

A Causal Model Development on Effectiveness of English Skills Encouragement for Lower Secondary School in Pathum Thani Province

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Abstract

The purposes of this research were 1) to study factors for English skills encouragement, 2) to develop a model for the effectiveness of English skills encouragement, and 3) to validate the causal model on the effectiveness of English skills encouragement of lower secondary school in Pathum Thani Province with empirical data. Mixed methods research was used for research design. The key informants were 12 administrators and teachers of lower secondary schools, and the sample group was 100 students in lower secondary schools. Research tools were interview form and questionnaires. Qualitative data was analyzed by analytic induction whereas quantitative data were analyzed by descriptive statistic, Pearson correlation coefficient, and advanced statistics of structural equation model (SEM). Results showed that 1) there were 2 factors for English skills encouragement which were external factors and internal factors. External factors were curriculum, activities, teaching methods, and assessment whereas internal factors were motivation, discipline, attention, and self-esteem. Iddhipāda IV was also a factor that has been synthesized from Buddhist principles in order to integrate for English skills encouragement. 2) The model for the effectiveness of English skills encouragement consisted of 4 latent variables and 16 observed variables. There are 2 exogenous latent variables which are 1) external factors that can be measured by 4 observed variables consisted of curriculum, activities, teaching methods, and assessment; 2) internal factors that can be measured by motivation, discipline, attention, and self-esteem. There are 2 endogenous latent variables which are 1) Iddhipāda IV that can be measured by 4 observed variables consisted aspiration, effort, active thought, and investigation; 2) Effectiveness of English skills encouragement that can be measured by 4 observed variables consisted listening skill, speaking skill, reading skill, and writing skill. 3) The causal model on the effectiveness of English skills encouragement fit with empirical data. The results were Chi-square (χ^2) = 117.39, df = 94, p = .052, GFI = .962, AGFI = .951, RMSEA = .050 and the variation in the effectiveness of English language skills encouragement was 94.30 percent. The model also showed that Iddhipāda IV was a mediator which can be applied of designing learning activities for English skills encouragement.

Keywords: Causal Model, English Skills Encouragement, Lower Secondary School.

I. INTRODUCTION

Learning English of students in Thailand takes a long time to study but the efficiency of

communication is not effective because of the central English learning policy course, management creating an environment around each school and the personal motivation of

learners who are unable to build language learning and use it well.

In the past to present, Thai government agencies especially the Ministry of Education has made efforts to increase the ability to use the English language and overview over the past 20 years (2002-2022). In terms of curriculum development in Thailand, it has been implemented in 2 phases, First, the Ministry of Education of Thailand announced the Basic Education Curriculum B.E.2544 in the academic year 2002 to be the core curriculum of the country by setting goals and learning standards as goals and direction frameworks for developing the quality of learners to be good people, intelligence, good quality of life and have the ability to compete in the global arena.[1]

After the Ministry of Education has prescribed the Basic Education Curriculum B.E.2544 for a period of time, there has been a review of such basic education curriculum to lead to the development of the curriculum in the second phase until the Basic Education Core Curriculum B.E.2551 and basic education core curriculum B.E.2551 (revised B.E.2560). The Basic Education Core Curriculum aims to increase the capacity of all learners who are the main force of the country to achieve balanced development in all areas - physical strength, knowledge and morality. They will fully realize their commitment and responsibility as Thai citizens and members of the international community.[2] The quality of learners and the process of implementing curricula in educational areas and educational institutions. The vision, goal, and key competency of the learners have been set desirable characteristics clear learning standards and indicators to be used as a direction in the preparation of the course teaching at each level. In addition, a time structure for low-level classes for each subject in each year has been set in the core curriculum and provide opportunities for educational institutions to increase their study time according to their readiness and focus in addition the process of measuring and evaluating learners has also been adjusted

graduation criteria for each level and documents showing educational evidence to be consistent with learning standards and is clear to implement.[3] There is no doubt that English is the international language today as it is used in many countries around the world. It is the official language in many countries and used as a communication tool in government, in courts, in the media and in the education system. In many countries where English is not the official language will use English as a foreign language.[4] Thai people learn English as a foreign language, the learning area for foreign languages is aimed at enabling learners to acquire a favorable attitude towards foreign languages, the ability to use foreign languages for communicating in various situations, seeking knowledge, engaging in a livelihood and pursuing further education at higher levels. Learners will thus have knowledge and understanding of stories and cultural diversity of the world community, and will be able to creatively convey Thai concepts and culture to the global society. The main contents include: 1) Language for communication: use of foreign languages for listening, speaking, reading and writing, exchanging data and information, expressing feelings and opinions, interpreting, presenting data, concepts and views on various matters, and creating interpersonal relationships appropriately, 2) Language and culture: use of foreign languages harmonious with culture of native speakers; relationships, similarities and differences between languages and cultures of native speakers; languages and cultures of native speakers and Thai culture; and appropriate application, 3) Language and relationship with other learning areas: use of foreign languages to link knowledge with other learning areas, forming the basis for further development, seeking knowledge and broadening learners' world views, and 4) Language and relationship with community and the world: use of foreign languages in various situations, both in the classroom and the outside community and the global society, forming a basic tool for further

education, livelihood and exchange of learning with the global society.

The Ministry of Education has emphasized that the implementation of the 2008 Basic Education Curriculum will achieve the expected goals that all parties involved in the provision of education at the national level, community, family and individuals take responsibility for the management, study by working together systematically and continuously in planning, implementing, promoting, supporting, inspecting, and improving to develop the youth of the nation to meet the quality standards according to the established learning standards.[5] Nevertheless, teaching English at different levels. In the past, it has not been as successful as it should be, even though students have spent at least 6 years studying English at the secondary level because teaching English at the secondary level is taught in general English. Learners are unable to use them to communicate in real life at the higher education level. English is a quest for knowledge, but the teaching and learning conditions are mostly rules and vocabulary. This shows that English language teaching in Thailand is not good enough and therefore slows the development of English language skills. [6]

The development of English skills is quite slow. This can be seen from the results of the assessment of English language learning achievement in the past several academic years. Grade 6, Grade 9 and Grade 12, whether it was O-NET or GAT, found that they had low achievement scores and when compared with other subjects. It was found that the academic achievement score English is almost at the lowest level. Problems in teaching English in Thailand can be divided into categories such as teaching problems, teacher problems (Thai and foreign teachers), and management problems within the foreign language category environmental problems in learning English problems with the criteria for assessing English skills and curriculum problems. The Ministry of Education has always issued policies encourage

and develop English language teaching in Thailand. However, its achievement remains unclear. Thai students still face challenges in communicating English as a second language and when entering the labor market ability of Thailand's workers to communicate in English is still at a lower level than in neighboring countries to enhance the language ability of learners to be able to understand English, speak interactively, read words, sentences and stories in English comprehend as well as being able to write words, sentences, and subject matter for communication purposes. It is imperative that the Ministry of Education of Thailand go "Back to Basic", that is, start a new paradigm, starting from the paradigm shift in teaching and learning, teacher development, both Thai and foreign teachers, develop up-to-date media to solve the needs of learners, adjust the curriculum, focus more on usability, adjust the criteria to measure the ability to communicate to suit the age of the learners, learner level, encourage an environment in the use of English both in the classroom and outside of the classroom, including adjusting various government regulations, whether in matters of stimulating the spirit of teachers consider the teacher's compensation appropriate to the cost of living, consider the qualifications of teachers, both educational qualifications and experience, teacher competence to raise the quality of English learning management in Thailand to be standardized and have more concrete results.

Although the Thai government of all ages has encouraged the study of English skills, but there is no concrete policy for encouraging and developing English language teaching. This is different from case studies in other countries, which promote the use of language skills in everyday life. There is also the added factor of having too little time to study and practice in class. Teachers do not assign tasks that encourage the use of English skills and the environment in Thai society makes it difficult to use English in daily life. The solution is to require the cooperation of all. The government should

take the lead in promoting concrete long-term English encouragement policies in the four language skills, in particular encouraging the English-speaking environment and promoting activities with practical training. [7] When collecting information from articles and research from past to present, many impact factors can be found. Whether it's about human resources, teaching techniques, and national education policies, these problems are still problems that require cooperation from all parties to discuss and find solutions to such problems together. [8]

Therefore, problems in the encouragement of English skills of lower secondary school students in Pathum Thani Province. This means that students spend at least 8 years studying English from Kindergarten to Grade 12, but the students are not successful in listening, speaking, writing, and reading. Most students are unable to communicate in English through all four skills. The overall problem came from two causes; the problem of English learning environment in schools, teachers, family and other environments. In summary, the main problems came from external and internal factors. External factors are schools, teachers, family conditions, teaching media. And internal factors are motivation, interest and learning discipline of learners. There are main problems being a problem that comes from both external

and internal factors. The external factors include schools, teachers, family conditions, and teaching media. Both in form and outside form and internal factors are the students' motivation, interest, and discipline in learning. [9] So, in order to be effective in promoting English skills in all 4 skills, focusing on external and internal factors by seeking the best approach (best practice) to be a model and a way to encourage and be a model for further promotion of English skills.

II. RESEARCH OBJECTIVES

Research objectives were 1) to study factors for English skills encouragement of lower secondary school in Pathum Thani Province, 2) to develop a model for the effectiveness of English skills encouragement of lower secondary school in Pathum Thani Province, and 3) to validate the causal model on the effectiveness of English skills encouragement of lower secondary school in Pathum Thani Province with empirical data.

III. RESEARCH METHOD

In this research, mixed methods research, the researcher has applied a mixed research model using quantitative research methods to expand the results of a qualitative research method. (Quantitative method to extend qualitative results) is shown in Figure 1.

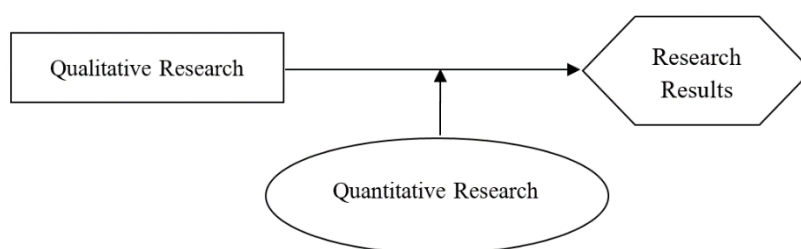


Figure 1 Mixed methods research with quantitative research methods to expand the results of qualitative research methods [10][11]

In this research, the researcher divided the study into 2 phases: Phase 1, Level 1, In-depth interview, to study factors for English skills encouragement of lower secondary school in

Pathum Thani Province, and Phase 2, quantitative analysis to validate the model of the effectiveness of English skills encouragement of lower secondary school in Pathum Thani

Province, including listening, reading, speaking and writing with empirical data. Emphasis is placed on both qualitative and quantitative data

collection from the design of the two research phases; it can be summarized as the following figure:

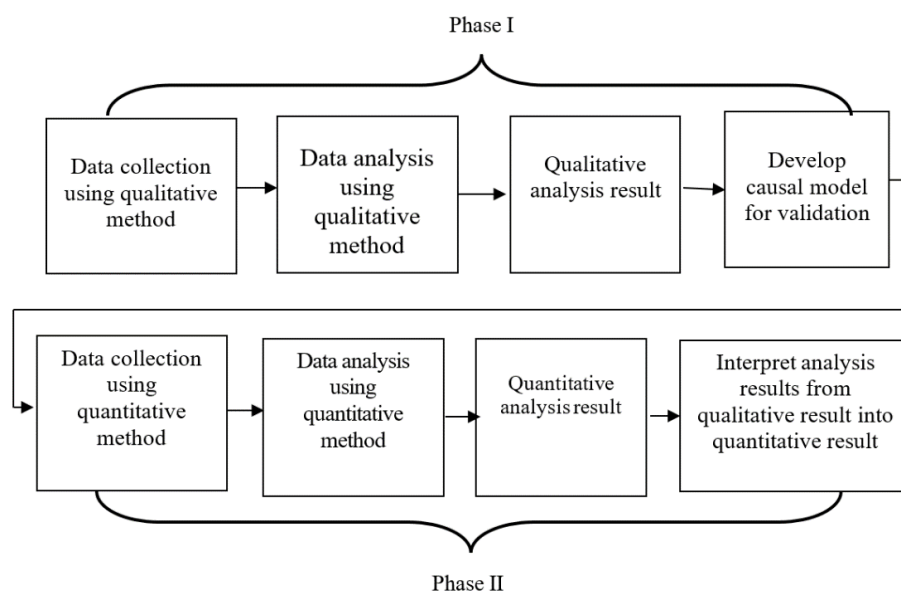


Figure 2 Research process steps

For research design, the sampling design consisted of 12 key informants of administrators and teachers of lower secondary schools, and the sample group of quantitative study was 100 students in lower secondary schools. The measurement design consisted of interview form and questionnaires. For analysis design, qualitative data was analyzed by analytic induction whereas quantitative data were analyzed by descriptive statistic, Pearson correlation coefficient, and advanced statistics of structural equation model (SEM).

IV. RESEARCH RESULTS

1. There were two factors for English skills encouragement of lower secondary school in Pathum Thani Province which were external factors and internal factors. External factors were curriculum, activities, teaching methods, and assessment whereas internal factors were motivation, discipline, attention, and self-esteem. Iddhipāda IV was also a factor that has been synthesized from Buddhist principles in order to integrate for English skills encouragement of lower secondary school in Pathum Thani Province.

2. The model for the effectiveness of English skills encouragement of lower secondary in Pathum Thani Province consisted of 4 latent variables and 16 observed variables. There are 2 exogenous latent variables which are 1) external factors that can be measured by 4 observed variables consisted of curriculum, activities, teaching methods, and assessment; 2) internal factors that can be measured by motivation, discipline, attention, and self-esteem. There are 2 endogenous latent variables which are 1) Iddhipāda IV that can be measured by 4 observed variables consisted aspiration, effort, active thought, and investigation; 2) Effectiveness of English skills encouragement that can be measured by 4 observed variables consisted listening skill, speaking skill, reading skill, and writing skill.

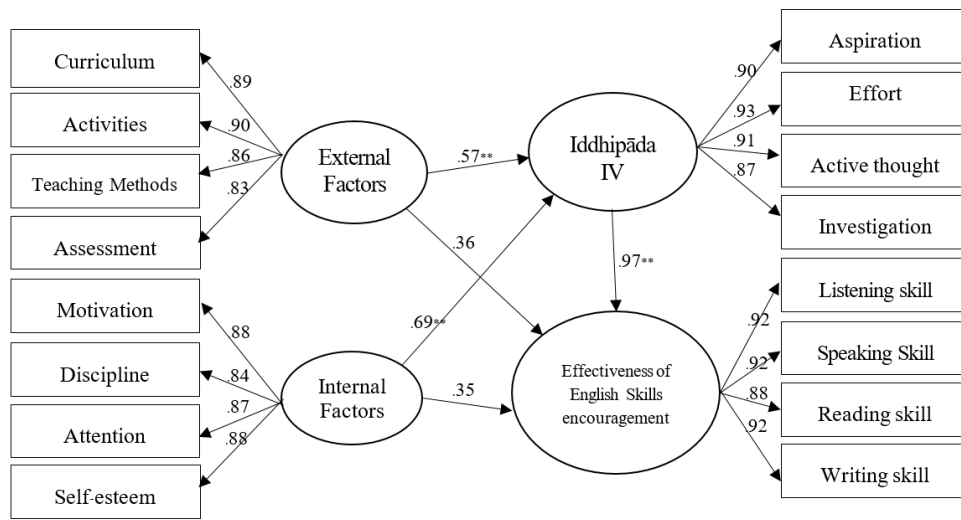
3. The causal model on the effectiveness of English skills encouragement of lower secondary school in Pathum Thani Province fit with empirical data. The results were Chi-square (χ^2) = 117.39, $df = 94$, $p = .052$, $GFI = .962$, $AGFI = .951$, $RMSEA = .050$ and the variation in the effectiveness of English language skills encouragement was 94.30 percent. The model

also showed that Iddhipāda IV was a mediator which can be applied of designing learning activities for English skills encouragement. Interpreting the direct effect and indirect effect that influence Effectiveness of English Skills encouragement (EFFECT), it was found that External Factors (EXFACT) had the direct effect to Effectiveness of English Skills encouragement (EFFECT) at the value of .361, the value of indirect effect was .549, and the value of total effect was .910, both indirect effect and indirect effect were at the .01 level of significance. Internal Factors (INFACT) had the direct effect

to Effectiveness of English Skills encouragement (EFFECT) at the value of .345, the value of indirect effect was .654 at the .05 level of of significance, and the value of total effect was .999 at the .05 level of significance. It was interesting finding that Iddhipāda IV (IDDHIB) was the mediator of the causal model on the effectiveness of English skills encouragement of lower secondary school in Pathum Thani Province which can be applied of designing learning activities for English skills encouragement. Analysis results showed in Table 1 and Figure 3.

Table 1 Results of Statistics analysis of correlation between latent variables and the analysis of a Causal Model on Effectiveness of English Skills Encouragement for Lower Secondary School in Pathum Thani Province

Variables	IDDHIB			EFFECT		
	TE	IE	DE	TE	IE	DE
EXFACT	.566** (.492)	-	.566** (.492)	.910** (.492)	.549** (.479)	.361 (.220)
INFACT	.685** (.492)	-	.685** (.492)	.999** (.492)	.654* (.478)	.345 (.220)
IDDHIB	-	-	-	.970** (.071)	-	.970** (.071)
Statistics	$\chi^2 = 117.39$, $df = 94$, $p = .052$, $GFI = .962$, $AGFI = .951$, $RMR = .045$					
Variable	IDDHIB1	IDDHIB2	IDDHIB3	IDDHIB4	EFFECT1	
Reliability	0.818	0.860	0.827	0.754	0.848	
Variable	EFFECT2	EFFECT3	EFFECT4	EXFACT1	EXFACT2	
Reliability	0.850	0.769	0.848	0.785	0.814	
Variable	EXFACT3	EXFACT4	INFACT1	INFACT2	INFACT3	
Reliability	0.743	0.691	0.773	0.705	0.753	
Variable	INFACT4					
Reliability	0.766					
Squared Multiple Correlations for Structural Equations						
R SQUARE	IDDHIB		EFFECT			
	.718		.943			
Correlation Matrix of Variables						
Latent Variable	IDDHIB	EFFECT	EXFACT	INFACT		
IDDHIB	1.000					
EFFECT	0.964	1.000				
EXFACT	0.582	0.355	1.000			
INFACT	0.469	0.480	0.948	1.000		
Remark: **p < .01, TE = Total Effect, IE = Indirect Effect, DE = Direct Effect						



$\chi^2 = 117.39, df = 94, p = .052, RMSEA = .050$

Figure 3 A Causal Model on Effectiveness of English Skills Encouragement for Lower Secondary School in Pathum Thani Province

V. DISCUSSIONS

Discussions were shown 3 issues following research results as below:

1. Result from the study showed that two factors for English skills encouragement of lower secondary school in Pathum Thani Province which were external factors and internal factors. External factors were curriculum, activities, teaching methods, and assessment whereas internal factors were motivation, discipline, attention, and self-esteem. This result related to research of Jittapat Boonmee and Prasong Saihong [12] entitled “A Study of English-Speaking Skills and Self-Confidence Using Cognitive Strategies and Compensation Strategies of Matthayomsuksa 4 Students” aimed to 1) to promote speaking skills through cognitive and substitution strategies 2) To study the organization of learning activities that promote speaking skills with intellectual and substitute strategies of Mathayomsuksa 4 students; speak English of Mathayomsuksa 4 students learning with cognitive strategies and alternative strategies 3) To study the self-confidence of Mathayomsuksa 4 students learning with cognitive strategies and alternative strategies. The results showed that Mathayomsuksa 4 students who received

learning activities to improve speaking skills with cognitive strategies and substitute strategies had statistically significantly higher after school English speaking skills at the .05 level than before Mathayomsuksa 4 students who received learning activities with cognitive and substitution strategies had higher self-confidence than before. Self - esteem in Learning, the second part offers studies using two groups of subjects (One group studied English. The other group is French/Spanish). The research reveals the relationship between three levels of self-esteem (global, specific, and task) and oral second language production. It has been hypothesized that (a) Global Self Esteem (GSE) scores, Specific Self-Esteem (SpSE) scores and Job Self Esteem (TSE) scores are positively correlated with TSE scores. (b) Subjects with high self-esteem (HSE) received significantly higher oral test scores from their teachers than subjects with higher esteem. Intermediate or legal self and HSE subjects will rate themselves higher than oral grades; (c) SpSE measures are stronger correlations than GSE measures to predict transient speech performance. Examples of global, specific, and task measurements are included. This article contains a brief summary

of the April 1977 pilot study. The summary discusses expected outcomes, limitation of education, and recommendations for further research. [13]

2. From the result showed that the model for the effectiveness of English skills encouragement of lower secondary in Pathum Thani Province consisted of 4 latent variables and 16 observed variables. There are 2 exogenous latent variables which are 1) external factors that can be measured by 4 observed variables consisted of curriculum, activities, teaching methods, and assessment; 2) internal factors that can be measured by motivation, discipline, attention, and self-esteem. This result related to the research of Adisak Vacharanukunkiet et al. [14], entitled “A comparative study of English language skills in India and Thailand”. This research aimed to study the current state of teaching English in successful private schools in India to study the socio-cultural context English language education policy, education system, curriculum and teaching in private schools providing English language programs in Thailand and to compare the two systems of English language development with applied lessons from India. The results showed that there is a huge difference in the development of English language skills at private English language schools in India and Thailand. India uses English as its official language for business communication and to enhance the social status of users while Thailand does not use English as its official language but used to increase the chances of working with foreigners. Therefore, the policies for English language education of both countries are different. The main causal factor is that India was a former British colony, but Thailand is not a colony. Studying English in private schools with English programs in India is much more intense and effective than in Thailand. Teachers in India have good English skills. Even though they are local Indians, experts have suggested different approaches in applying lessons from India, for

example, Thailand's English language education policy should focus on language and communication skills in daily life. The curriculum structure should increase English language learning hours in kindergarten and primary schools to no more than 10 lessons per week. The testing and evaluation system should be improved. Teachers should be able to use English fluently and actively in teaching. School administrators should encourage the use of activity-based English language courses and authentic assessments in all English language classes and parents should help facilitate a good learning atmosphere in learning English at home. Including 2 endogenous latent variables which are 1) Iddhipāda IV that can be measured by 4 observed variables consisted aspiration, effort, active thought, and investigation, and Effectiveness of English language skills encouragement that can be measured by 4 observed variables consisted listening skill, speaking skill, reading skill, and writing skill.

3. From the result showed that the causal model on the effectiveness of English skills encouragement of lower secondary school in Pathum Thani Province fit with empirical data. The results were Chi-square (χ^2) = 117.39, $df = 94$, $p = .052$, $GFI = .962$, $AGFI = .951$, $RMSEA = .050$ and the variation in the effectiveness of English language skills encouragement was 94.30 percent. The model also showed that Iddhipāda IV was a mediator which can be applied of designing learning activities for English language skills encouragement. This result related to Supranee Sararat [15] entitled “An Application of the four Iddhipāda to Active Learning in English Learning”. Objectives: 1) to study Iddhipāda 4 and the concept of active learning in Buddhism; 2) to study the application of Iddhipāda 4 to active learning in English learning; and 3) to propose an approach to applying Iddhipāda 4 to learning, proactive in learning English. This research is a mixed method using document research and field

research. The results showed that 1) Iddhipāda leads to happiness. Success consists of desire which is contentment, viriya is perseverance, citta is caring, and vīmaṃsā is contemplation of cause and effect. The Buddha has seven qualities of good friends: beloved, respected, honored, orator, and patient with words are able to speak profound words and does not lead in a way that is degrading. He has teaching principles Teaching style and various teaching methods which is a guideline for applying Iddhipāda to proactive learning in learning English 2) Applying Iddhipāda to proactive learning in learning English found that the learning management plan was 81.75/80.33 effective. It was found that the average score after school was significantly higher than before at the 0.05 level. The students had a high level of satisfaction with learning. Students applied Iddhipāda to active learning in learning English. 3) Approach of applying Iddhipāda to proactive learning in learning English found that applying Iddhipāda to proactive learning in learning English. There are 4 steps of learning activities, namely, Introductory Stage, Implemented Step and Concluding Stage, using chanda, viriya, citta and vīmaṃsā in every step of the study. Teachers should analyze and assess students' readiness to organize learning activities in accordance with their potential.

VII. KNOWLEDGE FROM RESEARCH

Model of knowledge from research on “A Causal Model Development on Effectiveness of English Skills Encouragement for Lower Secondary School in Pathum Thani Province” can be explained by the concept of external factors in parallel with internal factors integrated with the principles of Iddhipāda IV in order to encourage English Skills. It can be shown as below figure.

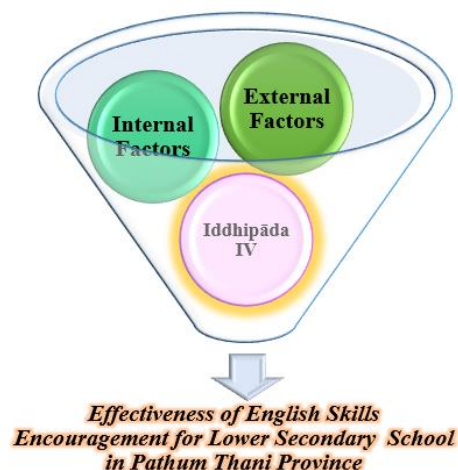


Figure 4 Model of Knowledge from Research

VIII. RECOMMENDATIONS

A. RECOMMENDATION FOR THE POLICY

1) Based on the research, there are interesting findings regarding the development of an integrated English curriculum that should be consistent with the development of teaching and learning local English that will be appropriate for local context of using English for local career development.

2) Based on the results of the research, interesting findings have been made regarding the measurement and evaluation of learning outcomes. Both formative assessment and summative assessment should be measured and evaluated.

B. RECOMMENDATION FOR UTILIZATION

1) Based on the research findings, Iddhipāda IV is the mediator of the model between external and internal factors affecting the effectiveness of English language skills encouragement of lower secondary school students in Pathum Thani Province. Study activities should therefore be designed knowledge that Iddhipāda IV principles of learning English.

2) The results of this research show a link between the integration of English language

courses and their use in everyday life and the local context of that educational institution by focusing on integration with local wisdom and advances in modern science. This is to give students the opportunity to learn to keep up with the changes in society.

C. RECOMMENDATION FOR FURTHER RESEARCH

1) Based on the results of this research, this research is a mixed method research using qualitative research methods by interviewing and quantitative research by surveying. Therefore, a quasi-experimental research design with the integration of Iddhipāda IV principles should be designed in organizing activities for learning English to study the effect of change in learners' learning.

2) From the research results, there are interesting findings regarding the integration of Iddhipāda IV principles in the development of English skills for learners. For the next research, research can be designed as classroom research and create learning innovations that integrate this principle to further enhance learners' English language skills.

CONCLUSION

The causal model on the effectiveness of English skills encouragement of lower secondary school in Pathum Thani Province was developed by using mixed methods research was used for research design by using quantitative method to extend qualitative results. Results indicated that 1) there were 2 factors for English skills encouragement which were external factors and internal factors. External factors were curriculum, activities, teaching methods, and assessment whereas internal factors were motivation, discipline, attention, and self-esteem. Iddhipāda IV was also a factor that has been synthesized from Buddhist principles in order to integrate for English skills encouragement. 2) The model for the effectiveness of English skills encouragement of lower secondary in Pathum

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