates your opinion about the statement.

1. I think English is:
  - a) a very difficult language
  - b) a difficult language
  - c) a language of medium difficulty
  - d) an easy language
  - e) a very easy language

2. If someone spent one hour learning English every day, how long would it take him or her to speak English well.

- a) Less than a year
- b) 1-2 years
- c) 3-5 years
- d) 5-10 years
- e) You can't learn a language in 1 hour a day

**Thank you for your participation in the survey. Lastly, I'd like to learn about you a little bit before you finish the survey.**

**Please mark ✓ by the choice that corresponds to you the best and fill in the blanks as requested.**

Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Age: \_\_\_\_\_

Gender:  Female  Male

Classification: \_\_\_\_\_

Faculty: \_\_\_\_\_

University: \_\_\_\_\_

Another Major / Minor (Apart from English) \_\_\_\_\_

When did you start learning English?

Kindergarten  Primary level: Grade \_\_\_\_\_

Secondary Level: Grade \_\_\_\_\_  Other, please specify: \_\_\_\_\_

Have you had any teaching experience?

No, I have never taught before.  Yes, I have been an individual tutor.

Yes, I have taught in a tutor center.  Yes, I have taught both as an individual tutor and in a tutor center.

Is there any teacher in your family?

None  My mother and/or My father

A relative(s) who lives in the same household  A relative(s) who lives in a different household

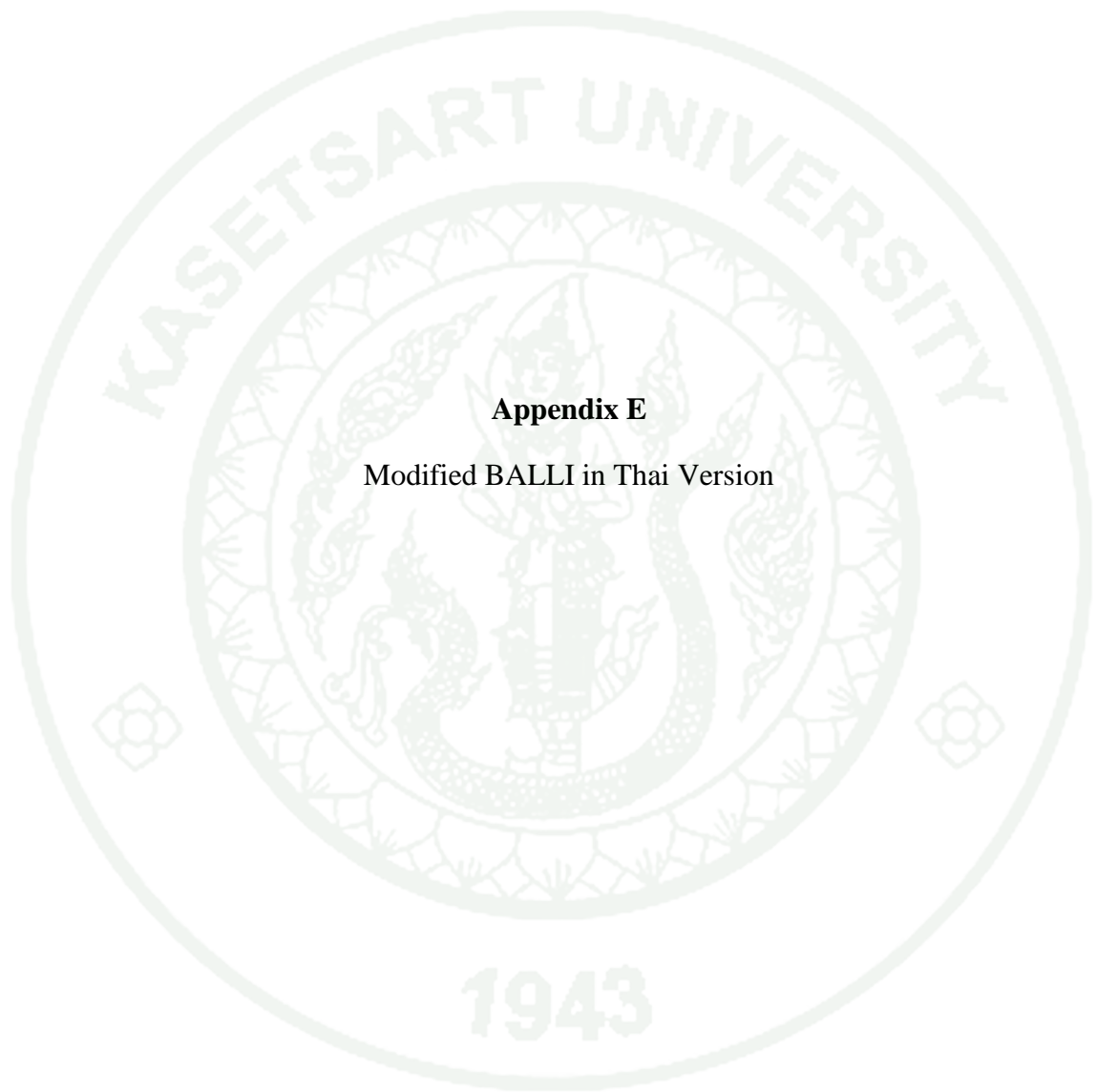
Other, please specify: \_\_\_\_\_

**Please feel free to give your opinion or suggestions about this questionnaire in the space below. Thank you!**

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**Appendix E**

Modified BALLI in Thai Version

### Modified BALLI in Thai Version

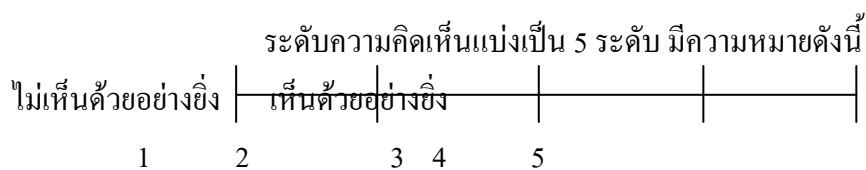
แบบสำรวจความเชื่อเกี่ยวกับการเรียนรู้ภาษาอังกฤษ

ตอนที่ 1 คำชี้แจงข้อความแต่ละข้อต่อไปนี้เป็นเรื่องเกี่ยวกับความเชื่อ เกี่ยวกับการเรียนภาษาอังกฤษของท่าน ขอให้ท่านอ่านข้อความแต่ละข้อ แล้วพิจารณาว่าท่านเห็นด้วยกับข้อความนั้นในระดับใด โดยใส่เครื่องหมาย ✓ ลงในช่อง (1, 2, 3, 4, หรือ 5) หลังข้อความ

ระดับความคิดเห็นแบ่งเป็น 5 ระดับ มีความหมายดังนี้

ไม่เห็นด้วยอย่างยิ่ง		เห็นด้วยอย่างยิ่ง				
1	2	3	4	5		

ข้อความ	ระดับความคิดเห็น				
	1	2	3	4	5
1. เด็กเรียนภาษาต่างประเทศได้ดีกว่าผู้ใหญ่					
2. คนบางคนมีความสามารถพิเศษในการเรียนภาษาต่างประเทศ เช่น ภาษาอังกฤษ					
3. คนไทยสามารถเรียนภาษาต่างประเทศได้ดี					
4. คนที่รู้ภาษาต่างประเทศแล้วหนึ่งภาษาจะสามารถเรียนภาษาอื่นได้อีกโดยไม่ยาก					
5. คนที่เก่งคณิตศาสตร์หรือวิทยาศาสตร์จะเรียนภาษาต่างประเทศได้ไม่ด้นัก					
6. ฉันมีความสามารถพิเศษในการเรียนภาษาต่างประเทศ					
7. ผู้หญิงเรียนภาษาต่างประเทศได้ดีกว่าผู้ชาย					
8. คนที่พูดได้หลายภาษาเป็นคนฉลาด					
9. คนทุกคนมีความสามารถที่จะพูดภาษาต่างประเทศได้					
10. ภาษาบางภาษาง่ายที่จะเรียนรู้มากกว่าภาษาอื่น ๆ					
11. ฉันเชื่อว่าฉันจะสามารถเรียนที่จะพูดภาษาอังกฤษได้ดี					
12. การพูดภาษาอังกฤษ ง่ายกว่าการทำความเข้าใจในการฟังภาษาอังกฤษ					
13. ในการเรียนภาษาอังกฤษ การอ่านง่ายกว่าการพูดและการฟัง					
14. ในการเรียนภาษาอังกฤษ การเขียนง่ายกว่าการพูดและการฟัง					



ข้อความ	ระดับความคิดเห็น				
	1	2	3	4	5
15. การเรียนภาษาอังกฤษเป็นเรื่องยากสำหรับคนไทย เพราะภาษาอังกฤษกับภาษาไทยใช้ตัวอักษรต่างกัน					
16. การที่จะพูดภาษาอังกฤษได้อย่างถูกต้องและเหมาะสม เราควรจะต้องเรียนรู้ขนบธรรมเนียมวัฒนธรรม และชีวิตความเป็นอยู่ของคนที่ใช้ภาษาอังกฤษเป็นภาษาแม่ เช่น คนอังกฤษ คนอเมริกัน หรือ คนออสเตรเลีย					
17. การจะเรียนภาษาอังกฤษให้ได้ผล ควรไปเรียนในประเทศที่ใช้ภาษาอังกฤษเป็นภาษาแม่เช่น ไปเรียนในประเทศอังกฤษ อเมริกา หรือ ออสเตรเลีย					
18. การเรียนคำศัพท์เป็นเรื่องที่สำคัญในการเรียนภาษาอังกฤษ					
19. การเรียนหลักไวยากรณ์เป็นเรื่องที่สำคัญในการเรียนภาษาอังกฤษ					
20. การเรียนภาษาอังกฤษ โดยใช้การแปลเป็นภาษาไทยเป็นเรื่องสำคัญ					
21. การเรียนวิชาภาษาอังกฤษแตกต่างจากการเรียนวิชาอื่น ๆ					
22. การเรียนภาษาอังกฤษต้องใช้ความจำมาก					
23. ในการพูดภาษาอังกฤษเราควรออกเสียงให้ถูกต้อง					
24. เราไม่ควรพูดภาษาอังกฤษจนกว่าเราจะสามารถพูดได้อย่างถูกต้องจริงๆ					
25. ฉันชอบฝึกพูดภาษาอังกฤษกับชาวต่างประเทศที่ฉันมีโอกาสได้พบ					
26. การคาดเดาคำศัพท์ภาษาอังกฤษที่เราไม่รู้ เป็นเรื่องที่สามารถทำได้					
27. ในการเรียนภาษาอังกฤษ เราควรจะต้องฝึกฝนบ่อย ๆ					
28. ฉันรู้สึกอาย เวลาที่ต้องพูดภาษาอังกฤษต่อหน้าคนอื่น ๆ					
29. ถ้าปล่อยให้คนที่เพิ่งเริ่มเรียนภาษาอังกฤษ ใช้ภาษาแบบผิด ๆ จะเป็นการยากที่จะแก้ไขให้เขาใช้ภาษาให้ถูกต้องในภายหลัง					
30. การฝึกฟังจากสื่อต่างๆที่มีเป็นเรื่องสำคัญในการเรียนภาษาอังกฤษ					

ระดับความคิดเห็นแบ่งเป็น 5 ระดับ มีความหมายดังนี้

ไม่เห็นด้วยอย่างยิ่ง | เห็นด้วยอย่างยิ่ง | | | |

1 2 3 4 5

ข้อความ	ระดับความคิดเห็น				
	1	2	3	4	5
31. คนที่เรียนภาษาอังกฤษ ควรฝึกภาษาด้วยการดูรายการโทรทัศน์ หรือฟังรายการวิทยุที่เป็นภาษาอังกฤษบ่อย ๆ					
32. คนไทยให้ความสำคัญกับการเรียนภาษาอังกฤษมาก					
33. ฉันต้องการเรียนภาษาอังกฤษเพราะจะช่วยให้ฉันสามารถเข้าใจคนที่ใช้ภาษาอังกฤษเป็นภาษาแม่ (เช่น คนอังกฤษ คนอเมริกัน หรือคนออสเตรเลีย) ได้ดีขึ้น					
34. ถ้าฉันมีความสามารถในการใช้ภาษาอังกฤษได้ดี ฉันจะมีโอกาสได้งานที่ดี					
35. ฉันอยากพูดภาษาอังกฤษได้ดี					
36. ฉันอยากมีเพื่อนเป็นชาวต่างประเทศ					
37. ฉันต้องการที่จะเรียนภาษาอังกฤษได้ดีเพราะจะช่วยให้ฉันสามารถรับรู้ข้อมูลข่าวสารได้จากทั่วโลก					
38. ภาษาอังกฤษมีความสำคัญกับการเรียนในระดับสูง โดยเฉพาะในการเรียนปริญญาโท หรือปริญญาเอก					
39. การเรียนภาษาอังกฤษจะช่วยให้ฉันสามารถติดต่อชาติอื่น ๆ ได้ เพราะภาษาอังกฤษเป็นภาษาสากล					

ตอนที่ 2 กรุณาใส่เครื่องหมาย ✓ ลงในช่องสี่เหลี่ยมหน้าข้อความที่ตรงกับความคิดเห็นของท่านมากที่สุด

1. ฉันคิดว่าภาษาอังกฤษเป็นภาษาที่ \_\_\_\_\_

ยากมาก    ยาก    ไม่ยากแต่ก็ไม่ง่าย    ง่าย    ง่ายมาก

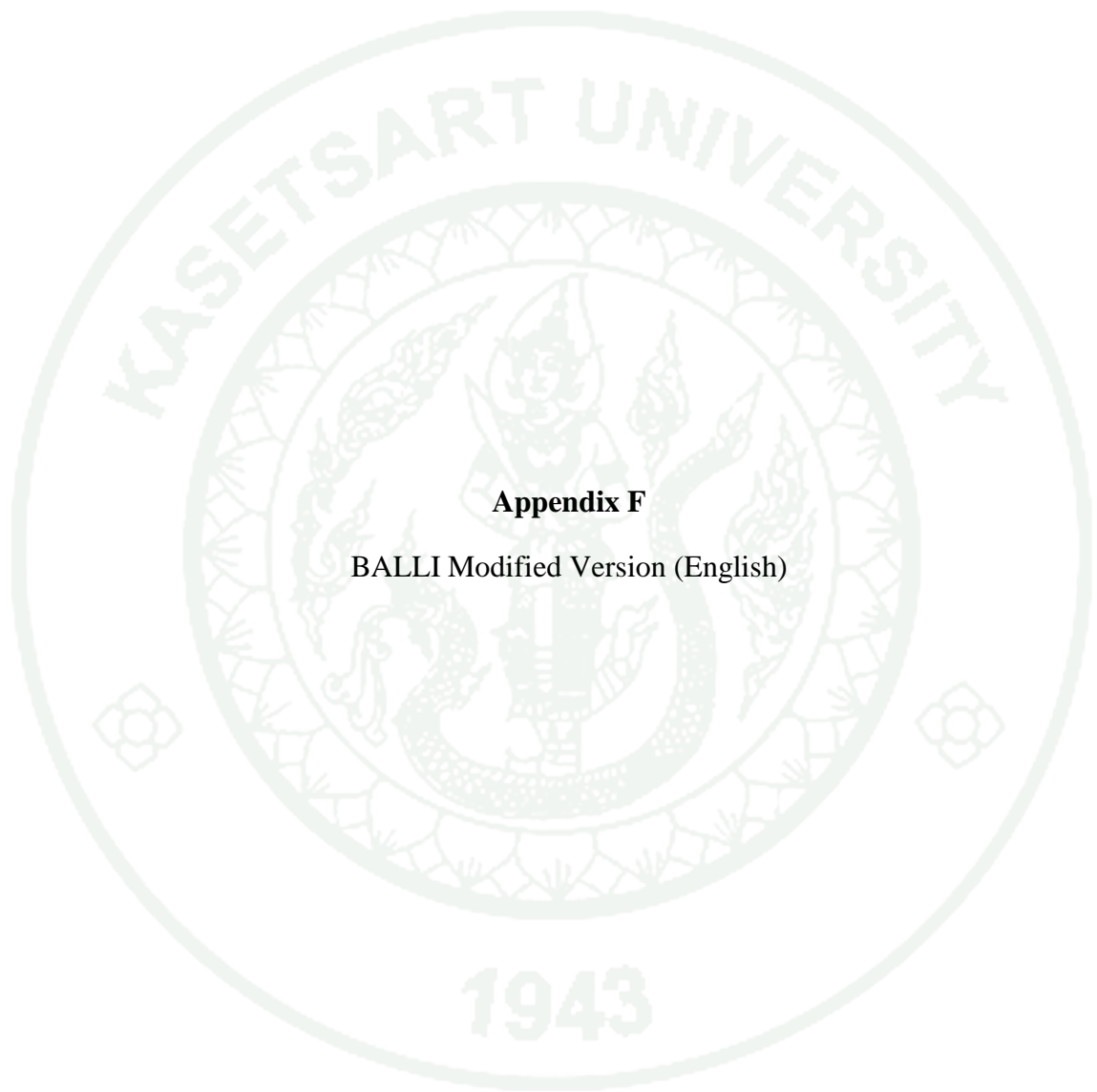
2. ถ้าใครจะเริ่มเรียนภาษาอังกฤษโดยใช้เวลาในการเรียนทุกวัน วันละ 1 ชั่วโมง เขาจะต้องใช้เวลาานเท่าไร จึงจะสามารถพูดภาษาอังกฤษได้ดี

ไม่ถึง 1 ปี

- 1-2 ปี
- 3-5 ปี
- 5-10 ปี
- ไม่มีใครจะมารดพูดภาษาอังกฤษได้ดี ถ้าได้เรียนเพียงแค่วันละ 1

ชั่วโมง





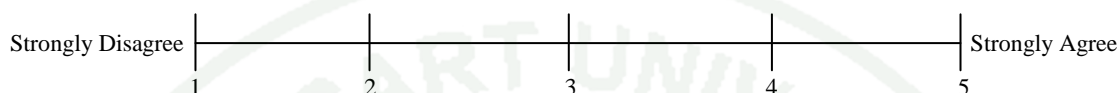
**Appendix F**

BALLI Modified Version (English)

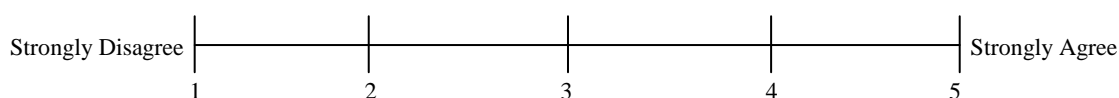
### BALLI Modified Version (English)

#### Part I

**Direction:** The statements below are beliefs that some people have about learning a foreign language, English in particular. After reading each statement, mark “✓” under the column (1, 2, 3, 4, or 5) which indicates your opinion about the statement. The number on the top of each column means the following:



Statements	Opinion				
	1	2	3	4	5
1. It is easier for children than adults to learn a foreign language.					
2. Some people have a special ability for learning foreign Languages such as English.					
3. Thai people are good at learning foreign language.					
4. It is easier for someone who already speaks a foreign language to learn another one.					
5. People who are good at mathematics or science are not good at learning foreign languages.					
6. I have a special ability for learning foreign languages.					
7. Women are better than men at learning foreign languages.					
8. People who speak more than one language are intelligent.					
9. Everyone can learn to speak a foreign language.					
10. Some languages are easier to learn than others.					
11. I believe that I will learn to speak English well.					
12. In learning English, it is easier to speak than to understand what people say.					



Statements	Opinion				
	1	2	3	4	5
13. In learning English, reading is easier than speaking and listening.					
14. In learning English, writing is easier than speaking and listening.					
15. It is difficult for Thai people to learn English because of the difference in the alphabet system.					
16. It is necessary to know the customs, the cultures, and the ways of life of English-speaking people (such as the British, Americans, or Australians) in order to speak English correctly and appropriately in a particular context.					
17. It is best to learn English in an English-speaking country such as England, the United States, or Australia.					
18. Learning vocabulary words is an important part of learning English.					
19. Learning the grammar is an important part of learning English.					
20. Learning how to translate from Thai is an important part of learning English.					
21. Learning English is different from learning other academic subjects.					
22. Learning English involves a lot of memorization.					
23. It is important to speak English with a correct pronunciation.					
24. We shouldn't say anything in English until we can say it correctly.					
25. I enjoy practicing English with the foreigners I meet.					
26. It's O.K. to guess if we don't know a word in English.					



Statements	Opinion				
	1	2	3	4	5
27. In learning English, it is important to practice a lot.					
28. I feel timid speaking English with other people.					
29. If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.					
30. In learning English, it is important to practice with CD or other multimedia.					
31. In learning English, it is important to practice by listening to TV or Radio programs in English frequently.					
32. Thai people feel that it is very important to learn English.					
33. I would like to learn English so that I can get to know people who speak English (such as the British, Americans, or Australians) better.					
34. If I can use English well, I will have better opportunities for a good job.					
35. I want to be able to speak English well.					
36. I would like to have friends from other countries.					
37. I want to learn English well because it can help me access information from around the world.					
38. English is important for higher education level, especially graduate programs.					
39. Learning English will help me communicate with people from other countries because English is an international language.					

## Part II

**Directions:** Please read each statement and mark ✓ by the choice that indicates your opinion about the statement.

1. I think English is:

- a) a very difficult language
- b) a difficult language
- c) a language of medium difficulty
- d) an easy language
- e) a very easy language

2. If someone spent one hour learning English every day, how long would it take him or her to speak English well.

- a) Less than a year
- b) 1-2 years
- c) 3-5 years
- d) 5-10 years
- e) You can't learn a language in 1 hour a day

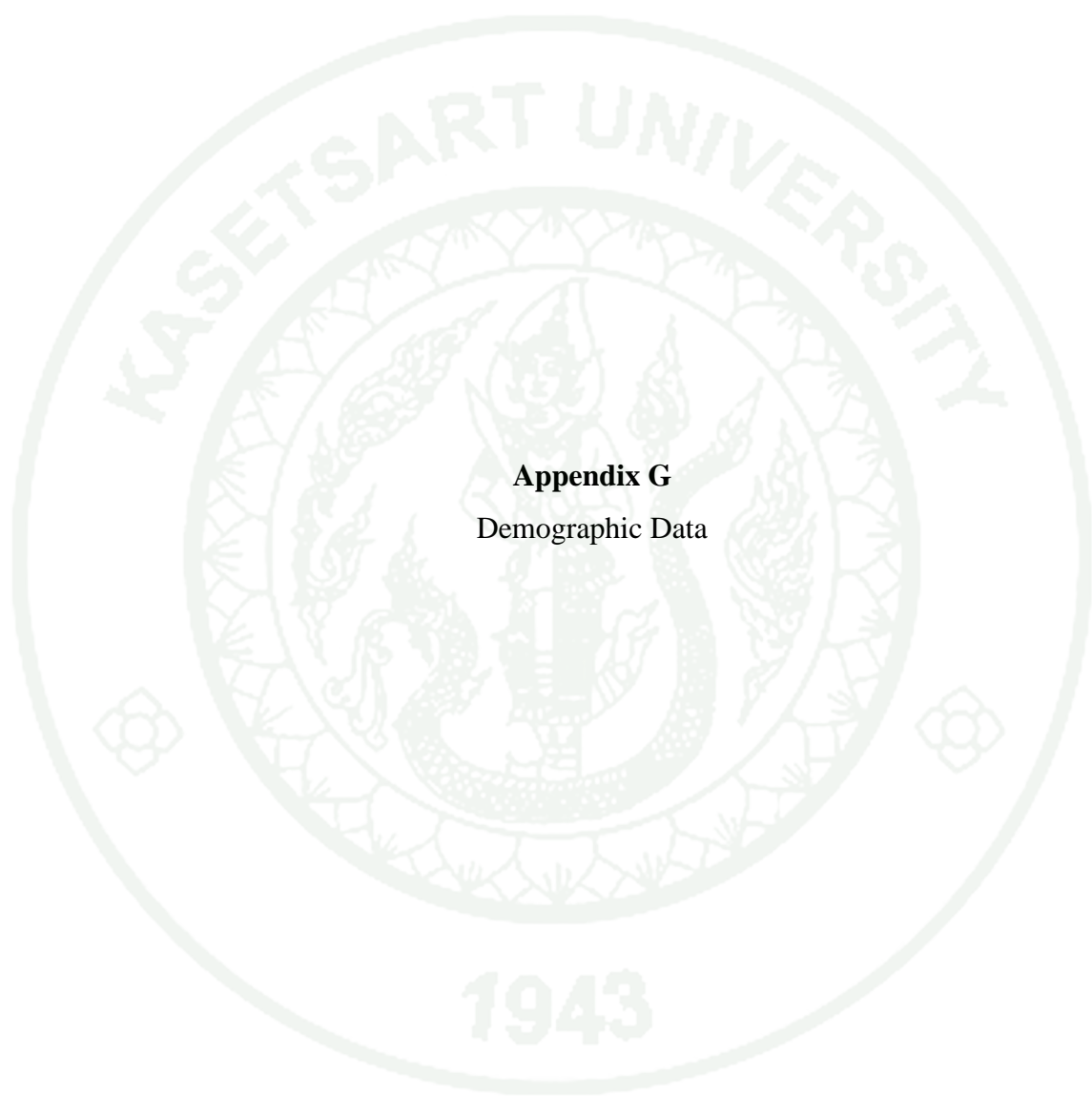
**Thank you for your participation in the survey. Lastly, I'd like to learn about you a little bit before you finish the survey.**

**Please mark ✓ by the choice that corresponds to you the best and fill in the blanks as requested.**

Name: \_\_\_\_\_ Last Name : \_\_\_\_\_

Age: \_\_\_\_\_

Gender:  Female  Male



**Appendix G**  
Demographic Data

### Demographic Data

ข้อมูลทั่วไป: กรุณา ใส่เครื่องหมาย X ลงในช่องสี่เหลี่ยมหน้าข้อความและเติมข้อความให้สมบูรณ์

ชื่อ-สกุล \_\_\_\_\_ อายุ \_\_\_\_\_ ปี

1) เริ่มเรียนภาษาอังกฤษตั้งแต่ชั้น \_\_\_\_\_

2) ประสบการณ์ในการเรียนรู้ภาษาอังกฤษนอกชั้นเรียนปกติ

เคย

ไม่เคย

ถ้าเคย กิจกรรมการเรียนนั้นคือ

ายภาษา

เรียนพิเศษ

โครงการแลกเปลี่ยนนักเรียน

Summer Course ต่างประเทศ

อื่น ๆ โปรดระบุ \_\_\_\_\_

3) วิชาที่นักเรียนชอบมากที่สุด 3 อันดับได้แก่

อันดับ 1 \_\_\_\_\_ อันดับ 2 \_\_\_\_\_ อันดับ 3 \_\_\_\_\_

4) ในครอบครัวมีสมาชิกครอบครัวที่พูดมากกว่า 1 ภาษา

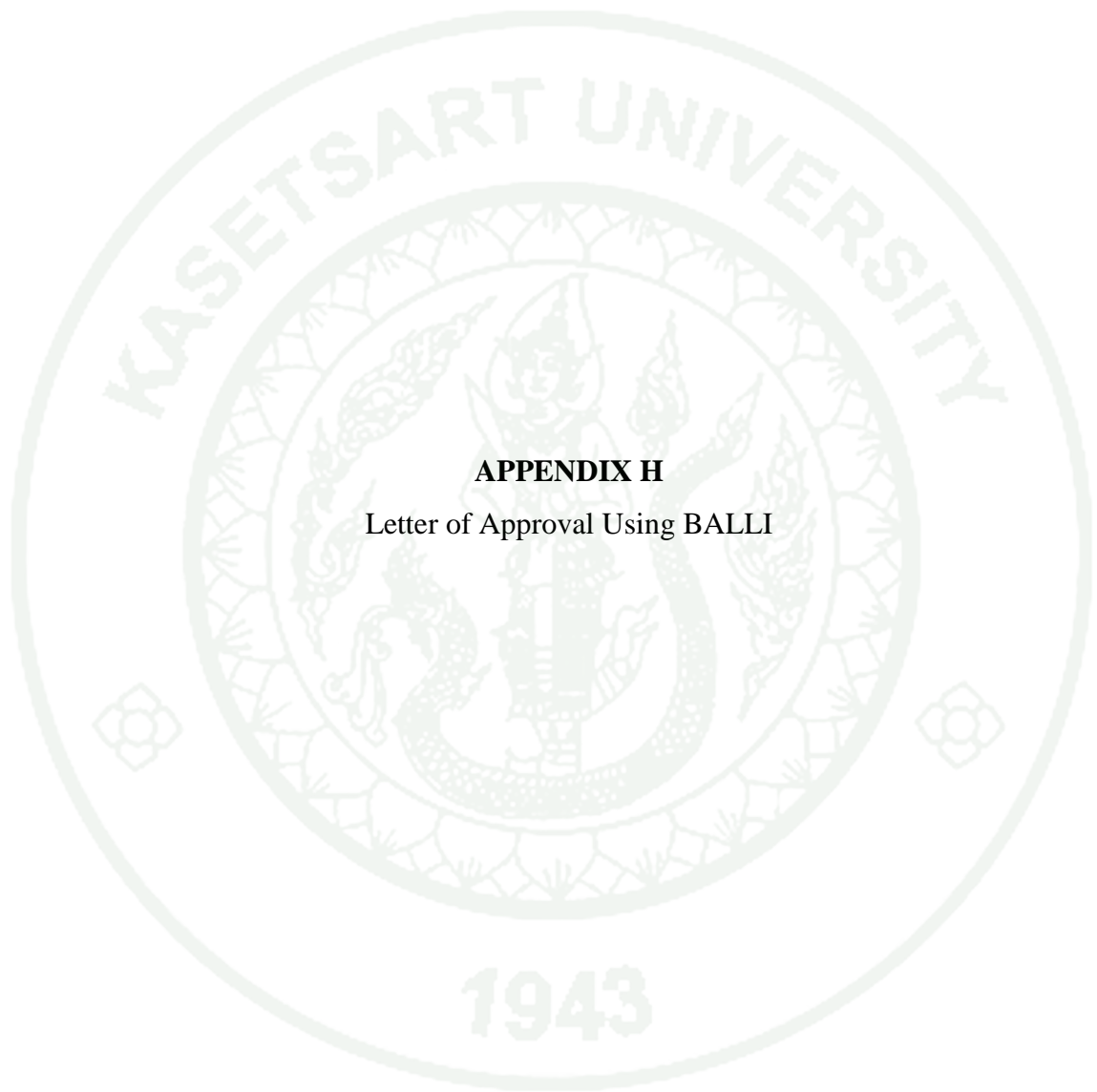
ไม่มี

มี โปรดระบุ \_\_\_\_\_

หากนักเรียนมีความเห็นหรือข้อเสนอแนะกับแบบสอบถามชุดนี้ โปรดแสดงความคิดเห็นใน

ช่องว่างด้านล่างนี้ค่ะ ขอขอบคุณค่ะ

ข้อเสนอแนะ \_\_\_\_\_



**APPENDIX H**  
Letter of Approval Using BALLI

## Letter of Approval Using BALLI



Anne Arducias<ardusias@gmail.com>

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### Approval request for using BALLI

6 messages

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**ardusias**<ardusias@gmail.com>

Sun, May 27, 2012 at 9:54 PM

To: horwitz@mail.utexas.edu

Dear Professor Horwitz

My Name is Saisuda Ngoksimma. I'm M.A. (ESP) student of Kasetsart University, Thailand. Now, I am conducting my study, title" A Study of Learners' Beliefs about English as Foreign Language Learning in Grade 9 bilingual program. Therefore, I would like to ask your permission to adapt some items of your BALLI ESL version as my research instrument. If you like me to send an official request letter from my faculty administration later, please let me know. Thank you for your consideration and your time reading my email. I hope to hear from you. (can I make it less formal? It's the first time I've written to such a "BIG" scholar like this !!and WOW....

Best Regards,

N. Saisuda

horwitz@mail.utexas.edu 5/28/12

to me

It's nice to meet you, and I appreciate your interest in my work.

Subject to the usual requirements for acknowledgment, I am pleased to grant you permission to use the Beliefs about Language Learning Inventory in your research. Specifically, you must acknowledge my authorship the BALLI in any oral or written reports of your research. I also request that you inform me of your findings. Some scoring information about the BALLI can be found in my book *Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching*, Allyn & Bacon, 2013. This book also contains a revised version of the BALLI (version 2.0) which I am attaching to this e-mail.

Best wishes on your project.

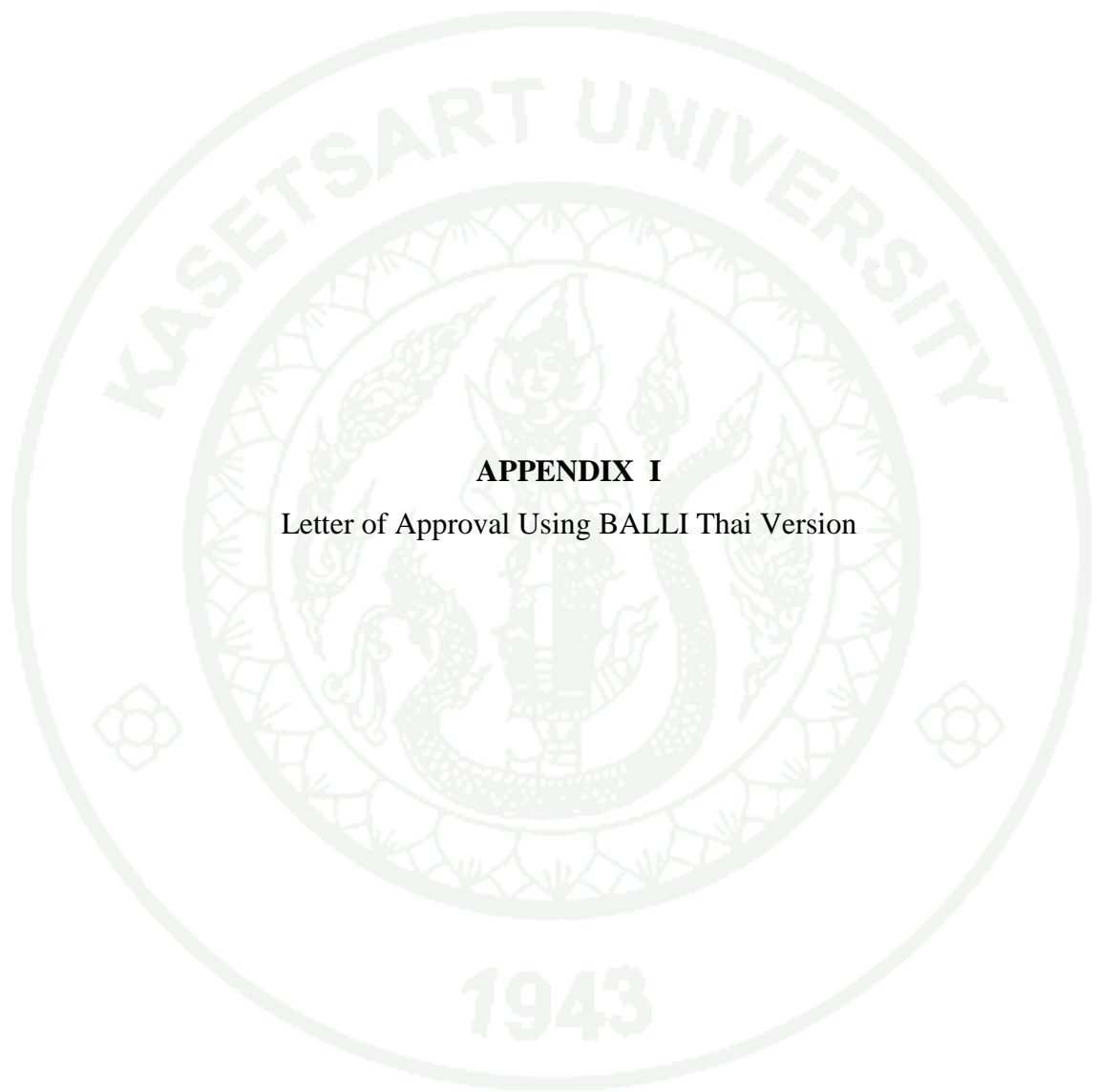
Sincerely,

Elaine K. Horwitz

---

**horwitz@mail.utexas.edu** <horwitz@mail.utexas.edu>

Mon, May 28, 2012 at 5:27 AM



**APPENDIX I**

Letter of Approval Using BALLI Thai Version

## Letter of Approval Using BALLI Thai Version



Anne Arducias<ardusias@gmail.com>

ขออนุญาตนำแบบสอบถามในงานวิจัยของท่านมาใช้

4 messages

**ardusias**<ardusias@gmail.com>

Wed, May 16, 2012 at 4:17 PM

To: jutarat.v@chula.ac.th

เรียน อ.จตุรรัตน์ วิบูลผล

ดิฉันนางสาวสายสุดา หงอกสิมมานิสิตระดับปริญญาโท สาขา ESP ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์มหาวิทยาลัยเกษตรศาสตร์ อยากจะขอความอนุเคราะห์จากอาจารย์ นำแบบสอบถาม

BALLI Thai version ไปใช้ในงานวิจัย หัวข้อคือ A Study of Learners' Beliefs About Learning English as a Foreign Language of Grade 9 English Program Students ค่ะ

จึงหวังเป็นอย่างยิ่งว่าอาจารย์จะเมตตาและอนุญาตให้นำเอาแบบสอบถามของอาจารย์ไปใช้ในงานวิจัยครั้งนี้ค่ะ

กราบขอบพระคุณอาจารย์ล่วงหน้าค่ะ

สายสุดา หงอกสิมมา  
089-6888968

**JutaratVibulphol**<jutarat.v@chula.ac.th>

Mon, May 21, 2012 at 10:02 AM

Reply-To: jutarat.v@chula.ac.th

To: arducias<ardusias@gmail.com>

Khun Saisuda,

Thank you for your interests in my version of BALLI. I'd pleased for it to be used in your work. Please also write to Horwitz, the owner of the questionnaire, to ask for her permission before utilizing my version of the questionnaire.

Please share the findings with me when your study is complete.

An official letter from your university for this request will be appreciated. The letter can be sent directly to the following address:

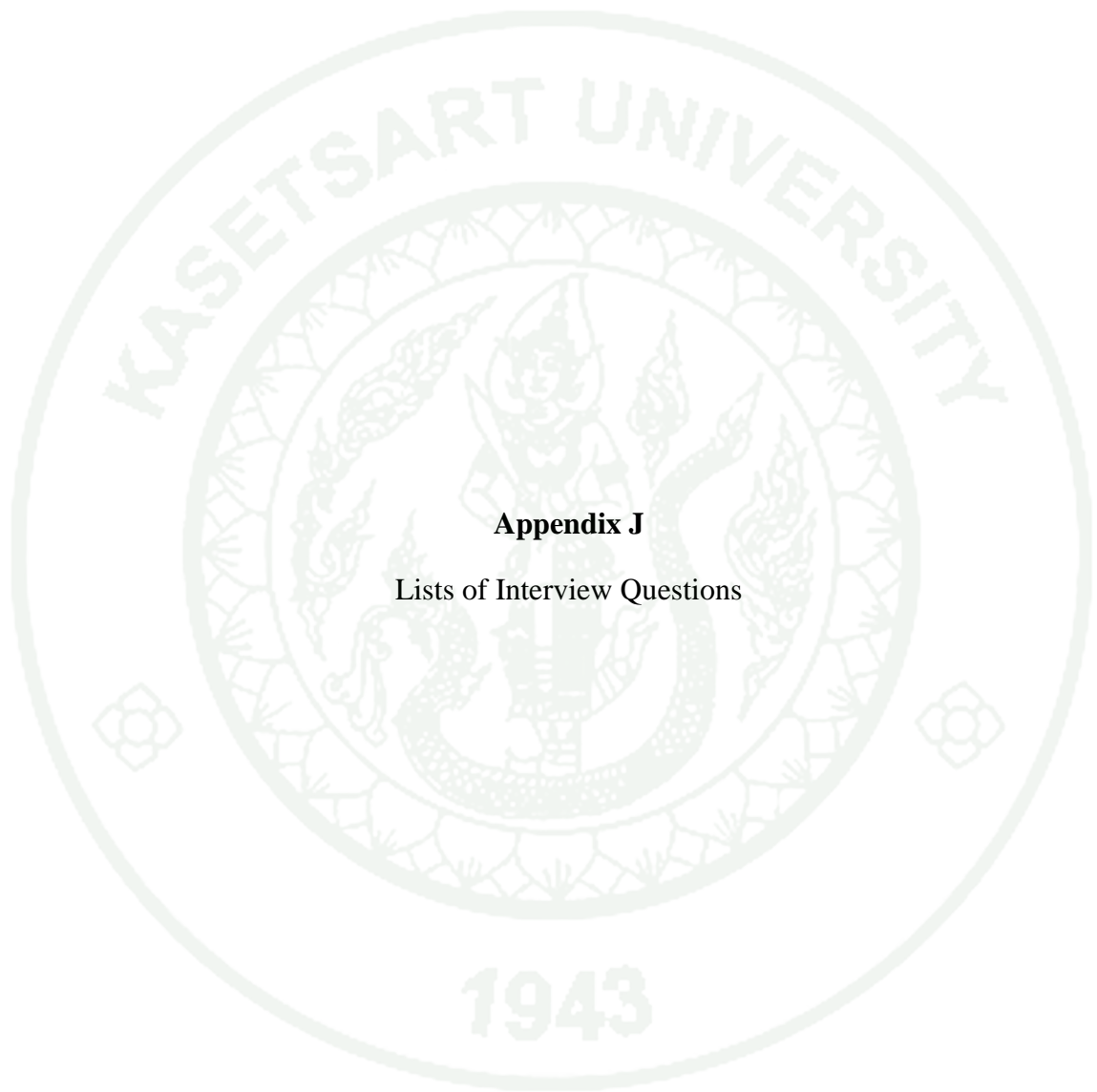
คณบดีคณะครุศาสตร์

คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย

ถนนพญาไท ปทุมวัน กรุงเทพฯ 10330

Regards,

Jutarat



**Appendix J**

Lists of Interview Questions

### Lists of Interview Questions

- 1) Why EP?
- 2) Are you a good language learner from the first place?
- 3) What are your goals and expectations toward this program?
- 4) What personal interests or expectations do you have regarding English Program?
- 5) Does your family encourage or support you to study in this program? How do they support you?
- 6) How do you regulate your bilingual learning?
- 7) Which strategies do you use?
- 8) Do you apply different strategies on different subjects?
- 9) Are these strategies functional? If not, how do you cope with it?
- 10) What beliefs encourage the use of strategies?
- 11) What kind of efforts do you think you need to learn a foreign language?
- 12) What kind of contributions do you make to deal with failure or success?
- 13) Are you afraid of making a mistake? How do you react if you make one?
- 14) Among the 4 skills: speaking, listening, reading and writing, which one is the most difficult for you? Why?
- 15) Are you confident to use English? How do you rate your proficiency?
- 16) Regarding easy or difficult skill, how do you justify it by communicative purpose or by academic purpose?
- 17) How are grammar, vocabulary, translation, and pronunciation important to you?
- 18) How do you practice the 4 different skills of English?
- 19) What about outside class activities do you engage?
- 20) Do you think culture is important in learning a foreign language? Any culture shock you encountered?
- 21) What are the most boring and stressful tasks and what are your favorite class activities? Why do you like or dislike it?
- 22) Is it necessary to study English in an English speaking country? Why?



**Appendix K**  
Letter of Consent

## Letter of Consent

หนังสือแสดงความยินยอมเข้าร่วมวิจัย

ที่ โรงเรียนสวนกุหลาบวิทยาลัย รังสิต

วันที่.....เดือน.....พ.ศ. ....

ข้าพเจ้า นักเรียนชั้น ม.3 ห้อง 301และห้อง 302 (ดังรายชื่อแนบท้าย) ขอแสดงความยินยอมของข้าพเจ้าเข้าร่วมโครงการวิจัย A Study of Learners' Beliefs About English as a Foreign Language Learning in Grade 9 EP Students. (ความเชื่อของผู้เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศของนักเรียน English Program ชั้นม.3) ซึ่งดำเนินการวิจัยโดย นางสาวสายสุดา หงอกสิมมา นิสิตปริญญาโท สาขาภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะ ภาควิชาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยเกษตรศาสตร์

ข้าพเจ้าได้รับทราบรายละเอียดเกี่ยวกับที่มาและวัตถุประสงค์การวิจัย รายละเอียดขั้นตอนต่าง ๆ ที่จะต้องปฏิบัติจากผู้วิจัยจนเข้าใจเป็นอย่างดีแล้ว ข้าพเจ้าจึงสมัครใจเข้าร่วมโครงการวิจัยนี้ ภายใต้เงื่อนไขที่ได้รับทราบโดยทั่วกันว่า ในการวิจัยครั้งนี้ ผู้ร่วมวิจัยจะตอบแบบสอบถาม ความเชื่อของผู้เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศของนักเรียน E.P ชั้น ม.3 โรงเรียนสวนกุหลาบวิทยาลัย รังสิต ปีการศึกษา 2556 เป็นเวลา 60 นาทีโดยประกอบด้วยข้อมูลทั่วไป และคำถามจากแบบสอบถาม Beliefs About Language Learning Inventory (Thai version)40 ข้อ เมื่อเสร็จสิ้นการวิจัยแล้วข้อมูลที่เกี่ยวข้องกับผู้มีส่วนร่วมในการวิจัยจะถูกเก็บไว้เพื่อการศึกษาวิจัยที่เกี่ยวข้องในอนาคต และข้อมูลที่เกี่ยวข้องกับผู้ร่วมวิจัยจะไม่มีเปิดเผยชื่อและนำไปสู่การระบุตัวของผู้เข้าร่วมวิจัย ทั้งนี้ผู้วิจัยจะนำเสนอข้อมูลการวิจัยเป็นภาพรวมเท่านั้น ผู้เข้าร่วมวิจัยมีสิทธิถอนตัวออกจากการวิจัยเมื่อใดก็ได้ โดยไม่ต้องแจ้งเหตุผล ซึ่งการถอนตัวออกจากการวิจัยนี้จะไม่มีผลกระทบใดๆ ต่อผลการเรียนของผู้เข้าร่วมวิจัยทั้งสิ้น

ข้าพเจ้าเข้าใจข้อตกลงในการเข้าร่วมวิจัยครั้งนี้แล้ว และได้ลงลายมือชื่อยินยอมเข้าร่วมวิจัยโดยสมัครใจ (ตามเอกสารแนบท้าย) ไว้เป็นสำคัญ  
ลงชื่อ.....

ผู้วิจัย

อาจารย์ผู้รับผิดชอบ



**Appendix L**  
Letter of School Approval

## Letter of School Approval

ที่ ศษ.0513.10505/1067



  
 วันที่ 21 มี.ค. 2555  
 เวลา 09.52 น.  
 ภาควิชาภาษาต่างประเทศ  
 มหาวิทยาลัยเกษตรศาสตร์  
 50 ถ.พหลโยธิน เขตจตุจักร  
 กรุงเทพฯ 10900

17 พฤษภาคม 2555

เรื่อง ขอความอนุเคราะห์ให้นิสิตมหาวิทยาลัยเกษตรศาสตร์ เก็บข้อมูลสำหรับงานวิจัย  
 เรียน ผู้อำนวยการโรงเรียนสวนกุหลาบวิทยาลัยรังสิต

เนื่องด้วย นางสาวสุตา เคลเมนเต้ นักศึกษาระดับปริญญาโท ภาควิชาภาษาต่างประเทศ  
 วิชาเอกภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะ หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ  
 เพื่อวัตถุประสงค์เฉพาะ ภาคปกติ อยู่ในระหว่างการทำวิทยานิพนธ์ เรื่อง A Study of Leraners' Beliefs  
 About English as a Foreign Language of Grade 9 English Program Students ซึ่งเป็นส่วนหนึ่งของ  
 ข้อกำหนดในการสำเร็จการศึกษาหลักสูตรดังกล่าว

ในการนี้ โดยที่นิสิตดังกล่าวมีความประสงค์จะขอเก็บข้อมูลกับผู้เรียนซึ่งเป็นนักเรียนใน  
 ระดับชั้นมัธยมศึกษาปีที่ 3 (Grade 9) ของโรงเรียนสวนกุหลาบวิทยาลัย(รังสิต) ทั้งนี้ หากทางโรงเรียน  
 จะกรุณานิสิตประสงค์จะมาดำเนินการ ในระหว่างวันที่ 22 -25 พฤษภาคม 2555 เป็นเวลา 1-2 วัน ใช้เวลา  
 ครั้งละ 1 ชั่วโมงครึ่ง จึงใคร่ขอความอนุเคราะห์ท่านและคณาจารย์ตลอดจนนักเรียนที่เกี่ยวข้อง เพื่อให้  
 ความร่วมมือในการเก็บข้อมูลในครั้งนี้ ตามที่นิสิตได้ติดต่อประสานงานไว้กับเจ้าหน้าที่งานสารบรรณของ  
 โรงเรียนไว้ ณ ชั้นต้นแล้ว

เขียน ผอ.ร.ร.ส.ก.ร.  
 เก็บความรอบ  
 วช.  กบ.  
 สป.  นท.  
 บพ.  อื่นๆ.....  
 อนุมัติรับมอบวันที่ 19 พ.ค. 55  
 น.ว. ๒๑-๓๐๑-๓๐๒  
 ลงชื่อ.....  
 21 มี.ค. 2555

จึงเรียนมาเพื่อโปรดให้ความอนุเคราะห์นิติตด้วยจักขอบพระคุณยิ่ง

ขอแสดงความนับถือ

  
 (ผู้ช่วยศาสตราจารย์ ดร. นงนุช ศรีอัญญาพร)  
 หัวหน้าภาควิชาภาษาต่างประเทศ

  
  
 ๒๖ พ.ค. ๕๕

ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์  
 โทร. 0-2579-5566-8 ต่อ 1305

  
 ๒๑ พ.ค. ๕๕

## BIOGRAPHICAL DATA

**NAME:** Ms. Saisuda Ngoksimma  
**BIRTH DATE:** April 19, 1975  
**BIRTH PLACE:** Chaiyaphum, Thailand  
**GRADUATION:** Bachelor of Science (Occupational Therapy), Chiang Mai University, 1997.  
**AWARD:** Bronze Medal of Excellence Year 1997, Faculty of Associated Medical Science, Chiang Mai University, Thailand.

