

Saisuda Ngoksimma 2014: A Study of Learners' Beliefs about English as a Foreign Language Learning of Grade 9 English Program (EP) Students in Pathum Thani. Master of Arts (English for Specific Purposes), Major Field: English for Specific Purposes, Department of Foreign Languages. Thesis Advisor: Mrs .Nawarat Siritaratn, Ph.D. 164 pages.

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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Thesis Advisor's signature