

**AN INVESTIGATION OF CLASSROOM ACTIVITIES,
MOTIVATION, AND ENGLISH LANGUAGE LEARNING
STRATEGIES OF SECONDARY SCHOOL STUDENTS IN
KALASIN PRIMARY EDUCATIONAL SERVICE AREA OFFICE 2**

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OF THE REQUIREMENTS FOR
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Thesis
entitled

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AN INVESTIGATION OF CLASSROOM ACTIVITIES, MOTIVATION, AND ENGLISH LANGUAGE LEARNING STRATEGIES OF SECONDARY SCHOOL STUDENTS IN KALASIN PRIMARY EDUCATIONAL SERVICE AREA OFFICE 2

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ABSTRACT

The purposes of this study were 1) to find what classroom activities were carried out by grade 9 students while learning English, 2) to investigate the level of motivation of grade 9 students while learning English, 3) to identify language learning strategies used by grade 9 students while learning English, and 4) to investigate the relationships between classroom activities, motivation, and language learning strategies.

The total population was 1,020 grade 9 Thai EFL secondary school students in Kalasin Primary Educational Service Area, Office 2, in northeastern Thailand. Subjects were selected by using stratified random sampling and simple random sampling. The sample consisted of 458 grade 9 Thai EFL secondary school students. The Classroom Activities Questionnaire, Attitude/Motivation Test Battery (AMTB), and the Strategy Inventory for Language Learning (SILL version 7.0) were used to collect quantitative data. Reliability was established by Cronbach's alpha coefficient at .96, .94, and .96, respectively. The statistical devices used for quantitative data analysis were mean, standard deviation, and Pearson's correlation.

The major results show that 1) grade 9 students preferred to participate in participation mode activities at a high level, 2) grade 9 students had high instrumental orientation to learn English, 3) grade 9 students used metacognitive strategies at a medium level, and 4) classroom activities were found to be positively correlated with motivation ($r = .548, p < .01$) and language learning strategies ($r = .548, p < .01$). The correlations were classified as substantial associations.

KEY WORDS: CLASSROOM ACTIVITIES/MOTIVATION/LANGAUGE LEARNING STRATEGIES/GRADE 9 STUDENTS/SCHOOL FORTHE EXANSION OF EDUCATIONAL OPPORTUNITY

174 pages

การศึกษาเกี่ยวกับกิจกรรมในชั้นเรียน, แรงจูงใจ, และกลยุทธ์ในการเรียนภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษา
ในสังกัดสำนักงานเขตการศึกษาพื้นที่การศึกษาประถมศึกษาพินิจ เขต 2

AN INVESTIGATION OF CLASSROOM ACTIVITIES, MOTIVATION, AND ENGLISH LANGUAGE
LEARNING STRATEGIES OF SECONDARY SCHOOL STUDENTS IN KALASIN PRIMARY
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บทคัดย่อ

การวิจัยในครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษากิจกรรมในชั้นเรียนภาษาอังกฤษของนักเรียนชั้น
มัธยมศึกษาปีที่ 3, 2) ศึกษาระดับแรงจูงใจในการเรียนภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 3, 3) ศึกษา
ระดับการใช้กลยุทธ์ในการเรียนรู้ภาษาอังกฤษของนักเรียนมัธยมศึกษาปีที่ 3, และ 4) ศึกษาความสัมพันธ์ระหว่าง
กิจกรรมในชั้นเรียน, แรงจูงใจ, และกลยุทธ์ในการเรียนรู้ภาษา

ประชากรทั้งหมดคือนักเรียนชั้นมัธยมศึกษาปีที่ 3 ในสังกัดสำนักงานเขตการศึกษา
ประถมศึกษาพินิจ เขต 2 จำนวน 1,020 คน ตัวอย่างประชากรคือนักเรียนชั้นมัธยมศึกษาปีที่ 3 จำนวน 458 คน
ซึ่งได้มาจากการสุ่มตัวอย่างแบบแบ่งชั้นภูมิและการสุ่มตัวอย่างแบบง่าย เครื่องมือในการเก็บข้อมูลคือ
แบบสอบถามเกี่ยวกับกิจกรรมในชั้นเรียนภาษาอังกฤษ, แบบสอบถามเกี่ยวกับแรงจูงใจในการเรียนรู้ภาษาอังกฤษ,
และแบบสอบถามเกี่ยวกับกลยุทธ์ในการเรียนรู้ภาษาอังกฤษ สถิติที่ใช้ในการวิเคราะห์ข้อมูลคือ ค่าเฉลี่ย, ค่า
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CHAPTER I

INTRODUCTION

Over the past few decades, researchers and the Ministry of Education in Thailand have been concerned about students' low achievement (Darling-Hammond, 2000; Petras, Jamil, & Mohamed, 2012; Wilson & Berne, 1999) and low English proficiency (Ministry of Education, 2008). Due to these problems, researchers have studied how to help students to succeed in using English which is a foreign language for them. To do so, researchers have proposed various classroom activities (Bernard, 2010; Harmer, 2004; Lom, 2012; Richards & Rodgers, 2001; Spratt, 1999), motivation (Domakani, Roohani, & Akbari, 2012; Dörnyei, 1998; Gardner, 1985), and language learning strategies (Huang & Andrews, 2010; Oxford, 1990) as tools to facilitate learning English language. This is because appropriate classroom activities could motivate students to learn English. After students are motivated to learn English, they will try to use English language learning strategies in order to improve their English proficiency and achievement (Damavand, 2012; Fazel & Razmjoo, 2007; Gardner 1985; Hong-Nam & Leavell, 2006; Oxford, 1990; Patil & Karekatti, 2012; Rahimi, Riazi, & Saif, 2008; Spratt, 1999). Therefore, this study was conducted to find the relationship between classroom activities, motivation, and language learning strategies.

1.1 Background of the Study

Teaching and learning English in Thailand still faces the problem of students with low English proficiency and achievement. Although Thai students study English for more than ten years at school, they still have low English proficiency and achievement (Ministry of Education, 2008). The Ministry of Education, researchers, and educators have studied these problems and suggested some solutions (Ministry of

Education, 2008; Kullavanijaya, 2009). The researchers indicate the problems and suggested solutions to improve English teaching and learning both in an international and in the Thai context.

The Problems in an International Context

Researchers have described problems concerned with students and teaching and learning English (Arikan, 2011; Bernard, 2010; Chastain, 1998; Ehrman & Oxford, 1990; Fazel & Razmjoo, 2007; Gardner, 1985; Huang & Naerssen, 1987). These studies found that unsuitable classroom activities, less motivated students, and the use of poor language learning strategies could result in low proficiency in English and unsuccessful English teaching and learning.

Researchers have concentrated on problems in classroom activities such as unsuitable classroom activities (Arikan, 2011; Bernard, 2010; Chastain, 1998). Some students do not like to participate in activities because sometimes activities are not suited to their preferences and proficiency level (Nasatorn & Soranastaporn, 2014). As students are all different, teachers should not use the same materials, lessons, and activities to teach divergent students (Crawford, 1993). Moreover, each student has a different learning style, for example, some students learn by using pictures to remember new words, but other students learn by using mind mapping (Occhipinti, 2009). To solve the problem of classroom activities, English teachers may find what kinds of English classroom activities that students like to participate in and which are appropriate to their level. Spratt (1999) provided a list of classroom activities which focus on English skills such as listening, speaking, reading, writing, testing, and participation mode. This is because when students do activities that they prefer, they are more motivated to learn English.

Research results revealed that less motivated English students are low in English performance (Fazel & Razmjoo, 2007; Gardner, 1985; Wimolmas, 2013). For example, less motivated students rarely participate in classroom activities (Bernard, 2010). It is because sometimes classroom activities are not suited with their learning styles (Nunan, 1989). O'Malley, Chamot, Stewner-Manzanares, Russo, and Kupper (1985) state that less motivated students are not very interested in language learning. They do not see the importance of language learning and classroom activities. To

increase students' motivation, Harmer (1991) proposed four factors that could increase students' motivation: physical conditions (classroom atmosphere), methods of teaching, teachers, and success (activities or lessons are designed by teachers). Students' motivation could increase when they have a good classroom atmosphere, and when teachers use teaching methods and teaching styles that make students interested in learning English. Moreover, teachers should have the characteristics that make them a good model for students, and teachers should design challenging activities so students will be interested in language learning. These four factors are guidelines for teachers to motivate students. To investigate the level of students' motivation, teachers will be able to help students to achieve their learning goals. Moreover, teachers will be able to motivate students by using English classroom activities according to their preferences. In this way, students will be more motivated to participate in English classroom activities, and it could also increase their motivation to learn English. Once students are motivated, they will be able to employ language learning strategies usefully (O'Malley, Chamot, Stewner-Manzanares, Russo & Kupper, 1985).

Some students have problems in the use of language learning strategies (Ehrman & Oxford, 1990; Huang & Naerssen, 1987). These studies in the use of language learning strategies with students grouped second language learners and foreign language learners found that language learners used these strategies either consciously or unconsciously (Ehrman & Oxford, 1990; Huang & Naerssen, 1987). For example, students who use language learning strategies did not know how and when to use language learning strategies randomly due to their lack of consciousness. In addition, if the students' behavior is completely unconscious, students will not be able to recognize strategies connected with them. Then students' behavior would be referred to as a process, not a strategy (Schmidt, 1994). For example, students may use the behavior of using gestures in order to help them think of a word during a conversation in English. In this case, if students are completely conscious while they are using gestures, it would be referred to as a strategy. However, a strategy could become a process when students are no longer conscious about employing strategies. Schmidt (1994) further stated that when learners are unaware of the existence of language learning strategies, they are unable to use any strategies. Due to this issue,

language learners should know “how” to use strategies effectively in order to improve language learning (Cohen, 1998).

In conclusion, the problems in an international context demonstrate problems concerned with unsuitable classroom activities, less motivated students, and students employing strategies either consciously or unconsciously. These problems in the language classroom can cause low proficiency English students and unsuccessful English teaching and learning. Moreover, the problems in language teaching and learning are not only found in the international context but also in the Thai context.

The Problems in the Thai Context

The research results from Thai researchers indicate the problems of teaching and learning English in Thailand. These problems could be categorized into four groups: students (NIETS, 2013) teachers (Kitjaroonchai, 2013; Kullavanijaya, 2009), environment (Kullavanijaya, 2009), and language teaching and learning (Dhanasobhon, 2006).

The results for the standard English test (O-NET) show that Thai students get low scores. According to the National Institute of Educational Testing Service (NIETS) (2010), the standard test (Ordinary National Educational Test: O-NET) was administered to evaluate the academic performance of affiliated schools for Pratomsuksa 6 (Grade 6), Matthayumsuksa 3 (Grade 9), and Matthayumsuksa 6 (Grade 12). The results show that English scores are lower than 50% out of 100% (NIETS, 2012). For example, the average scores of grade 9 students (Matthayumsuksa 3) on English language tests in the four English skills, was 28.71 out of 100 in 2012 and 30.35 out of 100 in 2013 (NIETS, 2013). Even though scores in 2013 were higher than in 2012, these results still indicate that students’ English proficiency and achievement need to be improved.

Some studies have demonstrated low proficiency among English teachers (Kitjaroonchai, 2013; Kullavanijaya, 2009; Wiriyachitra, 2002). Kullavanijaya (2009), who is a reliable professor, researcher, and linguist in the field of teaching and learning English in Thailand, has studied the needs in teaching and learning English in Thailand. Her findings demonstrate the lack of teachers proficient in English, especially in the Northeastern part of Thailand. Moreover, other studies

(Kitjaroonchai, 2013; Kullavanijaya, 2009; Wiriyachitra, 2002) have found that some English teachers who teach in government secondary schools are not qualified English teachers. They did not major in English, lack English knowledge and skills, and have low English proficiency.

The problem of the teaching and learning environment in Thailand is demonstrated by insufficiently equipped classrooms and lack of technology (Kullavanijaya, 2009). Most schools, especially in rural areas, do not have enough equipment, materials, or language laboratories for students (Kullavanijaya, 2009). When schools in rural areas do not have many students, they are not fully supported in teaching and learning by the government. This could affect some schools which don't have enough money to acquire new technology for teaching and learning. The problem of the teaching and learning environment can result in ineffective language classrooms.

The failure of teaching and learning English results in low proficiency English students, teachers, and insufficient classroom equipment. According to research results, many Thai students in rural areas have low English proficiency and achievement (NIETS, 2013). In some English classes, students are passive, lacking opportunities to use English in their daily life, shy to talk in English with their classmates, and lacking responsibility in managing their own learning (Dhanasobhon, 2006; Wiriyachitra, 2002). Moreover, the failure of teaching and learning has been demonstrated by the presence of some English teachers and unprepared English classrooms. English teachers in secondary schools have a hard time dealing with their work load, oversized classes, and insufficient English skills. In addition, some English classrooms lack classroom equipment and technology (Wiriyachitra (2002)). These consequences cause the failure of teaching and learning English.

In conclusion, the problems in language teaching and learning in the Thai context focus on students, teachers, environment, and language teaching and learning. These problems can cause unsuccessful language teaching and learning. To solve these problems, some researchers have proposed solutions for language teaching and learning (Damavand, 2012; Fazel & Razmjoo, 2007; Gardner 1985; Hong-Nam & Leavell, 2006; Oxford, 1990; Patil & Karekatti, 2012; Rahimi, Riazi, & Saif, 2008; Spratt, 1999).

The Solutions in Language Teaching and Learning

Solutions for language teaching and learning have proposed, such as classroom activities, motivation, and language learning strategies (Damavand, 2012; Fazel & Razmjoo, 2007; Gardner 1985; Hong-Nam & Leavell, 2006; Oxford, 1990; Patil & Karekatti, 2012; Rahimi, Riazi, & Saif, 2008; Spratt, 1999). Classroom activities, motivation, and language learning strategies are considered as the main factors in helping students in language learning because appropriate English classroom activities will help motivate students to learn English better (Bernard 2010; Nasaton & Soranastaporn, 2014; Nunan, 1989; Spratt, 1999). Motivation alone may not fully account for Thai students' failure to learn English; they should also know how to use English language learning strategies in order to learn English successfully (Thipsoda, 2013; Tianchai, 2012; Oxford, 1990; Rattanasongkhroh, 2013).

Classroom activities provide students with knowledge and language usage skills. Classroom activities are important in the process of language learning. They help learners to interact in the target language (Richards & Rodgers, 2001), so learners learn language more easily through activities (Spratt, 1999). To engage in classroom activities, language learners need activities which require language usage, and emphasize meaning in order to attain an objective (Bygate, Skehan, & Swain, 2001). To successfully adapt classroom activities for language learners, classroom activities should be relevant to students' interests. This is because when language learners see activities that are relevant to their life, they will be encouraged to participate more (Bernard, 2010). Therefore, language teachers need to arrange classroom activities which are suitable to their students' proficiency, goals, and interests in order to motivate their students.

Motivation is considered as an effective element helping learners to become successful in language learning (Domakani, Roohani, & Akbari, 2012; Gardner, 2004; Harmer, 2004; Wimolmas, 2013). It is the primary factor in leading learners to achieve learning. Motivation can explain why people want to do something, and how long they will want to keep doing that activity (Gardner, 2004). For example, motivated language learners are more willing to learn languages, but less motivated language learners are not very interested in language learning (Gardner, 2004). Motivation helps students to maintain their language proficiency after leaving

language classrooms because students will try to use language learning strategies to learn and use the language.

Language learning strategies help students in language learning (Oxford, 1990). Language learning strategies are seen as tools to help students to learn language. Students use language learning strategies with conscious thoughts and actions in order to achieve their learning goals (Cohen & Dornyei, 2002). These language learning strategies give students techniques and specific actions to make learning easier. For example, students use memory strategies when they want to remember important information. Students use cognitive strategies when they want to have a better understanding by connecting new information to previous knowledge. Compensation strategies are used to overcome knowledge gaps, so students can continue their language learning. Students use metacognitive strategies when they want to manage their learning. To help students control their emotions, motivation, and attitudes towards language learning, students use affective strategies. Finally, when working in a group, students can use social strategies to interact and cooperate with other people in the group. Language learning strategies are another device that provides techniques make it easier for students to achieve their learning goals.

Therefore, in order to achieve efficient English teaching and learning, classroom activities that students like to participate in could motivate students to learn English. Once students are motivated to learn English, they will be able to learn how to use English language learning strategies and can become successful language learners.

1.2 Rationale of the Study

Researchers have studied classroom activities, motivation, and language learning strategies both in the international and the Thai context (Choosri & Intharaksa, 2011; Dhanasobhon, 2006; Gardner, 2004; Harmer, 2004; Nunan, 1989; Oxford, 1990; Spratt, 1999). Many international researchers have conducted research which emphasized these three factors (Arikan, 2011; Bernard, 2010; Brown, Robson, & Rosenkjar, 2002; Chastain, 1998; Ehrman & Oxford, 1990; Fazel & Razmjoo, 2007; Gardner, 1985; Huang & Naerssen, 1987; Okada, Oxford, & Abo, 1996). Some have

studied the relationships between classroom activities and motivation (Bernard, 2010), and motivation and language learning strategies (Brown, Robson, & Rosenkjar, 2002; Okada, Oxford, & Abo, 1996). In Thailand, Thai researchers have conducted research which focused on classroom activities, motivation, and language learning strategies (Choosri & Intharaksa, 2011; Dhanasobhon, 2006; Kaemkate & Rithilert, 2013; Kitjaroonchai, 2013; Klaichim, Charumanee, & Laohawiriyanon, 2014; Kullavanijaya, 2009; Wiriyachitra, 2002). However, not many studies have focused on the relationships between classroom activities, motivation, and language learning strategies.

A search on the ThaiLIS database on May 4, 2014 using the keywords “Motivation”, “Classroom activities”, and “Language Learning Strategies”, found that some researchers have conducted studies on single factors such as students’ preferences for classroom activities (Phetcharat & Chatupote, 2012; Sriphiboon, Chatupote, & Teo, 2014) students’ motivation to learn English (Choosri & Intharaksa, 2011; Lerdpornkulrat, Koul, & Sujivorakul, 2012), and the use of language learning strategies (Watcharakankul & Aksornjarung, 2014; Pannak & Chiramanee, 2014; Wimolmas, 2013), but very few studies have been concerned with the relationship between two factors such as classroom activities and motivation, classroom activities and language learning strategies, or motivation and language learning strategies (Choosri & Intharaksa, 2011; Tianchai, 2012). None of them have investigated the relationship among these three factors according to search results from the ThaiLIS database.

In conclusion, there is room for a study to shed light on teaching and learning English in Thailand. It would be useful to conduct a study to find classroom activities that students like to participate in, the level of students’ motivation, the use of English language learning strategies, and the relationships between classroom activities, motivation, and language learning strategies.

1.3 Statement of the Problem

Research results reveal several problems in English teaching and learning in Thailand (Kaemkate & Rithilert, 2013; Kullavanijaya, 2009; Wimolmas, 2013). These results demonstrate the problems in English teaching and learning that are concerned with teaching and learning, teachers, and students.

Kullavanijaya (2009) conducted research on “Basic information of teaching and learning, and the needs of foreign language in Thailand” This study interviewed school principals, English teachers, and students in all parts of Thailand (North, Northeastern, South, Central, West, and East). She found several causes for problems in teaching and learning English in Thailand such as a lack of proficient English teachers, lack of effective materials, lack of funding to improve teaching and learning, lack of new teaching techniques and new teaching methodologies, class’ size, and unsuitable classroom activities. As a result of the findings from this study, she suggested that to improve teaching and learning English in Thailand, motivation, classroom activities (all four major English skills), students’ attitude toward learning English, and English language learning strategies should be emphasized.

Other studies indicated the problems with low English performance, proficiency, and achievement (Khamkhien, 2010; Kaemkate & Rithilert, 2013; Suwanarak, 2012; Wiriyachitra, 2002). These studies demonstrated that Thai students have low English proficiency, performance, and achievement (Khamkhien, 2010; Kaemkate & Rithilert, 2013; Suwanarak, 2012; Wiriyachitra, 2002). These research results were corroborated by low achievement scores on the O-net (Kaemkate & Rithilert, 2013) and low English performance in listening, speaking, reading, and writing (Wiriyachitra, 2002). This is because students lack effective classroom activities; English teachers tend to emphasize grammar more than others part of learning and teaching English; less motivated students do not like to participate in classroom activities; students used memory strategies more frequently than other strategies, and methodologies were not integrated into the English classroom (Choosri & Intharaksa, 2011; Kaemkate & Rithilert, 2013; Kullavanijaya, 2009; Wimolmas, 2013). Research results showed that language learners still have difficulties in language learning.

In conclusion, the previous studies show that Thai students still face problems in English teaching and learning. Thai students are less motivated and have low English performance, proficiency, and achievement while teachers lack English proficiency. The problems in English teaching and learning reveal ineffective use of classroom activities, lack of teaching techniques, and materials.

1.4 Objectives of the Study

This research has four research questions:

1. To find what classroom activities were carried out by grade 9 students while they were learning English.
2. To investigate the level of motivation of grade 9 students while they were learning English.
3. To identify language learning strategies used by grade 9 students while they were learning English.
4. To find the relationships between classroom activities, motivation, and language learning strategies.

1.5 Research Questions

This research aims to answer three research questions:

1. To what extent did grade 9 students like the activities in used their English classes?
2. What levels of motivation did grade 9 students have to learn English?
3. What language learning strategies did grade 9 students use to learn English?
4. Were there relationships between classroom activities, motivation, and language learning strategies?

1.6 Conceptual Framework

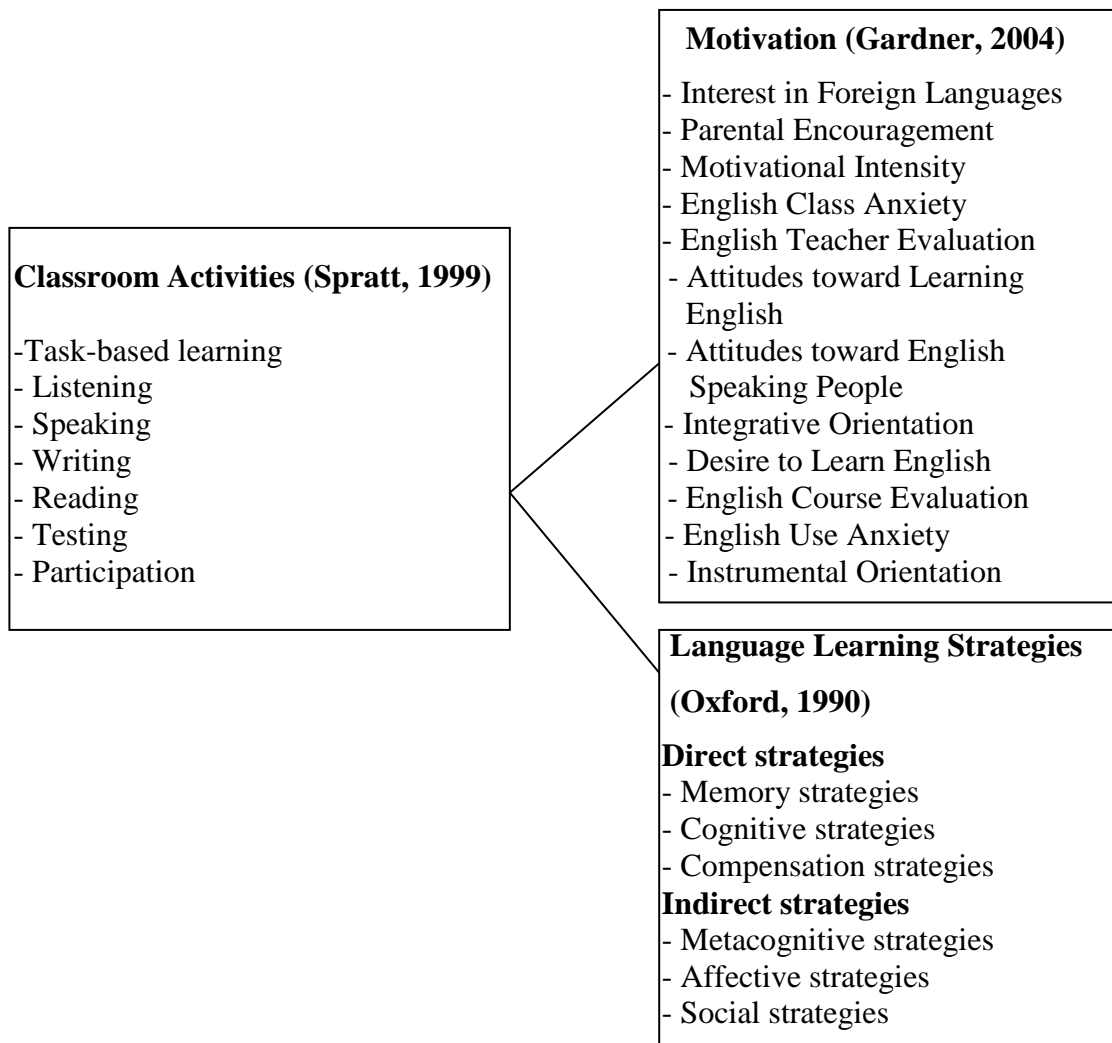


Figure 1.1 The Conceptual Framework

The present study demonstrates the relationships between classroom activities, motivation, and language learning strategies. Classroom activities, motivation, and language learning strategies help students to learn English and achieve their learning goals. This means classroom activities help students to use and understand English. Providing classroom activities that students like would increase students' motivation. Furthermore, language learning strategies can also help students to learn English more easily by using their preferred techniques. In this study, students' preferences for classroom activities could motivate students to learn English.

Once students are motivated, they are able to use language learning strategies effectively.

1.7 Significance of the Study

This study will be useful for teachers and students in English language learning and teaching, especially for teachers who teach in secondary schools and who can design English classroom activities that students like to participate in and which are suited to students' levels and proficiency. Then teachers will be able to know students' motivation to learn English. When they know students' motivation, teachers are able to support and create lessons which can encourage students to achieve their learning goals. Moreover, once students are motivated, teachers can raise students' awareness of the use of language learning strategies or introduce new strategies that are suited to students and English activities. Moreover, it is also helpful for students. Students will be willing to participate in English classroom activities, and this could help motivate them to learn English.

1.8 Limitations

1. The study is limited to grade 9 students who are in schools for the expansion of educational opportunity under the responsibility of Kalasin Primary Educational Area Office 2.
2. The participants in this study have the same background, experiences, and have low English proficiency and achievement.

1.9 Definition of Terms

Classroom activities refer to any activities, approaches, methods, and techniques. Task-based learning, listening, speaking, reading, writing, testing, and participation mode activities used in English class for grade 9 students.

Motivation refers to the desire of grade 9 students to learn English whether integrative or instrumental. Integrative motivation is the desire to learn English because students want to interact and communicate with people who are from another culture or country. In contrast, instrumental motivation is the desire to learn English in order to pass an examination, get a better grade, or get a good job in the future.

Language learning strategies refer to actions or behavior that grade 9 students use to make learning English easier, faster, and more enjoyable. Direct strategies consist of memory, cognitive, and compensation strategies, while, indirect strategies consist of metacognitive, affective, and social strategies. These strategies encompass the range of English language learning strategies that grade 9 students use to learn English.

Kalasin Primary Educational Service Area Office 2 refers to a Thai agency in the Office of the Basic Education Commission of Thailand. It has the responsibility to supervise education at both the primary and secondary education levels (schools for the expansion of educational opportunity: mathayomsuksa 1 to 3) in responsibility of Kalasin province, area 2 (Office of Education Council, 2004).

Students refer to grade 9 students who are in schools for the expansion of educational opportunity.

Teachers refer to English teachers who teach grade 9 students in schools for the expansion of educational opportunity under the responsibility of Kalasin Primary Educational Service Area Office 2.

Schools refer to schools for the expansion of educational opportunity which are under the responsibility of Kalasin Primary Educational Service Area Office 2.

1.10 Chapter Summary

This study aims to find what activities are used in the English classroom, to investigate students' motivation, and to identify the language learning strategies used by grade 9 students in learning English. The relationships between classroom activities, motivation, and language learning strategies were investigated. A search of the ThaiLIS database on May 4, 2014, revealed that there was no study focusing on

the relationships between classroom activities, motivation, and language learning strategies together especially with secondary school students. It would be constructive to conduct a study in the field of English language learning. The next chapter provides definitions, classifications, and a literature review related to previous studies of classroom activities, motivation, and language learning strategies.

CHAPTER II

LITERATURE REVIEW

This chapter presents a literature review for classroom activities, motivation, and language learning strategies. There are three parts in this chapter. To have a better understanding, these three parts provide the background of Kalasin Primary Educational Service Area Office 2, definitions and a classification of classroom activities, motivation, and language learning strategies, and the review of the literature summarizes major findings from previous studies in classroom activities, motivation, and language learning strategies.

2.1 Background of Kalasin Primary Educational Service Area Office 2

Thai education has spread to every city. To develop Thai education, the Office of the Basic Education Commission (OBEC) of Thailand is a central agency supervised by the Ministry of Education. Another agency under the responsibility of OBEC is the Primary Educational Service Area. The Primary Educational Service Area is responsible to administrate, develop education, and encourage schools to achieve educational standards in that particular area (See Figure 2.1). Each Primary Educational Service Area is responsible for different districts but has the same structure, purposes, and responsibilities.

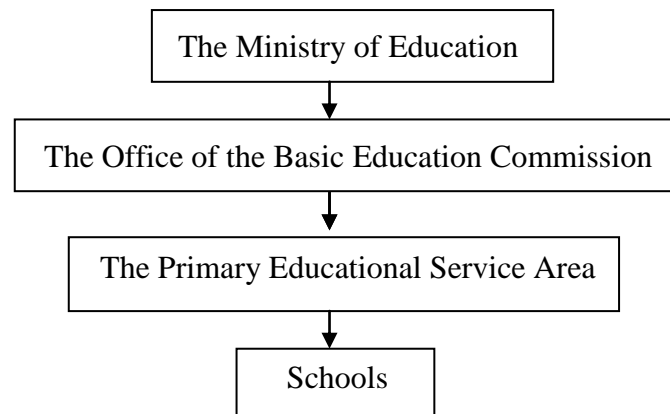


Figure 2.1 The Structure of the Thai Education System

Kalasin Primary Educational Service Area Office 2 is a Thai agency controlled by the Office of the Basic Education Commission (OBEC) of Thailand. The name of Kalasin indicates the name of the city, and the number (2) indicates the second area of responsibility in Kalasin city. There are five districts under the responsibility of Kalasin Primary Education Service Area Office 2: Yangtalad, Huay Mek, Tha Khantho, Nongkungsri, and Kongchai (Kalasin Primary Educational Service Area Office 2, 2013).

Kalasin Primary Educational Service Area Office 2 is divided into different departments, for instance, the administrative department supports the education department, personnel department, policy and planning department, ICT department, supervisory department, and financial department (Kalasin Primary Educational Service Area Office 2, 2014). These departments follow current curriculum and policies in education to serve educational purposes. Although each department has different responsibilities, these departments have the same purpose: enabling education to reach high educational standards.

The purposes of Kalasin Primary Educational Service Area Office 2 are designing education plans, following government policies, and helping schools to achieve education standards. To design education plans, Kalasin Primary Educational Service Area Office 2 has to create policies and make plans for developing education as directed by the Ministry of Education. Then it must consider the budget, cooperate, develop curriculum, and support teaching and learning activities in schools. Finally,

Kalasin Primary Educational Service Area Office 2 evaluates schools by giving feedback to enable them to improve their teaching and learning.

The responsibilities of Kalasin Primary Educational Service Area Office 2 are developing curriculum, evaluating schools, and studying how to improve the quality of education (Kalasin Primary Educational Service Area Office 2, 2014). Kalasin Primary Educational Service Area Office 2 designs a development plan which adheres to government policies. Then it develops the curriculum by cooperating with schools. After developing and implementing the new curriculum, the supervisory department evaluates the schools' performance on the part teachers and students. After finishing these processes, Kalasin Primary Educational Service Area Office 2 studies ways to improve the quality of education in schools.

To sum up, the Ministry of Education, the Office of the Basic Education Commission (OBEC) of Thailand, and Primary Educational Service Area are responsible for the quality of education. These agencies help improve Thai education so that it can reach required educational standards. To reach educational standards, the role of developing a new curriculum has been increased in order to make teaching and learning more successful.

2.2 Classroom Activities

Classroom activities influence students' language learning (Bernard, 2010). To improve students' language ability, various classroom activities have been introduced (Spratt, 1999). Teachers use classroom activities in the process of teaching and learning in order to help students understand and use the language successfully. Moreover, teachers need classroom activities as guidelines because classroom activities provide students skills and knowledge so that they can become successful language learners. In this section, information about classroom activities will be discussed as follows: 1) definition of classroom activities, 2) classifications of classroom activities, and 3) previous studies on classroom activities.

2.2.1 Definitions of Classroom Activities

Researchers have defined classroom activities based on activities, actions, and communicative purposes (Nunan, 1989; Prabhu, 1987; Richards, Platt, & Weber, 1986; Willis, 1996). For instance, in the Dictionary of Applied Linguistics, a classroom activity is an “activity or action which is carried out as the results of processing or understanding language; it is, for example, drawing a map while listening to a tape, listening to an instruction and performing a command, may be referred to as tasks” (Richards, Platt, & Weber, 1986. p. 289). Prabhu (1987) defined classroom activity as an action that requires learners to achieve learning goals through the thinking process. This is similar to the meaning given by Nunan (1989), that classroom activity is an action or activities that makes students interact in the target language. Willis (1996) defined classroom activities as something used for a communicative purpose in order to achieve an effective outcome. In this study, the word classroom activity is defined as all activities used in the English classroom during teaching and learning language for the purpose of learning for secondary school students.

2.2.2 Classifications of Classroom Activities

Various skills are used in English classroom activities (Nunan, 1989). Each skill can also be used in many classroom activities. To choose classroom activities, teachers set teaching and learning goals, then select approaches, methods, or techniques which are suitable for their teaching. The four terms used in the process of teaching and learning are purposes, approaches, methodologies, and techniques. The **purposes** of each classroom activity give the outline and set the goals for teachers to drive language teaching and learning (Ellis & Shintani, 2014). **Approaches** consist of language learning theories “which serve as the source of practices and principle in language teaching” (Harmer, 2004, p. 78). For example, a learning-centered approach focuses on the involvement of students such as contributing lessons, materials, and syllabus which serve as the practice and principle. **Methodologies** describe the decisions to choose the type of activities, roles of teachers, roles of students, and materials (Richards & Rodgers, 2001). Finally, **techniques** are the procedures included in methodologies. For example, communicative language teaching focuses on

communication and interaction between teachers and students. Teachers act as facilitators to help students achieve the goals of learning, while, students communicate with teachers and classmates. Techniques are particular tricks used by teachers (Richards & Rodgers, 2001) such as using group discussion and sharing ideas to encourage students to communicate with others. These four terms are principles for teachers to use to manage teaching and learning suitably for students.

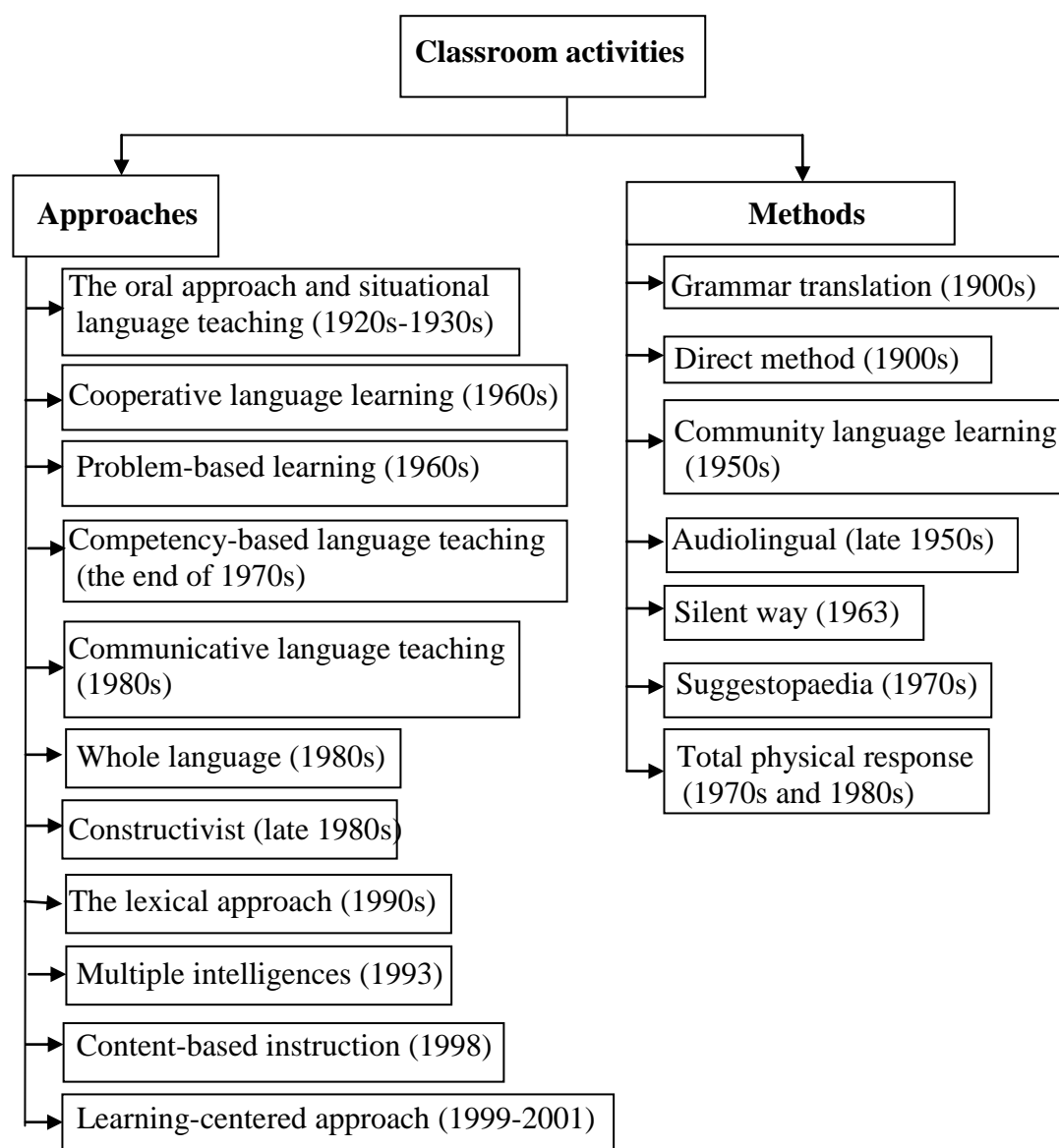


Figure 2.2 Classifications of Classroom Activities (Richards & Rodgers, 2001)

According to figure 2.2, classroom activities can be divided into approaches and methods (Richards & Rodgers, 2001). Methods and approaches have often been proposed by researchers and educators (Ellis & Shintani, 2014; Harmer, 2004; Richards & Rodgers, 2001). Methods and approaches are ranked according to the period of time when they were used. The next section provides explanations and examples of the approaches and methods found in Figure 2.2.

2.2.2.1 The Oral Approach and Situational Language Teaching

The oral approach and situational language teaching approach developed from the direct method. The oral approach and situational language teaching aimed to focus more on the oral approach in teaching English (Richards & Rodgers, 2001). It was developed in the 1920s and 1930s by applied linguists (Harold Palmer and A.S. Hornby). Vocabulary was emphasized as the goal for learning English. This approach has adopted different aspects from grammar translation because grammar was seen as a pattern in spoken language (Richards & Rodgers, 2001). For example, grammar rules were put in tables to explain the structure of the spoken language. Language teachers began the lesson with spoken language, while students were required to respond speedily and correctly. The advantages are that students gain confidence in speaking English, and it is useful in terms of using language. The disadvantage is that it puts little emphasis on reading and writing. The activities in this method are the presentation of vocabulary and structures, and oral presentation.

2.2.2.2 Cooperative Language Learning

Cooperative language learning was developed from the old methods and approaches such as grammar translation, direct method, audiolingual, and the oral approach and situational language teaching. This approach emphasized the use of cooperative activities such as working in pairs, small groups, and as a whole class (Richards & Rodgers, 2001). It is different from other traditional methods and approaches in terms of focusing on social structure more than on the process of language learning. Importantly, it is the beginning of the learner-centered and communicative language teaching approaches. The advantages are helping students to build relationships with their classmates and teachers, and increasing students'

motivation by reducing stress in doing activities. The disadvantages are that some groups might find it difficult to distribute the work, and some students might find it difficult to work with other students who are better than they are. The activities in this approach are group discussion, pair work or group work, and cooperative work (writing essays and doing reports). Teachers evaluate the group performance.

2.2.2.3 Problem-Based Learning

Problem-based learning is another approach developed from the traditional approach. It is a bit similar to constructivism in terms of using problems and prior knowledge in teaching and learning. The key to problem-based learning is using problems to stimulate and integrate learning and working in a group (Newman, 2005). Knowledge is constructed by communities of practice. Students mostly work in group, while teachers are facilitators in the process of learning. Students are motivated to participate in activities and required to use metacognitive language learning strategies in order to be successful learners. The advantage is that students use various skills in the process of learning. The disadvantage is that some students might not have the ability to work in problem-based learning. Classroom activities in problem-based learning are group work, problems solving, and simulations. The evaluation for problems-based solving is self and peer assessment.

2.2.2.4 Competency-Based Language Teaching

Competency-based language teaching was developed from other approaches such as cooperative language learning and problem-based learning. Competency-based language teaching focuses on the outputs and the outcome of language learning (Richards & Rodgers, 2001). Competency-based language teaching started at the end of the 1970s as a language teaching program for adults. It mainly focuses on social context. Competencies are involved in the knowledge, skills, attitudes, and behavior that are required for effective performance of real word activities and tasks. For example, adult learners were taught according to their specific needs and life. The advantage is that it is adapted to learners' needs and interests. The disadvantage is not focusing on thinking skills or the learning process. The evaluation emphasizes students' behavior and performance.

2.2.2.5 Communicative Language Teaching (CLT)

Communicative language teaching (CLT) started in the early 1980s and is based on a theory of language as communication. CLT shifted from previous methods by focusing on communication. The concept of CLT is achieving communicative competence through language teaching. According to Richards and Rodgers (2001), communicative competence is the “ability to acquire knowledge, skills, and ability to use the language” (p. 159). For example, learners are able to produce grammatically accurate sentences fluently. Classroom activities in communicative language teaching involve meaningful and authentic tasks. The advantages are encouraging students to speak the language, and enabling them to express their opinions or ideas, which improves their speaking ability. In contrast, the disadvantage is that low level students will struggle to use the language. Classroom activities in CLT are conversation, discussion, debate, presentations, and role plays. Teachers can evaluate students by checking their fluency in speaking.

2.2.2.6 Whole Language

The whole language approaches was started in the 1980s by educators in the United States. Educators emphasized writing and reading skills in the native language (literacy) (Richards & Rodgers). As its name, whole language, indicates, it focused on the components of language such as vocabulary, grammar, and phonics. In the whole language class, teachers use authentic literature in language teaching, while, students integrated reading, writing, and other skills. The advantage is encouraging students to figure out the word through a given context. The disadvantage is that some students will never learn the sound of unknown words. Teachers can evaluate students by checking their writing.

2.2.2.7 Constructivism

Constructivism is in the revolutionary opposition to traditional approaches. This theory focuses on human knowledge in social communities (Cooperstein & Weidinger, 2004). Constructivists believed that learners create their own learning by using prior knowledge to build new learning. Authentic tasks and social interaction are used in the process of learning. For example, teachers present students with problems, while students use their prior knowledge to solve problems and share opinions with their classmates. The advantage is that students learn how to

apply prior knowledge to new learning. The disadvantage is that some students might not be able to transfer knowledge to new situations. The activities in constructivism are problem solving and open-ended questions. Teachers can evaluate students' progress.

2.2.2.8 The Lexical Approach

The lexical approach developed from other approaches in terms of word combinations. The key to the lexical approach is paying attention to the composition of the language (Harmer, 2004) by using multiword lexical units. This approach was developed from linguistic theory (Richards & Rodgers, 2001). In classroom activities, teachers provide students with vocabulary to discover collocations, while students pay attention to lexical collocation. The advantage is that some students who are interested in the lexis might find it useful. In contrast, the disadvantage is that students do not learn proper grammar. The activities in the lexical approach are categorizing, sequencing, completing, matching, and identifying using lexical exercises. Teachers can evaluate students through lexical exercises.

2.2.2.9 Multiple Intelligences

Multiple intelligences are “contributions to cognitive science” and research (Richards & Rodgers, 2001, p. 116). It is based on the theory that people's intelligence is unchanged and an inborn capacity. This approach believes that learners have abilities to learn different things. Teachers design language teaching by connecting to students' life experiences as the concept of multiple intelligences. Students engage in a process of language learning in order to be successful learners. The advantage is that students may be motivated and gain confidence in learning a language effectively. The disadvantage is that it might be difficult for teachers to design lessons appropriate for different learners and their various intelligences. Classroom activities are designed according to students' various intelligences.

2.2.2.10 Content-Based Instruction

Content-based instruction focuses on subject content and the language is acquired by students (Richards & Rodgers, 2001). The goal is to make learners autonomous by helping learners understand their own learning. This approach believes that “People learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end in itself”

(Richards & Rodgers, 2001, p. 209). Students learn language by using real world content and several skills together. For example, students listen to a tape recording and take notes at the same time. The advantage is helping students to widen their knowledge. The disadvantage is that it is difficult for teachers to find various types of content suited to different learners. Classroom activities in content-based instruction are discourse organization, vocabulary building, and communicative interaction. To evaluate, teachers can focus on both the process of learning and outcomes.

2.2.2.11 Learning-Centered Approach

The learning-centered approach was introduced in the field of language learning. This approach believed in the involvement of learners in contributing to teaching and learning (Nunan, 1989). Learners are the key or the main focus. Learners were invited to give their opinions and to inform course developers and teachers of their learning needs, their preferred learning styles, and preferred types of activity (Spratt, 1999). According to Spratt (1999), students' opinions to "what they need, what they prefer, and the nature of language and language learning" (p. 142) are useful for both students and teachers in discovering students' preferences for classroom activities. The advantage of this approach is that students are the center of the teaching and learning. The disadvantage is concerned with students who lack of self-esteem. To evaluate, teachers can check students' performance.

The traditional method started in the early 1500s. It is based on grammatical competence as the basis for language proficiency (Richards, 2006). Richards (2006) pointed out that "It was assumed that language learning meant building up a large repertoire of sentences and grammatical patterns and learning to produce these accurately and quickly in the appropriate situation" (Richards, 2006, p.6). All four main English skills (listening, speaking, reading and writing) are used in oral drilling and controlled practice. Traditional approaches include grammar translation, the direct method, audiolingualism, the Silent Way, Suggestopaedia, and Total physical response.

2.2.2.12 Grammar Translation has been used since the late 1900s. It has been seen in language classrooms and often teaches in that native language. The goal of this method is to learn a language in order to read literature. This method involves translating grammar rules from the target language to the native

language (Richards & Rodgers, 2001). For example, translating grammar rules from English (target language) to Thai. Grammar translation makes it easy to explain the meaning of a word and saves time in the explanation. It rarely emphasizes communication but mostly focuses on reading and writing (Richards & Rogers, 2001). The advantage of grammar translation is that it is the easiest way to explain the rules of grammar and the meaning of words or sentences, while the disadvantage is that students do not have much chance to practice speaking because it focuses on reading and writing. Classroom activities in grammar translation are reading comprehension, filling in the blanks, and finding antonyms and synonyms for words. Language teachers can check students' ability in grammar translation by doing grammar exercises.

2.2.2.13 The direct method or natural method was developed from grammar translation. This development attempted to integrate the use of target language (Richards & Rodgers, 2001). The direct method was established in the 1900s. Lessons begin with a dialogue using a modern conversational style in the target language. Grammar is taught inductively, and rules are generalized from practice and experience with the target language. As the mother tongue is never used, there is no translation in the classroom as there was in grammar translation. The advantage of the direct method is to make learning English more interesting as students have an opportunity to think and express their ideas in class. In contrast, the direct method does not pay much attention to writing and reading. Classroom activities in this method will be related directly to students' experiences (Richards & Rogers, 2001). For example, creating conversations in pairs and practicing speaking following a dialogue. To evaluate students, teachers can use criteria to check students' abilities.

2.2.2.14 Community Language Learning (CLL)

Community language learning started around the 1950s. It is based on the theoretical assumption that language has been seen a social process (Richards & Rodgers, 2001) such as in communication. Interactions in this approach emphasize the interactions between learners and teachers. Teachers act as facilitators to help students achieve their goals in the community classroom (Harmer, 2004). The advantage of this method is that students have a chance to work with their classmates and can also build relationships between students and students or teachers. The

disadvantage is the students' level of English. Some EFL students are not able to speak English or do not have enough confidence to speak out. Classroom activities involved in this method are group discussion, brainstorming, and sharing ideas. Teachers can evaluate students by checking interaction in class.

2.2.2.15 Audiolingualism

Audiolingual was developed from grammar translation and the direct method. Audiolingualism emphasizes both grammatical and lexical mastery of the language (Harmer, 2004). It began in the late 1950s and is based on the principles of behavioral psychology. This approach encourages students to have native-like pronunciation, while grammar translation and the direct method place less emphasis on speaking (Ellis & Shintani, 2014). There is no grammatical explanation. The advantage of audiolingualism is that students learn how to pronounce the words correctly. For example, students are required to repeat words or sentences. The disadvantage is that students will not be able to read and write because the main focus of this method is listening and speaking. The activities used in this method are dialogues and drills. To carry out an assessment, teachers can check accuracy during practice.

2.2.2.16 The Silent Way

Silent way was created by Caleb Cattegno in 1963. This method has a different focus from older methods of language learning. The main focus of this method is to make the learners discover answers or solve problems themselves (Richards & Rodgers, 2001). Teachers should be as silent as possible in the process of students' language learning. In the Silent Way, learners interact with physical objects. For example, teachers teach by showing gestures or expressions. The advantage is that students are able to figure out the answers and correct the error themselves. The disadvantage is wasting too much time while students are figuring out the answers. Classroom activities in this method are solving problems by giving signals or hints provided by teachers. To evaluate the learning process, teachers can check students' answers.

2.2.2.17 Suggestopaedia

Suggestopaedia or desuggestopedia developed in the 1970s and is mostly influenced by material. This method is mostly used in a foreign

language. Language is gradually acquired without correction. It removes barriers to learning. The classroom atmosphere should be relaxed as the main feature of this method is “the centrality of music and musical rhythm to learning” (Richards & Rodgers, 2001, p.100). The advantage is creating a relaxing atmosphere in the classroom so students enjoy learning language. In contrast, the disadvantage is that some students who do not like music or a noisy class may find that they are disturbed by the music. Classroom activities used in this method are role plays, dancing, games, singing, and activities such as competitions.

2.2.2.18 Total Physical Response (TPR)

Total physical response developed in the 1970s and 1980s. This is a teaching method based on the idea that learners will learn better if stress to produce language is reduced. Teachers teach “a language through physical activity” (Richards & Rodgers, 2001, p.73). Learners learn from responding to verbal stimuli. This method is appropriate for beginners. The advantage is that students enjoy learning with fun activities, and it is good for kinesthetic students. However, the disadvantage is that some students who do not like this kind of activity might find it embarrassing to do, and it is suitable only with beginners. The activities in this method are role plays and dancing along to songs (Richards & Rogers, 2001).

In conclusion, there are various types of English classroom activities. All types of English classroom activities have different focuses on teaching and learning English. To choose classroom activities well depends on language teachers (what skills they want to emphasize and which approaches or methods are suited to their students). Methods and approaches provide language teachers with a way to teach students according to the purposes for study and the skills to be taught. In the next section, previous studies on classroom activities will be presented.

2.2.3 Principles for Choosing Classroom Activities

Choosing classroom activities are suited to students is important for language teachers. Language teachers have to consider how to choose classroom activities which are suited to their students’ proficiency. The level of students’ language proficiency and attitudes toward English classroom activities are the main principles in choosing classroom activities.

Students' level language proficiency is one factor that language teachers should take into account. The students' level of language proficiency is students' abilities to perform and acquire the language (Nunan, 1989). Different levels of language proficiency require different types of language learning activities, for example, students at the beginner level are more likely to engage in simple classroom activities and use fewer comprehension skills. Beginning students start by demonstrating productive and receptive skills such as drawing pictures to explain the meaning of the words (Richards & Rodgers, 2001). In contrast, advanced language students perform in the language by using complex English in various situations such as discussions, brainstorming, role plays, and sharing ideas (Richards & Rodgers, 2001). The level of students' language proficiency is not the only thing to consider when choosing classroom activities; students' attitudes towards classroom activities must also be considered.

Students' attitudes towards classroom activities could affect the choice of classroom activities. The significance of students' attitudes towards classroom activities has shifted to place a greater emphasis on students' preference for classroom activities (Jalali & Samadi, 2013). Some researchers have paid attention to students' preferences (Jalali & Samadi, 2013; Littlewood, 2010; Spratt, 1999). In investigating students' preferences for classroom activities, Spratt (1999) found that some language teachers do not always use classroom activities that students want to participate in. The mismatch of teaching styles and students' preferences would decrease students' performance. In 2001, Spratt found that students have different backgrounds, motivations, and learning contexts that could affect their learning styles and attitudes towards classroom activities. However, finding teaching and learning styles that are suited to students' preferences could improve language teaching and learning (Spratt, 1999).

Language teachers should consider more how to choose classroom activities that are suited to students' level, learning styles, and interests. Focusing on the level of students' language proficiency and students' attitudes toward classroom activities could help students to achieve their language learning goals.

2.2.4 Previous Studies on Classroom Activities

Researchers have conducted studies into classroom activities (Arikan, 2011; Barkhuisen, 2012; Jalali & Samadi, 2013; Littlewood, 2010; Lui, 2001; Nuypukiaw, 2013; Occhipinti, 2009; Protacio & Sarroub, 2013; Rimrott, 2005; Spratt, 2001). Some studies focused on English skills that students like to use (Jalali & Samadi, 2013; Lui, 2001; Nuypukiaw, 2013; Occhipinti, 2009; Spratt, 2001). Other studies focused on methods and approaches that students like to participate in classroom activities (Barkhuisen, 2012; Protacio & Sarroub, 2013; Rimrott, 2005). These studies have emphasized English skills, methods, and approaches that students like to participate in.

Some researchers have studied English skills that students like to practice in classroom activities (Arikan, 2011; Jalali & Samadi, 2013; Nuypukiaw, 2013; Occhipinti, 2009; Spratt, 2001). These studies had similar findings: students want to participate in speaking and listening activities in English class. For example, Spratt's study in 2001 found that students liked speaking activities (discussion) and listening activities. These are the same as the findings of Rao (2002), Littlewood (2010), and Occhipinti (2009), who found that students liked listening activities such as listening to English songs and speaking activities such as group discussions (in a relaxed atmosphere), presentations, and role plays. Other studies found that students liked to practice reading and writing in English class. For example, Arikan's study found that students liked reading activities such as reading aloud in class and writing activities (gap filling) which were similar to Jalali and Samadi's findings, and those of Protacio and Sarroub's study. They found that secondary school students like to practice written skills such as vocabulary and grammar.

Other studies focused on methods and approaches that students like to participate in in classroom activities (Barkhuisen, 2012; Nuypukiaw, 2013; Rimrott, 2005). Some studies found that students liked to participate in non-communicative activities (Barkhuisen, 2012; Nuypukiaw, 2013). For example, a study by Barkhuisen (2012) found that students prefer more traditional classroom activities rather than communicative activities. Barkhuisen's study has the same findings as Nuypukiaw's study. However, the findings are different from Rimrott's study. Rimrott (2005) found that Hong kong students liked communicative classroom activities, especially

communicative classroom activities which provided fun activities in a relaxed and friendly atmosphere.

To sum up, classroom activities encourage students to achieve their learning goals. If teachers choose classroom activities that students like to participate in, it could motivate students to participate more in language learning. This is because when classroom activities match students' needs and interests, it could increase motivation to learn English.

2.3 Motivation

In the field of education, motivation is “considered as one of the most prominent affective factors” (Öztürk, 2012, p. 33). Motivation plays an important role in achieving proficiency in a foreign language (Gardner, 1985). It has been seen as an essential factor in succeeding in doing something (Harmer, 2004), and motivation can somehow increase students' achievement (Fazel & Razmjoo, 2007). Motivation explains if learners want to be succeed or fail in language learning (Gardner, 1985). Motivation helps students in order to maintain their language proficiency after leaving the language classroom (Gardner, 1985). Given the importance of motivation in the teaching and learning process, researchers have offered various definitions, identified types of motivation, and studied related topics that are involved in motivation (Brown, 2000; Gardner, 1985; Öztürk, 2012; Ryan & Deci, 2000; Williams & Burden, 1997).

2.3.1 Definitions of Motivation

Researchers have defined motivation cognitively and specifically for language learning. Williams and Burden (1997) defined motivation as “a state of cognitive arousal which provokes a decision to act as a result of which there is sustained intellectual and/or physical effort, so that a person can achieve some previously set goal” (p.51). Brown (2000) pointed out that “a cognitive view of motivation includes factors such as the need for exploration, activity, stimulation, new knowledge, and ego enhancement” (p. 160-166). These researchers highlighted the fact that the strength of motivation depends on how much the individual wants to achieve their goal (Brown, 2000; William & Burden, 1997). Definitions in the field of

language learning have been provided by some researchers; for example, Gardner (1985) stated that motivation goes along with language aptitude, which is the main influence on success in learning a foreign language in a classroom setting. In particular, Ryan and Deci (2000) stated that “to be motivated means to be moved to do something” (p.54). Motivation explains why people want to do something, how long they will want to keep doing that activity. Although researchers defined motivation in various ways, motivation still refers to an effort and desire plus a positive attitude to achieve the goal of language learning (Gardner, 1985).

2.3.2 Classifications of Motivation

In the 1990s, the Gardner’s theory of motivation was studied widely. In education, motivation is classified into two types which are integrative and instrumental motivation (Gardner & Lambert, 1972). Gardner (1985) pointed out that “integrative and instrumental motivation represent the ultimate goals for achieving the more immediate goal of learning the second or foreign language” (p. 11).

Integrative Motivation is defined as “a complex of attitudinal goal-directed and motivational attributes” (Gardner, 1985, p.9). Learners have the desire to learn a language in order to communicate with people from another culture that speak that language (Gardner & Lambert, 1972). There are three components to integrative motivation, which are integrativeness, attitudes toward the learning situation, and motivation. Integrativeness is an interest in learning a second language, including emotions. Attitudes toward the learning situation are an individual’s reactions to something related to the “context in which the language is taught” (Öztürk, 2012, p. 8). Learners’ attitudes could be attitudes toward the teachers, materials, course, and their classmates. The last component is motivation. Motivation includes desires, aspirations, and experiences which encourage second language learners to achieve their goals.

In contrast, **instrumental motivation** is the desire to learn a language because it would fulfill certain utilitarian goals or for functional reasons (Gardner & Lambert, 1972). This type of motivation provides reasons and utilitarian values for learning a foreign language such as getting a job, passing an examination, and getting a higher salary. Lukmani (1972) highlighted the view that whatever type of motivation

that learners have, it expresses the reason why learners want to study that particular language.

In conclusion, different types of motivation describe different purposes for learning. Students with integrative motivation want to learn a language in order to communicate with people from another culture, while students with instrumental motivation want to learn a language to get a good grade, pass an examination, or get a good job in the future. However, both integrative and instrumental motivations are essential to be successful in language learning.

2.3.3 How to Motivate Students

Students' motivation is an important element in making them successful in language learning. Researchers have proposed five keys for increasing students' motivation (Williams, 2011). These five keys are students, teachers, content, methods or processes, and environment.

According to Williams (2011), **students** are the key to education. Each student has a different learning style, background, culture, and interests. Students' motivation can increase when learning is suited to their needs and connected to their work. Moreover, language learning should be related to their learning goals. Students themselves cannot increase their motivation on; teachers must also encourage students. The role of **teachers** has shifted to that of managing students' learning and their environment. Teachers have to manage classroom activities, make judgments, and set clear goals in the process of teaching and learning. To motivate students, teachers should provide subject knowledge that is suited to students' interests, engage students by choosing activities related to students' lives, build up students' strengths, and build relationships between teachers and students. Moreover, teachers are required to serve as good models for students. **Content** is another factor that increases students' motivation. Students will be motivated when the content is relevant and useful for students, for example, connecting content to real life can increase students' motivation by linking subjects, materials, assignments to everyday use. **Methods and processes** are the ways of presenting content. In motivating students in the language classroom, methods provide the classroom environment and engage students in learning. In the classroom, teachers use various methods so students with different learning styles can

accomplish their learning goals. Lastly, the **environment** should be accessible. To motivate students, teachers should create an effective classroom environment, engage students' opinions about language learning, build a teamworking environment, and provide various learning modes such as online teaching and learning.

These five keys serve to motivate students to learn a language. They emphasize students, teachers, content, methods and processes, and the environment. Teachers should consider these five keys to motivate students in the language classroom.

2.3.4 The Effect of Positive and Negative Motivation

Motivation can be positive or negative. Some researchers have given examples of both positive and negative motivation in the use of rewards (Deci, Koestner & Ryan, 1999; Eisenberger, Pierce & Cameron, 1999). These researchers found that giving students a reward can both increase and decrease students' motivation. Deci, Koestner, and Ryan (1999) found that rewards such as awards and prizes decrease motivation in students with integrative motivation. Students could lose their interest in language learning. Moreover, this negative motivation could affect students' attitudes toward language learning. On the other hand, rewards can increase motivation especially in students with instrumental motivation (Eisenberger, Pierce & Cameron, 1999). Students with instrumental motivation want to learn a language because they want to have a good grade, rewards, or pass an examination. Eisenberger, Pierce and Cameron (1999) further stated that "rewards should increase rather than decrease" (p. 678). Therefore, positive and negative motivation could result when students recognize how motivation is important in their learning.

2.3.5 Previous Studies on Motivation

Since the 1990s, students' motivation has been studied widely (Damavand, 2012; Sung & Padilla, 1998; Tianchai, 2012; Wimolmas, 2013; Zanghar, 2012). Some researchers have studied motivation in a foreign language (Sung & Padilla, 1998; Wimolmas, 2013). These studies found that students have high integrative motivation, while, other studies found that students have high instrumental motivation to learn a language (Damavand, 2012; Tianchai, 2012; Wimolmas, 2013).

Sung and Padilla's and Zanghar's found that students have integrative motivation. For example, a study of student motivation in secondary schools using a questionnaire with 451 students showed students have high integrative motivation in language learning (Sung & Padilla, 1998). Similar findings were found in Zanghar's study with 40 EFL students. EFL students have high integrative motivation to learn a language. These results demonstrated that students were likely to communicate with people from other cultures (Sung & Padilla, 1998; Zanghar, 2012).

In contrast, other studies found that students have high instrumental motivation to learn English (Damavand, 2012; Tianchai, 2012; Wimolmas, 2013). Damavand (2012) studied Iranian students' motivation and found Iranian students have high instrumental motivation to learn English; these results are the same as those of Tianchai's and Wimolmas's studies. Tianchai (2012) studied students' motivation in 2,248 first year students in one Thai university by using the Attitude/Motivation Test Battery (ATMB). The results showed that students have high instrumental motivation to learn English (Tianchai, 2012). Moreover, Wimolmas (2013) found that students have high instrumental orientation to learn English. These studies also found that students who have instrumental motivation realize English is important to their life and career in the future.

According to research results, some students showed high integrative motivation, while other students showed high instrumental to learn English. However, some factors could influence students' motivation such as students' attitudes, learning goals, parents, anxiety, courses, materials, and environment (Gardner, 1985). If they investigate students' motivation, teachers will be able to encourage students to achieve their learning goals.

2.3.5.1 Previous Studies on the Relationships between Students' Motivation, Learning Achievement, and Classroom Activities

Some researchers have emphasized the relationship between motivation and students achievement in language learning (Choosri & Intharaksa, 2011; Fazel & Razmjoo, 2007; Tella, 2007). The research results demonstrate that students' motivation has a relationship with their learning achievement and with classroom activities.

A study of the relationship between students' motivation for academic achievement and learning outcomes in secondary school students in Nigeria found highly motivated students perform better academically than less motivated students (Tella, 2007). This study also found that learning achievement is highly correlated with students' motivation (Tella, 2007). Similarly, Choosri and Intharaksa also found that motivation has a positive relationship with students' English achievement, for example, a study of the relationship between motivation and students' English learning achievement using a questionnaire and an in-depth interview indicated that students' motivation correlated with their English achievement ($r=.184, p<0.05$) (Choosri & Intharaksa, 2011). Another study focused on the relationship of motivation types upon speaking ability among Iranian students (Fazel & Razmjoo, 2007). They found that both types of motivation (integrative and instrumental) were correlated with students' achievement (Fazel & Razmjoo, 2007). According to the results of these studies, students' motivation in language learning is correlated to learning achievement.

In addition, another study found motivation is correlated to classroom activities (Bernard, 2010). The study of the relationship between classroom activities and motivation to learn a foreign language found that classroom activities are correlated to students' motivation. Especially, fun classroom activities are significantly associated with students' interest (Bernard, 2010).

In conclusion, motivation is an important variable in encouraging students to be successful in second language learning. Motivation can maintain students' interests and goals in language learning and improve their language proficiency. It is important for teachers to investigate the level of students' motivation to learn English. The results could help teachers motivate students in their learning of English. When students are motivated, they will be able to use language learning strategies effectively (Ehrman & Oxford, 1990; Huang & Naerssen, 1987).

2.4 Language Learning Strategies

Since researchers have conducted language learning strategies, it has been accepted that language learning strategies have played an important role for successful

language learners (Ernan & Oxford, 1990; Oxford, 1990). Language learning strategies are tricks that help learners overcome barriers to language learning (Oxford, 1990). Language learning strategies give students techniques on how to be good language learners. In this section, information about language learning strategies will be discussed including: 1) definitions of language learning strategies, 2) classifications of language learning strategies, and 3) previous studies on language learning strategies.

2.4.1 Definitions of Language Learning Strategies

Various researchers have defined language learning strategies (O'Malley & Chamot, 2012; Oxford, 2014; Rubin, 1975; Weinstein & Mayer, 1986). Rubin (1975) defined language learning strategies as the techniques or devices used by learners to acquire knowledge with specific thoughts, actions, and behaviors (O'Malley & Chamot, 2012; Weinstein & Mayer, 1986). Similar definitions have defined language learning strategies as specific actions used by learners to make learning faster, easier, and more effective in new situations (Oxford, 2014). Therefore, language learning strategies refers to conscious processes, behaviors, thoughts, actions, steps, devices, and techniques that help students or non-native speakers acquire either a second or foreign language systematically.

2.4.2 Classification of Language Learning Strategies

Researchers have classified language learning strategies differently. (Rubin, 1987; O'Malley & Chamot, 1990; Oxford, 1990). Rubin's (1987) classification was the first; it divided language strategies into three categories, which are learning strategies (metacognitive and cognitive strategies), communication strategies, and social strategies. The development of language strategies continued with other researchers such as O'Malley and Chamot's (1990) and Oxford's (1990) classifications. O'Malley and Chamot's (1990) classification place greater emphasis more on metacognitive strategies, cognitive strategies, and social strategies, which differ from Rubin's (1987) classification by cutting out communicative strategies. The development of language learning strategies continued with Oxford's (1990) classification. Oxford (1990) classified language learning strategies by adding more

strategies such as memory, compensation, and affective strategies. Moreover, Oxford (1990) grouped these strategies into direct and indirect strategies. These classifications focus on language learning strategies differently, but the main idea of these classifications is to provide students with information on how to be good language learners.

2.4.2.1 Rubin’s (1987) Classification of Language Learning Strategies

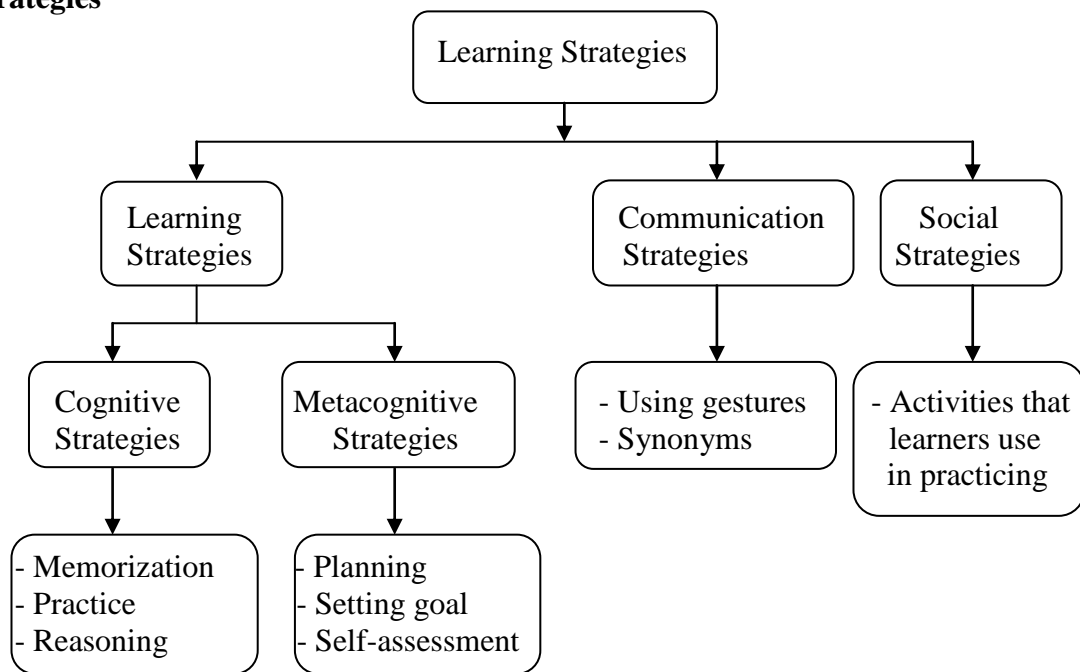


Figure 2.3 Classification of Learning Strategies by Rubin (1987)

Rubin (1987) identified three types of strategies, which are learning strategies, communication strategies, and social strategies. These three main categories are described as follows:

a) Learning strategies are strategies that contribute directly to the development of language and are constructed by the learners themselves. There are two main types of learning strategies which are cognitive learning strategies and metacognitive strategies. Cognitive learning strategies refer to the steps used in learning or problem-solving which require direct analysis, transformation, or synthesis of learning materials. There are six main cognitive learning strategies which are clarification, guessing, deductive reasoning, practice, memorization, and monitoring.

Metacognitive learning strategies involve a lot of integrated processes such as planning, prioritizing, setting goals, and self-management. Therefore, both cognitive and metacognitive strategies can contribute directly to language learning.

b) Communication strategies are less directly related to language learning as their focus is on producing a conversation. The purpose of these strategies is to create communication. These strategies are used when speakers are faced with problems during a conversation with co-speakers such as using synonyms, simple sentences, and gestures.

c) Social strategies are activities that learners engage in, opportunities to practice their knowledge in the target language. However, these strategies contribute to learning indirectly because they do not assist storing, retrieving, and using language. These strategies include initiating conversations, listening to media, role plays, and discussion.

In conclusion, Rubin's classification focuses on strategies that make learners become successful in learning. In this classification, cognitive and metacognitive are grouped as learning strategies. These strategies help learners to construct their knowledge and develop learning systems. Communication strategies have as their main focus communicative ability. These strategies help learners when they have problems in speaking. Lastly, social strategies are indirect strategies which afford learners the opportunity to practice their knowledge.

2.4.2.2 O'Malley and Chamot's (1990) Classification of Language Learning Strategies

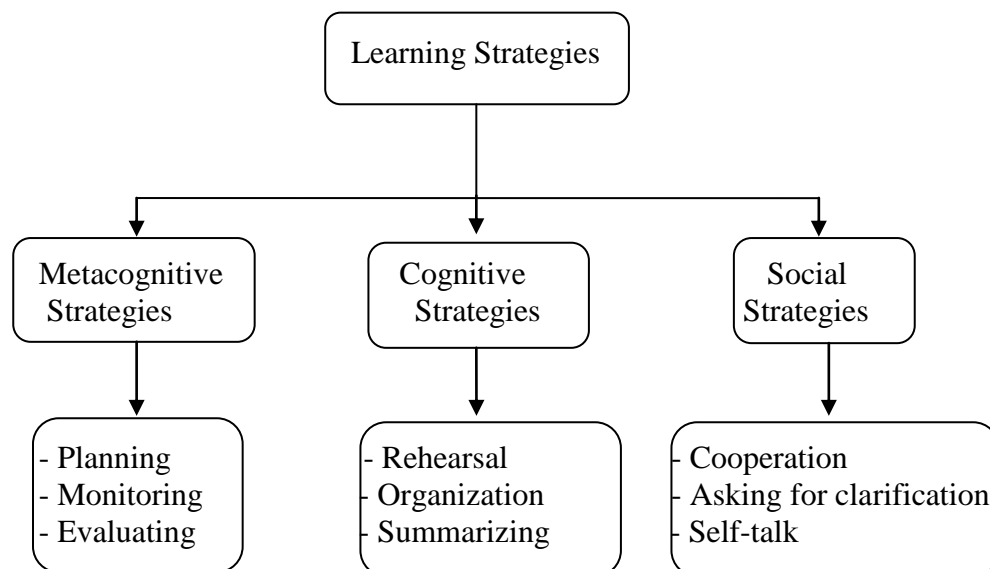


Figure 2.4 Classification of Learning Strategies by O'Malley and Chamot (1990)

Language learning strategies were categorized according to types of information processing (O'Malley & Chamot, 1990). O'Malley and Chamot (1990) classified language learning strategies into three main categories used by second language learners which are metacognitive strategies, cognitive strategies, and social strategies.

a) Metacognitive strategies are used in the process of receptive or productive language tasks. For example, planning the organization, setting goals, monitoring one's progress, problem-solving, self-management and self-evaluation are included among these strategies.

b) Cognitive strategies manage information directly and perform in a way that develops learning such as resourcing, repetition, grouping, rehearsal, organization, and elaboration. These strategies are "more limited to specific learning tasks and they involve more direct manipulation of the learning material itself" (p.134).

c) **Social Strategies** involve interacting with others such as cooperating with others in order to solve problems and speaking English with teachers or co-speakers.

To sum up, O'Malley and Chamot's (1990) classification classified language learning strategies according to the type of information processing. This classification emerged after asking learners what they were thinking and doing to complete the tasks. These strategies are especially for second language learners. The strategies in their classification can be grouped into three main categories: metacognitive strategies, cognitive strategies, and social strategies. Metacognitive strategies are used to receive and produce language, while, cognitive strategies are used to manage information. Lastly, social strategies are used when interacting with other people.

2.4.2.3 Oxford's (1990) Classification of Language Learning Strategies

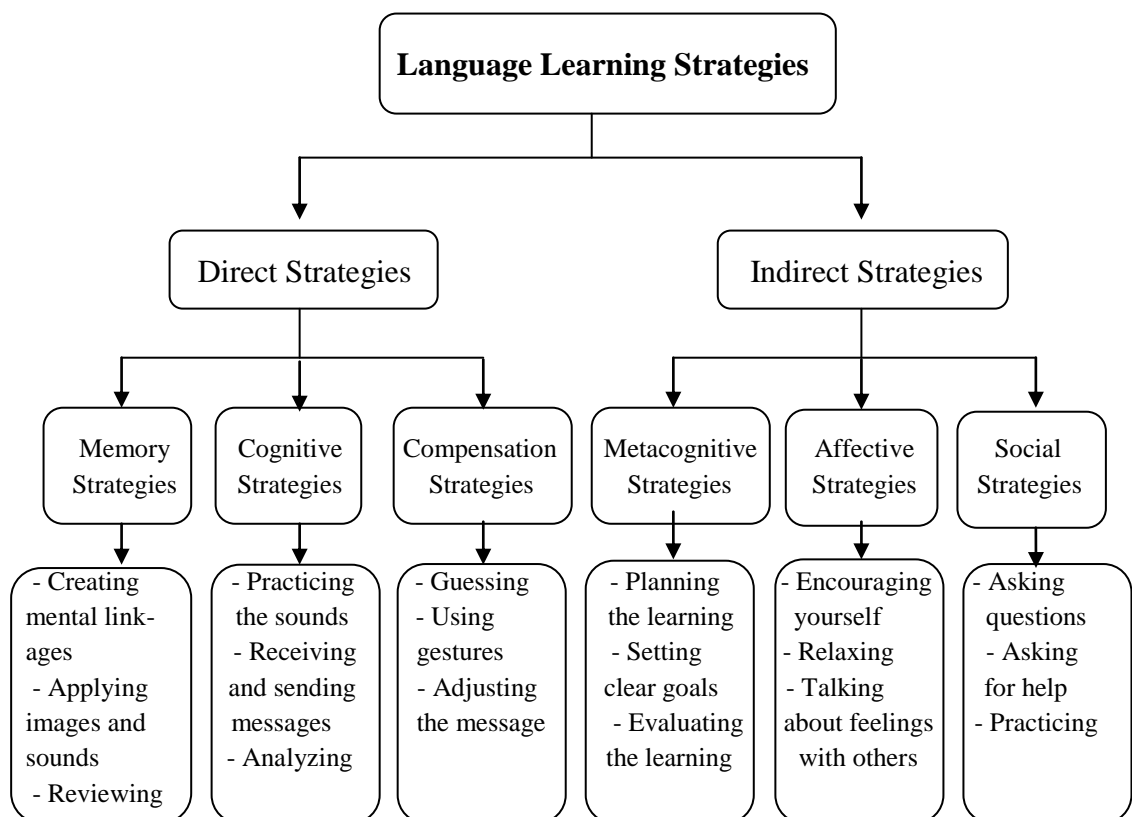


Figure 2.5 Oxford's Classification System (Oxford, 1990)

Oxford's classification divided language learning strategies into two main classes, which are direct and indirect strategies. Direct strategies consist of three strategies, which are 1) memory, 2) cognitive, and 3) compensation, while, indirect strategies consist of three strategies, which are 1) metacognitive strategies, 2) affective strategies, and 3) social strategies. Two main classes will be discussed below.

a) Direct strategies are used in the direct learning of the target language, a new language. These strategies are memory strategies, cognitive strategies, and compensation strategies.

Memory strategies use storage of information in order to help learners remember important things and to retrieve the information in different ways when needed. These strategies consist of four techniques which are creating mental linkages, applying images and sounds, reviewing well, and employing action.

Cognitive strategies are the mental strategies that learners use to have a better understanding of their learning. These strategies enable learners to connect new information to their existing knowledge. Learners can use strategies to assist their learning by practicing, receiving and sending messages, analyzing and reasoning, and creating a structure for input and output.

Compensation strategies help learners to overcome knowledge gaps to continue their language learning, especially in the form of communicative strategies. These strategies could help learners compensate for missing information in all four skills by guessing intelligently and overcoming limitations in speaking and writing.

b) Indirect strategies are used to help learners manipulate and support their learning of the target language indirectly. Indirect strategies involve metacognitive strategies, affective strategies, and social strategies.

Metacognitive strategies help learners to regulate their own learning process such as centering learning, arranging and planning their learning, and evaluating their learning. Students will plan and manage their learning by using old strategies or changing strategies if the strategies are not suited to their learning environment.

Affective strategies are connected to learners' emotional requirements and feelings such as confidence. These strategies help learners to control their emotions, motivation, and attitudes toward language learning. There are three subdivisions, lowering anxiety, encouraging oneself, and taking one's emotional temperature. Students may laugh when they pass an examination.

Social strategies lead to an increase in interacting with other people by using the target language. These strategies are in the form of social behavior. They enable learners to interact with teachers, classmates, and other people. Learners ask questions, cooperate with others and empathize with others.

In conclusion, Oxford's (1990) classification demonstrates many types of language learning strategies that learners employ to help them learn a language. Oxford's classification divides language learning strategies into direct strategies and indirect strategies according to the process of learning among second language learners. Direct strategies consist of memory, cognitive, and compensation strategies, while, indirect strategies consist of metacognitive, affective, and social strategies.

2.4.3 The Similarities and Differences Between Rubin's (1987), O'Malley & Chamot's (1990), and Oxford's (1990) Classifications.

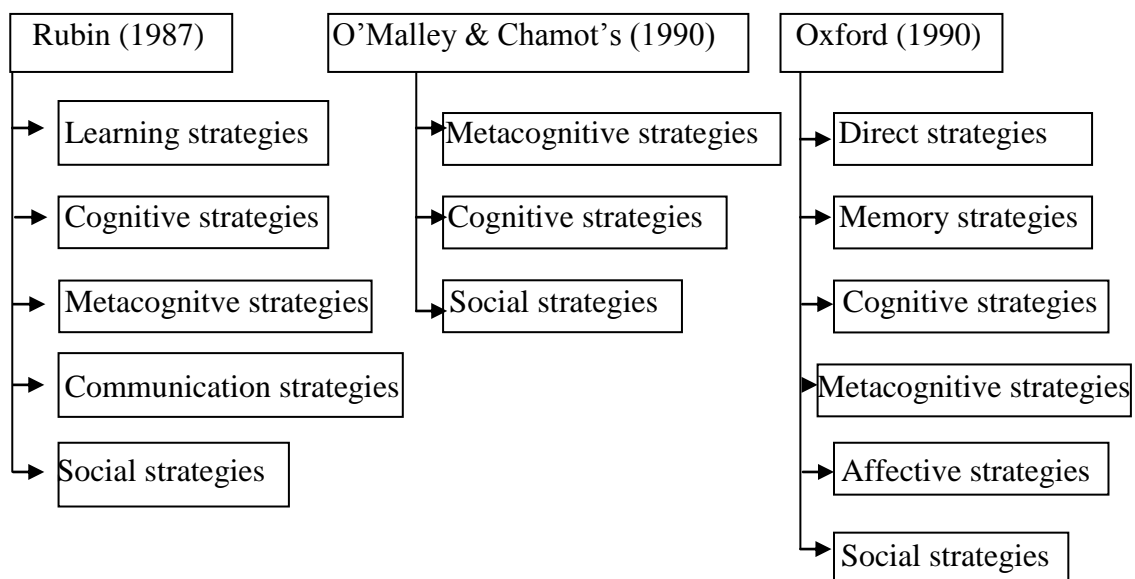


Figure 2.6 The Similarities and Differences Between Rubin's (1987), O'Malley & Chamot's (1990), and Oxford's (1990) Classifications

As can be seen in Figure 2.6, these three classifications of language learning strategies (Rubin, 1987; O'Malley & Chamot, 1990; Oxford, 1990) classify language learning strategies in different ways. However, these categories have both similarities and differences.

Rubin's (1987), O'Malley and Chamot's (1990), and Oxford's (1990) all classified language learning strategies as cognitive, metacognitive, and social strategies. However, the differences are seen in some subcategories. For example, Rubin's classification involved communication strategies, while, O'Malley & Chamot's and Oxford's classifications do not have communication strategies in their classifications. Moreover, Rubin (1987) classified cognitive strategies and metacognitive strategies into the subcategory of learning strategies, while, Oxford (1990) placed cognitive strategies as direct strategies and metacognitive strategies as indirect strategies. It can be said that Rubin (1987) classified language learning strategies into a big category which help language learners, while Oxford (1990) classified language learning strategies into more categories and clearly separated them into direct and indirect strategies

To sum up, these three classifications have some similarities and some differences. However, these classifications provide students with strategies or techniques. This study follows the language learning strategies in Oxford (1990) as a research tool. This is because Oxford's classification describes various strategies which are suited to non-native speakers, and the instruments she developed have been used in many countries. Moreover, Oxford's classification seems to divide language learning strategies more systemically, more comprehensively, and in more details than other classifications.

2.4.4 Previous Studies on Language Learning Strategies

Researchers have conducted studies on language learning strategies. These studies focused on the use of language learning strategies (Hong-Nam & Leavell, 2006; Patil & Karekatti, 2012; Rattanasongkhroh, 2013; Tianchai, 2012), the relationship between language learning strategies and language learning achievement (Green & Oxford, 1995; O'Malley et al., 1985; Wong & Nunan, 2011), and the relationship between motivation and language learning strategies (Brown, Robson, &

Rosenkjar, 2002; Oxford, 1990). The research results of these studies demonstrate the use of language learning strategies and the relationship between language learning strategies and learning achievement and motivation.

2.4.4.1 The Use of Language Learning Strategies

Several researchers have conducted studies on the use of language learning strategies (Hong-Nam & Leavell, 2006; Patil & Karekatti, 2012; Rahimi, Riazi, & Saif, 2008; Rattanasongkhroh, 2013; Tianchai, 2012). All studies employed the Strategy Inventory for Language Learning (SILL), version 7.0 (ESL/EFL) developed by Oxford (1990). These studies found that students used metacognitive strategies the most, while, memory, affective, and cognitive strategies were less used (Hong-Nam & Leavell, 2006; Patil & Karekatti, 2012; Rahimi, Riazi, & Saif, 2008; Rattanasongkhroh, 2013; Tianchai, 2012).

Some studies of the use of language learning strategies found that students preferred to use metacognitive strategies (Hong-Nam & Leavell, 2006; Patil & Karekatti, 2012; Rahimi, Riazi & Saif, 2004; Rattanasongkhroh, 2013), for example, ESL students preferred to use metacognitive strategies (Hong-Nam & Leavell, 2006). Patil and Karekatti's studies in 2012 also demonstrated that engineering students preferred to use metacognitive which could help them become higher level learners of English. Rahimi, Riazi, and Saif (2004) reported the same findings in a study of the use of language learning by 588 post-secondary level Persian EFL Learners. Students preferred metaconitive and least preferred memory strategies. Moreover, Rattanasongkhroh's (2013) study of 67 Thai graduate diploma students found that high and low English proficiency students used metacognitive strategies the most

Different findings were found in some studies. These studies also used the Strategy Inventory for Language Learning (SILL), version 7.0 (ESL/EFL) developed by Oxford (1990). For example, a study of the relationship between language learning strategies, language learning beliefs, motivation, and proficiency found that students used cognitive the most, while, social, affective, and compensation strategies were less used. (Ghavamnia, Kassaian, & Dabaghi, 2011). Ghavamnia, Kassaian and Dabaghi's study have different findings from Tianchai's study. Tianchai studied 2,248 first year undergraduate students. She found that

students used compensation strategies the most while cognitive strategies were used the least (Tianchai, 2012).

To sum up, as all students are different, they have different learning styles when learning a language. Some students use metacognitive, while other students like to use cognitive strategies.

2.4.4.2 Relationship between Language Learning Strategies and Motivation

Researchers have studied the relationship between motivation and language learning strategies (Brown, Robson, & Rosenkjar, 2002; Okada, Oxford, & Abo, 1996). All of these studies had the same findings. Motivation was found to be significantly correlated with participants' language learning strategy use. For example, a study of Japanese and Spanish learners found significant correlations between motivation and strategy use (Okada et al., 1996). Similar results were also found in Brown, Robson and Rosenkjar's studies. However, sometimes the relationship between motivation and language learning strategy use may depend on other variables, for example, language task, learning styles, career choice, aptitude, age, gender, classroom activities etc. (Oxford & Nyikos, 1989; Oxford, 1990).

2.4.4.3 Relationship between Language Learning Strategies and Language Learning Achievement

Researchers have conducted studies to demonstrate the relationships between language learning strategies and language learning achievement (Ghavamnia, Kassaian, & Dabaghi, 2011; Hong-Nam & Leavell, 2006; Murray, 2010; Wong & Nunan, 2011). For example, a study was conducted to investigate the relationship between language learning strategies and students' proficiency (Ghavamnia, Kassaian, & Dabaghi, 2011; Hong-Nam & Leavell, 2006; Murray, 2010). They found that these two variables are correlated. Robin and Thompson (1994) agreed that learning strategies have a positive effect on language learning students' achievement. The more appropriate language learning strategies that students used, the more they can achieve in learning a language (Green & Oxford, 1995).

In conclusion, language learning strategies affect student learning in a foreign or second language. This is because the use of language learning strategies could help students learn languages more easily and more quickly. To know

what strategies students should use to learn English, it is useful for teachers to encourage strategies that students have used effectively in the past.

2.5 Chapter Summary

This chapter has provided a literature review on classroom activities, motivation, and language learning strategies which are related to the present study. Definitions and classifications were provided in the first part. In the literature review, major findings related to the present study were summarized for each factor, that is, classroom activities, motivation, and language learning strategies.

The next chapter describes the methodology, population, sample and sampling, instruments used in this study, how the data were collected, and how the researcher analyzed the data.

CHAPTER III

METHODOLOGY

This study aimed to describe educational phenomena by collecting numerical data. The quantitative method was employed in order to meet the objectives of the study. The objectives of this study were 1) to find what classroom activities were carried out by grade 9 students while they were learning English, 2) to investigate the levels of motivation of grade 9 students while they were learning English, 3) to identify language learning strategies used by grade 9 students while they were learning English, and 4) to find the relationships between classroom activities, motivation, and language learning strategies. The quantitative method explained phenomena in the form of numbers (Punch, 2014). The researcher used the quantitative method because this study aimed to find the relationships among these variables: classroom activities, motivation, and English language learning strategies. Moreover, the findings were described as numerical data (mean and standard deviation) in order to meet the first three objectives. For the last objective, Pearson's correlation was used to obtain inferential statistics for the relationships among variables.

3.1 Population

The population in this study consisted of grade 9 Thai EFL students who were in the expansion of educational opportunity program during the first semester of the academic year 2014 under the responsibility of Kalasin Primary Educational Service Area Office 2, northeastern Thailand. There are five districts under the responsibility of Kalasin Primary Education Service Area Office 2: Yangtalad, Huay Mek, Tha Khantho, Nongkungsri, and Kongchai. The total population in this study

was 1,020 grade 9 students (Kalasin Primary Educational Service Area Office 2, 2014).

The criteria for school size was based on the criteria of the Office of the Basic Education Commission (OBEC), which divides schools into four categories: small, medium, large, and extra-large by the number of students in each school according to the criteria of the Office of the Basic Education Commission (OBEC). See below:

1. A small school has 0-120 students
2. A medium school has 121-600 students
3. A large school has 601-1,500 students
4. An extra-large school has more than 1,500 students

In this study, the size was determined according to the number of students by the criteria of the Office of the Basic Education Commission (OBEC). In Kalasin Primary Educational Service Area Office 2, there were 33 students in small-sized schools, 556 students in medium-sized schools, and 431 students in large-sized schools.

3.1.1 The Sample and Sampling

The process of selecting the sample and subjects is explained on page 50. To set the sample size, the researcher used Krejcie and Morgan's (1970) table (See page 49) and used the rule of three to calculate the appropriate number for the sample. See below. There were 32 students in small-sized schools, 234 students in medium-sized schools, and 205 students in large-sized schools. The total for the sample calculated according to Krejcie and Morgan's (1970) table was 471. (See Table 3.1.)

In addition, to increase reliability, the researcher increased the number of students sampled. The small school included all subjects (33) because the number was very small. The sample size in the medium and the large schools were increased by 20%, for instance, 281 subjects in medium schools and 246 subjects in large schools. The total sample after the increase to achieve greater reliability was 560. The number of returned questionnaires in the medium and the large sized schools was 222 and 203 (See Table 3.1). The researcher wanted to increase the reliability of this study, so the sample size was increased by 20%.

Table 3.1 Number of Population, Subjects, and Returned Questionnaires.

School size	Population	Number of Subjects	Increased reliability		Returned Questionnaires	%
			%	Number		
Small	33	32	100%	33	33	100%
Medium	556	234	20%	281	222	79%
Large	431	205	20%	246	203	82%
Total	1,020	471	19%	560	458	82%

The subjects in this study were selected through stratified random sampling and simple random sampling. Stratified random sampling was used to divide schools into three sizes (small, medium, and large) in order to spread the samples equally according to the criteria of the Office of the Basic Education Commission (OBEC). In Kalasin Primary Educational Service Area Office 2, there are 33 students in 4 small schools, 556 students in 34 medium schools, and 431 students in large schools. After that, the researchers used simple random sampling to select the subjects. Finally, the number of subjects in small schools was 33, in medium schools was 222, and in large schools was 203. The total number of subjects was 458 (See Figure 3.1).

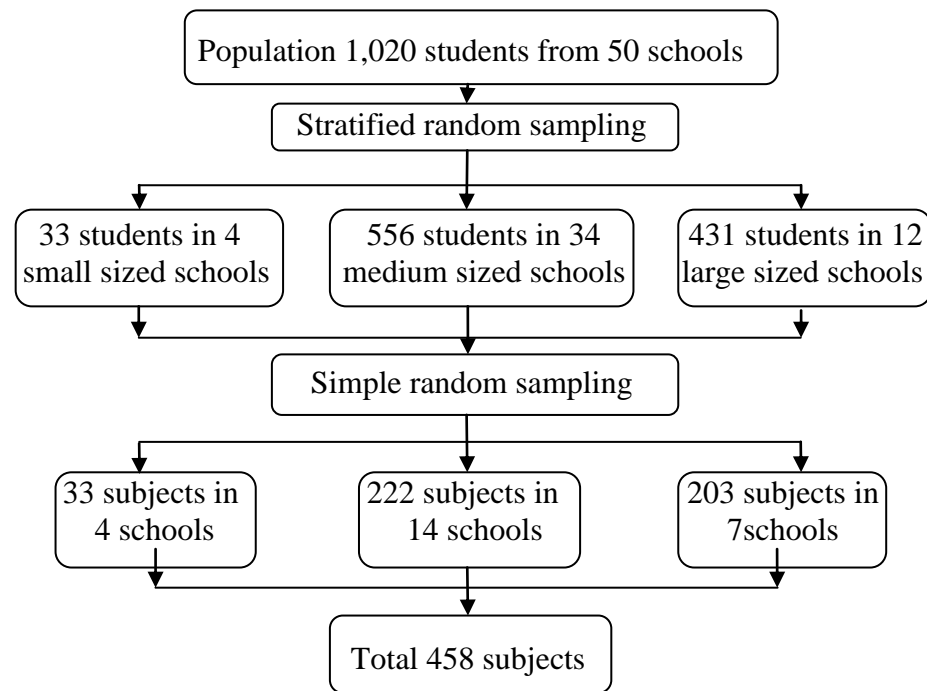


Figure 3.1 Diagram of Sampling Procedures

3.2 Instruments

Three research questionnaires and classroom observation were used in the present study. These three research questionnaires were the Classroom Activities questionnaire by Spratt (1999), the Attitude/Motivation Test Battery (AMTB) developed by Gardner (2004), and the Strategy Inventory for Language Learning (SILL version 7.0) by Oxford (1990). The researcher used the Classroom Activities questionnaire in order to find which classroom activities were carried out by grade 9 students while they were learning English. The second questionnaire was the Attitude/Motivation Test Battery (AMTB). AMTB was used to investigate the levels of motivation of grade 9 students while they were learning English. Lastly, the Strategy Inventory for Language Learning (SILL version 7.0) for EFL students was used to identify language learning strategies used by grade 9 students while they were learning English. For the classroom observation, the researcher used unstructured observation as it had not been planned to collect data from the outset. Although

collecting data was not planned during classroom observation, the researcher took notes to collect useful information. Details regarding to the three questionnaires and classroom observation are provided in the next sections.

3.2.1 Classroom Activity Questionnaire

The classroom Activity questionnaire was first developed by Spratt (1999). In this study, the researcher used Spratt's (1999) questionnaire as a guideline. For the Thai version, the researcher used the Classroom Activities questionnaire which was translated into Thai by Nuypukiaiw (2013). There are 28 items about 6 classroom activities, for example, listening, speaking, reading, writing, testing, and participation mode activities. Since the Classroom Activities Questionnaire dates from 1999, it was necessary to update it to include newer activities. To bring English classroom activities up to date, the researcher added some English classroom activities to the Classroom Activities Questionnaire to collect data (See details in Table 3.2). The items which were added to English classroom activities mostly focused on the use of technology in teaching and learning. Then up-to-date classroom activities questionnaire consists of 52 items in seven categories, which are 1) task-based learning, 2) listening, 3) speaking, 4) reading, 5) writing, 6) testing, and 7) participation mode activities (See Table 3.3). This questionnaire uses a five-point Likert scale in order to find what classroom activities were carried out by grade 9 students while they were learning English.

Table 3.2 A Comparison Between the Classroom Activities Questionnaires by Spratt (1999) and the Classroom Activities Questionnaires in the Present Study

Classroom Activities by Spratt (1999)	Number of Items	Classroom Activities in the Present Study (2014)	Number of Items
Listening	7	Listening	13
Speaking	3	Speaking	4
Reading	4	Reading	9
Writing	7	Writing	13
Testing	4	Testing	4
Participation mode	3	Participation mode	3
		Task-based learning	6
Total	28		52

Table 3.3 Up to Date English Classroom Activities Added to the Questionnaire

Classroom activities
<p>Listening</p> <ul style="list-style-type: none"> - Listening to YouTube - Listening to Online lessons - Listening to English songs - Listening to English news - Listening to English conversations - Watching English movies
<p>Speaking</p> <ul style="list-style-type: none"> - Chatting with your classmates or friends in English
<p>Reading</p> <ul style="list-style-type: none"> - Reading for information (e.g. read for doing reports) - Reading interesting topics on the Internet - Reading blogs - Reading newspapers online - Reading magazines online
<p>Writing</p> <ul style="list-style-type: none"> - Writing vocabulary - Writing sentences - Writing an essay - Writing emails to your friends - Writing on Facebook - Writing in your own blog
<p>Task-based learning</p> <ul style="list-style-type: none"> - Role plays - Performance - Playing games - Projects - Problem solving - Simulation

As can be seen in Table 3.3, some classroom activities were added. The Thai version of the Classroom Activities Questionnaire divided classroom activities into 28 items regarding six types of classroom activity (Nuypukiaw, 2013). In this study, the researcher added up-to-date classroom activities: six items about listening, one item about speaking, five items about reading, six items about writing, and six items about task-based learning. Testing and participation mode activities were kept as in the original version. Finally, there were 52 items about seven classroom activities in the present study.

Table 3.4 Classification of Seven English Classroom Activities and 52 Sub-Items in the Classroom Activities Questionnaire

Items	Areas
1-6	Task-based learning
7-19	Listening
20-23	Speaking
24-32	Reading
33-45	Writing
46-49	Testing
50-52	Participation mode activities

Table 3.5 Criteria for Evaluating the Level of Students' Preferences for Classroom Activities

Levels	Average Mean Scores	Scales	Descriptions
Very low	1.00-1.49	1	Strongly disagree
Low	1.50-2.49	2	Disagree
Medium	2.50-3.49	3	Neither agree nor disagree
High	3.50-4.49	4	Agree
Very High	4.50-5.00	5	Strongly agree

Table 3.5 shows the criteria for evaluating the level of students' preferences for classroom activities. A five-point Likert scale was used in order to indicate the level of students' preferences for English classroom activities. For example, scale one indicates that the students' opinion was "strongly disagree" and demonstrates a very low level of preference for this classroom activity, while, scale five indicates that the students' opinion was "strongly agree" demonstrates a very high level of preference.

Validity and Reliability of the Classroom Activity Questionnaire

The researcher used the Classroom Activities Questionnaire developed by Spratt (1999). For the Thai version, the researcher used Nuypukiaiw's (2013) Classroom Activities Questionnaire (See questionnaire in Appendix D). The researcher asked for permission to use Nuypukiaiw's questionnaire (See Appendix D). The Classroom Activities Questionnaire by Spratt (1999) was developed 10 years ago,

so some items were not suited to the present context, content, and theories. Due to this consideration, the researcher and major advisor needed to add some up-to-date English classroom activities in order to meet the objectives of the study and the global context (See details in Table 3.2). There were 52 items in seven categories. According to Spratt (1999), the Classroom Activity Questionnaire has a Cronbach's alpha reliability coefficient of 0.99 for the students' version. The Thai version has a Cronbach's alpha reliability coefficient of 0.95. Moreover, to check the reliability of the Classroom Activities Questionnaire, the researcher earlier piloted the Classroom Activities questionnaire with 30 participants at Nong Sor Wittayakhan Community School under the responsibility of Kalasin Primary Educational Service Area Office 1. This questionnaire had a Cronbach's alpha coefficient of 0.92. Consequently, it is reasonable to assume that this questionnaire was reliable.

3.2.2 The Attitude/ Motivation Test Battery (AMTB)

In this study, the Attitude/ Motivation Test Battery (AMTB) was used as a second research instrument. AMTB used to investigate the levels of motivation of grade 9 students while they were learning English. This questionnaire was developed by Gardner (2004). The Attitude/ Motivation Test Battery (AMTB) has been used in different languages including Croatian, Japanese, Polish, Portuguese, Romanian, and Catalan. In the English version, Gardner (2004) developed a questionnaire with 104 items and 12 domains of motivation (See the number of items in the 12 domains in Table 3.3) and uses a six-point Likert scale as below. The details for each item are provided in Appendix E.

Table 3.6 Classifications of Twelve Domains and 104 Sub-Items of the AMTB.

No	Domains of motivation	Items
1	Interest in Foreign Languages	1,12,21,32,42,55,65,76,85,95
2	Parental Encouragement	2,22,43,48,57,66,86,103
3	Motivational Intensity	3,13,23,33,44,56,67,77,87,96
4	English Class Anxiety	4,16,24,36,45,60,68,80,88,98
5	English Teacher Evaluation	5,14,25,34,46,58,69,78,89,97
6	Attitudes Toward Learning English	6,18,26,38,47,62,70,82,90,100
7	Attitudes Toward English Speaking People	7,27,40,49,53,71,91,104
8	Integrative Orientation	8,28, 50,72
9	Desire to Learn English	9,17,29,37,51,61,73,81,92,99
10	English Course Evaluation	10,20,30,41,52,64,74,84,93,102
11	English Use Anxiety	11,19,31,39,54,63,75,83,94,101
12	Instrumental Orientation	15,35,59,79

There were 12 domains in the Attitude/Motivation Test Battery (AMTB) developed by Gardner (2004). In this study, the researcher used the AMTB questionnaire translated into Thai by Tianchai (2012). Table 3.7 demonstrates the criteria for evaluating motivation by using a scale to indicate the level of students' opinion regarding each statement.

Table 3.7 Criteria for Evaluating Motivation (Gardner, 2004).

Level	Average Mean Scores	Scale	Descriptions
Low	1.00 – 3.09	1	Strongly disagree
		2	Moderately disagree
		3	Slightly disagree
		4	Slightly agree
High	3.10 – 6.00	5	Moderately agree
		6	Strongly agree

Validity and Reliability of the Attitude/ Motivation Test Battery (AMTB)

The Attitude/Motivation Test Battery (AMTB) questionnaire was developed by Gardner (2004). The AMTB has been administered in many studies and many countries, for example, Poland, Spain, Romania, Japan, Thailand, Croatia, and Brazil (Gardner, 2004). The questionnaire is reported to have high validity (Gardner,

2004). The present study used the Thai version of Tianchai’s (2012) Attitude/Motivation Test Battery questionnaire. The researcher asked for permission to use Tianchai’s questionnaire (See in Appendix I). According to Gardner (2004), the Attitude/ Motivation Test Battery questionnaire has a Cronbach’s alpha reliability coefficient of 0.99 for the student versions. The Thai version by Tianchai (2012) has a Cronbach’s alpha reliability coefficient of 0.95. In the present study, the researcher checked the reliability of the Attitude/Motivation Test Battery by administering a pilot Attitude/Motivation Test Battery questionnaire to 30 participants at Nong Sor Wittayakhan Community School under the responsibility of Kalasin Primary Educational Service Area Office 1. This questionnaire had a Cronbach’s alpha reliability coefficient of 0.90. Consequently, it is reasonable to assume that this questionnaire is reliable.

3.2.3 Strategy Inventory for Language Learning (SILL)

The Strategy Inventory for Language Learning (SILL version 7.0) developed by Oxford (1990) was used to identify language learning strategies used by grade 9 students while they were learning English. SILL consists of two main strategies, which are direct strategies and indirect strategies. Direct strategies consist of 3 strategies: 1) memory strategies, 2) cognitive strategies, and 3) compensative strategies, while, indirect strategies consist of 1) metacognitive strategies, 2) affective strategies, and 3) social strategies.

Table 3.8 Classifications of Direct and Indirect Strategies.

Strategies	Strategies	Items
Direct Strategies	Memory	1-9
	Cognitive	10-23
	Compensation	24-29
Indirect Strategies	Metacognitive	30-38
	Affective	39-44
	Social	45-50

Students rated each item by using five-point Likert scale (See Table 3.9). Table 3.9 shows the criteria for evaluating the use of language learning strategies. For

example, scale 1 indicates that language learning strategies were never or almost never used, which is classified at the low level, while, scale 5 indicates that the language learning strategies were always or almost always used.

Table 3.9 Criteria for Evaluating the Frequency of Strategy Use (Oxford, 1990).

Levels	Average Mean scores	Scale	Frequency of Strategy Use
Low	1.00-1.49	1	Never or almost never used
	1.50-2.49	2	Generally not / seldom used
Medium	2.50-3.49	3	Sometimes / occasionally used
High	3.50-4.49	4	Generally / often used
	4.50-5.00	5	Always or almost always used

Validity and Reliability of the Strategy Inventory of Language Learning (SILL version 7.0)

The Strategy Inventory of Language Learning (SILL) version 7.0 has been translated into many languages and administered in many countries. The SILL has been used around the world (Oxford & Burry-Stock, 1995), for example in Japan, China, and Korea. In this study, the researcher used the version of SILL which was translated into Thai in Panicha's study (See SILL in Appendix H). The researcher had previously asked for the permission to use Panicha's questionnaire translated into Thai (See the letter for asking permission in Appendix I). SILL has construct validity, criterion-related validity, and content validity (Oxford & Burry-Stock, 1995). In previous studies, the questionnaire had a high degree of reliability (Oxford & Burry-Stock, 1995) with Cronbach's alpha at more than .90. In Thailand, the SILL has been administered in some studies (Rattanasongkhroh, 2013; Tianchai, 2012). The reliability in Rattanasongkhroh's study 0.96, and 0.95 in Tianchai's study. In the present study, the researcher tried out the questionnaire with 30 students at Nong Sor Wittayakhan Community School under the responsibility of Kalasin Primary Educational Service Area Office 1 and found that Cronbach's alpha reliability coefficient was 0.96.

3.2.4 Classroom Observation

In this study, the researcher had the opportunity to do classroom observations while waiting to collect data. As a researcher, the researcher took notes when she observed English teaching and learning in schools. In observing English classes, the researcher used unstructured observation because this observation was not in the original plan. The researcher observed English classes by taking notes and focusing on students, teachers, materials, and the environment during these English classes. The researcher focused on students' reactions, for example, how students learn and interact with teachers. The researcher focused on the teachers' teaching techniques, methods, approaches, and classroom activities used in the English classroom. The researcher focused on materials used during English classes such as books, CD players, computers, laboratories, and other teaching materials. Lastly, the researcher focused on the environment in English classes or in English laboratories.

3.3 Data Collection Procedures

The procedures of this study are presented below.

1. After receiving approval from the Institutional Review Board, the researcher sent a consent form and questionnaires for the pilot study to the director of Nong Sor Wittayakhan Community School.
2. When the director of Nong Sor Wittayakhan Community School gave permission to the researcher to conduct the pilot study, the researcher went to the school to pilot the study herself with 30 grade 9 students who were not subjects in this study. The researcher then analyzed the collected data by using SPSS in order to measure Cronbach's alpha coefficient. After the researcher determined that the data were reliable by analyzing all the questionnaires, the researcher used all three questionnaires to collect data.
3. The researcher sent a consent form, participant information sheet, informed consent form, questionnaire guidelines, and three questionnaires to the supervisors who were responsible for collecting research data at Kalasin Primary Educational Service Area Office 2. The supervisors wrote an official letter asking for

permission to collect data to the director of Kalasin Primary Educational Service Area Office².

4. When the director of Kalasin Primary Educational Service Area Office gave the researcher an official letter of permission, the researcher took the official letter of permission to each school to collect data.

5. To collect data, the researcher contacted the directors and English teachers, then explained the purposes of the study, the benefits, the nature of the questionnaires, and the process for collecting data. Importantly, the researcher asked the director and English teachers of each school to finish collecting data within a week, and informed them that all information would be kept anonymous.

6. In each school, before collecting data, the researcher introduced herself, explained the objectives of the study, the benefits that would be gained from this study, the process for collecting data, and the nature of all questionnaires to the participants.

7. Before completing the first questionnaire (Classroom Activities Questionnaire), the researcher asked students questions related to students' experience and the questionnaire, so students had an idea of what they were going to do.

8. After finishing the Classroom Activities Questionnaire, the researcher took a break by asking participants questions about their motivation for learning English (what they want to be in the future, why they want to learn English, why they like to learn or do not like to learn English, and how important it is in their life). Then the researcher told them which questionnaire they were going to fill in and how to rate each statement on the Attitude/Motivation Test Battery questionnaire. The researcher explained the few items that they did not understand to the whole class.

9. Before starting the last questionnaire, the researcher asked students about the strategies they used while learning English, especially when they did not understand or if they had difficulties in learning English. After that, the researcher explained how to rate each statement and explained some items that were hard to understand.

10. After students finished answering all three questionnaires, the researcher explained to the participants again the benefits of this study and thanked the students for their participation.

3.4 Data Analysis

Descriptive statistics and inferential statistics were used to describe the answers to the four research questions. Descriptive statistics were used to describe and summarize the raw data. The raw data is presented in the form of mean and standard deviation. In contrast, inferential statistics were used to draw conclusions from Pearson correlations such as the relationship between classroom, motivation, and language learning strategies.

3.4.1 Descriptive Statistics: Mean (M) and Standard Deviation (SD).

In this study, descriptive statistics were used in terms of mean and standard deviation. All three questionnaires were analyzed to determine mean and standard deviation. In this study, the mean score was calculated to determine the students' level of preference for English classroom activities, motivation, and the use of language learning strategies. Moreover, standard deviation was used to see the spread of the scores around the mean.

3.4.2 Correlation Statistics: Pearson's Correlation

Pearson's correlation was used to find a linear relationship between two variables. In this study, Pearson's correlation was used to investigate the relationships between classroom activities, motivation, and language learning strategies. To describe the relationships between classroom activities, motivation, and language learning strategies, this study also employed Davis's Descriptors (1971) (See Table 3.9).

Table 3.10 Davis's Descriptors

Coefficient	Descriptions
0.70 or higher	Very strong association
0.50 - 0.69	Substantial association
0.30 - 0.49	Moderate association
0.10 - 0.29	Low association
0.00 - 0.09	Negligible association

3.4.3 Classroom Observation

To analyze classroom activities, the researcher used notes from classroom observations. After that, the researcher categorized information by the topic, for example, students, teachers, materials, and environment.

3.5 Chapter Summary

This chapter has presented the methodology used in this study. The quantitative method was used in this study. The population was 1,020 students. The researcher used stratified random sampling and sample random sampling to find the subjects. Finally, there were 458 students from schools of different sizes (33 students in four small-sized schools, 222 students in medium-sized schools, and 203 students in large-sized schools) selected as subjects for the study. The instruments were the Classroom Activities Questionnaire developed by Spratt (1999), the Attitude/Motivation Test Battery (AMTB) developed by Gardner (2004), the Strategy Inventory for Language Learning (SILL version 7.0) by Oxford (1990), and classroom observation. Unstructured classroom observation was used to collect data by taking notes. The data from the observations were used to support the results in order to get more insightful information. To analyze the data, mean, standard deviation, and Pearson's correlation were used.

CHAPTER IV

RESULTS

This chapter reports the results of this study in response to four research questions. To have a better understanding, demographic data, the results and explanations of all tables, and the summary are presented in this chapter. The results answer the four research questions, which are:

1. To what extent did grade 9 students like the activities in used their English classes?
2. What levels of motivation did grade 9 students have to learn English?
3. What language learning strategies did grade 9 students use to learn English?
4. Were there relationships between classroom activities, motivation, and language learning strategies?

Demographic Data

In this study, the total number of participants was 458 grade 9 Thai EFL students in Kalasin Primary Educational Service Area Office 2. According to information provided by Kalasin Primary Educational Service Area office 2, there were more male than female participants: 51% participants were male and 49% were female (Kalasin Primary Educational Service Area Office 2, 2014).

Table 4.1 Demographic Data for the Participants

Gender	Number	%
Male	234	51%
Female	224	49%
Total	458	100%

4.1 The First Finding: Classroom Activities

The research results reveal that grade 9 students rated their English classroom activities at the high level in participation mode activities ($M = 3.65$, $SD = 0.60$). On the other hand, they rated the rest of English classroom activities at a medium level. Details are presented in Table 4.2-4.9. The results show 1) which English classroom activities that grade 9 students prefer to participate in and 2) sub-categories of classroom activities which include 1) participation mode activities, 2) testing, 3) reading, 4) listening, 5) task-based learning, 6) writing, and 7) speaking. The Classroom Activities Questionnaire has a Cronbach's alpha of 0.96. Moreover, the criteria for evaluating students' preferences for English classroom activities were very high, high, medium, low, and very level based on Spratt's (1999). To clarify, a mean score between 4.50-5.00 is considered as very high, 3.50-4.49 is considered as high, 2.50-3.49 is considered as medium, 1.50-2.49 is considered as low, and 1.00-1.49 is considered as very low.

4.1.1 English Classroom Activities that Grade 9 Students Prefer to Participate in

According to the results, grade 9 students preferred to participate in participation mode activities at a high level, while other activities were rated at a medium level. The data show that grade 9 students prefer to participate in participation mode activities because they were rated at a high level, followed by testing activities. Reading and listening activities were rated at a medium level and grade 9 students preferred to participate in both activities equally. Moreover, other activities were also rated at a medium level, for instance, task-based learning, writing activities, and speaking respectively. Even though speaking activities were rated at a medium level, the mean score was lower than that for other activities. It can be said that grade 9 least liked to participated in speaking activities.

Table 4.2 Grade 9 Students’ Preferences for English Classroom Activities

Classroom Activities	<i>M</i>	<i>SD</i>	Level
1. Participation mode	3.65	0.68	High
2. Testing	3.49	0.64	Medium
3. Reading	3.47	0.63	Medium
4. Listening	3.47	0.60	Medium
5. Task-based learning	3.38	0.60	Medium
6. Writing	3.35	0.64	Medium
7. Speaking	3.12	0.81	Medium

(*n* = 458)

Table 4.3 Grade 9 Students’ Preferences for Participation Mode Activities

Participation mode	<i>M</i>	<i>SD</i>	Level
50. Working in small groups (maximum 5 students)	4.16	0.90	High
51. Working in pairs	3.81	0.87	High
52. Working individually	2.96	1.15	Medium

(*n* = 458)

According to Table 4.3, grade 9 students rated two participation mode activities at a high level, that is, working in small groups and working in pairs. In contrast, grade 9 students rated working individually at a medium level.

Table 4.4 Grade 9 Students’ Preferences for Testing Activities

Testing Activities	<i>M</i>	<i>SD</i>	Level
46. Doing formal, assessed tests	3.97	0.92	High
47. Checking my own writing	3.54	0.88	High
48. Practicing written exams within a time limit	3.33	1.00	Medium
49. Doing informal, unassessed tests	3.11	1.07	Medium

(*n* = 458)

According to Table 4.4, grade 9 students rated two testing activities at a high level, that is, doing formal, assessed tests, and checking their own writing, while grade 9 students rated other two testing activities at a medium level, that is, practicing written exams within a time limit and doing informal, unassessed tests.

Table 4.5 Grade 9 Students' Preferences for Reading Activities

Reading Activities	<i>M</i>	<i>SD</i>	Level
24. Reading aloud in class	3.80	0.93	High
25. Reading interesting topics on the Internet	3.66	0.96	High
26. Reading silently	3.53	0.95	High
27. Reading comprehension e.g. read the story and answer questions	3.51	0.87	High
28. Reading for information e.g. read for doing reports	3.49	0.93	Medium
29. Reading blogs	3.45	0.94	Medium
30. Reading texts for language analysis e.g. tenses, connectives	3.31	0.96	Medium
31. Reading magazines online	3.27	0.98	Medium
32. Reading newspapers online	3.19	1.00	Medium

(*n* = 458)

Table 4.5 shows that grade 9 students rated four reading activities at a high level. Reading activities at the high level were reading aloud in class, reading interesting topics on the Internet, reading silently, and reading comprehension. However, grade 9 students rated other five reading activities at a medium level. The five reading activities at the medium level were reading for information, reading blogs, reading texts for language analysis, reading magazines online, and reading newspapers online.

Table 4.6 Grade 9 Students’ Preferences for Listening Activities

Listening Activities	<i>M</i>	<i>SD</i>	Level
7. Listening to YouTube	4.00	0.89	High
8. Listening to English songs	3.76	1.07	High
9. Listening to your classmates using English in class	3.67	0.87	High
10. Listening to online lessons	3.66	0.97	High
11. Listening to teachers giving explanations about skills e.g. How to write a report	3.55	0.88	High
12. Listening in a language laboratory	3.53	0.86	High
13. Watching and listening to training videos	3.51	0.92	High
14. Watching myself on a video recording e.g. presentation	3.46	0.94	Medium
15. Listening to English conversations	3.32	0.99	Medium
16. Giving explanations about language e.g. Use of active/passive voice	3.32	0.96	Medium
17. Listening to classmates giving oral presentations	3.31	1.02	Medium
18. Watching English movies	3.17	1.21	Medium
19. Listening to English news	2.88	0.99	Medium

(*n* = 458)

As can be seen from Table 4.6, grade 9 students rated five listening activities at a high level, while grade 9 students rated the other six activities at a medium level. All five listening activities at the high level show that students liked to use technology and the Internet to learn English.

Table 4.7 Grade 9 Students’ Preferences for Task-based Learning Activities

Task-Based Learning	<i>M</i>	<i>SD</i>	Level
1. Playing games	3.98	0.92	High
2. Problem solving	3.40	0.92	Medium
3. Simulation	3.39	0.87	Medium
4. Role plays	3.19	1.00	Medium
5. Projects	3.17	0.97	Medium
6. Performance	3.14	0.86	Medium

(*n* = 458)

As can be seen in Table 4.7, grade 9 students rated playing games at a high level. In contrast, grade 9 students rated the other activities (problem solving, simulations, role plays, projects, and performance) at a medium level.

Table 4.8 Grade 9 Students' Preferences for Writing Activities

Writing Activities	<i>M</i>	<i>SD</i>	Level
33. Writing on Facebook	3.94	1.07	High
34. Gap filling	3.77	0.89	High
35. Writing vocabulary	3.54	1.03	High
36. Sentence correction	3.51	0.94	High
37. Writing your own blog	3.40	0.99	Medium
38. Writing emails to your friends	3.38	0.98	Medium
39. Writing sentences	3.36	0.96	
40. Writing short passages in class	3.23	1.01	Medium
41. Writing reports	3.23	1.00	Medium
42. Writing summaries	3.11	0.92	Medium
43. Writing short passages (less than one page individually in class)	3.08	1.00	Medium
44. Writing letters	3.07	0.95	Medium
45. Writing essays	2.93	1.01	Medium

(*n* = 458)

As can be seen from Table 4.8, grade 9 students rated four writing activities (such as writing on Facebook, gap filling, writing vocabulary, and sentence correction) at a high level. In contrast, grade 9 students rated the other eight writing activities at a medium level. These eight writing activities were writing your own blog, emails to your friends, sentences, short passages in class, reports, summaries, short passages, letters, and essays respectively.

Table 4.9 Grade 9 Students' Preference for Speaking Activities

Speaking Activities	<i>M</i>	<i>SD</i>	Level
20. Interacting in English with classmates	3.23	1.03	Medium
21. Chatting with your classmates or friends in English	3.23	1.03	Medium
22. Giving group oral presentations	3.17	1.02	Medium
23. Giving individual oral presentations	2.86	1.12	Medium

(*n* = 458)

Grade 9 students rated the four speaking activities in Table 4.9 (interacting in English with classmates, chatting with your classmates or friends in English, giving group oral presentations, and giving individual oral presentations) at a medium level.

Moreover, both interacting in English with classmates and chatting with friends in English had the same mean scores, both at the medium level.

4.2 The Second Finding: Motivation

This section describes the level of grade 9 students' motivation to learn English. Descriptive statistics were used to analyze the data obtained from 104 questions for the 12 domains of motivation. The Attitude/Motivation Test Battery (AMTB) questionnaire has a Cronbach's alpha of 0.94. The criteria for evaluating students' motivation based on Gardner (2004). If the mean score is between 3.10 and 6.00, then it is considered to be high, and a score between 1.00 and 3.09 is considered to be low.

Table 4.10 Grade 9 Students' Motivation for Having

Motivation	<i>M</i>	<i>SD</i>	Level
1. Instrumental Orientation	4.56	0.90	High
2. Integrative Orientation	4.51	0.92	High
3. Attitudes Toward learning English	4.26	0.68	High
4. Attitudes Toward English Speaking People	4.21	0.78	High
5. Parental Encouragement	4.19	0.85	High
6. Desire to Learn English	4.13	0.64	High
7. English Teacher Evaluation	4.07	0.64	High
8. Motivational Intensity	3.97	0.60	High
9. English Course Evaluation	3.93	0.57	High
10. Interest in Foreign Languages	3.90	0.56	High
11. English Use Anxiety	3.55	0.55	High
12. English Class Anxiety	3.47	0.52	High

(*n* = 458)

As can be seen in Table 4.10, students rated all 12 domains of motivation (instrumental orientation, integrative orientation, attitudes towards learning English, attitudes towards English speaking people, parental encouragement, desire to learn English, English teacher evaluation, interest in Foreign languages, motivational intensity, English course evaluation, English use anxiety, and English class anxiety) at a high level. The results show that grade 9 students had a high level of motivation to learn English

Table 4.11 Instrumental Orientation of Grade 9 Students

Instrumental Orientation	<i>M</i>	<i>SD</i>	Level
1. Studying English is important because I will need it for my career.	4.67	1.29	High
2. Studying English is important because it will make me more educated.	4.67	1.15	High
3. Studying English is important because it will be useful in getting a good job.	4.67	1.17	High
4. Studying English is important because other people will respect me more if I know English.	4.23	1.23	High

(*n* = 458)

All statements in Table 4.11 for instrumental orientation were rated at a high level. Grade 9 students had a high level of instrumental motivation to learn English. The statements indicating instrumental orientation, were “*studying English is important because I will need it for my career*”, “*studying English is important because it will make me more educated*”, “*studying English is important because it will be useful in getting a good job*”, and “*studying English is important because other people will respect me more if I know English*”

Table 4.12 Integrative Orientation of Grade 9 Students

Integrative Orientation	<i>M</i>	<i>SD</i>	Level
5. Studying English is important because it will allow me to be more at ease with people who speak English	4.70	1.22	High
6. Studying English is important because I will be able to interact more easily with speakers of English.	4.55	1.25	High
7. Studying English is important because it will allow me to meet and converse with more and varied people.	4.47	1.21	High
8. Studying English is important because it will enable me to better understand and appreciate the English way of life.	4.31	1.17	High

(*n* = 458)

Table 4.12 showed that grade 9 students had a high level of integrative orientation. As can be seen from the statements about integrative orientation, students had integrative motivation to learn English at a high level. Grade 9 students realized the importance of English when they wanted to communicate with other people who speak English.

Table 4.13 Attitudes Towards Learning English of Grade 9 Students

Attitudes Towards Learning English	<i>M</i>	<i>SD</i>	Level
9. I hate English.	4.58	1.41	High
10. English is a very important part of the school program.	4.57	1.13	High
11. Learning English is really great.	4.55	1.23	High
12. I think that learning English is dull.	4.53	1.39	High
13. Learning English is a waste of time.	4.51	1.33	High
14. I plan to learn as much English as possible.	4.37	1.28	High
15. When I leave school, I will give up the study of English because I am not interested in it.	4.26	1.40	High
16. I love learning English	4.22	1.25	High
17. I really enjoy learning English.	4.13	1.30	High
18. I would rather spend my time on subjects other than English.	2.93	1.27	Low

(*n* = 458)

The results given in Table 4.13 show that attitudes towards learning English were rated at a high level. However, only one statement, “*I would rather spend my time on subjects other than English*” was rated at a low level. Interestingly, some of the statements about attitudes toward learning English demonstrated that grade 9 students had highly positive attitudes toward learning English, for example, “*I plan to learn as much English as possible*” and “*I love learning English*” In contrast, some of the statements about attitudes towards learning English showed that students had highly negative attitudes toward learning English, for example, “*I think that learning English is dull*” and “*Learning English is a waste of time*”.

Table 4.14 Attitudes Towards English Speaking People of Grade 9 Students

Attitudes Towards English Speaking People	<i>M</i>	<i>SD</i>	Level
19. I would like to know more native English speakers.	4.32	1.23	High
20. Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friends.	4.30	1.16	High
21. Native English speakers are very sociable and kind.	4.24	1.14	High
22. Native English speakers have much to be proud about because they have given the world much of value.	4.21	1.14	High
23. If Thailand had no contact with English speaking countries, it would be a great loss.	4.19	1.43	High
24. The more I get to know native English speakers, the more I like them.	4.15	1.16	High
25. I wish I could have many native English speaking friends.	4.14	1.22	High
26. You can always trust native English speakers.	4.11	1.17	High

(*n* = 458)

Table 4.14 shows highly-rated attitudes towards English speaking people on the part of grade 9 students. All statements about attitudes towards English speaking people explain what students think about English speaking people. The results show that students have positive attitudes towards English speaking people because they want to know more English speakers.

Table 4.15 Parental Encouragement of Grade 9 Students

Parental Encouragement	<i>M</i>	<i>SD</i>	Level
27. My parents feel that it is very important for me to learn English.	4.41	1.30	High
28. My parents think I should devote more time to studying English.	4.36	1.21	High
29. My parents encourage me to practice my English as much as possible.	4.25	1.20	High
30. My parents feel that I should continue studying English all through school.	4.23	1.22	High
31. My parents urge me to seek help from my teacher if I am having problems with my English	4.09	1.30	High
32. My parents have stressed the importance English will have for me when I leave school.	4.04	1.17	High
33. My parents try to help me to learn English.	4.02	1.24	High
34. My parents are very interested in everything I do in my English class.	3.96	1.21	High

(*n* = 458)

As can be seen from the results in Table 4.15, parental encouragement statements were rated at a high level. Students felt that their parents saw English as important in the students’ life, and parents encouraged the students to and practice and learn English more.

Table 4.16 Desire to Learn English of Grade 9 Students

Desire to Learn English	<i>M</i>	<i>SD</i>	Level
35. I want to learn English so well that it will become natural to me.	4.43	1.24	High
36. I would like to learn as much English as possible.	4.43	1.34	High
37. I wish I were fluent in English.	4.39	1.24	High
38. Knowing English isn’t really an important goal in my life.	4.29	1.34	High
39. I sometimes daydream about dropping English.	4.28	1.34	High
40. I have a strong desire to know all aspects of English.	4.20	1.41	High
41. To be honest, I really have no desire to learn English.	4.20	1.25	High
42. I’m losing any desire I ever had to know English.	4.17	1.29	High
43. If it were up to me, I would spend all of my time learning English.	3.73	1.17	High
44. I haven’t any great wish to learn more than the basics of English.	3.14	1.32	High

(*n* = 458)

The results in Table 4.16 show that grade 9 students had a high level of desire to learn English. All statements about the desire to learn English were at a high level. These statements demonstrate both positive and negative desires about learning English. However, some positive statements about the desire to learn English, such as “*I want to learn English so well that it will become natural to me*” and “*I would like to learn as much English as possible*”, had higher mean scores..

Table 4.17 English Teacher Evaluation of Grade 9 Students

English Teacher Evaluation	<i>M</i>	<i>SD</i>	Level
45. I don't think my English teacher is very good.	4.56	1.41	High
46. My English teacher has a dynamic and interesting teaching style.	4.41	1.30	High
47. I look forward to going to class because my English teacher is so good.	4.35	1.32	High
48. My English teacher is one of the least pleasant people I know.	4.34	1.38	High
49. I really like my English teacher.	4.31	1.38	High
50. My English teacher is a great source of inspiration to me.	4.21	1.24	High
51. The less I see of my English teacher, the better.	4.01	1.44	High
52. My English teacher doesn't present materials in an interesting way.	3.98	1.36	High
53. My English teacher is better than any of my other teachers.	3.57	1.35	High
54. I would prefer to have a different English teacher.	2.98	1.60	Low

(*n* = 458)

As can be seen in Table 4.17, most of grade 9 students rated English teacher highly. However, only one statement was rated at a low level, “*I would prefer to have a different English teacher.*” Grade 9 students still wanted to have the same English teacher. However, some negative statements, such as “*I don't think my English teacher is very good*”, also received low ratings.

Table 4.18 Motivational Intensity of Grade 9 Students

Motivation Intensity	M	SD	Level
55. I make a point of trying to understand all the English I see and hear.	4.34	1.12	High
56. When I have a problem understanding something in my English class. I always my teacher for help.	4.15	1.20	High
57. I really work hard to learn English.	4.15	1.26	High
58. I tend to give up and not pay attention when I don't understand my English teacher's explanation of something.	4.11	1.36	High
59. I don't pay much attention to the feedback I receive in my English class.	4.04	1.40	High
60. I don't bother checking my assignments when I get them back from my English teacher.	3.92	1.27	High
61. When I am studying English, I ignore distractions and pay attention to my task.	3.86	1.22	High
62. I keep up to date with English by working on it almost every day.	3.73	1.11	High
63. I put off my English homework as much as possible.	3.71	1.37	High
64. I can't be bothered trying to understand the more complex aspects of English.	3.70	1.32	High

(n = 458)

As can be seen in Table 4.18, all ten motivational intensity statements, for example, “*I make a point of trying to understand all the English I see and hear*”, were rated at a high level. This statement received the highest mean score of all the statements. The statements about motivational intensity demonstrate how much motivation students had to learn English.

Table 4.19 English Course Evaluation of Grade 9 Students

English Course Evaluation	<i>M</i>	<i>SD</i>	Level
65. My English class is really a waste of time.	4.51	1.37	High
66. I think my English class is boring.	4.19	1.33	High
67. To be honest, I don't like my English class.	4.17	1.39	High
68. I like my English class so much, I look forward to studying more English in the future.	4.16	1.23	High
69. English is one of my favorite courses.	4.05	1.23	High
70. I have a hard time thinking of anything positive about my English class.	3.99	1.52	High
71. I enjoy the activities of our English class much more than those of my other classes.	3.91	1.24	High
72. I look forward to the time I spend in English class	3.82	1.15	High
73. I would rather spend more time in my English class and less in other classes.	3.37	1.17	High
74. To be honest, I really have little interest in my English class.	3.10	1.32	High

(*n* = 458)

As can be seen in Table 4.19 the English course was evaluated highly. Table 4.19 has both positive and negative statements. However, of all statements were rated at a high level. For example, the mean score for “*my English class is really a waste of time*” was the highest of all. In contrast, positive statements such as “*I like my English class so much, I look forward to studying more English in the future*” were also rated at a high level.

Table 4.20 Interest in Foreign languages of Grade 9 Students

Interest in Foreign Languages	<i>M</i>	<i>SD</i>	Level
75. If I planned to stay in another country, I would try to learn their language.	4.45	1.23	High
76. I really have no interest in foreign languages.	4.34	1.37	High
77. It is not important for us to learn foreign languages.	4.34	1.34	High
78. I would really like to learn many foreign languages.	4.16	1.26	High
79. Studying foreign languages is not enjoyable.	3.94	1.38	High
80. I wish I could speak many foreign languages perfectly.	3.93	1.28	High
81. I wish I could read newspapers and magazines in many foreign languages.	3.85	1.34	High
82. I enjoy meeting people who speak foreign languages	3.83	1.18	High
83. I would rather see a TV program dubbed into our language than in its own language with subtitles.	3.08	1.29	Low
84. Most foreign languages sound crude and harsh.	3.05	1.19	Low

(*n* = 458)

As can be seen from Table 4.20 about interest in foreign language, eight statements were rate at a high level, while two statements were rated at a low level: “*I would rather see a TV program dubbed into our language than in its own language with subtitles*” and “*most foreign languages sound crude and harsh.*”

Table 4.21 English Use Anxiety of Grade 9 Students

English Use Anxiety	<i>M</i>	<i>SD</i>	Level
85. I would feel comfortable speaking English where both Thai and English speakers were present.	3.99	1.15	High
86. It doesn't bother me at all to speak English	3.90	1.22	High
87. I feel very much at ease when I have to speak English.	3.56	1.18	High
88. I would feel calm and sure of myself if I had to order a meal in English.	3.48	1.20	High
89. I would feel quite relaxed if I had to give street directions in English.	3.46	1.18	High
90. I would get nervous if I had to speak English to a tourist.	3.46	1.29	High
91. Speaking English anywhere makes me feel worried.	3.46	1.29	High
92. I would feel uncomfortable speaking English anywhere outside the classroom.	3.41	1.21	High
93. It would bother me if I had to speak English on the telephone.	3.40	1.24	High
94. I feel anxious if someone asks me something in English.	3.37	1.19	High

(*n* = 458)

Table 4.21 shows the English use anxiety of grade 9 students. The results show that grade 9 students had a high level of anxiety about using English. All statements asked students about situations where they had to speak English with other people or in front of the class. The statements about English use anxiety show that students had a high level of anxiety when speaking English.

Table 4.22 English Class Anxiety of Grade 9 Students

English Class Anxiety	<i>M</i>	<i>SD</i>	Level
95. Students who claim they get nervous in English classes are just making excuses.	3.69	1.33	High
96. I don't understand why other students feel nervous about speaking English in class.	3.66	1.18	High
97. It embarrasses me to volunteer answers in our English class.	3.62	1.30	High
98. It worries me that other students in my class seem to speak English better than I do.	3.49	1.32	High
99. I feel confident when asked to speak in my English class.	3.44	1.20	High
100. I get nervous when I am speaking in my English class.	3.41	1.20	High
101. I don't get anxious when I have to answer a question in my English class.	3.39	1.20	High
102. I am calm whenever I have to speak in my English class.	3.36	1.28	High
103. I never feel quite sure of myself when I am speaking in our English class.	3.34	1.23	High
104. I am sometimes anxious that the other students in class will laugh at me when I speak English.	3.34	1.27	High

(*n* = 458)

As can be seen from Table 4.22, English class anxiety of grade 9 students was rated at a high level. These statements asked students if they got anxious in English class. The results show that grade 9 students had a high level of anxiety in English class.

4.4 The Third Finding: Language Learning Strategies

This section describes the use of language learning strategies among grade 9 students. To analyze the data, the researcher used descriptive statistics to analyze the responses from the 458 grade 9 students to the Strategy Inventory for Language Learning (SILL) version 7.0. The results show 1) the use of language learning strategies in the English classroom and 2) sub-categories of language learning strategies. The criteria for ranking the use of language learning strategies at high, medium, and low levels are based on Oxford (1990). To clarify, a mean score between 3.50 and 5.00 is considered high, 2.50-3.49 is considered as medium, and 1.00-2.49 is considered as low.

Table 4.23 The Use of Language Learning Strategies Among Grade 9 Students

Language Learning Strategies	<i>M</i>	<i>SD</i>	Level
1. Metacognitive strategies	3.43	0.68	Medium
2. Memory strategies	3.28	0.67	Medium
3. Affective strategies	3.27	0.65	Medium
4. Social strategies	3.26	0.72	Medium
5. Cognitive strategies	3.16	0.63	Medium
6. Compensation strategies	3.10	0.71	Medium

(n = 458)

Table 4.23 shows grade 9 students' preferences in the use of language learning strategies. The results show that students ranked all strategies at a medium level. However, the mean scores for metacognitive strategies were higher than those for other strategies (memory strategies, affective strategies, social strategies, cognitive strategies, and compensation strategies). According to the results, grade 9 students ranked the use of metacognitive strategies for learning English the highest, although still at a medium level.

Table 4.24 The Use of Metacognitive Strategies

Metacognitive Strategies	<i>M</i>	<i>SD</i>	Level
1. I think about my progress in learning English.	3.64	1.00	High
2. I try to find out how to be a better learner of English.	3.59	1.01	High
3. I pay attention when someone is speaking English.	3.50	1.01	High
4. I notice my English mistakes and use that information to help me do better.	3.50	0.97	High
5. I have clear goals for improving my English skills.	3.41	0.96	Medium
6. I try to find as many ways as I can to use my English.	3.37	0.95	Medium
7. I look for opportunities to read as much as possible in English.	3.35	1.01	Medium
8. I plan my schedule so I will have enough time to study English.	3.33	1.00	Medium
9. I look for people I can talk to in English.	3.21	1.05	Medium

(n = 458)

As can be seen in Table 4.24, grade 9 students used metacognitive strategies at high and medium levels. Some statements about metacognitive strategies (*"I think about my progress in learning English"*, *"I try to find out how to be a better learner of English"*, *"I pay attention when someone is speaking English"*, and *"I notice*

my English mistakes and use that information to help me do better”), were rated at a high level. However, five statements about metacognitive strategies were rated at a medium level.

Table 4.25 The Use of Memory Strategies

Memory Strategies	<i>M</i>	<i>SD</i>	Level
10. I use new English words in a sentence so I can remember them.	3.35	1.01	Medium
11. I use flashcards to remember new English words and new things I learn in English	3.35	1.02	Medium
12. I remember a new English word by making a mental picture of a situation in which the word might be used.	3.32	0.95	Medium
13. I connect the sound of a new English word and an image or picture of the word to help remember the word.	3.31	0.97	Medium
14. I think of relationships between what I already know and new thing I learn in English	3.26	0.97	Medium
15. I use rhymes to remember new English words.	3.26	0.99	Medium
16. I review English lessons often.	3.25	1.03	Medium
17. I physically act out new English words.	3.24	1.06	Medium
18. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	3.21	0.98	Medium

(*n* = 458)

As can be seen in Table 4.25, grade 9 students used memory strategies at a medium level. Among the memory strategies, “*I use new English words in a sentence*” and “*I used flashcards to remember new English words*” received higher mean scores than others statements about memory strategies.

Table 4.26 The Use of Affective Strategies

Affective Strategies	<i>M</i>	<i>SD</i>	Level
19. I encourage myself to speak English even when I am afraid of making a mistake.	3.62	0.95	High
20. I try to relax whenever I feel afraid of using English.	3.43	0.96	Medium
21. I give myself a reward or treat when I do well in English.	3.35	1.02	Medium
22. I notice if I am tense or nervous when I am studying or using English.	3.28	0.94	Medium
23. I talk to someone else about how I feel when I am learning English.	3.12	1.03	Medium
24. I write down my feelings in a language learning diary.	2.81	1.16	Medium

(*n* = 458)

As can be seen in Table 4.26, students used affective strategies at a medium level. Only one statement about affective strategies, “*I encourage myself to speak English even when I am afraid of making a mistake*”, was ranked highly by grade 9.

Table 4.27 The Use of Social Strategies

Social Strategies	<i>M</i>	<i>SD</i>	Level
25. I ask for help from English speakers.	3.40	1.02	Medium
26. I do not understand something in English, I ask the other person to slow down or way it again.	3.34	1.00	Medium
27. I try to learn about the culture of English speakers.	3.33	1.13	Medium
28. I ask English speakers to correct me when I talk	3.32	1.01	Medium
29. I practice English with other students.	3.28	1.03	Medium
30. I ask questions in English.	2.90	1.12	Medium

(*n* = 458)

As can be seen in Table 4.27, grade 9 students used social strategies at a medium level. However, one statement about social strategies, “*I ask for help from English speakers*”, received a higher mean score than other statements about social strategies.

Table 4.28 The Use of Cognitive Strategies

Cognitive Strategies	M	SD	Level
31. I try to talk like native English speakers.	3.55	0.94	High
32. I practice the sounds of English.	3.55	0.99	High
33. I use the English words I know	3.33	0.90	Medium
34. I try to find patterns in English.	3.32	0.95	Medium
35. I find the meaning of an English word by dividing it into parts that I understand.	3.30	1.00	Medium
36. I look for words in my own language that are similar to new words in English.	3.21	1.01	Medium
37. I say or write new English words several times	3.19	0.98	Medium
38. I first skim an English passage (read over the passage quickly) then go back and read carefully.	3.14	1.04	Medium
39. I make summaries of information that I hear or read in English	3.08	1.08	Medium
40. I start conversations in English.	2.97	1.00	Medium
41. I read for pleasure in English.	2.95	1.07	Medium
42. I watch English language TV shows spoken in English or go to movies spoken in English.	2.94	1.04	Medium
43. I write notes, messages, letters, or reports in English.	2.90	1.09	Medium
44. I try not to translate word-for-word.	2.86	1.09	Medium

(n = 458)

As can be seen Table 4.28, most grade 9 students used cognitive strategies at a medium level, while two statements about cognitive strategies, “*I try to talk like native English speakers*” and “*I practice the sounds of English*”, were ranked at a high level.

Table 4.29 The Use of Compensation Strategies

Compensation Strategies	<i>M</i>	<i>SD</i>	Level
45. When I can't think of a word during a conversation in English, I use gestures.	3.25	1.08	Medium
46. I try to guess what the other person will say next in English.	3.21	1.08	Medium
47. I make up new words if I do not know the right ones in English.	3.16	1.01	Medium
48. If I can't think of an English word, I use a word or phrase that means the same thing.	3.16	1.00	Medium
49. To understand unfamiliar English word, I make guesses	3.03	1.09	Medium
50. I read English without looking up every new word.	2.80	1.09	Medium

(*n* = 458)

As can be seen in Table 4.29, grade 9 students used compensation strategies at a medium level. However, one statement about compensation strategies, “*When I can't think of a word during a conversation in English, I use gestures*” had the highest mean score.

4.5 The Fourth Finding: The Relationships between Classroom Activities, Motivation, and Language Learning Strategies

This section describes the relationships between classroom activities and motivation, and classroom activities and language learning strategies among grade 9 students. Pearson's correlation was used to find the relationships among the three variables. The relationship between classroom activities and motivation is shown in Table 4.30 and the relationship between classroom activities and language learning strategies is presented in Table 4.32.

Table 4.30 Relationship between Classroom Activities and Motivation

	Classroom Activities
Motivation	.548**

** $p < .01$ (two-tailed)

As can be seen in Table 4.30, the correlation coefficient for the independent variable (classroom activities) and dependent variable (motivation) was (r

= .548, $p < .01$). This correlation is classified as a substantial association. The results show that classroom activities had a substantial association with motivation.

Table 4.31 Correlation between Classroom Activities and Motivation

	Classroom Activities Δ						
	Task-based learning	Listening	Speaking	Reading	Writing	Testing	Participation Mode
Motivation $\Delta \Delta$							
Interest in Foreign Languages	.236**	.375**	.305**	.291**	.269**	.204**	.191**
Parental Encouragement	.408**	.467**	.384**	.378**	.409**	.361**	.276**
Motivational Intensity	.304**	.412**	.339**	.319**	.293**	.255**	.187**
English Class Anxiety	.204**	.268**	.252**	.253**	.303**	.226**	.123**
English Teacher Evaluation	.346**	.421**	.318**	.318**	.316**	.319**	.234**
Attitudes Toward Learning English	.313**	.438**	.334**	.361**	.324**	.293**	.318**
Attitudes Toward English Speaking People	.365**	.508**	.404**	.432**	.433**	.373**	.339**
Integrative Orientation	.414**	.510**	.355**	.412**	.353**	.355**	.301**
Desire to Learn English	.352**	.498**	.403**	.401**	.381**	.313**	.303**
English Course Evaluation	.290**	.401**	.319**	.306**	.342**	.278**	.237**
English Use Anxiety	.102*	.203**	.144**	.156**	.227**	.097*	.053
Instrumental Orientation	.377**	.463**	.295**	.352**	.283**	.283**	.213**

** $p < .01$ (two-tailed) * $p < .05$ (two-tailed), Δ classroom activities, $\Delta \Delta$ motivation

Table 4.31 shows the relationship between classroom activities and motivation. Classroom activities were the independent variables (task-based learning,

listening, speaking, reading, writing, testing and participation mode activities), while, motivation was the dependent variable (interest in foreign languages, parental encouragement, motivational intensity, English class anxiety, English teacher evaluation, attitudes toward learning English, attitudes toward English speaking people, integrative orientation, desire to learn English, English course evaluation, English use anxiety, and instrumental orientation). The results show that classroom activities had a positive relationship with motivation. All categories of classroom activities correlated with all categories of motivation. Moreover, some categories of classroom activities showed a substantial association with some categories of motivation, for example listening and attitudes toward English speaking people, and listening and integrative orientation. Listening activities were found to go along with attitudes towards English speaking people ($r = .508$) and integrative orientation ($r = .510$). However, only English classroom anxiety had a low association with any category of classroom activities. Rankings for other categories were: task-based learning ($r = .102$), listening ($r = .102$), speaking ($r = .144$), reading ($r = .156$), writing ($r = .227$), testing ($r = .097$), and participation mode activities ($r = .053$). The correlations between the variables are presented below:

A: Correlation between Interest in Foreign Languages and Classroom Activities ($p < .01$)

The correlation between interest in foreign languages and classroom activities was classified as low or moderate. The correlation was classified as low for interest in foreign languages and participation mode activities ($r = .191$), testing ($r = .204$), reading ($r = .291$), and writing ($r = .269$), while, the correlation for other categories of classroom activities was moderate association: the correlation between interest in foreign languages and task-based learning ($r = .236$), speaking ($r = .305$), and listening ($r = .375$).

B: Correlation between Parental Encouragement and Classroom Activities ($p < .01$)

The correlation between parental encouragement and classroom activities was low or moderate. Only participation mode activities ($r = .276$) among classroom activities was classified as low. Other categories in classroom activities were classified as moderate: the correlation between parental encouragement and testing ($r = .361$),

reading ($r = .378$), speaking ($r = .384$), task-based learning ($r = .408$), writing ($r = .409$), and listening ($r = .467$).

C: Correlation between Motivational Intensity and Classroom Activities ($p < .01$)

The correlation between motivational intensity and classroom activities was classified as low or moderate. Some classroom activities were classified as low, for example, the correlation between motivational intensity and participation mode ($r = .187$), testing ($r = .255$), and writing ($r = .293$), while, the correlation with other classroom activities was classified as moderate: the correlation between motivational intensity and task-based learning ($r = .304$), reading ($r = .319$), speaking ($r = .339$), and listening ($r = .412$).

D: Correlation between English Class Anxiety and Classroom Activities ($p < .01$)

The correlation between English class anxiety and classroom activities was classified as low or moderate. Only writing ($r = .303$) among classroom activities was classified as moderately associated with English class anxiety, while the correlations between other classroom activities were classified as low: the correlation between English class anxiety and participation mode ($r = .123$), task-based learning ($r = .204$), testing ($r = .226$), speaking ($r = .252$), reading ($r = .253$), and listening ($r = .268$).

E: Correlation between English Teacher Evaluation and Classroom Activities ($p < .01$)

The correlation between English teacher evaluation and classroom activities was classified as low association or moderate. Only participation mode ($r = .234$) among classroom activities was classified as having a low association with English teacher evaluation. The correlations between other classroom activities and English teacher evaluation were classified as moderate: the correlation between English teacher evaluation and writing ($r = .316$), speaking ($r = .318$), reading ($r = .318$), testing ($r = .319$), task-based learning ($r = .346$), and listening ($r = .421$).

F: Correlation between Attitudes towards Learning English and Classroom Activities ($p < .01$)

The correlation between attitudes toward learning English and classroom activities was classified as low or moderate. Only testing ($r = .293$) among classroom activities was classified as having a low association with attitudes towards learning English. The correlations between other classroom activities and attitudes towards learning English were classified as moderate: the correlations between attitudes toward learning English and task-based learning ($r = .313$), participation mode ($r = .318$), writing ($r = .324$), speaking ($r = .334$), reading ($r = .361$), and listening ($r = .438$)

G: Correlation between Attitudes towards English Speaking People and Classroom Activities ($p < .01$)

The correlation between attitudes towards English speaking people and classroom activities was classified as moderate or substantial. Only listening ($r = .508$) among classroom activities was classified as having a substantial association with attitudes towards English speaking people. The correlations between other classroom activities and attitudes toward English speaking people were classified as moderate: the correlations between attitudes toward English speaking people and participation mode ($r = .339$), and task-based learning ($r = .365$), testing ($r = .373$), speaking ($r = .404$), reading ($r = .432$), and writing ($r = .433$).

H: Correlation between Integrative Orientation and Classroom Activities ($p < .01$)

The correlation between integrative orientation and classroom activities was classified as moderate or substantial. Only listening ($r = .510$) among classroom activities was classified as having a substantial association with integrative orientation. The correlations between other classroom activities and integrative orientation were classified as moderate: the correlations between integrative orientation and participation mode ($r = .301$), writing ($r = .353$), speaking ($r = .355$), testing ($r = .355$), reading ($r = .412$), task-based learning ($r = .414$).

I: Correlation between the Desire to Learn English and Classroom Activities ($p < .01$)

The correlation between the desire to learn English and classroom activities was classified as moderate: the correlations between desire to learn English and participation mode ($r = .303$), testing ($r = .313$), task-based learning ($r = .352$), writing ($r = .381$), reading ($r = .401$), speaking ($r = .403$), and listening ($r = .498$).

J: Correlation between English Course Evaluation and Classroom Activities ($p < .01$)

The correlation between English course evaluation and classroom activities was classified as low or moderate. Some classroom activities such as task-based learning ($r = .209$), participation mode ($r = .237$), and testing ($r = .278$) were classified as having a low association with English course evaluation. The correlations between other classroom activities and English course evaluation were classified as moderate: the correlations between English course evaluation and reading ($r = .306$), speaking ($r = .319$), writing ($r = .342$), and listening ($r = .401$)

K: Correlation between English Classroom Anxiety and Classroom Activities ($p < .01$)

The correlation between English classroom anxiety and all classroom activities was classified as low: the correlation between English classroom anxiety and participation mode ($r = .053$), testing ($r = .097$), task-based learning ($r = .102$), speaking ($r = .144$), reading ($r = .156$), listening ($r = .203$), and writing ($r = .227$)

L: Correlation between Instrumental Orientation and Classroom Activities ($p < .01$)

The correlation between instrumental orientation and classroom activities was classified as low or moderate. Some classroom activities such as participation mode ($r = .213$), testing ($r = .283$), writing ($r = .283$), and speaking ($r = .295$) were classified as having low associations with instrumental orientation, while other classroom activities were rated as having a moderate association, for example, the correlations between instrumental orientation and reading ($r = .352$), task-based learning ($r = .377$), and listening ($r = .463$).

Table 4.32 Relationship Between Classroom Activities and Language Learning Strategies

Classroom Activities	
Language learning strategies	.564**

** $p < .01$ (two-tailed)

As can be seen in Table 4.32, the correlation between the independent variable (classroom activities) and dependent variable (language learning strategies) was classified as having a substantial association ($r = .548, p < .01$). The results show that classroom activities had substantial associations with language learning strategies.

Table 4.33 Correlation Between Classroom Activities and Language Learning Strategies

	Classroom Activities Δ						
	Task-based learning	Listening	Speaking	Reading	Writing	Testing	Participation Mode
Language Learning Strategies $\Delta \Delta$							
Memory	.333**	.453**	.410**	.462**	.473**	.444**	.322**
Cognitive	.275**	.450**	.415**	.472**	.535**	.458**	.355**
Compensation	.270**	.327**	.280**	.345**	.390**	.389**	.279**
Metacognitive	.381**	.516**	.494**	.520**	.530**	.486**	.402**
Affective	.248**	.365**	.347**	.376**	.416**	.380**	.307**
Social	.243**	.339**	.314**	.378**	.408**	.368**	.272**

** $p < .01$ (two-tailed) * $p < .05$ (two-tailed), Δ classroom activities, $\Delta \Delta$ language learning strategies

Table 4.33 shows the relationship between classroom activities and language learning strategies. Classroom activities were the independent variables (task-based learning, listening, speaking, reading, writing, testing, and participation mode), while language learning strategies were dependent variables (memory strategies, cognitive strategies, compensation strategies, metacognitive strategies,

affective strategies, and social strategies). The results show that classroom activities had a positive relationship with language learning strategies. Moreover, classroom activities correlated with language learning strategies at a moderate level. Metacognitive strategies were found to go along with listening ($r = .516$), reading ($r = .520$), and writing ($r = .530$). Moreover, writing and compensation strategies were classified as having a moderate association. The correlations between the variables are presented below:

A: Correlation between Memory Strategies and Classroom Activities ($p < .01$)

The correlation between memory strategies and classroom activities was classified as moderate: the correlations between memory strategies and participation mode ($r = .322$), task-based learning ($r = .333$), speaking ($r = .410$), testing ($r = .444$), listening ($r = .453$), reading ($r = .462$), and writing ($r = .473$).

B: Correlation between Cognitive Strategies and Classroom Activities ($p < .01$)

The correlation between cognitive strategies and classroom activities was classified as low or moderate association. The correlation was classified as low for task-based learning ($r = .275$), while other classroom activities were classified as having a moderate association with cognitive strategies: the correlations between cognitive strategies and participation mode ($r = .355$), speaking ($r = .415$), listening ($r = .450$), testing ($r = .458$), reading ($r = .472$), and writing ($r = .535$).

C: Correlation between Compensation Strategies and Classroom Activities ($p < .01$)

The correlation between compensation strategies and classroom activities was classified low or moderate. Some classroom activities were classified as having a low association: the correlation between compensation strategies and task-based learning ($r = .270$), participation mode ($r = .279$), and speaking ($r = .280$), while other classroom activities were classified as moderate association with compensation strategies: the correlations between compensation strategies and listening ($r = .327$), reading ($r = .345$), testing ($r = .389$), and writing ($r = .390$).

D: Correlation between Metacognitive Strategies and Classroom Activities ($p < .01$)

The correlation between metacognitive strategies and classroom activities was classified as moderate or substantial. The correlations classified as moderate association were the correlations between metacognitive and task-based learning ($r = .381$), participation mode ($r = .402$), testing ($r = .486$), and speaking ($r = .494$), while others classroom activities were classified as having a substantial association with metacognitive strategies: the correlations between metacognitive strategies and listening ($r = .516$), reading ($r = .520$), and writing ($r = .530$)

E: Correlation between Affective Strategies and Classroom Activities ($p < .01$)

The correlation between affective strategies and classroom activities was classified as low or moderate. Only task-based learning was classified as having a low association ($r = .248$), while other classroom activities were classified as having a moderate association with affective strategies: the correlation between affective strategies and participation mode ($r = .307$), speaking ($r = .347$), listening ($r = .365$), reading ($r = .376$), testing ($r = .380$), and writing ($r = .416$)

F: Correlation between Social Strategies and Classroom Activities ($p < .01$)

The correlation between affective strategies and classroom activities was classified as low or moderate. Task-based learning ($r = .243$) and participation mode ($r = .272$) were classified as having a low association with social strategies. Other classroom activities were classified as having a moderate association with social strategies: the correlations between social strategies and speaking ($r = .314$), listening ($r = .339$), testing ($r = .368$), reading ($r = .378$), and writing ($r = .408$)

4.4 Consequences of Data Collection

The researcher had the opportunity to do classroom observations while waiting to collect data. In the observation process, the researcher used unstructured observation as this observation was originally not in the plan. While observing English classes, the researcher focused on students, teachers, materials, and the environment.

The observation of students focused on their reactions and how students learn and interact with teachers. The researcher found that students tended to participate in fun English classroom activities and group activities. However, most English classes rarely did group activities. Grade 9 students liked to play games in English classes rather than listen to their teachers teaching them in front of the class. Some students took notes while they were listening to their teachers. Other students kept quiet and did not pay attention to the English instruction.

The observation of teachers focused on teaching techniques, methods, approaches, and classroom activities that teachers used in the English classroom. English teachers mostly used traditional methods such as Grammar-Translation and Audiolingualism. English teachers rarely focused on speaking but focused more on listening, reading, and writing.

Most English teachers used materials in their English classes such as English books, CD players, and computers in English laboratories in the process of teaching and learning English. In the English book, teachers picked only topics that they wanted to teach but did not go through the whole chapter. Moreover, only a few English teachers used CD players or computers in an English laboratory to teach listening and speaking due to the lack of English laboratories in some schools.

Lastly, the researcher focused on the environment in English classes. In the English classroom, there were no decorations about English. Some schools provided only one classroom in which students were taught all their subjects, while other schools provided students with a dedicated English classroom or English laboratory. There was no decorations in the English laboratories either, but there were computers, headphones, TVs, air-conditioners, a microphone, a whiteboard, and speakers.

Classroom observation focused mostly on important elements in the process of teaching and learning English: students, teachers, materials, and the environment.

4.5 Chapter Summary

Chapter four presents the results of the present study. In this study, there were 458 grade 9 Thai EFL students of whom 234 were male and 224 were female. There were four research questions. The results show that, in answer to question one “To what extent did grade 9 students like the activities in used their English classes?” Students prefer to participation mode at a high level, while other classroom activities were rated at a medium level. The English classroom activities that students preferred to participate in the most were listening to YouTube. Question two is “What levels of motivation did grade 9 students have to learn English,?” Responses were given regarding 12 domains of motivation. The results show that most grade 9 students were motivated by instrumental orientation at a high level. The third question is what language learning strategies grade 9 students used to learn English. The results show that grade 9 used all strategies at a medium level. Moreover, the mean scores for metacognitive strategies were higher than those for other strategies. The last research question is “Were there relationships between classroom activities, motivation, and language learning strategies.?” The results show correlations between classroom activities and motivation ($r = .548, p < 0.1$) and classroom activities and language learning strategies ($r = .564, p < 0.01$) as being substantial. The next chapter discusses the findings from this chapter categorized according to the research questions.

CHAPTER V

DISCUSSION

This chapter discusses the findings presented in the previous chapter. There are two parts in this chapter: the discussion and the implications of the study. The discussion is divided into four sections according to the research questions. The first section discusses the first finding, to which classroom activities did grade 9 students prefer in their English classes.? The second section discusses the level of motivation on the part of grade 9 students. The third section discusses which language learning strategies grade 9 students used to learn English. Lastly, the fourth section discusses the relationships between classroom activities, motivation, and language learning strategies. At the end of this chapter, the implications of this study will be presented and also a summary of this chapter.

5.1 Discussion of the First Finding: Classroom Activities

The first research question is discussed as the result of students' preferences for English classroom activities. The first research question is "to what extent did grade 9 students like the activities in used their English classes?" The data was retrieved from 458 grade 9 students by using the Classroom Activities Questionnaire (Spratt, 1999). The results for classroom activities are discussed according to each subcategory: participation mode, testing, reading, listening, task-based learning, writing, and speaking.

Participation Mode Activities

The first finding revealed that grade 9 students preferred to participate in participation mode activities at a high level ($M = 3.65$, $SD = 0.60$).The finding is consistent with Nuypukiaw's (2013), Occhipinti's (2009), and Spratt's (2001) studies. These studies showed that students liked working in pairs and groups for activities such as group discussions in a relaxed atmosphere, presentations, and role plays. The

results demonstrate that grade 9 students preferred to participate in participation mode activities which include working in pairs or groups. Richards and Rodgers (2001) claimed that working in pairs or groups help students to build relationships with their classmates and teachers, and increases students' motivation by reducing stress in doing activities. These activities are related to Communicative Language Learning. Moreover, the finding corresponds to the findings from the observation. Grade 9 students preferred to participate in participation mode because they rarely did group activities in English class. A possible reason would be the approach taken by secondary school students less focused on communication so they want to participate in participation mode activities, for example, working in a group or working in pair (Jalali & Samadi, 2013).

Testing Activities

The second English activity that students preferred to participate in was testing ($M = 3.49$, $SD = 0.60$). Testing activities were ranked at a medium level. This finding is different the results in Nuypukiaw's (2013) study. Nuypukiaw's (2013) study showed that students ranked participating in testing activities at a high level. Testing is one way of evaluating students' ability to learn English. After using any methods or approaches in English class, English teachers use testing activities to evaluate their students' proficiency and performance (Richards & Rodgers, 2001). In Thailand, there are many tests during the year. Especially, for grade 9 students who have to take the standard English test (O-NET). Students have to take tests to check their English proficiency and performance.

Reading Activities

Reading activities were ranked at a medium level ($M = 3.47$, $SD = 0.81$). Grade 9 students preferred reading activities such as reading aloud in class, reading interesting topics on the Internet, reading comprehension, and reading silently. These reading activities were ranked at a high level. This finding is consistent with those in Arikan's (2011) study. Arikan's (2011) study found that secondary school students liked reading activities such as reading aloud in class. The same result was found in the present study: grade 9 students liked to read aloud in class to practice reading skills with their friends. When doing reading aloud in class, students will have the confidence to speak out loud. Moreover, reading activities such as reading

comprehension are also related to the Grammar Translation method, which focuses on reading skills, as the goal of this approach is to learn a language to read literature. Therefore, reading activities help students to check their pronunciation and their understanding of literature.

Listening Activities

Listening activities were ranked at a medium level ($M = 3.47$, $SD = 0.63$). Grade 9 students preferred listening activities such as listening to YouTube, English songs, listening to classmates using English in class, online lessons, listening to teachers giving explanations about skills, listening in a language laboratory, and watching and listening to training videos. These listening activities were ranked at a high level. The findings corresponded to Spratt's (2001), Rao's (2002), Littlewood's (2010), and Occhipinti's (2009) studies that students liked listening activities such as listening to English songs, listening to classmates using English, and listening to teacher giving explanation. These activities related to Audiolingual method that focused on listening skill. Grade 9 students specially liked listening from YouTube, online, or English song. This could be because the involvement of technology in language learning is widespread. The positive effect of using technology could also encourage students to participate in listening activities more.

Task-Based Learning Activities

Task-based learning activities were ranked at a medium level ($M = 3.38$, $SD = 0.64$). Grade 9 students especially preferred to participate in task-based learning activities such as playing games at the high level. Grade 9 students liked to play games in English classroom. This finding corresponded to the finding from classroom observation. Grade 9 students enjoyed playing games after they finished the lesson. Others activities in task-based learning were ranked at a medium level such as problem solving, simulations, role plays, project, and performance. These activities required students to use problems to stimulate and integrate learning and working in a group Newman (2005). These activities used various skills in the process of learning. However, some students might not have ability to work on problem-based learning (Richards & Rodgers, 2001).

Writing Activities

Writing activities were ranked at a medium level ($M = 3.35$, $SD = 0.64$). Grade 9 students ranked participating in some writing activities at a high level, for instance, writing on Facebook, writing vocabulary, writing corrections, and writing in their own blogs. This finding correspond to the results in Arikan's (2011), Jalali and Samadi's (2013), Protacio and Sarroub's (2013) studies, which found that secondary school students preferred to participate in writing activities, for instance, gap filling, writing vocabulary, and grammar. These writing activities are related to the Grammar Translation method which focuses on reading and writing such as filling in the blanks and finding antonyms and synonyms for words. Although grade 9 students preferred to participate in writing activities, they preferred to participate in writing activities that used technology such as writing on Facebook and writing in their own blogs.

Speaking Activities

Lastly, speaking activities were ranked at a medium level ($M = 3.15$, $SD = 0.68$). Speaking is the lowest-rated activity among grade 9 students. All subcategories of speaking activities were ranked at a medium level. However, the findings are consistent with those of other studies (Littlewood, 2010; Occhipinti, 2009, Rao , 2002). Students preferred to practice speaking skills such as group discussions sharing ideas, presentation, and role plays. Lui (2001) stated that Asian students rarely talked or discussed in English with their classmates because they are shy and have less confidence to talk in front of people. Speaking activities required grade 9 students to use English to communicate with their classmates and teachers in the process of teaching and learning. These kinds of activities are a part of Communicative Language Teaching (Richards & Rodgers, 2001). Grade 9 students ranked speaking activities at a medium level. This could be because most grade 9 students had low English proficiency, some students are not able to speak English or do not have enough confidence to speak out.

Moreover, the researcher had the opportunity to observe some English classes. She found that the results for students' preferences for English classroom activities depended on the class size. Some students in small- or medium-sized schools did not have the opportunity to do some English activities such as working in groups due to class size. There were only two or three students per class so it was impossible

to have students work in groups. In contrast, students in large-sized schools liked to work in small groups but their teachers rarely did group activities for grade 9 students.

The findings for classroom activities demonstrate that grade 9 students ranked participation mode activities at a high level, while other classroom activities were ranked at a medium level. Classroom activities that grade 9 students preferred to participate in could motivate students to participate more in language learning. When classroom activities match students' preferences, learning styles, and interests, it could increase motivation to learn English.

5.2 Discussion of the Second Finding: Motivation

The second research question investigated the level of students' motivation to learn English. The second research question is "what levels of motivation did grade 9 students have to learn English?" The data were retrieved from 458 grade 9 students by using the Attitude/Motivation Test Battery (AMTB) questionnaire (Gardner, 2004). The questionnaire is divided into 12 domains, with 104 items. The purpose of this questionnaire was to investigate the levels of motivation of grade 9 students while they were learning English. The results show that for all 12 domains, grade 9 students were highly motivated to learn English.

Instrumental Orientation

Instrumental orientation was ranked highest ($M = 4.56$, $SD = 0.90$). Instrumental motivation is the desire to learn a language because it will fulfill certain utilitarian goals or will be useful for functional reasons (Gardner & Lambert, 1972). The findings are consistent with the results of Damavand's (2012), Tianchai's (2012), and Wimolmas's (2013) studies, which found that students had highly instrumental orientation. Grade 9 students see the importance of learning English because learning English is useful for their future and careers. For example, some statements on the AMTB questionnaire were chosen by students who had instrumental orientation: "*Studying English is important because I will need it for my career*" and "*Studying English is important because it will be useful in getting a good job.*"

Integrative Orientation

Integrative orientation was ranked as the second highest ($M = 4.51$, $SD = 0.92$). Integrative orientation is the desire to learn a language in order to communicate with people from other cultures (Gardner & Lambert, 1972). This finding is consistent with those of Sung and Padilla's (1980) and Zanghar's (2012) studies. These studies demonstrated that students had highly integrative orientation to learn English. Grade 9 students realized the importance of learning English, and they wanted to talk with people from other cultures. Some statements on the AMTB questionnaire chosen by students who had instrumental orientation were: "*Studying English is important because I will be able to interact more easily with speakers of English*" and "*Studying English is important because it will allow me to be more at ease with people who speak English.*"

Attitudes Towards Learning English

Grade 9 students ranked all categories of motivation in the subtopic of attitudes towards learning English at the high level ($M = 4.26$, $SD = 0.68$). This finding is consistent with Tianchai's (2012) study that students had positive attitude towards learning English. Some statements chose both negative and positive attitudes toward learning English in the AMTB questionnaire, for example: "*I hate English*" and "*English is a very important part of the school program.*" Grade 9 students rated both positive and negative statements at a high level. Although grade 9 students did not like to learn English much, they realized that it is important to study English.

Attitudes Towards English Speaking People

Grade 9 students ranked their attitudes towards English speaking people highly as a source of motivation ($M = 4.21$, $SD = 0.78$). This finding is consistent with that of Tianchai's (2012) study, which found that students ranked their attitudes towards English speaking people at a high level ($M = 3.77$, $SD = 0.86$). All statements about attitudes toward English speaking people on the AMTB questionnaire were ranked at a high level, for instance, "*I would like to know more native English speakers*" and "*The more I get to know native English speakers, the more I like them.*" These statements were ranked at a high level. This means grade 9 students had positive attitudes towards English speaking people, and they wanted to know more about native English speakers.

Parental Encouragement

Parental encouragement was ranked at a high level ($M = 4.19$, $SD = 0.85$). This finding is consistent with that of Tianchai's (2012) study, which found that students ranked parental encouragement at a high level ($M = 4.26$, $SD = 1.02$). All statements on the AMTB questionnaire were ranked at a high level, for example, "*My parents feel that it is very important for me to learn English.*" and "*My parents encourage me to practice my English as much as possible.*" Since students ranked these statements highly, it can be said that students' parents realized English is important for their children. Parents are the ones who can encourage students to learn English and support students when they have problems with learning English.

Desire to Learn English

Grade 9 students ranked their desire to learn English at a high ($M = 4.13$, $SD = 0.64$). This finding is consistent with that of Tianchai's (2012) study, which found that students ranked desire to learn English at a high level ($M = 4.29$, $SD = 0.85$). All statements on the AMTB questionnaire were ranked at a high level, for instance, "*I would like to learn as much English as possible*" and "*I wish I were fluent in English.*" These statements were positive statements that showed students' desire to learn English. However, there were some negative statements which were ranked at a high level such as "*Knowing English isn't really an important goal in my life*" and "*I sometimes daydream about dropping English.*" Because students chose these statements, it can be said that even though students had a desire to learn English, they somehow did not think learning English was an important goal.

English Teacher Evaluation

English teachers were ranked at a high level ($M = 4.07$, $SD = 0.64$). The finding is consistent with that of Tianchai's (2012) study, which found that students ranked English teachers highly ($M = 4.33$, $SD = 0.88$). Only one statement on the AMTB questionnaire in the domain of English teacher evaluation was ranked at a low level: "*I would prefer to have a different English teacher.*" In contrast, other statements such as "*I don't think my English teacher is very good*" and "*My English teacher has a dynamic and interesting teaching style*" were ranked at a high level. These statements were ranked at a high level and contrast each other. Although

students did not think their English teachers were good, they did not want to change their English teachers.

Motivational Intensity

Grade 9 students ranked the subtopic in motivation (motivational intensity) at a high level ($M = 3.97$, $SD = 0.60$). This finding is consistent with that of Tianchai's (2012) study, which found that students ranked motivational intensity at a high level ($M = 3.84$, $SD = 0.60$). All statements about motivational intensity were ranked at a high level, for example; "*I make a point of trying to understand all the English I see and hear*" and "*When I have a problem understanding something in my English class, I always my teacher for help.*" These statements demonstrate that students had motivation to learn English by trying to use English. Moreover, when students had problems, they always asked teachers to help them.

English Course Evaluation

English courses were ranked highly ($M = 3.90$, $SD = 0.56$). This finding is consistent with that of Tianchai's (2012) study, which found that students ranked their English course highly ($M = 4.06$, $SD = 0.85$). All statements about English course evaluation were ranked at a high level, for example: "*My English class is really a waste of time,*" "*I think my English class is boring,*" and "*To be honest, I don't like my English class.*" Because students ranked these statements highly, it can be said that in English classrooms, students did not find that English activities were interesting so students did not like their English class because the class was boring.

Interest in Foreign Language

Grade 9 students ranked their interests in foreign languages at a high level ($M = 3.90$, $SD = 0.56$). This finding is consistent with that of Tianchai's (2012) study, which found that students ranked their interest in foreign language at a high level. ($M = 4.02$, $SD = 0.73$). Some negative statements in the domain of interest in foreign languages were ranked at a low level, for example: "*I would rather see a TV program dubbed into our language than in its own language with subtitles*" and "*Most foreign languages sound crude and harsh.*" It can be said that students were interested in foreign languages. They wanted to learn English as well as possible even by watching TV in a foreign language. However, other statements were ranked at a high level, for instance: "*I wish I could speak many foreign languages perfectly*" and "*I wish I could*

read newspapers and magazines in many foreign languages.” Grade 9 students were interested in learning foreign languages. In fact, English is as a foreign language in Thailand. Students wanted to use a foreign language fluently.

English Use Anxiety

Anxiety of using English in the classroom ranked at a high level ($M = 3.55$, $SD = 0.55$). This finding is consistent with that of Tianchai’s (2012) study, which found that students ranked anxiety of using English at a high level ($M = 3.82$, $SD = 0.82$) All statements in the domain of anxiety about the use of English focused on speaking, for example, *“I would feel comfortable speaking English where both Thai and English speakers were present”* and *“It doesn’t bother me at all to speak English.”* These statements show that students had confidence and felt comfortable speaking English. However, some statements indicated that students had a high level of anxiety about speaking English in situations such as *“Speaking English anywhere makes me feel worried”* and *“I would feel uncomfortable speaking English anywhere outside the classroom.”* These statements show that grade 9 students were worried and uncomfortable when they had to speak English in the classroom or outside the classroom.

English Class Anxiety

English class anxiety is the final category in the domain of motivation that was ranked at a high level ($M = 3.47$, $SD = 0.52$). The finding is consistent with that of Tianchai’s (2012) study, which found that students ranked English class anxiety at a high level in the domain of motivation ($M = 3.92$, $SD = 0.75$). The statements about English class anxiety domain mostly focused on speaking English in the classroom, for example, *“It embarrasses me to volunteer answers in our English class”* and *“It worries me that other students in my class seem to speak English better than I do.”* Students worried when they had to speak in English class, and they thought that their classmates were better at speaking than they were. However, other statements showed that students did not get anxious when they had to answer questions in English, for example, *“I don’t get anxious when I have to answer a question in my English class.”* As can be seen from these statements, grade 9 students worried about their speaking, but they did not get anxious when they spoke English in the classroom. This is because

students might feel more relaxed when they had to speak in English in front of the classroom.

In conclusion, the findings demonstrate that grade 9 students realize how important English is in their life and future. If they know students' motivation in each domain, teachers will be able to help them by providing lessons that suit their needs and interests. In fact, teachers can encourage students to achieve their language learning goals. This is because “without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long term goals, and neither appropriate curricula nor good teaching are enough on their own to ensure student achievement” (Gardner, 1985, p. 65).

5.3 Discussion of the Third Finding: Language Learning Strategies

The third research question concerns the use of language learning strategies among grade 9 students. The third research question is “what language learning strategies do grade 9 students use to learn English.? Data were collected from 458 grade 9 students by using the Strategy Inventory for Language Learning (SILL) version 7.0 (Oxford, 1990). There are six strategies and 50 items on the questionnaire. The findings on the use of language learning strategies demonstrate that grade 9 used metacognitive strategies, memory strategies, affective strategies, social strategies, cognitive strategies, and compensation strategies at a medium level.

Metacognitive Strategies

The results show that metacognitive strategies were ranked at a medium level ($M = 3.43$, $SD = 0.68$). This result corresponds to those of other studies (Hong-Nam & Leavell, 2006; Patil & Karekatti, 2012; Rahimi, Riazi & Saif, 2004; Rattanasongkhroh, 2013; Tianchai, 2012). These studies found that students used metacognitive strategies the most to learn a language. Metacognitive strategies such as planning and evaluating language learning help students to manage their own learning. Some statements about metacognitive strategies were ranked at a high level, for example, “*I think about my progress in learning English*” and “*I try to find out how to be a better learner of English*”, while other statements indicated the use of language learning strategies at a medium level, for instance, “*I have clear goals for improving*

my English skills” and *“I try to find as many ways as I can to use my English.”* As can be seen from the findings for metacognitive strategies, students used metacognitive strategies to manage when they learned English.

Memory Strategies

Memory strategies were ranked at a medium level ($M = 3.28$, $SD = 0.67$). Memory strategies are used to remember important information, for example, *“I use new English words in a sentence so I can remember them”* and *“I use flashcards to remember new English words and new things I learn in English.”* The findings for memory strategies are consistent with those of Patil and Karekatti’s (2012), Rattanasongkhroh’s (2013), and Tianchai’s (2012) studies. These studies found that students used memory strategies at a medium level, while the findings from Thipsoda’s (2013) study were that students used memory strategies at a high level. Grade 9 students might find that using memories strategies did not greatly help them to learn English.

Affective Strategies

Affective strategies were ranked at a medium level ($M = 3.27$, $SD = 0.65$). Responses to some statements on the SILL questionnaire demonstrated that students used affective strategies, for example, *“I encourage myself to speak English even when I am afraid of making a mistake”* and *“I try to relax whenever I feel afraid of using English.”* Affective strategies are used when students want to control their emotions, motivation, and attitudes toward language learning. The findings for affective strategies correspond with those of Patil and Karekatti’s (2012), Rattanasongkhroh’s (2013), Thipsoda’s (2012), and Tianchai’s (2012) studies, which found that students used affective strategies at a medium level. Grade 9 students might find that affective strategies do not greatly help them to learn English as they rated affective strategies at a medium level.

Social Strategies

Social strategies were ranked at a medium level ($M = 3.26$, $SD = 0.72$). Responses to some statements on the SILL questionnaire indicated that students used social strategies, for instance, *“I ask English speakers to correct me when I talk”* and *“I practice English with other students.”* The findings for social strategies correspond to those of Patil and Karekatti’s (2012), Rattanasongkhroh’s (2013), and Tianchai’s

(2012) studies, which found that students used social strategies at a medium level. In contrast, these findings are different from those of Thipsoda's study, which found that students used social strategies at a high level. Grade 9 students used social strategies when they wanted to interact with their classmates and teachers, for example by working in pairs or groups.

Cognitive Strategies

Cognitive strategies were used a medium level ($M = 3.16$, $SD = 0.63$). This finding is consistent with that of Patil and Karekatti's (2012), Rattanasongkhroh's (2013), Thipsoda's (2013), and Tianchai's (2012) studies, which found that students used cognitive strategies at a medium level. Students used cognitive strategies such as practicing, receiving and sending message strategies, analyzing and reasoning to have a better understanding in language learning. Responses to some statements on the SILL questionnaire indicate that students used cognitive strategies, for example, "*I find the meaning of an English word by dividing it into parts that I understand*" and "*I look for words in my own language that are similar to new words in English*" because they wanted to have a better understanding of English by analyzing or finding easier ways to understand English.

Compensation Strategies

Compensation strategies were the last strategy that grade 9 students used to learn English. Compensation strategies were ranked at a medium level. This finding corresponds to that of other studies (Patil & Karekatti, 2012; Rattanasongkhroh, 2013; and Tianchai, 2012). These studies indicated that students used compensation strategies at a medium level. Moreover, Ghavamnia, Kassaian, and Dabaghi (2011) also found that students used compensation strategies least. However, these findings are different from those of Thipsoda's (2013) study, which found that students used compensation strategies at a high level. Grade 9 students used compensation strategies such as overcoming limitations in speaking and writing because they wanted to compensate for missing information.

However, findings in studies on the use of language learning strategies could differ. It depends on the settings, contexts, and participants (Chamot, 2005; Cohen, 1998). As language learning strategies are seen as tools to help improve students' language learning (Oxford, 1990), if teachers know what language learning

strategies students use to learn English, they can give instructions on how to use strategies effectively in order to improve language learning (Cohen, 1998). Moreover, this study demonstrates that grade 9 students used metacognitive strategies the most, while compensation strategies were used the least. In fact, it appears that students' rankings of the strategies depended on what they thought they should do and not on what they actually did.

5.4 Discussion of the Fourth Finding: The Relationships Between Classroom Activities, Motivation, and Language Learning Strategies

The fourth research question discusses the finding about the relationships between classroom activities, motivation, and language learning strategies. The fourth research question is “were there relationships between classroom activities, motivation, and language learning strategies?” The purpose of this question was to investigate the relationships between classroom activities, motivation, and language learning strategies. The findings describe the relationships between classroom activities, motivation, and language learning strategies.

The findings reveal that classroom activities had a substantial association with motivation ($r = .548, p < .01$). Because of this finding, it can be said that classroom activities had a positive relationship with students' motivation to learn English. Some categories of classroom activities had a substantial association with some categories of motivation. Listening activities were found to go along with attitudes towards English speaking people ($r = .508$) and integrative orientation ($r = .510$).

In addition, the results also show that classroom activities had a substantial association with language learning strategies ($r = .564, p < .01$). According to the findings, classroom activities had a positive relationship with language learning strategies. Some categories of classroom activities had substantial associations with some categories of language learning strategies, for example, writing activities had substantial associations with metacognitive strategies ($r = .538$) and cognitive strategies ($r = .520$).

These results indicate that classroom activities had positive relationships with both motivation and language learning strategies. Because of these results, teachers should use English classroom activities that students prefer to participate in to improve grade 9 students proficiency and achievement scores. This is because students' preferences for English classroom activities could motivate students more. Moreover, once students are motivated to learn English, they will be able to learn the use of English language learning strategies to improve their English proficiency and increase English achievement.

5.5 Implications of the Study

The findings of this study are useful for teachers because they show what kind of English classroom activities students like, the level of students' motivation to learn English, and what language learning strategies students used learn English. Teachers can use this information to design lesson plans and choose English classroom activities which can motivate students and raise students' desire to use language learning strategies in the English classroom in order to learn English effectively, for instance, choosing English songs that students like in listening class. Then the teacher can ask students to use strategies that help them understand the meaning of the song more easily. This section provides implications for English instructional practice and English language learning that the people involved in can take into account to increase students' English proficiency and achievement.

5.5.1 Implications for Language Teaching

The present study provides significant implications for teachers involved in language teaching. Teachers are the ones who are responsible for helping students learn. The following suggestions focus on the findings about classroom activities, motivation, and language learning strategies.

Students preferred to participate in participation mode activities at a high level, while other activities were ranked at a medium level. Participation mode activities in this are working in pairs and groups. Because of these findings about the kinds of activities that grade 9 students prefer, teachers can select activities to

encourage students to participate. For example, teachers should choose English classroom activities related to the lessons or objectives of the course, then focus on increasing use of new technology such as YouTube, Facebook, and English websites for studying, and locating new materials in the English classroom. Moreover, teachers should emphasize communicative activities for example, group discussions, presentations, interviews, role plays, doing projects, and emailing to increase students' confidence,. This is because when students use these kinds of activities, especially speaking activities, they will have more confidence outside the classroom. Therefore, when teachers know what classroom activities that students prefer to participate in, teachers should know the level of students' motivation in order increase students' motivation for learning English.

All 12 domains of motivation were ranked highly by students. As can be seen from the results, grade 9 students had a high level of motivation to learn English. These motivations included instrumental orientation, integrative orientation, attitudes toward learning English, attitudes toward English speaking people, parental encouragement, desire to learn English, English teachers evaluation, motivational intensity, English course evaluation, interest in foreign languages, English use anxiety, and English class anxiety. Teachers can make use of these findings by asking students what they expect in English class or what more they want to know about English, and then teachers can help them by choosing classroom activities they prefer to participate in. If they choose students' preferred classroom activities in the English class, it could increase students' motivation to learn English. Once students are motivated, they will have a positive attitude towards learning English. However, only increasing students' motivation is not enough for encouraging students to be successful learners; students still need a tool to make learning English easier, faster, and more enjoyable (Oxford, 1990).

Language learning strategies are another factor that could encourage students to achieve their learning goals. The findings for language learning strategies indicate that students preferred to use each strategy to learn English at a medium level. Students need teachers to help them whenever they do not understand or cannot achieve their goals on their own. Language learning strategies help teachers to know students' strategies to learn English. As grade 9 students used English language

learning strategies at a medium level, teachers should encourage students and raise their awareness about the importance of using language learning strategies effectively. To encourage students to use more language learning strategies, teachers should suggest strategies that suit their needs and interests. This is because students sometimes use strategies either consciously or unconsciously (Ehrman & Oxford, 1990; Huang & Naerssen, 1987). Due to this issue, teachers should suggest which strategies students should use in language learning (Cohen, 1998).

The implications for language teaching focus on teachers. These implications include classroom activities that students prefer to participate in, how to increase the level of students' motivation, and the effective use of English language learning strategies. These findings are useful especially for English teachers who want to improve teaching and learning English among grade 9 students. The findings are useful not only for language teaching but also for language learning.

5.5.2 Implications for Language Learning

The implications for language learning focus on students. The findings of this study can help English teachers manage the teaching and learning of English. This will be useful in encouraging grade 9 students to participate in English classroom activities that they like, to increase their motivation to learn English, and to suggest how they can use language learning strategies effectively.

Choosing English classroom activities that grade 9 students like to participate in could encourage students to learn English more. When English teachers choose classroom activities that suit student' needs and interests, students will be more likely to participate in the English classroom. Moreover, after English class, students could use and practice English themselves outside classroom, for example, writing on Facebook in English, listening to English songs, reading magazines online, and playing English games online. This will make them autonomous language learners.

To increase students' motivation to learn English, teachers can use lessons, materials, and technology in teaching and learning. When students find things that serve their needs, they will want to learn English more. For example, motivated students realize the importance of learning English, and they always practice and use English in order to be successful language learners (Gardner, 2004). Although students

have different levels of motivation, students' motivation can always increase as long as it encourages them to meet their learning goals.

Language learning strategies give students techniques to learn English. Students use language learning strategies differently. Some students learn best by using memory strategies, while other students use metacognitive strategies to help them better understand English. When students know what strategies can help them learn English more easily, they can keep using those strategies.

To sum up, these findings are useful in helping teachers improve teaching and learning in the English class. By knowing students' preferences for English classroom activities, they can encourage students to be more motivated to learn English. However, without knowing the language learning strategies that students prefer to use in the English class, teachers will not be able to suggest language learning strategies to their students.

CHAPTER VI

CONCLUSION

This chapter provides the conclusion to this study and recommendations for future research. The conclusion explains the results regarding the three variables which are classroom activities, motivation and language learning strategies.

6.1 Conclusions of the Study

The Ministry of Educations in Thailand, educators, and teachers have been concerned about students' low achievement and low English proficiency (Ministry of Education, 2008). They have been trying to find the causes of students' English low proficiency and achievement and a way to solve these problems. This study has explained the problems and solutions, discussed previous studies, and the purpose of the study, and the research instruments.

The problems and solutions focus on teachers, students, and English teaching and learning. The primary causes start with students' low English proficiency and achievement, the low proficiency of English teachers, the failure of teaching and learning English, and problems in the teaching and learning environment (Dhanasobhon, 2006; Kitjaroonchai, 2013; Kullavanijaya, 2009). To solve these problems, researchers have studied how to encourage students to succeed in foreign languages. Basically, they pay attention to English classroom activities. Classroom activities are believed to be one important factor in improving students' English proficiency and achievement (Spratt, 1999). This is because when teachers know what English classroom activities students like to participate in and choose activities that suit students' proficiency level, these activities will help motivate students to learn English more (Gardner, 1985). However, motivation alone may not be enough to make Thai students learn English; they should know how to use English language learning strategies to learn English successfully (Oxford, 1990). Three factors, which are

classroom activities, motivation, and language learning strategies, are considered to be tools to help increase students' English proficiency.

Some researchers have studied these variables separately such as students' preferences for classroom activities (Nasatorn & Soranastaporn, 2014; Nuypukiaw, 2013, Nunan, 1989; Spratt, 1999), students' motivation (Chang, 2005; Choosri & Intharaksa, 2011; Fazel & Razmjoo, 2007; Gardner, 2004; Tella, 2007), and the use of language learning strategies (Ghavamnia, Kassaian, & Dabaghi, 2011; Hong-Nam & Leavell, 2006; Murray, 2010); this study investigates the relationships among all three factors in solving the problems of low English proficiency and achievement (Kullavanijaya, 2009). To do so, students' preferences for English classroom activities were examined to discover which English classroom activities students prefer to participate in. This can also motivate students to learn English after seeing that English is important in their life. Motivation alone cannot increase students' English proficiency. Students still need language learning strategies to help them learn English more effectively.

The purposes of the present study were 1) to find what classroom activities were carried out by grade 9 students while they were learning English, 2) to investigate the levels of motivation of grade 9 students while they were learning English, 3) to identify language learning strategies used by grade 9 students while they were learning English, and 4) to investigate the relationships between classroom activities, motivation, and language learning strategies.

In addition, three research instruments were used to answer the four research questions: the Classroom Activities Questionnaire by Spratt (1999), the Attitude/Motivation Test Battery (AMTB) developed by Gardner (2004), and the Strategy Inventory For Language Learning (SILL version 7.0) by Oxford (1990). These three research instruments were used to answer the first three questions which are 1) to what extent did grade 9 students like the classroom activities used in their English classes?, 2) what levels of motivation did grade 9 students have to learn English?, 3) what language learning strategies did grade 9 students use to learn English.? 4) were there relationships between classroom activities, motivation, and language learning strategies? Descriptive statistics were used to describe the results in terms of mean and standard deviation. In contrast, inferential statistics were used in

order to understand the relationship between classroom, motivation, and language learning strategies by using Pearson's correlation for the fourth research question. To analyze the data, the researcher employed the Statistic Package for Social Science (SPSS).

6.1.1 Conclusions for the First Finding

The conclusions for the first finding concern English classroom activities. The first research question is "to what extent did grade 9 students like the classroom activities in their English classes?" The Classroom Activities Questionnaire (Spratt, 1999) was used to answer the first research question. Grade 9 students reported that they preferred to participate in participation mode activities at the high level. The use of other activities, that is, testing ($M = 3.49$, $SD = 0.60$), reading ($M = 3.47$, $SD = 0.81$), listening ($M = 3.47$, $SD = 0.63$), task-based learning ($M = 3.38$, $SD = 0.64$), writing ($M = 3.35$, $SD = 0.64$), and speaking ($M = 3.15$, $SD = 0.68$), was reported at a medium level. Moreover, among the subcategories of classroom activities, some activities, that is, working in small groups in participation mode activities ($M = 4.16$, $SD = 0.90$), listening to YouTube in the listening category ($M = 4.00$, $SD = 0.89$), playing games in the task-based learning category ($M = 3.98$, $SD = 0.92$), doing formal, assessed tests in the testing category ($M = 3.97$, $SD = 0.92$), writing on Facebook in the writing category ($M = 3.94$, $SD = 1.07$), and reading aloud in class ($M = 3.80$, $SD = 0.93$) were reported to be used at a high level, while some activities such as giving individual oral presentation in speaking category ($M = 2.86$, $SD = 1.12$) were reported to be used at a medium level. If teachers choose English classroom activities that grade 9 students prefer to participate in, they can increase students' motivation to learn English.

6.1.2 Conclusions for the Second Finding

The conclusions for the second finding concern students' motivation to learn English. The second research question is "what levels of motivation did grade 9 students have to learn English?" The Attitude/Motivation Test Battery (AMTB) developed by Gardner (2004) was used to answer this research question. The results show that grade 9 students have motivation to learn English at a high level in all 12

domains, that is, instrumental orientation ($M = 4.56$, $SD = 0.90$), integrative orientation ($M = 51$, $SD = 0.92$), attitudes towards learning English ($M = 4.26$, $SD = 0.68$), attitudes towards English speaking people ($M = 4.21$, $SD = 0.78$), parental encouragement ($M = 4.19$, $SD = 0.85$), desire to learn English ($M = 4.13$, $SD = 0.64$), English teacher evaluation ($M = 4.07$, $SD = 0.64$), interest in Foreign languages ($M = 3.90$, $SD = 0.56$), motivational intensity ($M = 3.97$, $SD = 0.60$), English course evaluation ($M = 3.93$, $SD = 0.57$), English use anxiety ($M = 3.55$, $SD = 0.55$), and English class anxiety ($M = 3.47$, $SD = 0.52$). If teachers know students' motivation to learn English, they can help students by providing activities, lessons, and material that suit their needs and interest.

6.1.3 Conclusions for the Third Finding

The conclusions for the third finding concern language learning strategies that grade 9 students use to learn English. The third research question is “what language learning strategies did grade 9 students prefer to use to learn English.?” The Strategy Inventory for Language Learning (SILL version 7.0) by Oxford (1990) was used to answer this research question. The results indicate that students used all six strategies, that is, metacognitive strategies ($M = 3.43$, $SD = 0.68$), memory strategies ($M = 3.28$, $SD = 0.67$), affective strategies ($M = 3.27$, $SD = 0.65$), social strategies ($M = 3.26$, $SD = 0.72$), cognitive strategies ($M = 3.16$, $SD = 0.63$), and compensation strategies ($M = 3.10$, $SD = 0.71$) at a medium level. Students used metacognitive strategies to manage their own learning. Memory strategies were used to remember important information. Affective strategies are related to students' emotions. These strategies help students to control their emotions, feelings, and attitudes towards learning English. Social strategies are used when students are required to work in groups. These strategies help students to interact with their classmates and teachers. Students use cognitive strategies when they want to have a better understanding of language learning. Lastly, compensation strategies are used to compensate for missing information. Therefore, it would seem that grade 9 students were reporting on their intent to use strategies and not on their actual use of those strategies.

6.1.4 Conclusions for the Fourth Finding

The conclusions for the fourth finding concern the relationships among the three variables. The fourth research question is “were there relationships between classroom activities, motivation, and language learning strategies?” Pearson’s correlation was used to find if classroom activities as the independent variable has a relationship with motivation or language learning strategies as dependent variables or not. The results show that classroom activities have a positive relationship and indicate a substantial association with motivation ($r = .548, p < .01$). Moreover, classroom activities also have a substantial association with language learning strategies ($r = .564, p < .01$). Some categories of classroom activities demonstrated a substantial association with some categories of motivation, for instance, listening activities in the category of classroom activities were found to go along with attitudes towards English speaking people ($r = .508$) and integrative orientation ($r = .510$). In addition, some categories of classroom activities also demonstrated a substantial association with some categories of language learning strategies, for example, writing activities have a substantial association with metacognitive strategies ($r = .538$) and cognitive strategies ($r = .520$). Therefore, it can be said that classroom activities have relationships with motivation and language learning strategies.

6.2 Recommendations for Further Studies

The recommendations for further studies are based on the results of the present study. The following recommendations are provided for people who are interested in doing research about English classroom activities, motivation, and English language learning strategies so that they can conduct further studies in. These recommendations focus on participants and other factors.

The participants in this study were limited to grade 9 students and most of them have a low level of English proficiency and achievement. For further studies, the participants could all be secondary schools students. Moreover, further research could compare what kinds of classroom activities high and low proficiency level English students like to participate in in the English classroom, their type of motivation, and what strategies they use to learn English.

Moreover, further studies can focus on other factors such as gender, age, difference in background, different English proficiency levels, students' beliefs and students' attitudes toward learning English. Further studies can investigate more factors which are related to classroom activities, motivation, and language learning strategies.

These recommendations focus on the participants and other factors such as gender, age, different backgrounds, different English proficiency levels, students' beliefs and students' attitudes toward learning English. If students at different English proficiency levels are studied, it could be useful for other people who are in the field of education.

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APPENDICES

APPENDIX A
SCHOOL' NAMES IN KALASIN PRIMARY EDUCATIONAL
SERVICE AREA OFFICE 2

No	Size	School's name	Number of Students in Total	The Number of Questionnaires Given Out	Returned Questionnaires
1	Small	Sangmingprasitphon	7	7	7
2	Small	Nontauhainongkae	9	9	9
3	Small	Buasaartsongserm	14	14	14
4	Small	Nondangradprasit	3	3	3
		Total	33	33	33
5	Medium	Banhongvanghe	23	15	10
6	Medium	Podangwittaya	35	23	15
7	Medium	Chiangsasinsatan	19	12	7
8	Medium	Chumchonbantumwittayakhan	20	9	7
9	Medium	Khockumwittaya	27	18	10
10	Medium	Honghewittaya	17	5	5
11	Medium	Huaitoeywittaya	10	4	4
12	Medium	Bannongtokpanwittaya	16	6	5
13	Medium	Khumhiwittaya	17	7	5
14	Medium	Dongbungwittaya	17	8	5
15	Medium	Kokaiyaiwittaya	18	10	7
16	Medium	Phonsimanukron	14	10	6
17	Medium	Yangkumwittaya	17	9	7

No	Size	School's name	Number of Students in Total	The Number of Questionnaires Given Out	Returned Questionnaires
18	Medium	Bannongvangbokaew	13	8	6
19	Medium	Chumchonkuddonwittayakhom	25	14	10
20	Medium	Nongvangprachason	22	12	9
21	Medium	Nakhowittayakhom	9	4	4
22	Medium	Chumchonsaardpadungsin	14	5	5
23	Medium	Bansaithongwittayakhom	7	3	3
24	Medium	Nonsaardamnuey	4	2	2
25	Medium	Nongbuawittayaserm	23	23	10
26	Medium	Dongsomboonpracharat	15	5	5
27	Medium	Kokheurwittaya	11	5	5
28	Medium	Saipunyasamakom	13	5	6
29	Medium	Nongmunplawwittaya	24	7	10
30	Medium	Nongkungsiwittayakom	24	10	10
31	Medium	Chumchonsamakkeradbamrung	12	5	5
32	Medium	Nongbuakururadprachasun	7	5	4
33	Medium	Nongsungwittayakhom	27	10	10
34	Medium	Nongkaewwittaya	5	2	2
35	Medium	Jindasinthavanon	6	2	3
36	Medium	Bannongchumsang	24	10	10
37	Medium	Kokprasitwittaya	12	5	5
38	Medium	Wangyangwittayakarn	9	3	4
		Total	556	281	222

No	Size	School's name	Number of Students in Total	The Number of Questionnaires Given Out	Returned Questionnaires
39	Large	Bansawittayasun	40	25	19
40	Large	Donyanangsuksa	29	15	14
41	Large	Nachuawittayasun	40	19	19
42	Large	Huanakumjaroonsin	30	15	14
43	Large	Bankaewittayakom	44	30	21
	Large	Khumudkaewbumpenwittaya	30	14	14
45	Large	khonkaenwittayaserm	38	20	18
46	Large	Kudjikwittayakarn	26	15	12
47	Large	Thakhanthowittayayon	22	10	10
48	Large	Bannongsang	45	22	21
49	Large	Yangaumwittayakarn	38	21	18
50	Large	Chumchonnonghinwittayakarn	49	40	23
		Total	431	246	203
			1,020	560	458

APPENDIX B
GRADE 9 STUDENTS' O-NET SCORES IN 2013 OF KALASIN
PRIMARY EDUCATIONAL SERVICE AREA OFFICE 2

No	Schools	Network Center	N	English Mean
	Country Rank		680,652	30.35
	Service Area Rank		885	30.14
1	Dongsomboonpracharat	Thakhantho	12	45.17
2	khonkaenwittayaserm	Thakhantho	23	44.00
3	Bannongsang	Thakhantho	38	43.89
4	Yangaumwittayakarn	Thakhantho	26	43.85
5	Kudjikwittayakarn	Thakhantho	23	43.30
6	Nongbuakururadprachasun	Nongkungsi1	10	43.00
7	Thakhanthowittayayon	Thakhantho	25	42.88
8	Sangmingprasitphon	Yangtalat2	7	33.43
9	Nondangradprasit	Chongchai	3	32.00
10	Wangyangwittayakarn	Chongchai	11	30.55
11	Huaitoeywittaya	Yangtalat3	10	30.40
12	Nachuawittayasun	Yangtalat3	47	30.17
13	Kokprasitwittaya	Chongchai	4	30.00
14	kokheurwittaya	Nongkungsi2	8	29.75
15	Chumchonsamakkeradbamrung	Nongkungsi1	16	29.63
16	Dongbungwittaya	Yangtalat2	19	29.58
17	Nongkungsiwittayakhom	Nongkungsi1	16	29.50
18	Phonsimanukron	Yangtalat2	22	29.18
19	Bansaitongwittayakhom	Huaimek1	11	29.09
20	Donyanangsuksa	Yangtalat3	18	29.00
21	Yangkumwittaya	Yangtalat2	9	28.89
22	Jindasinthavanon	Nongkungsi2	16	28.75

No	Schools	Network Center	N	English
	Country Rank		680,652	Mean
	Service Area Rank		885	30.14
23	Chiangsasinsatan	Yangtalat3	15	28.53
24	Kokaiyaiwittaya	Yangtalat2	26	28.38
25	Nongkaewwittaya	Nongkungsi2	8	28.25
26	Bannongvangbokaew	Yangtalat2	11	28.18
27	Bannongvanghe	Yangtalat2	24	28.17
28	Busaartsongserm	Chongchai	4	28.00
29	Chumchonbantumwittayakhan	Yangtalat3	7	27.71
30	Bansawittayasun	Yangtalat2	31	27.35
31	Khumhiwittaya	Yangtalat1	24	27.25
32	Podangwittaya	Yangtalat1	20	27.00
33	Saipunyasamakom	Nongkungsi2	18	26.89
34	Bankaewwittayakhom	Yangtalat2	29	26.69
35	Chumchonsaardpadungsin	Huaimek1	16	26.38
36	Bannongchumsang	Nongkungsi2	14	26.00
37	Bannongtokpanwittaya	Yangtalat1	16	25.75
38	Huanakumjaroonsin	Yangtalat2	30	25.73
39	Nongsungwittayakhom	Nongkungsi2	14	25.71
40	Chumchonkuddonwittayakhom	Huaimek2	25	25.68
41	Nontauhainongkae	Huaimek1	7	25.43
42	Chumchonnonghinwittayakarn	Nongkungsi2	37	25.41
43	Khockumwittaya	Yangtalat3	20	25.30
44	Khumudkaewbumpenwittaya	Huaimek2	26	25.00
45	Nongvangprachason	Huaimek2	28	25.00
46	Nongmunplawwittaya	Nongkungsi1	18	24.44
47	Nongbuawittayaserm	Huaimek2	13	24.15
48	Honghewwittaya	Yangtalat1	13	23.69
49	Nakhowittayakhom	Huaimek2	13	22.31
50	Nonsaardamnuey	Huaimek2	4	18.50

APPENDIX C

CLASSROOM ACTIVITY QUESTIONNAIRE

The classroom activity (CA) questionnaire was developed by Spratt (1999). In this study, CA questionnaire will be used as a research instrument in order to examine classroom activities of Matthayumsuksa 3 students use in learning English.

There are 52 items of classroom activity questionnaire. You will indicate your opinion about each statement by checking X on the response (1, 2, 3, 4, or 5) which best indicate the extent to which you agree or disagree with the statement.

The criteria for the response are as follows:

1= Dislike very much

2= Dislike

3= No opinion

4= Like

5= Like very much

Part I: General Background Information

1. Sex: Male Female

2. AGE:years.

No	Classroom Activities	Criteria for the Response
	<u>How much do you like to do these activities?</u>	
1	- Role plays	① ② ③ ④ ⑤
2	- Performance	① ② ③ ④ ⑤
3	- Playing games	① ② ③ ④ ⑤
4	- Projects	① ② ③ ④ ⑤
5	- Problem solving	① ② ③ ④ ⑤
6	- Simulation	① ② ③ ④ ⑤
	<u>How much do you like to do listening activities?</u>	
	<u>Listening to your classmates :-</u>	
7	- Using English in class	① ② ③ ④ ⑤
8	- Giving oral presentations	① ② ③ ④ ⑤
	<u>Listening to your teachers :-</u>	
9	- Giving explanations about skills e.g. how to write a report	① ② ③ ④ ⑤
10	- Giving explanation about language e.g. use of active/passive voice	① ② ③ ④ ⑤
	<u>Self-Study :-</u>	
11	- Listening in a language laboratory	① ② ③ ④ ⑤
	<u>- Listening to audio recordings:-</u>	
12	- YouTube	① ② ③ ④ ⑤
13	- Online lessons	① ② ③ ④ ⑤
14	- Listening to English songs	① ② ③ ④ ⑤
15	- Listening to English news	① ② ③ ④ ⑤
16	- Listening to English conversations	① ② ③ ④ ⑤
17	- Watching and listening to training videos	① ② ③ ④ ⑤
18	- Watching myself on a video recording (e.g. presentation)	① ② ③ ④ ⑤
19	- Watching English movies	① ② ③ ④ ⑤
	<u>How much do you like to do speaking activities?</u>	
	<u>Practicing academic speaking:-</u>	
20	- Giving group oral presentations	① ② ③ ④ ⑤

No	Classroom Activities	Criteria for the Response
	<u>Practicing academic speaking :-</u> (Cont.)	
21	- Giving individual oral presentations	① ② ③ ④ ⑤
	<u>Practicing speaking for fun :-</u>	
22	- Interacting in English with classmates	① ② ③ ④ ⑤
23	- Chatting with your classmates or friends in English	① ② ③ ④ ⑤
	<u>How much do you like to do reading activities?</u>	
24	- Reading Silently	① ② ③ ④ ⑤
25	- Reading aloud in class	① ② ③ ④ ⑤
26	- Reading comprehension (e.g. read the story and answer the questions)	① ② ③ ④ ⑤
27	- Reading for information (e.g. read for doing report)	① ② ③ ④ ⑤
28	- Reading texts for language analysis e.g. tenses, connectives	① ② ③ ④ ⑤
	<u>Reading activities from technology :-</u>	
29	- Reading interesting topics in the Internet	① ② ③ ④ ⑤
30	- Reading blogs	① ② ③ ④ ⑤
31	- Reading newspapers online	① ② ③ ④ ⑤
32	- Reading magazines online	① ② ③ ④ ⑤
	<u>How much do you like to do writing activities?</u>	
33	- Writing vocabulary	① ② ③ ④ ⑤
34	- Writing sentences	① ② ③ ④ ⑤
35	- Writing short passages (less than one page) individually in class	① ② ③ ④ ⑤
	<u>Doing writing exercises :-</u>	
36	- Gap filling	① ② ③ ④ ⑤
37	- Sentence correction	① ② ③ ④ ⑤
38	- Writing an essay	① ② ③ ④ ⑤
39	- Writing short passages in class in small group	① ② ③ ④ ⑤
	<u>Doing homework in writing :-</u>	
40	- Writing letters	① ② ③ ④ ⑤
41	- Writing emails to your friends	① ② ③ ④ ⑤

No	Classroom Activities	Criteria for the Response
42	- Writing summaries	① ② ③ ④ ⑤
43	- Writing reports	① ② ③ ④ ⑤
	<u>Writing in your own website :-</u>	
44	- Writing on Facebook	① ② ③ ④ ⑤
45	- Writing in your own blog	① ② ③ ④ ⑤
	<u>How much do you like to do testing activities?</u>	
46	- Checking my own writing	① ② ③ ④ ⑤
47	- Doing informal, unassessed tests	① ② ③ ④ ⑤
48	- Doing formal, assessed tests	① ② ③ ④ ⑤
49	- Practicing written exams within a time limit	① ② ③ ④ ⑤
	<u>How much do you like to participate in activities?</u>	
50	- Working individually	① ② ③ ④ ⑤
51	- Working in pairs	① ② ③ ④ ⑤
52	- Working in small groups (maximum 5 students)	① ② ③ ④ ⑤

APPENDIX D

QUESTIONNAIRE (THAI VERSION)

แบบสอบถามเกี่ยวกับกิจกรรมที่ใช้ในการเรียนภาษาอังกฤษ

แบบสอบถามฉบับนี้มีจุดประสงค์เพื่อรวบรวมข้อมูลเกี่ยวกับกิจกรรมที่ใช้ในการเรียนภาษาอังกฤษนักเรียนชั้นมัธยมศึกษาปีที่ 3 ซึ่งข้อมูลนี้จะนำไปประกอบการวิจัย และผลสรุปทั้งหมดจะนำไปปรับปรุงในการพัฒนาการเรียนการสอนภาษาอังกฤษต่อไป

แบบสอบถามแบ่งออกเป็น 2 ตอน โปรดตอบคำถามทุกข้อทั้ง 2 ตอน

ตอนที่ 1 คำถามเกี่ยวกับข้อมูลของผู้ตอบแบบสอบถาม มีจำนวน 2 ข้อ

ตอนที่ 2 คำถามเกี่ยวกับความชอบในกิจกรรมที่ใช้ในการเรียนภาษาอังกฤษ มีจำนวน 52 ข้อ

ผู้วิจัยขอรับรองว่าข้อมูลที่ได้จากผู้ตอบแบบสอบถาม จะถือเป็นความลับ จึงใคร่ขอความกรุณาให้ท่านกรอกแบบสอบถามให้ครบทุกข้อ และตรงตามความรู้สึกจริงของผู้ตอบแบบสอบถามนี้ ท่านสามารถสอบถามจากผู้วิจัยได้ทันที ผู้วิจัยหวังเป็นอย่างยิ่งว่าจะได้รับความร่วมมือจากท่าน และขอบพระคุณทุกท่านที่ให้ความร่วมมือมา ณ โอกาสนี้

นางสาวมัสลิน นาสาท
นักศึกษาระดับปริญญาโท สาขาภาษาศาสตร์ประยุกต์
คณะศิลปศาสตร์ มหาวิทยาลัยมหิดล

ตอนที่ 1 ข้อมูลส่วนตัวของผู้ตอบแบบสอบถาม

คำชี้แจง โปรดกรอกข้อมูลลงในช่องว่าง และใส่เครื่องหมาย (/) ลงใน [] ตามความเป็นจริง

1. เพศ: [] ชาย [] หญิง

2. อายุ: ปี

ตอนที่ 2 แบบสอบถามเกี่ยวกับกิจกรรมที่ใช้ในการเรียนภาษาอังกฤษ

คำชี้แจง แบบสอบถามฉบับนี้มีจำนวนทั้งหมด 52 ข้อ กรุณาอ่านแบบสอบถามแต่ละข้อและใส่

เครื่องหมาย X ในช่องตัวเลขที่ตรงกับตัวท่านมากที่สุดเพียงข้อละ 1 ช่องเท่านั้น

ตัวเลขที่ท่านจะใช้เลือกตอบมีความหมายดังต่อไปนี้

1 หมายถึง ไม่ชอบมาก/ ไม่ชอบมากที่สุด

2 หมายถึง ไม่ชอบ

3 หมายถึง เฉยๆ

4 หมายถึง ชอบ

5 หมายถึง ชอบมาก/ ชอบมากที่สุด

ข้อ	กิจกรรมที่ใช้ในการเรียนภาษาอังกฤษ	ระดับความชอบ
	ท่านเห็นว่าท่านชอบทำกิจกรรมดังต่อไปนี้มากน้อยเพียงใด	
1	- การเล่นเกม	① ② ③ ④ ⑤
2	- บทบาทสมมุติ	① ② ③ ④ ⑤
3	- เล่นเกมส์	① ② ③ ④ ⑤
4	- โครงการงาน	① ② ③ ④ ⑤
5	- การแก้ไขปัญหาในสถานการณ์ต่างๆ	① ② ③ ④ ⑤
6	- สถานการณ์จำลอง	① ② ③ ④ ⑤
	ท่านเห็นว่าท่านชอบทำกิจกรรมเกี่ยวกับทักษะการฟัง ดังต่อไปนี้มากน้อยเพียงใด	
	ฟังเพื่อนพูด :-	
7	- ภาษาอังกฤษในห้องเรียน	① ② ③ ④ ⑤
8	- นำเสนอผลงาน	① ② ③ ④ ⑤
	ฟังครู :-	
9	- อธิบายเกี่ยวกับทักษะต่างๆ เช่น วิธีการเขียนรายงาน	① ② ③ ④ ⑤
10	- อธิบายเกี่ยวกับหลักภาษา เช่น หลักการใช้ประโยคกรรตุวจาก (active voice) และประโยคกรรมาวจาก (passive voice)	① ② ③ ④ ⑤
	ศึกษาด้วยตนเอง :-	
11	- โดยการฟังในห้องปฏิบัติการ	① ② ③ ④ ⑤
	- ฟังจากไฟล์เสียง :-	
12	- จากยูทูป (Youtube)	① ② ③ ④ ⑤
13	- จากบทเรียนออนไลน์	① ② ③ ④ ⑤
14	- ฟังเพลงภาษาอังกฤษ	① ② ③ ④ ⑤
15	- ฟังข่าวเป็นภาษาอังกฤษ	① ② ③ ④ ⑤
16	- ฟังบทสนทนาเป็นภาษาอังกฤษ	① ② ③ ④ ⑤
17	- ดูและฟังเทปบันทึกวีดีโอฝึกปฏิบัติ	① ② ③ ④ ⑤
18	- ดูเทปบันทึกของตนเองในการการนำเสนอรายงาน	① ② ③ ④ ⑤
19	- ดูหนังเป็นภาษาอังกฤษ	① ② ③ ④ ⑤

ข้อ	กิจกรรมที่ใช้ในการเรียนภาษาอังกฤษ	ระดับความชอบ
	ท่านเห็นว่าท่านชอบทำกิจกรรมเกี่ยวกับทักษะการพูด ดังต่อไปนี้มาก น้อยเพียงใด	
	ฝึกออกเสียงในภาษาอังกฤษ (ทางวิชาการ) :-	
20	- นำเสนอผลงานปากเปล่าเป็นกลุ่ม	① ② ③ ④ ⑤
21	- นำเสนอผลงานปากเปล่าเป็นรายบุคคล	① ② ③ ④ ⑤
	ฝึกออกเสียงในภาษาอังกฤษ (เพื่อความเพลิดเพลิน) :-	
22	- พูดคุยกับเพื่อนเป็นภาษาอังกฤษระหว่างอยู่ในห้องเรียน	① ② ③ ④ ⑤
23	- แลกกับเพื่อนๆ หรือคนรู้จักเป็นภาษาอังกฤษ	① ② ③ ④ ⑤
	ท่านเห็นว่าท่านชอบทำกิจกรรมเกี่ยวกับทักษะการอ่าน ดังต่อไปนี้มาก น้อยเพียงใด	
24	- อ่านในใจ	① ② ③ ④ ⑤
25	- อ่านออกเสียงพร้อมกันในห้องเรียน	① ② ③ ④ ⑤
26	- อ่านเพื่อความเข้าใจ (เช่น อ่านเนื้อเรื่องแล้วตอบคำถาม)	① ② ③ ④ ⑤
27	- อ่านเพื่อหาข้อมูล (เช่น อ่านเพื่อทำรายงาน)	① ② ③ ④ ⑤
28	- อ่านข้อความเพื่อวิเคราะห์ภาษาเช่น กาล (tense) และคำเชื่อม	① ② ③ ④ ⑤
	กิจกรรมเกี่ยวกับทักษะการอ่าน ผ่านเทคโนโลยี:-	
29	- อ่านหัวข้อที่สนใจในอินเทอร์เน็ต	① ② ③ ④ ⑤
30	- อ่านในเว็บไซต์ส่วนตัว (Blog)	① ② ③ ④ ⑤
31	- อ่านหนังสือพิมพ์ออนไลน์	① ② ③ ④ ⑤
32	- อ่านนิตยสารออนไลน์	① ② ③ ④ ⑤
	ท่านเห็นว่าท่านชอบทำกิจกรรมเกี่ยวกับทักษะการเขียน ดังต่อไปนี้มาก น้อยเพียงใด	
33	- เขียนคำศัพท์หลายๆ คำ	① ② ③ ④ ⑤
34	- เขียนประโยค หลายๆ ประโยค	① ② ③ ④ ⑤
35	- เขียนบทความย่อหน้าสั้นๆ เป็นรายบุคคล (น้อยกว่า 1 หน้ากระดาษ)	① ② ③ ④ ⑤
	ทำแบบฝึกหัดด้านการเขียน :-	
36	- เติมคำในช่องว่าง	① ② ③ ④ ⑤

ข้อ	กิจกรรมที่ใช้ในการเรียนภาษาอังกฤษ	ระดับความชอบ
37	- แก้ไขประโยคให้ถูกต้อง	① ② ③ ④ ⑤
38	- เขียนเรียงความ	① ② ③ ④ ⑤
39	- เขียนบทความย่อหน้าสั้นๆ เป็นกลุ่มย่อยในชั้นเรียน	① ② ③ ④ ⑤
	ทำการบ้านเกี่ยวกับงานเขียน :-	
40	- เขียนจดหมาย	① ② ③ ④ ⑤
41	- เขียนอีเมลล์ถึงเพื่อน	① ② ③ ④ ⑤
42	- เขียนข้อความ	① ② ③ ④ ⑤
43	- เขียนรายงาน	① ② ③ ④ ⑤
	เขียนในเว็บไซต์ส่วนตัว :-	
44	- เขียนในเฟสบุ๊ก (Facebook)	① ② ③ ④ ⑤
45	- เขียนในบล็อก (บล็อก)	① ② ③ ④ ⑤
	ท่านเห็นว่าท่านชอบทำกิจกรรมเกี่ยวกับการสอบ ดังต่อไปนี้มากที่สุดเพียงใด	
46	- ตรวจสอบงานเขียนของตนเอง	① ② ③ ④ ⑤
47	- ทำข้อสอบแบบไม่มีคะแนน	① ② ③ ④ ⑤
48	- ทำข้อสอบแบบมีคะแนน	① ② ③ ④ ⑤
49	- ฝึกเขียนคำตอบของข้อสอบภายในเวลาที่จำกัด	① ② ③ ④ ⑤
	ท่านเห็นว่าท่านชอบทำกิจกรรมเกี่ยวกับลักษณะการทำงาน ดังต่อไปนี้มากที่สุดเพียงใด	
50	- ทำงานคนเดียว	① ② ③ ④ ⑤
51	- ทำงานเป็นคู่	① ② ③ ④ ⑤
52	- ทำงานเป็นกลุ่มย่อย (ต่ำกว่า 5 คน)	① ② ③ ④ ⑤

APPENDIX E

THE ATTITUDE/MOTIVATION TEST BATTERY (AMTB)

In this study, the Attitude/Motivation Test Battery (AMTB) developed by Gardner (2004) will be used as a research instruments to have subjects identify their motivation in learning English.

There are 104 statements in this questionnaire, you will indicate your opinion about each statement by choosing the response (6,5,4,3,2, or 1) which best indicate the extent to which you agree or disagree with the statement.

The criteria for the response are as follows:

Check (X) number 1 if you strongly disagree to the statement.

Check (X) number 2 if you moderately disagree to the statement.

Check (X) number 3 if you slightly disagree to the statement.

Check (X) number 4 if you slightly agree to the statement.

Check (X) number 5 if you moderately agree to the statement.

Check (X) number 6 if you strongly agree to the statement.

Part I: General Background Information

1. Sex: Male Female

2. AGE:years.

No	Attitude/Motivation Test Battery	Criteria for the Response
1	I wish I could speak many foreign languages perfectly.	① ② ③ ④ ⑤
2	My parents try to help me to learn English.	① ② ③ ④ ⑤
3	I don't pay much attention to the feedback I receive in my English class.	① ② ③ ④ ⑤
4	I don't get anxious when I have to answer a question in my English class.	① ② ③ ④ ⑤
5	I look forward to going to class because my English teacher is so good.	① ② ③ ④ ⑤
6	Learning English is really great.	① ② ③ ④ ⑤
7	If Japan had no contact with English speaking countries, it would be a great loss.	① ② ③ ④ ⑤
8	Studying English is important because it will allow me to be more at ease with people who speak English.	① ② ③ ④ ⑤
9	I have a strong desire to know all aspects of English.	① ② ③ ④ ⑤
10	My English class is really a waste of time.	① ② ③ ④ ⑤
11	I would get nervous if I had to speak English to a tourist.	① ② ③ ④ ⑤
12	Studying foreign languages is not enjoyable.	① ② ③ ④ ⑤
13	I make a point of trying to understand all the English I see and hear.	① ② ③ ④ ⑤
14	I don't think my English teacher is very good.	① ② ③ ④ ⑤
15	Studying English is important because I will need it for my career.	① ② ③ ④ ⑤
16	I never feel quite sure of myself when I am speaking in our English class.	① ② ③ ④ ⑤
17	Knowing English isn't really an important goal in my life.	① ② ③ ④ ⑤
18	I hate English.	① ② ③ ④ ⑤
19	I feel very much at ease when I have to speak English.	① ② ③ ④ ⑤
20	I would rather spend more time in my English class and less in other.	① ② ③ ④ ⑤
21	I wish I could read newspapers and magazines in many foreign languages.	① ② ③ ④ ⑤
22	My parents feel that it is very important for me to learn English.	① ② ③ ④ ⑤
23	I don't bother checking my assignments when I get them back from my English teacher.	① ② ③ ④ ⑤
24	I feel confident when asked to speak in my English class.	① ② ③ ④ ⑤
25	My English teacher is better than any of my other teachers.	① ② ③ ④ ⑤
26	I really enjoy learning English.	① ② ③ ④ ⑤

No	Attitude/Motivation Test Battery	Criteria for the Response
27	Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friends.	① ② ③ ④ ⑤
28	Studying English is important because it will allow me to meet and converse with more and varied people.	① ② ③ ④ ⑤
29	If it were up to me, I would spend all of my time learning English.	① ② ③ ④ ⑤
30	I think my English class is boring.	① ② ③ ④ ⑤
31	Speaking English anywhere makes me feel worried.	① ② ③ ④ ⑤
32	I really have no interest in foreign languages.	① ② ③ ④ ⑤
33	I keep up to date with English by working on it almost every day.	① ② ③ ④ ⑤
34	The less I see of my English teacher, the better.	① ② ③ ④ ⑤
35	Studying English is important because it will make me more educated.	① ② ③ ④ ⑤
36	It embarrasses me to volunteer answers in our English class.	① ② ③ ④ ⑤
37	I sometimes daydream about dropping English.	① ② ③ ④ ⑤
38	I would rather spend my time on subjects other than English.	① ② ③ ④ ⑤
39	It doesn't bother me at all to speak English	① ② ③ ④ ⑤
40	I wish I could have many native English speaking friends.	① ② ③ ④ ⑤
41	I enjoy the activities of our English class much more than those of my other classes.	① ② ③ ④ ⑤
42	I would really like to learn many foreign languages.	① ② ③ ④ ⑤
43	My parents feel that I should continue studying English all through school.	① ② ③ ④ ⑤
44	I put off my English homework as much as possible.	① ② ③ ④ ⑤
45	I am calm whenever I have to speak in my English class.	① ② ③ ④ ⑤
46	My English teacher has a dynamic and interesting teaching style.	① ② ③ ④ ⑤
47	English is a very important part of the school program.	① ② ③ ④ ⑤
48	My parents have stressed the importance English will have for me when I leave school.	① ② ③ ④ ⑤
49	Native English speakers are very sociable and kind.	① ② ③ ④ ⑤
50	Studying English is important because it will enable me to better understand and appreciate the English way of life.	① ② ③ ④ ⑤
51	I want to learn English so well that it will become natural to me.	① ② ③ ④ ⑤

No	Attitude/Motivation Test Battery	Criteria for the Response
52	To be honest, I really have little interest in my English class.	① ② ③ ④ ⑤
53	Native English speakers have much to be proud about because they have given the world much of value.	① ② ③ ④ ⑤
54	It would bother me if I had to speak English on the telephone.	① ② ③ ④ ⑤
55	It is not important for us to learn foreign languages.	① ② ③ ④ ⑤
56	When I have a problem understanding something in my English class. I always my teacher for help.	① ② ③ ④ ⑤
57	My parents urge me to seek help from my teacher if I am having problems with my English.	① ② ③ ④ ⑤
58	My English teacher is one of the least pleasant people I know.	① ② ③ ④ ⑤
59	Studying English is important because it will be useful in getting a good job.	① ② ③ ④ ⑤
60	It worries me that other students in my class seem to speak English better than I do.	① ② ③ ④ ⑤
61	I'm losing any desire I ever had to know English.	① ② ③ ④ ⑤
62	Learning English is a waste of time.	① ② ③ ④ ⑤
63	I would feel quite relaxed if I had to give street directions in English.	① ② ③ ④ ⑤
64	I like my English class so much, I look forward to studying more English in the future.	① ② ③ ④ ⑤
65	If I planned to stay in another country, I would try to learn their language.	① ② ③ ④ ⑤
66	My parents are very interested in everything I do in my English class.	① ② ③ ④ ⑤
67	I tend to give up and not pay attention when I don't understand my English teacher's explanation of something.	① ② ③ ④ ⑤
68	I don't understand why other students feel nervous about speaking English in class.	① ② ③ ④ ⑤
69	My English teacher is a great source of inspiration to me.	① ② ③ ④ ⑤
70	I plan to learn as much English as possible.	① ② ③ ④ ⑤
71	I would like to know more native English speakers.	① ② ③ ④ ⑤
72	Studying English is important because I will be able to interact more easily with speakers of English.	① ② ③ ④ ⑤
73	I would like to learn as much English as possible.	① ② ③ ④ ⑤
74	To be honest, I don't like my English class.	① ② ③ ④ ⑤
75	I would feel uncomfortable speaking English anywhere outside the classroom.	① ② ③ ④ ⑤
76	Most foreign languages sound crude and harsh.	① ② ③ ④ ⑤
77	I really work hard to learn English.	① ② ③ ④ ⑤

No	Attitude/Motivation Test Battery	Criteria for the Response
78	I would prefer to have a different English teacher.	① ② ③ ④ ⑤
79	Studying English is important because other people will respect me more if I know English.	① ② ③ ④ ⑤
80	I get nervous when I am speaking in my English class.	① ② ③ ④ ⑤
81	To be honest, I really have no desire to learn English.	① ② ③ ④ ⑤
82	I think that learning English is dull.	① ② ③ ④ ⑤
83	I would feel comfortable speaking English where both Japanese and English speakers were present.	① ② ③ ④ ⑤
84	I look forward to the time I spend in English class	① ② ③ ④ ⑤
85	I enjoy meeting people who speak foreign languages.	① ② ③ ④ ⑤
86	My parents encourage me to practice my English as much as possible.	① ② ③ ④ ⑤
87	I can't be bothered trying to understand the more complex aspects of English.	① ② ③ ④ ⑤
88	Students who claim they get nervous in English classes are just making excuses.	① ② ③ ④ ⑤
89	I really like my English teacher.	① ② ③ ④ ⑤
90	I love learning English.	① ② ③ ④ ⑤
91	The more I get to know native English speakers, the more I like them.	① ② ③ ④ ⑤
92	I wish I were fluent in English.	① ② ③ ④ ⑤
93	I have a hard time thinking of anything positive about my English class.	① ② ③ ④ ⑤
94	I feel anxious if someone asks me something in English.	① ② ③ ④ ⑤
95	I would rather see a TV program dubbed into our language than in its own language with subtitles.	① ② ③ ④ ⑤
96	When I am studying English, I ignore distractions and pay attention to my task.	① ② ③ ④ ⑤
97	My English teacher doesn't present materials in an interesting way.	① ② ③ ④ ⑤
98	I am sometimes anxious that the other students in class will laugh at me when I speak English.	① ② ③ ④ ⑤
99	I haven't any great wish to learn more than the basics of English.	① ② ③ ④ ⑤
100	When I leave school, I will give up the study of English because I am not interested in it.	① ② ③ ④ ⑤
101	I would feel calm and sure of myself if I had to order a meal in English.	① ② ③ ④ ⑤
102	English is one of my favorite courses.	① ② ③ ④ ⑤

No	Attitude/Motivation Test Battery	Criteria for the Response
103	My parents think I should devote more time to studying English.	① ② ③ ④ ⑤
104	You can always trust native English speakers.	① ② ③ ④ ⑤

APPENDIX F

QUESTIONNAIRE (THAI VERSION)

แบบสอบถามเกี่ยวกับแรงจูงใจในการเรียนภาษาอังกฤษ

แบบสอบถามฉบับนี้มีจุดประสงค์เพื่อรวบรวมข้อมูลเกี่ยวกับแรงจูงใจของนักเรียนชั้นมัธยมศึกษาปีที่ 3 ใช้ในการเรียนภาษาอังกฤษ ซึ่งข้อมูลนี้จะนำไปประกอบการวิจัย และผลสรุปทั้งหมดจะนำไปปรับปรุงในการพัฒนาการเรียนการสอนภาษาอังกฤษต่อไป

แบบสอบถามแบ่งออกเป็น 2 ตอน โปรดตอบคำถามทุกข้อทั้ง 2 ตอน

ตอนที่ 1 คำถามเกี่ยวกับข้อมูลของผู้ตอบแบบสอบถาม มีจำนวน 2 ข้อ

ตอนที่ 2 คำถามเกี่ยวกับแรงจูงใจที่ผู้ตอบแบบสอบถามใช้ในการเรียนภาษาอังกฤษ

มีจำนวน 104 ข้อ

ผู้วิจัยขอรับรองว่าข้อมูลที่ได้จากผู้ตอบแบบสอบถาม จะถือเป็นความลับ จึงใคร่ขอความกรุณาให้ท่านกรอกแบบสอบถามให้ครบทุกข้อ และตรงตามความรู้สึกจริงของผู้ตอบแบบสอบถามนี้ ท่านสามารถสอบถามจากผู้วิจัยได้ที่ ผู้วิจัยหวังเป็นอย่างยิ่งว่าจะได้รับความร่วมมือจากท่าน และขอบพระคุณทุกท่านที่ให้ความร่วมมือมา ณ โอกาสนี้

นางสาวมัสดิน นาสาทร
นักศึกษาระดับปริญญาโท สาขาภาษาศาสตร์ประยุกต์
คณะศิลปศาสตร์ มหาวิทยาลัยมหิดล

ตอนที่ 1 ข้อมูลส่วนตัวของผู้ตอบแบบสอบถาม

คำชี้แจง โปรดกรอกข้อมูลลงในช่องว่าง และใส่เครื่องหมาย (/) ลงใน [] ตามความเป็นจริง

1. เพศ: [] ชาย [] หญิง

2. อายุ:ปี

ตอนที่ 2 แบบสอบถามเกี่ยวกับแรงจูงใจในการเรียนภาษาอังกฤษ

คำชี้แจง แบบสอบถามฉบับนี้มีจำนวนทั้งหมด 104 ข้อ กรุณาอ่านแบบสอบถามแต่ละข้อและใส่

เครื่องหมาย X ในช่องตัวเลขที่ตรงกับตัวท่านมากที่สุดเพียงข้อละ 1 ช่องเท่านั้น

ตัวเลขที่ท่านจะใช้เลือกตอบมีความหมายดังต่อไปนี้

- 1 หมายถึง ไม่เห็นด้วยอย่างมาก
- 2 หมายถึง ไม่เห็นด้วยปานกลาง
- 3 หมายถึง ไม่เห็นด้วย
- 4 หมายถึง เห็นด้วย
- 5 หมายถึง เห็นด้วยปานกลาง
- 6 หมายถึง เห็นด้วยมากที่สุด

แบบสอบถามเกี่ยวกับแรงจูงใจในการเรียนภาษาอังกฤษ

ข้อ	แรงจูงใจในการเรียนภาษาอังกฤษ	ระดับความคิดเห็น
1	ฉันหวังว่าฉันสามารถพูดได้หลายภาษาและพูดได้อย่างดี	① ② ③ ④ ⑤ ⑥
2	พ่อแม่พยายามช่วยฉันในการเรียนภาษาอังกฤษ	① ② ③ ④ ⑤ ⑥
3	ฉันไม่ค่อยสนใจกับความเห็นหรือคำแนะนำของครูในวิชาภาษาอังกฤษ	① ② ③ ④ ⑤ ⑥
4	ฉันไม่ค่อยกังวลเวลาที่จะต้องตอบคำถามในเวลาเรียนภาษาอังกฤษ	① ② ③ ④ ⑤ ⑥
5	ฉันชอบเข้าเรียนคาบภาษาอังกฤษเพราะอาจารย์ประจำวิชานิสัยดี	① ② ③ ④ ⑤ ⑥
6	การเรียนภาษาอังกฤษเป็นสิ่งที่ดีมาก	① ② ③ ④ ⑤ ⑥
7	ถ้าประเทศไทยไม่มีการติดต่อกับประเทศที่ใช้ภาษาอังกฤษเป็นสื่อกลาง อาจทำให้เกิดความเสียหายได้	① ② ③ ④ ⑤ ⑥
8	การเรียนภาษาอังกฤษนั้นสำคัญเพราะทำให้ฉันสามารถพูดคุยกับเจ้าของภาษาได้ง่ายขึ้น	① ② ③ ④ ⑤ ⑥
9	ฉันมีความมุ่งมั่นที่จะเรียนรู้ภาษาอังกฤษทุกแง่มุม	① ② ③ ④ ⑤ ⑥
10	การเรียนภาษาอังกฤษทำให้ฉันเสียเวลา	① ② ③ ④ ⑤ ⑥
11	ฉันกังวลเมื่อต้องพูดภาษาอังกฤษกับนักท่องเที่ยว	① ② ③ ④ ⑤ ⑥
12	การเรียนภาษาต่างประเทศไม่ใช่เรื่องสนุก	① ② ③ ④ ⑤ ⑥
13	ฉันพยายามเข้าใจภาษาอังกฤษทุกอย่างจากที่ได้เห็นและฟัง	① ② ③ ④ ⑤ ⑥
14	ฉันคิดว่าครูสอนภาษาอังกฤษของฉันไม่ค่อยเก่ง	① ② ③ ④ ⑤ ⑥
15	การเรียนภาษาอังกฤษมีความสำคัญเพราะฉันจะต้องใช้สำหรับการประกอบอาชีพ	① ② ③ ④ ⑤ ⑥
16	ฉันไม่เคยมั่นใจในตัวเองเมื่อพูดภาษาอังกฤษในห้องเรียน	① ② ③ ④ ⑤ ⑥
17	การเรียนรู้ภาษาอังกฤษไม่ใช่เป้าหมายที่สำคัญในชีวิตของฉัน	① ② ③ ④ ⑤ ⑥
18	ฉันเกลียดภาษาอังกฤษ	① ② ③ ④ ⑤ ⑥
19	ฉันรู้สึกไม่กดดัน เวลาที่ต้องพูดภาษาอังกฤษ	① ② ③ ④ ⑤ ⑥
20	ฉันต้องทุ่มเทเวลาส่วนใหญ่ให้กับวิชาภาษาอังกฤษมากกว่าวิชาอื่นๆ	① ② ③ ④ ⑤ ⑥
21	ฉันหวังว่าฉันจะสามารถอ่านหนังสือพิมพ์และนิตยสารต่างประเทศได้หลายๆ ภาษา	① ② ③ ④ ⑤ ⑥
22	พ่อแม่เห็นว่าการเรียนภาษาอังกฤษนั้นมีความสำคัญต่อฉัน	① ② ③ ④ ⑤ ⑥
23	ฉันไม่สนใจที่จะตรวจทานการบ้านที่ได้รับคืนจากครูสอนภาษาอังกฤษ	① ② ③ ④ ⑤ ⑥
24	ฉันมั่นใจเมื่อถูกเรียกให้พูดภาษาอังกฤษในห้องเรียน	① ② ③ ④ ⑤ ⑥
25	ครูสอนภาษาอังกฤษของฉันดีกว่าครูสอนวิชาอื่นๆ	① ② ③ ④ ⑤ ⑥
26	ฉันชอบเรียนภาษาอังกฤษ	① ② ③ ④ ⑤ ⑥

ข้อ	แรงจูงใจในการเรียนภาษาอังกฤษ	ระดับความคิดเห็น
27	ชาวต่างชาติที่พูดภาษาอังกฤษมีความเป็นมิตร และเข้าหาได้ง่าย เราโชคดีที่มีพวกเขาเป็นเพื่อน	① ② ③ ④ ⑤ ⑥
28	การเรียนภาษาอังกฤษนั้นสำคัญเพราะทำให้ฉันคบค้าสมาคมกับคนต่างชาติ ต่างภาษาได้	① ② ③ ④ ⑤ ⑥
29	โดยส่วนตัวแล้ว ฉันอยากใช้เวลาทั้งหมดที่ฉันมีไปกับการเรียนภาษาอังกฤษ	① ② ③ ④ ⑤ ⑥
30	ฉันคิดว่าการเรียนภาษาอังกฤษเป็นสิ่งที่น่าเบื่อ	① ② ③ ④ ⑤ ⑥
31	ฉันรู้สึกกังวลในการพูดภาษาอังกฤษในที่ต่างๆ	① ② ③ ④ ⑤ ⑥
32	ฉันไม่สนใจภาษาต่างประเทศเลย	① ② ③ ④ ⑤ ⑥
33	ฉันติดตามเรื่องราวเกี่ยวกับภาษาอังกฤษสม่ำเสมอ	① ② ③ ④ ⑤ ⑥
34	ยิ่งฉันเห็นครูสอนภาษาอังกฤษน้อยเท่าไร จะเป็นผลดีกับฉันมากเท่านั้น	① ② ③ ④ ⑤ ⑥
35	การเรียนภาษาอังกฤษนั้นสำคัญเพราะภาษาอังกฤษทำให้ฉันมีความรู้ (การศึกษา) มากขึ้น	① ② ③ ④ ⑤ ⑥
36	ฉันอาจถ้าจะต้องเป็นตัวแทนตอบคำถามเมื่อเรียนวิชาภาษาอังกฤษ	① ② ③ ④ ⑤ ⑥
37	บางครั้งฉันแอบหวังว่าฉันไม่ต้องเรียนภาษาอังกฤษอีกต่อไป	① ② ③ ④ ⑤ ⑥
38	ฉันทุ่มเทเวลาของฉันให้กับวิชาอื่นๆ ที่ไม่ใช่วิชาภาษาอังกฤษ	① ② ③ ④ ⑤ ⑥
39	ฉันไม่เคยรู้สึกรำคาญที่จะพูดภาษาอังกฤษ	① ② ③ ④ ⑤ ⑥
40	ฉันหวังว่าฉันจะมีเพื่อนชาวต่างชาติที่พูดภาษาอังกฤษมากมาย	① ② ③ ④ ⑤ ⑥
41	ฉันสนุกกับกิจกรรมต่างๆ ในคาบวิชาภาษาอังกฤษมากกว่าวิชาอื่นๆ	① ② ③ ④ ⑤ ⑥
42	ฉันชอบเรียนภาษาต่างประเทศหลายๆ ภาษา	① ② ③ ④ ⑤ ⑥
43	พ่อแม่อยากให้ฉันเรียนภาษาอังกฤษในระหว่างที่ฉันกำลังศึกษาอยู่	① ② ③ ④ ⑤ ⑥
44	ฉันจะผลัดวันประกันพรุ่งกับการทำการบ้านวิชาภาษาอังกฤษบ่อยที่สุด เท่าที่จะเป็นไปได้	① ② ③ ④ ⑤ ⑥
45	ฉันรู้สึกไม่ตื่นเต้นทุกครั้งที่ต้องพูดในคาบวิชาภาษาอังกฤษ	① ② ③ ④ ⑤ ⑥
46	ครูสอนภาษาอังกฤษคล่องแคล่ว และมีแนวการสอนที่น่าสนใจ	① ② ③ ④ ⑤ ⑥
47	ภาษาอังกฤษเป็นส่วนสำคัญของหลักสูตร	① ② ③ ④ ⑤ ⑥
48	พ่อแม่เน้นความสำคัญของภาษาอังกฤษ โดยเฉพาะเมื่อฉันจบจากโรงเรียนแล้ว	① ② ③ ④ ⑤ ⑥
49	ชาวต่างชาติที่พูดภาษาอังกฤษมีมนุษยสัมพันธ์ดีและใจดี	① ② ③ ④ ⑤ ⑥
50	การเรียนภาษาอังกฤษสำคัญเพราะว่าภาษาอังกฤษช่วยให้เข้าใจภาษาอังกฤษมากขึ้น และตระหนักในหลักดำเนินชีวิต	① ② ③ ④ ⑤ ⑥
51	ฉันอยากเรียนภาษาอังกฤษให้ได้ดี และเป็นธรรมชาติในที่สุด	① ② ③ ④ ⑤ ⑥
52	ที่จริงแล้ว ฉันมีความสนใจที่จะเรียนภาษาอังกฤษนิดเดียว	① ② ③ ④ ⑤ ⑥

ข้อ	แรงจูงใจในการเรียนภาษาอังกฤษ	ระดับความคิดเห็น
53	เจ้าของภาษาอังกฤษภูมิใจในชาติของเขา เพราะพวกเขาได้ให้คุณค่าแก่โลกมากมาย	① ② ③ ④ ⑤ ⑥
54	ฉันจะลำบากใจมากถ้าต้องพูดโทรศัพท์เป็นภาษาอังกฤษ	① ② ③ ④ ⑤ ⑥
55	การเรียนภาษาต่างประเทศไม่มีความจำเป็นต่อเรา	① ② ③ ④ ⑤ ⑥
56	ฉันขอความช่วยเหลือจากครูสอนภาษาอังกฤษทุกครั้งเวลาฉันเรียนภาษาอังกฤษไม่เข้าใจ	① ② ③ ④ ⑤ ⑥
57	พ่อแม่กระตุ้นฉันเสมอว่าต้องขอความช่วยเหลือจากครูเมื่อเรียนภาษาอังกฤษไม่เข้าใจ	① ② ③ ④ ⑤ ⑥
58	ครูสอนภาษาอังกฤษของฉันเป็นคนในกลุ่มที่ฉันไม่ชอบ	① ② ③ ④ ⑤ ⑥
59	การเรียนภาษาอังกฤษของฉันมีความสำคัญเพราะทำให้ฉันมีโอกาสได้งานที่ดี	① ② ③ ④ ⑤ ⑥
60	ฉันกังวลเนื่องจากเพื่อนร่วมชั้นเรียนส่วนใหญ่พูดภาษาอังกฤษได้ดีกว่าฉัน	① ② ③ ④ ⑤ ⑥
61	ฉันลืมเลิกความตั้งใจที่เคยมีในการเรียนภาษาอังกฤษ	① ② ③ ④ ⑤ ⑥
62	การเรียนภาษาอังกฤษทำให้ฉันเสียเวลา	① ② ③ ④ ⑤ ⑥
63	ฉันไม่รู้สึกกังวลที่ต้องอธิบายเส้นทางเป็นภาษาอังกฤษ	① ② ③ ④ ⑤ ⑥
64	ฉันชอบวิชาภาษาอังกฤษที่สุด และจะเรียนรู้เพิ่มเติมต่อไปในอนาคต	① ② ③ ④ ⑤ ⑥
65	ถ้าฉันวางแผนไปใช้ชีวิตอยู่ในประเทศอื่น ฉันจะพยายามเรียนรู้ภาษาของประเทศนั้น	① ② ③ ④ ⑤ ⑥
66	พ่อแม่สนใจกิจกรรมทุกอย่างที่ฉันทำในคาบเรียนวิชาภาษาอังกฤษ	① ② ③ ④ ⑤ ⑥
67	ฉันจะไม่สนใจในบทเรียนเมื่อฉันไม่เข้าใจในสิ่งที่ครูสอนภาษาอังกฤษกำลังอธิบาย	① ② ③ ④ ⑤ ⑥
68	ฉันไม่เข้าใจว่าทำไมเพื่อนๆ ถึงรู้สึกกังวลที่จะต้องพูดภาษาอังกฤษในคาบเรียน	① ② ③ ④ ⑤ ⑥
69	ครูสอนภาษาอังกฤษเป็นแรงบันดาลใจที่ดีที่สุดของฉัน	① ② ③ ④ ⑤ ⑥
70	ฉันวางแผนที่จะเรียนภาษาอังกฤษให้มากที่สุดเท่าที่จะทำได้	① ② ③ ④ ⑤ ⑥
71	ฉันอยากรู้จักเพื่อนชาวต่างชาติที่พูดภาษาอังกฤษให้มากขึ้น	① ② ③ ④ ⑤ ⑥
72	การเรียนภาษาอังกฤษนั้นสำคัญเพราะจะทำให้ฉันสื่อสารกับชาวต่างชาติได้ง่ายขึ้น	① ② ③ ④ ⑤ ⑥
73	ฉันอยากเรียนภาษาอังกฤษให้มากที่สุดเท่าที่จะทำได้	① ② ③ ④ ⑤ ⑥
74	จริงๆ แล้ว ฉันไม่ชอบเรียนวิชาภาษาอังกฤษเลย	① ② ③ ④ ⑤ ⑥
75	ฉันรู้สึกไม่มั่นใจเวลาที่ต้องพูดภาษาอังกฤษนอกห้องเรียน	① ② ③ ④ ⑤ ⑥
76	ชาวต่างชาติส่วนใหญ่มีน้ำเสียง ที่ฟังยาก	① ② ③ ④ ⑤ ⑥
77	ฉันใช้ความพยายามมากในการเรียนภาษาอังกฤษ	① ② ③ ④ ⑤ ⑥
78	ฉันอยากมีครูสอนภาษาอังกฤษคนใหม่	① ② ③ ④ ⑤ ⑥
79	การเรียนภาษาอังกฤษมีความสำคัญเพราะถ้าฉันรอบรู้ภาษาอังกฤษก็จะเป็นที่ยอมรับจากผู้อื่น	① ② ③ ④ ⑤ ⑥

ข้อ	แรงจูงใจในการเรียนภาษาอังกฤษ	ระดับความคิดเห็น
80	ฉันรู้สึกกังวลเวลาที่พูดภาษาอังกฤษในห้องเรียน	① ② ③ ④ ⑤ ⑥
81	จริงๆ แล้ว ฉันไม่อยากเรียนวิชาภาษาอังกฤษเลย	① ② ③ ④ ⑤ ⑥
82	ฉันคิดว่าการเรียนภาษาอังกฤษเป็นสิ่งที่โง่	① ② ③ ④ ⑤ ⑥
83	ฉันรู้สึกอึดใจเวลาที่พูดภาษาอังกฤษในที่ที่มีคนไทย และชาวต่างชาติคนอื่นๆ อยู่	① ② ③ ④ ⑤ ⑥
84	ฉันรอเวลาที่ถึงคาบเรียนวิชาภาษาอังกฤษ	① ② ③ ④ ⑤ ⑥
85	ฉันสนุกกับการพบปะสังสรรค์กับเพื่อนชาวต่างชาติ	① ② ③ ④ ⑤ ⑥
86	พ่อแม่คอยสนับสนุนให้ฉันฝึกฝนทักษะทางภาษาอังกฤษให้มากที่สุด	① ② ③ ④ ⑤ ⑥
87	ฉันไม่พยายามทำความเข้าใจ โครงสร้างทางภาษาอังกฤษที่ยากและซับซ้อน	① ② ③ ④ ⑤ ⑥
88	นักเรียนที่บอกว่าพวกเขากังวลเวลาเรียนวิชาภาษาอังกฤษ จริงๆ แล้วเป็นเพียงคำแก้ตัวของพวกเขาเท่านั้น	① ② ③ ④ ⑤ ⑥
89	ฉันชอบครูสอนภาษาอังกฤษของฉันมาก	① ② ③ ④ ⑤ ⑥
90	ฉันรักการเรียนภาษาอังกฤษ	① ② ③ ④ ⑤ ⑥
91	ยิ่งฉันได้รู้จักเพื่อนชาวต่างชาติมากเท่าไร ฉันยิ่งชอบพวกเขามากขึ้น	① ② ③ ④ ⑤ ⑥
92	ฉันหวังว่าฉันจะพูดภาษาอังกฤษได้อย่างคล่องแคล่ว	① ② ③ ④ ⑤ ⑥
93	ฉันไม่เคยคิดว่าภาษาอังกฤษเป็นสิ่งที่มีความหมายต่อฉัน	① ② ③ ④ ⑤ ⑥
94	ฉันกังวลเวลาที่มีคนคุยกับฉันเป็นภาษาอังกฤษ	① ② ③ ④ ⑤ ⑥
95	ฉันชอบดูรายการโทรทัศน์ที่เป็นภาษาไทยมากกว่ารายการภาษาอังกฤษที่มีคำบรรยายเป็นภาษาไทย	① ② ③ ④ ⑤ ⑥
96	ฉันตั้งใจเรียนและไม่สนใจสิ่งยั่วๆ ในคาบวิชาภาษาอังกฤษ	① ② ③ ④ ⑤ ⑥
97	ครูสอนภาษาอังกฤษของฉันใช้สื่อการสอน/อุปกรณ์การสอนไม่น่าสนใจ	① ② ③ ④ ⑤ ⑥
98	บางครั้งฉันกังวลเพราะกลัวเพื่อนจะหัวเราะเยาะเวลาที่ฉันพูดภาษาอังกฤษ	① ② ③ ④ ⑤ ⑥
99	ฉันต้องการจะเรียนแค่พื้นฐานภาษาอังกฤษเท่านั้น	① ② ③ ④ ⑤ ⑥
100	เมื่อฉันจบการศึกษา ฉันจะเลิกเรียนภาษาอังกฤษ เพราะฉันไม่สนใจจะเรียน	① ② ③ ④ ⑤ ⑥
101	ฉันรู้สึกเฉยๆ และมั่นใจในตัวเองเวลาสั่งอาหารเป็นภาษาอังกฤษ	① ② ③ ④ ⑤ ⑥
102	ภาษาอังกฤษเป็นวิชาที่ฉันชื่นชอบ	① ② ③ ④ ⑤ ⑥
103	พ่อแม่บอกว่าฉันควรใส่ใจกับการเรียนภาษาอังกฤษให้มากขึ้น	① ② ③ ④ ⑤ ⑥
104	คุณเชื่อเจ้าของภาษาได้เสมอ	① ② ③ ④ ⑤ ⑥

APPENDIX G
STRATEGY INVENTORY FOR LANGUAGE LEARNING
(SILL) VERSION 7.0

Strategy inventory for language learning (SILL) version 7.0 developed by Oxford (1990). The SILL version 7.0 is for students of English as a second or foreign language. Therefore, it will be used as an instrument to identify language learning strategies of students use in learning English.

There are 50 statements in this questionnaire. Please read each statement and choose the response (1, 2, 3, 4 or 5) by checking **X** on number that tells how true the statement is in terms of what you actually do when you learn English. The criteria for the response are as follows:

1 = Never or almost never used

2 = Generally not used

3 = Sometimes used

4 = Usually used

5 = Always or almost always used

Part I: General Background Information

1. Sex: Male Female

2. AGE:years.

No	Strategy Inventory for Language Learning	Criteria for the Response
1	I think of relationships between what I already know and new things I learn in English.	① ② ③ ④ ⑤
2	I use new English words in a sentence so I can remember them.	① ② ③ ④ ⑤
3	I connect the sound of a new English word and an image or picture of the word to help remember the word.	① ② ③ ④ ⑤
4	I remember a new English word by making a mental picture of a situation in which the word might be used.	① ② ③ ④ ⑤
5	I use rhymes to remember new English words.	① ② ③ ④ ⑤
6	I use flashcards to remember new English words.	① ② ③ ④ ⑤
7	I physically act out new English words.	① ② ③ ④ ⑤
8	I review English lessons often.	① ② ③ ④ ⑤
9	remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	① ② ③ ④ ⑤
10	I say or write new English words several times.	① ② ③ ④ ⑤
11	I try to talk like native English speakers.	① ② ③ ④ ⑤
12	I practice the sounds of English.	① ② ③ ④ ⑤
13	I use the English words I know in different ways.	① ② ③ ④ ⑤
14	I start conversations in English.	① ② ③ ④ ⑤
15	I watch English language TV shows spoken in English or go to movies spoken in English.	① ② ③ ④ ⑤
16	I read for pleasure in English.	① ② ③ ④ ⑤
17	I write notes, messages, letters, or reports in English.	① ② ③ ④ ⑤
18	I first skim an English passage (read over the passage quickly) then go back and read carefully.	① ② ③ ④ ⑤
19	I look for words in my own language that are similar to new words in English.	① ② ③ ④ ⑤
20	I try to find patterns in English.	① ② ③ ④ ⑤
21	I find the meaning of an English word by dividing it into parts that I understand.	① ② ③ ④ ⑤
22	I try not to translate word-for-word.	① ② ③ ④ ⑤
23	I make summaries of information that I hear or read in English.	① ② ③ ④ ⑤
24	To understand unfamiliar English words, I make guesses.	① ② ③ ④ ⑤
25	When I can't think of a word during a conversation in English, I use gestures.	① ② ③ ④ ⑤
26	I make up new words if I do not know the right ones in English.	① ② ③ ④ ⑤
27	I read English without looking up every new word.	① ② ③ ④ ⑤
28	I try to guess what the other person will say next in English.	① ② ③ ④ ⑤

No	Strategy Inventory for Language Learning	Criteria for the Response
29	If I can't think of an English word, I use a word or phrase that means the same thing.	① ② ③ ④ ⑤
30	I try to find as many ways as I can to use my English.	① ② ③ ④ ⑤
31	I notice my English mistakes and use that information to help me do better.	① ② ③ ④ ⑤
32	I pay attention when someone is speaking English.	① ② ③ ④ ⑤
33	I try to find out how to be a better learner of English.	① ② ③ ④ ⑤
34	I plan my schedule so I will have enough time to study English.	① ② ③ ④ ⑤
35	I look for people I can talk to in English.	① ② ③ ④ ⑤
36	I look for opportunities to read as much as possible in English.	① ② ③ ④ ⑤
37	I have clear goals for improving my English skills.	① ② ③ ④ ⑤
38	I think about my progress in learning English.	① ② ③ ④ ⑤
39	I try to relax whenever I feel afraid of using English.	① ② ③ ④ ⑤
40	I encourage myself to speak English even when I am afraid of making a mistake.	① ② ③ ④ ⑤
41	I give myself a reward or treat when I do well in English.	① ② ③ ④ ⑤
42	I notice if I am tense or nervous when I am studying or using English.	① ② ③ ④ ⑤
43	I write down my feelings in a language learning diary.	① ② ③ ④ ⑤
44	I talk to someone else about how I feel when I am learning English.	① ② ③ ④ ⑤
45	If I do not understand something in English, I ask the other person to slow down or say it again.	① ② ③ ④ ⑤
46	I ask English speakers to correct me when I talk.	① ② ③ ④ ⑤
47	I practice English with other students.	① ② ③ ④ ⑤
48	I ask for help from English speakers.	① ② ③ ④ ⑤
49	I ask questions in English.	① ② ③ ④ ⑤
50	I try to learn about the culture of English speakers.	① ② ③ ④ ⑤

APPENDIX H

QUESTIONNAIRE (THAI VERSION)

แบบสอบถามเกี่ยวกับกลยุทธ์ที่ใช้ในการเรียนรู้ภาษา

แบบสอบถามฉบับนี้มีจุดประสงค์เพื่อรวบรวมข้อมูลเกี่ยวกับกลยุทธ์ที่ใช้ในการเรียนรู้ภาษาของนักเรียนชั้นมัธยมศึกษาปีที่ 3 ในการเรียนภาษาอังกฤษ ซึ่งข้อมูลนี้จะนำไปประกอบการวิจัย และผลสรุปทั้งหมดจะนำไปปรับปรุงในการพัฒนาการเรียนการสอนภาษาอังกฤษต่อไป

แบบสอบถามแบ่งออกเป็น 2 ตอน โปรดตอบคำถามทุกข้อทั้ง 2 ตอน

ตอนที่ 1 คำถามเกี่ยวกับข้อมูลของผู้ตอบแบบสอบถาม มีจำนวน 2 ข้อ

ตอนที่ 2 คำถามเกี่ยวกับกลยุทธ์ที่ใช้ในการเรียนภาษาอังกฤษ มีจำนวน 50 ข้อ

ผู้วิจัยขอรับรองว่าข้อมูลที่ได้จากผู้ตอบแบบสอบถาม จะถือเป็นความลับ จึงใคร่ขอความกรุณาให้ท่านกรอกแบบสอบถามให้ครบทุกข้อ และตรงตามความรู้สึกจริงของผู้ตอบแบบสอบถามนี้ ท่านสามารถสอบถามจากผู้วิจัยได้ทันที ผู้วิจัยหวังเป็นอย่างยิ่งว่าจะได้รับความร่วมมือจากท่าน และขอบพระคุณทุกท่านที่ให้ความร่วมมือมา ณ โอกาสนี้

นางสาวมัสลิน นาสาท
นักศึกษาระดับปริญญาโท สาขาภาษาศาสตร์ประยุกต์
คณะศิลปศาสตร์ มหาวิทยาลัยมหิดล

ตอนที่ 1 ข้อมูลส่วนตัวของผู้ตอบแบบสอบถาม

คำชี้แจง โปรดกรอกข้อมูลลงในช่องว่าง และใส่เครื่องหมาย (/) ลงใน [] ตามความเป็นจริง

1. เพศ: [] ชาย [] หญิง

2. อายุ: ปี

ตอนที่ 2 แบบสอบถามเกี่ยวกับกลยุทธ์ที่ใช้ในการเรียนภาษาอังกฤษ

คำชี้แจง แบบสอบถามฉบับนี้มีจำนวนทั้งหมด 50 ข้อ กรุณาอ่านแบบสอบถามแต่ละข้อและใส่

เครื่องหมาย X ในช่องตัวเลขที่ตรงกับตัวท่านมากที่สุดเพียงข้อละ 1 ช่องเท่านั้น

ตัวเลขที่ท่านจะใช้เลือกตอบมีความหมายถึงระดับการใช้ดังต่อไปนี้

1 หมายถึง ใช้น้อยที่สุดถึงไม่เคยเลย

2 หมายถึง ใช้น้อย

3 หมายถึง ใช้ปานกลาง

4 หมายถึง ใช้มาก

5 หมายถึง ใช้มากที่สุด

แบบสอบถามเกี่ยวกับกลยุทธ์ที่ใช้ในการเรียนรู้ภาษาอังกฤษ

ที่	กลยุทธ์ที่ใช้ในการเรียนรู้ภาษาอังกฤษ	ระดับในการทำ
1	ฉันคิดเชื่อมโยงความสัมพันธ์ระหว่างสิ่งที่เรียนรู้มาแล้วกับสิ่งที่เรียนรู้ใหม่	① ② ③ ④ ⑤
2	ฉันนำเอาคำใหม่ๆ ในภาษาอังกฤษใช้ในประโยค เพื่อให้จำได้	① ② ③ ④ ⑤
3	ฉันเชื่อมโยงเสียงของคำใหม่ๆ ในภาษาอังกฤษกับภาพ (image or picture) ของคำนั้น เพื่อช่วยให้จำได้	① ② ③ ④ ⑤
4	ฉันจดจำคำใหม่ โดยการคิดถึงภาพของเหตุการณ์ที่คำเหล่านั้นอาจจะถูกใช้	① ② ③ ④ ⑤
5	ฉันใช้คำคล้องจองเพื่อช่วยในการจำคำใหม่ในภาษาอังกฤษ	① ② ③ ④ ⑤
6	ฉันใช้บัตรคำซึ่งด้านหนึ่งของบัตรคำเป็นคำศัพท์ ส่วนอีกด้านหนึ่งเป็นคำแปล (Flashcard) เพื่อช่วยในการจำคำศัพท์	① ② ③ ④ ⑤
7	ฉันแสดงท่าทางประกอบ เพื่อช่วยในการจำคำศัพท์ใหม่ในภาษาอังกฤษ (เช่น drink = ดื่ม ท่านจึงทำท่าดื่มน้ำไปด้วย)	① ② ③ ④ ⑤
8	ฉันทบทวนบทเรียนภาษาอังกฤษบ่อยๆ	① ② ③ ④ ⑤
9	ฉันจดจำคำหรือวลีใหม่ๆ ในภาษาอังกฤษ โดยการจำว่าคำเหล่านั้นอยู่ในหน้าใดของหนังสือ ส่วนใดของกระดาน หรือตามป้ายต่างๆ บน ห้องถนน	① ② ③ ④ ⑤
10	ฉันพูดหรือเขียนคำใหม่ๆ ในภาษาอังกฤษซ้ำแล้วซ้ำอีกหลายๆ ครั้ง	① ② ③ ④ ⑤
11	ฉันพยายามพูดให้มีสำเนียงใกล้เคียงกับเจ้าของภาษา	① ② ③ ④ ⑤
12	ฉันฝึกฝนการออกเสียงภาษาอังกฤษ	① ② ③ ④ ⑤
13	ฉันใช้คำศัพท์ในภาษาอังกฤษที่ฉันรู้ในสถานการณ์ที่แตกต่างกันออกไป (เช่น ใช้ในการพูด หรือใช้ในการเขียน)	① ② ③ ④ ⑤
14	ฉันเริ่มต้นบทสนทนากับผู้อื่น โดยใช้ภาษาอังกฤษ	① ② ③ ④ ⑤
15	ฉันดูรายการโทรทัศน์หรือภาพยนตร์ภาคภาษาอังกฤษ	① ② ③ ④ ⑤
16	ฉันอ่านสิ่งพิมพ์ภาษาอังกฤษต่างๆ ที่ทำให้ฉันเพลิดเพลิน (เช่น อ่านนิยาย หรือเรื่องสั้น ภาษาอังกฤษ)	① ② ③ ④ ⑤
17	ฉันใช้ภาษาอังกฤษในการจดโน้ต, ข้อความ, จดหมาย หรือรายงาน	① ② ③ ④ ⑤
18	ฉันอ่านบทความต่างๆ ที่เป็นภาษาอังกฤษโดยอ่านแบบผ่านๆ ในครั้งแรกเพื่อหาใจความสำคัญ และกลับมาอ่านทบทวนอีกครั้งอย่างละเอียด	① ② ③ ④ ⑤
19	ฉันค้นหาคำในภาษาไทยที่มีความหมายใกล้เคียงกับคำศัพท์ใหม่ในภาษาอังกฤษ	① ② ③ ④ ⑤
20	ฉันศึกษารูปแบบการเรียงประโยคในภาษาอังกฤษ เพื่อนำไปใช้ได้ถูกต้อง	① ② ③ ④ ⑤
21	ฉันหาความหมายของคำในภาษาอังกฤษโดยการแบ่งคำนั้นๆ ออกเป็นส่วนๆ เพื่อให้เกิดความเข้าใจ (เช่น แบ่งตามรากศัพท์)	① ② ③ ④ ⑤

ที่	กลยุทธ์ที่ใช้ในการเรียนรู้ภาษาอังกฤษ	ระดับในการทำ
22	ฉันหลีกเลี่ยงการแปลภาษาอังกฤษแบบคำต่อคำ	① ② ③ ④ ⑤
23	ฉันทำสรุปข้อมูลต่างๆที่ฉันได้ฟังหรืออ่านเป็นภาษาอังกฤษ	① ② ③ ④ ⑤
24	ฉันใช้วิธีการเดาเพื่อให้เข้าใจคำในภาษาอังกฤษที่ไม่คุ้นเคย	① ② ③ ④ ⑤
25	ฉันใช้ท่าทางประกอบระหว่างการสอนภาษาอังกฤษ เมื่อฉันนึกคำภาษาอังกฤษไม่ออก	① ② ③ ④ ⑤
26	ฉันใช้คำอื่นแทน เมื่อฉันไม่รู้คำที่ถูกต้องในภาษาอังกฤษ	① ② ③ ④ ⑤
27	ฉันอ่านภาษาอังกฤษ โดยไม่ต้องค้นหาคำใหม่ทุกคำ	① ② ③ ④ ⑤
28	ฉันพยายามเดาหรือคาดการณ์เป็นภาษาอังกฤษว่าผู้สนทนาชาวต่างชาติจะพูดอะไรต่อไป	① ② ③ ④ ⑤
29	ถ้าฉันไม่สามารถนึกถึงคำในภาษาอังกฤษได้ ฉันจะใช้คำหรือวลีที่มีความหมายเหมือนหรือใกล้เคียงกับคำที่ฉันต้องการ	① ② ③ ④ ⑤
30	ฉันพยายามหาวิธีการต่างๆ เท่าที่ฉันจะทำได้เพื่อให้ได้ใช้ภาษาอังกฤษ	① ② ③ ④ ⑤
31	ฉันสังเกตข้อผิดพลาดต่างๆในการใช้ภาษาอังกฤษ และใช้ข้อผิดพลาดเหล่านั้นเป็นบทเรียน เพื่อช่วยให้ฉันเรียนได้ดีขึ้น	① ② ③ ④ ⑤
32	ฉันให้ความสนใจ เมื่อมีใครก็ตามพูดภาษาอังกฤษ	① ② ③ ④ ⑤
33	ฉันพยายามที่จะหาวิธีการที่จะทำให้ฉันเรียนภาษาอังกฤษได้ดีขึ้น	① ② ③ ④ ⑤
34	ฉันจัดตารางเวลา เพื่อให้มีเวลาเพียงพอที่จะศึกษาภาษาอังกฤษ	① ② ③ ④ ⑤
35	ฉันมองหาคนที่ฉันสามารถพูดภาษาอังกฤษกับเขาได้	① ② ③ ④ ⑤
36	ฉันหาโอกาสที่จะอ่านภาษาอังกฤษให้ได้มากที่สุดเท่าที่จะทำได้	① ② ③ ④ ⑤
37	ฉันมีเป้าหมายชัดเจนในการปรับปรุงทักษะภาษาอังกฤษของฉัน	① ② ③ ④ ⑤
38	ฉันคาดหวังในความก้าวหน้า/การพัฒนาในการเรียนภาษาอังกฤษของฉัน	① ② ③ ④ ⑤
39	ฉันพยายามผ่อนคลาย เมื่อรู้สึกกลัวที่จะต้องใช้ภาษาอังกฤษ	① ② ③ ④ ⑤
40	ฉันให้กำลังใจตนเอง เมื่อต้องพูดภาษาอังกฤษ แม้ว่าใจจะกลัวความคิดพลาด	① ② ③ ④ ⑤
41	ฉันให้รางวัลกับตนเองเมื่อใช้ภาษาอังกฤษได้ดี	① ② ③ ④ ⑤
42	ฉันรู้ว่าตัวเองเป็นกังวลหรือเครียดในขณะที่กำลังเรียนหรือใช้ภาษาอังกฤษ	① ② ③ ④ ⑤
43	ฉันเขียนบรรยายความรู้สึกของฉันเป็น(ภาษาอังกฤษ)ในสมุดบันทึกการเขียนภาษา	① ② ③ ④ ⑤
44	ฉันพูดคุยกับผู้อื่นถึงความรู้สึกของฉันในการเรียนภาษาอังกฤษ	① ② ③ ④ ⑤
45	ฉันขอร้องให้ผู้พูดพูดช้าลงหรือพูดซ้ำถ้าฉันไม่เข้าใจภาษาอังกฤษที่เขาพูดอยู่ในขณะนั้น	① ② ③ ④ ⑤
46	ฉันขอให้ผู้ที่ใช้ภาษาอังกฤษช่วยแก้ไขภาษาอังกฤษของฉันเมื่อท่านพูดผิด	① ② ③ ④ ⑤
47	ฉันฝึกฝนภาษาอังกฤษกับเพื่อนนักเรียนคนอื่นๆ	① ② ③ ④ ⑤
48	ฉันขอความช่วยเหลือจากผู้ที่พูดภาษาอังกฤษ	① ② ③ ④ ⑤
49	ฉันมักจะถามคำถามเป็นภาษาอังกฤษ	① ② ③ ④ ⑤
50	ฉันพยายามศึกษาวัฒนธรรมของคนที่ใช้ภาษาอังกฤษเป็นภาษาประจำชาติ	① ② ③ ④ ⑤

APPENDIX I
LETTERS OF CONSENT

Title: Letter of Permission for Spratt's (1999) questionnaire

From: Muslin Nasatorn <muslin_nasatorn@hotmail.com>

Sent: Tuesday, April 29, 2014 7:48 AM

To: mary.spratt@ntlworld.com

Dear Professor,

I am a master's student in Applied Linguistics program, faculty of Liberal Arts, Mahidol University, Thailand. I am undertaking my thesis on the topic of "An Investigation of Motivation, Classroom Activities, and Language Learning Strategies of Secondary Schools." The study aims to investigate motivation, classroom activities, and the use of language learning strategies in learning English in Thailand. According to my purpose of the study, I would like to ask for your permission to use Spratt's (1999) questionnaire, as the research instrument in my study.

Looking forward to your reply.

Thank you very much for your kindness in advance.

Yours sincerely,

Muslin Nasatorn

Title: Re: Letter of Permission for Spratt's (1999) questionnaire

From: Mary Spratt (Mary.Spratt@ntlworld.com)

Sent: Wednesday, April 30, 2014 10.17 AM

To: Muslin Nasatorn (muslin_nasatorn@hotmail.com)

Hello

Yes, I have now tracked the article down and am quite happy to give you permission to use the questionnaire. I hope your research goes well.

Best wishes,

Mary Spratt

Title: Asking for Permission

From: Muslin Nasatorn <muslin_nasatorn@hotmail.com>

Sent: Wednesday, April 30, 2014 5.25 PM

To: sirinunn.49010110132@gmail.com

Dear Aj. Sirinan,

I am a master's student in Applied Linguistics program, faculty of Liberal Arts, Mahidol University, Thailand. I am undertaking my thesis on the topic of "An Investigation of Classroom Activities, Motivation, and Language Learning Strategies of Secondary School Students in Kalasin Primary Educational Service Area Office 2." The study aims to investigate motivation, classroom activities, and the use of language learning strategies in learning English in Thailand. According to my purpose of the study, I would like to ask for your permission to use Classroom activities questionnaire that you have translated into Thai version, as the research instrument in my study.

Looking forward to your reply.

Thank you very much for your kindness in advance.

Yours sincerely,

Muslin Nasatorn

Title: Asking for Permission

From: sirinunn.49010110132@gmail.com

Sent: Friday, May 2, 2014 9.43 PM

To: Muslin Nasatorn <muslin_nasatorn@hotmail.com>

Dear Khun Muslin,

You can use it in your research study.

Best regards,

Sirinan

Title: Letter of Permission for AMTB (The Attitude/Motivation Test Battery)

From: Muslin Nasatorn <muslin_nasatorn@hotmail.com>

Sent: Tuesday, May 6, 2014 at 9.18 AM.

To: R. C. Gardner (gardner@uwo.ca)

Dear Professor,

I am a master's student in Applied Linguistics program, faculty of Liberal Arts, Mahidol University, Thailand. I am undertaking my thesis on the topic of "An Investigation of Motivation, Classroom Activities, and Language Learning Strategies of secondary school." The study aims to investigate motivation, classroom activities, and the use of language learning strategies in learning English in Thailand. According to my purpose of the study, I would like to ask for your permission to use AMTB (The Attitude/Motivation Test Battery) as the research instrument in my study.

Looking forward to your reply.

Thank you very much for your kindness in advance.

Yours sincerely,

Muslin Nasatorn

Title: Re: Letter of Permission for AMTB (The Attitude/Motivation Test Battery)

From: R. C. Gardner (gardner@uwo.ca)

Sent: Wednesday, May 8, 2014 at 11.20 AM

To: Muslin Nasatorn (muslin_nasatorn@hotmail.com)

Dear Muslin Nasatorn

You have my permission to use the Attitude Motivation Test Battery for your masters thesis. The scales and the items comprising them are available on my web page. I recommend that you use back translation to adapt the items to the language of your students and that you calculate Cronbach Alpha reliability coefficients of the scales for the data you do gather in order to ensure that the scales are comparable to the results we have obtained in our research.

Sincerely,

R. C. Gardner

Title: Letter of Permission for AMTB (The Attitude/Motivation Test Battery)

translated into Thai

From: Muslin Nasatorn <muslin_nasatorn@hotmail.com>

Sent: Tuesday, April 29, 2014 at 1.06 PM.

To: Kratair Tianchai (ratima.t@gmail.com)

Dear Aj. Ratima,

I am a master's student in Applied Linguistics program, faculty of Liberal Arts, Mahidol University, Thailand. I am undertaking my thesis on the topic of "An Investigation of Motivation, Classroom Activities, and Language Learning Strategies of Secondary Schools." The study aims to investigate motivation, classroom activities, and the use of language learning strategies in learning English in Thailand. According to my purpose of the study, I would like to ask for your permission to use AMTB (The Attitude/Motivation Test Battery) that you have translated into Thai version, as the research instrument in my study.

Looking forward to your reply.

Thank you very much for your kindness in advance.

Yours sincerely,

Muslin Nasatorn

Title: Re: Letter of Permission for AMTB (The Attitude/Motivation Test Battery)

translated into Thai

From: Kratair Tianchai (ratima.t@gmail.com)

Sent: Saturday, May 10, 2014 at 10.45 AM.

To: Muslin Nasatorn muslin_nasatorn@hotmail.com>

Dear Muslin Nasatorn

You've got my permission to use the AMTB (The Attitude/Motivation Test Battery) in which I have translated into Thai version for your research.

Good luck for your study.

Sincerely,

Ratima Tianchai

Title: Letter of Permission for SILL (version 7.0)

From: Muslin Nasatorn <muslin_nasatorn@hotmail.com>

Sent: Tuesday, April 29, 2014 at 12.51 AM.

To: Rebecca Oxford (rebeccaoxford@gmail.com)

Dear Professor Oxford,

I am a master's student in Applied Linguistics program, faculty of Liberal Arts, Mahidol University, Thailand. I am undertaking my thesis on the topic of "An Investigation of Motivation, Classroom Activities, and Language Learning Strategies of Secondary Schools." The study aims to investigate motivation, classroom activities, and the use of language learning strategies in learning English in Thailand. According to my purpose of the study, I would like to ask for your permission to use the ESL/EFL (version 7.0) as the research instrument in my study.

Looking forward to your reply.

Thank you very much for your kindness in advance.

Yours sincerely,

Muslin Nasatorn

Title: Re: Letter of Permission for SILL (version 7.0)

From: Rebecca Oxford (rebeccaoxford@gmail.com)

Sent: Wednesday, April 30, 2014 at 10.47 AM.

To: Muslin Nasatorn (muslin_nasatorn@hotmail.com)

Dear Muslin,

You have my permission to use the SILL in your research. I wish you all the best in performing your study.

Sincerely,

Dr. Oxford

Title: Letter of Permission for SILL (version 7.0) translated into Thai version

From: Muslin Nasatorn <muslin_nasatorn@hotmail.com>

Sent: Tuesday, April 29, 2014 at 12.55 PM.

To: panicha nitisakunwut (panicha.nitisakunwut@gmail.com)

Dear Aj. Panicha Nitisakun,

I am a master's student in Applied Linguistics program, faculty of Liberal Arts, Mahidol University, Thailand.

I am undertaking my thesis on the topic of "An Investigation of Motivation, Classroom Activities, and Language Learning Strategies of Secondary Schools." The study aims to investigate motivation, classroom activities, and the use of language learning strategies in learning English in Thailand. According to my purpose of the study, I would like to ask for your permission to use the ESL/EFL (version 7.0) that you translated into Thai version in 2003, as the research instrument in my study.

Looking forward to your reply.

Thank you very much for your kindness in advance.

Yours sincerely,

Muslin Nasatorn

Title: Re: Letter of Permission for SILL (version 7.0) translated into Thai version

From: : panicha nitisakunwut (panicha.nitisakunwut@gmail.com)

Sent: Tuesday, April 29, 2014 at 9.46 PM.

To: Muslin Nasatorn <muslin_nasatorn@hotmail.com>

Yes. You have my permission to use the tool for your research.

Good luck.

Panicha N.

BIOGRAPHY

NAME	Muslin Nasatorn
DATE OF BIRTH	December 9, 1987
PLACE OF BIRTH	Kalasin, Thailand
INSTITUTIONS ATTENDED	Mahidol University 2012-2015 Master degree of Arts (Applied Linguistics) Khonkaen University, 2006-2011 Bachelor of Education (TESOL) Northern Arizona University, 2009-2010 Bachelor of Science (English Education)
CONTACT	Email: muslin_nasatorn@hotmail.com Mobile: 088-5618045