

Factors Affecting the English Achievement of English Structure and Usage of Students in Hotel and Tourism Program

ปัจจัยที่มีผลกระทำต่อผลลัพธ์ในโครงสร้างและการใช้ภาษาอังกฤษ ของนักศึกษาสาขาวิชาการโรงแรมและการท่องเที่ยว

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Abstract

The objectives of this research were 1) to study the factors of achievement toward English structure and usage of students in hotel and tourism program and 2) to analyze the factors of achievement toward English structure and usage of students in hotel and tourism program. There are five factors on the research: 1) Study habits 2) Self-confidence 3) Motivation 4) Parental Support and 5) Classroom Environment. 160 students in hotel and tourism program of Rajabhat Maha Sarakham University were selected to be a sample by using Simple random sampling. A specific questionnaire and Descriptive statistics and Correlation were used for data collection and analysis. On the research, it was found that: there were two factors with the highest mean 2.79, including study habits and classroom environment. Moreover, all five factors had positive relation to the study achievement of English structure and usage program in hotel and tourism students, while only parental support and self-confidence had an effect to the study achievement of English structure and usage program in hotel and tourism students with significance at the level of 0.1.

Key words: Affect, Affecting, Achievement of English structure, student

บทคัดย่อ

งานวิจัยนี้มีจุดประสงค์ 1) เพื่อศึกษาปัจจัยที่มีความสัมพันธ์ต่อผลสัมฤทธิ์ในรายวิชาโครงสร้างและการใช้ภาษาอังกฤษของนักศึกษาสาขาวิชาการโรงแรมและการท่องเที่ยว และ 2) เพื่อศึกษาปัจจัยที่มีผลกระทบต่อผลสัมฤทธิ์ในรายวิชาโครงสร้างและการใช้ภาษาอังกฤษของนักศึกษาสาขาวิชาการโรงแรมและการท่องเที่ยว โดยมีปัจจัยในการศึกษาครั้งนี้ได้แก่ นิสัยในการเรียน ความเชื่อมั่นในตนเอง แรงจูงใจ การสนับสนุนของบุคคลากร และสิ่งแวดล้อมในห้องเรียนกลุ่มตัวอย่างในงานวิจัยเป็นนักศึกษา สาขาวิชา การโรงแรมและการท่องเที่ยว มหาวิทยาลัยราชภัฏมหาสารคาม จำนวน 160 คน ซึ่งคัดเลือกโดยวิธีการ สุ่มแบบง่าย โดยใช้แบบสอบถามเป็นเครื่องมือในการเก็บข้อมูลและวิเคราะห์ผลโดยใช้ สถิติเชิงพรรณนา และสหสัมพันธ์ด้วย จากการวิจัยพบว่าปัจจัยที่มีค่าเฉลี่ยสูงสุด คือ ปัจจัยแรงจูงใจ (ค่าเฉลี่ยอยู่ที่ 2.79) และสิ่งแวดล้อมในห้องเรียน (ค่าเฉลี่ยอยู่ที่ 2.79) สำหรับปัจจัยผลที่ได้จากการวิจัยแสดงให้เห็นว่าปัจจัยทั้ง ห้าที่ใช้ในการศึกษาได้แก่ นิสัยในการเรียน ความเชื่อมั่นในตนเอง แรงจูงใจ การสนับสนุนของบุคคลากร และสิ่งแวดล้อมในห้องเรียน มีความสัมพันธ์เชิงบวกต่อผลสัมฤทธิ์ในรายวิชา โครงสร้างและการใช้ภาษาอังกฤษ 1 ในขณะที่มีสองปัจจัยซึ่งส่งผลกระทบต่อผลสัมฤทธิ์ในรายวิชาโครงสร้าง สร้างและการใช้ภาษาอังกฤษ อย่างมีนัยสำคัญที่ระดับ .01 โดย เรียงลำดับจากมากไปน้อย ได้แก่ การสนับสนุนของบุคคลากรและความเชื่อมั่นในตนเอง

คำสำคัญ : ผลกระทบ ผลสัมฤทธิ์ รายวิชาโครงสร้างและการใช้ภาษาอังกฤษ นักศึกษา

Introduction

Due to the globalization and information technology today, the communication among countries or continents has been made more uncomplicated, and also Economic union that Thailand is one of the members of ASEAN Economics or AEC; all of these are factors that have an effect to how commercial and international trade expand increasingly. For this reason, English is more important because it's Lingua Franca that have been used to communicate among countries; a person who can communicate in English and has basic business knowledge is required for companies and organizations because of the economic situation at the present time (Somchaiwong, 2012). English is an international language, a person who knows the language will have an ability to find information such as entertainment, education and economic around the world (McKay, 2002). A variety of cultures are linked and shared in Global village form from technologies, transportations and the expanding of the Democracy (SarmKosas, 2007; Ericson, 1995). It has been over spread of human, goods and conceptions (Connelly, 2008). For making connection around

the world, information and data have been presented in English because more than one thousand million people are users (McKay, 2002), therefore a person who knows English is more required in many organizations to develop the communication with the others. The institutions of education are taken an important role to develop the economy as they state the desired graduate characteristics and give an advance education to students for future occupations (Natakuatoong, 2003). One of the characteristics is to educate students English; teachers or instructors in every level have to make students have abilities in English. Thus, an outcome of English abilities of human resource for the economy of Globalization is depend on the ability of educating or teaching English to students (Jantarach, 2011).

Business English program, the faculty of Humanities and Social Science, Rajabhat Maha Sarakham University, has been opened and produced many graduates for a long time. A purpose of the program is to make all graduates have knowledge and abilities in both English and business; theories and experiences can be used for their future occupations effectively in government and public agencies, and in the county or aboard. However, it has been found that first year students especially in English structure and usage have factors and effects toward studying achievement positively such as study habits, self-confidence, motivation, parental support, and study environment; all of these factors have the effect to students' achievements. Consequently, the researcher would like to study the factors that affecting the achievement of English structure and usage for developing and improving a lesson plan effectively

Research purposes

- 2.1 To study the factors of achievement toward English structure and usage of students in hotel and tourism program
- 2.2 To analyze the factors of achievement toward English structure and usage of students in hotel and tourism program

Literature Review

This section presents a review of literature related to the research. The following topics were discussed 1) Factors affecting English achievements as a foreign and second language 2) Study habits 3) Self-confidence 4) Motivation 5) Parental support 6) Aids and 7) Relevant research.

To assist learners who need to be proficient in a foreign or additional language, a number of researchers have studied and developed the taxonomy of factors that influence the learning of a foreign language; these include biographical background, social factors, affective factors, personal factors, learning styles, learning strategies, learning aptitude and interaction between learner and environment (Schuman, 1978; McDonough and Shaw, 2003; Ellis, 2008). Similarly Gardner and MacIntyre (1993) suggest that factors affecting the achievement of second language learners consist of background knowledge, personality and teaching process.

Study habits Mingkwan Boonyanunta (2003) defines study habits as behaviors that students frequently do before, during and after studying, such as punctuality and attention. Moreover, Riaz et al. (2002) states that amongst shortcomings in the system of education, study habit play a vital role in reflecting the standards of education and the students' individual achievements.

Self-confidence there are some scholars discuss about how self-confidence is important in learning a foreign language. Rubin and Thomson (1994) explain that learners who are shy and worried about their ability to use the language are less willing to participate in classroom practice and in real-world communication. These traits can prohibit progress in four skills of English. Motivation is one factor that has an influence on human beings; it is defined as "psychological trait which leads people to achieve some goal. On the other hand, a goal in language learning may be mastery of the language or achievement of some lesser aim" (Dulay 1982, McDonough, 2002).

According to Gardner and Lambert, cited in Spolsky (2000), attitude is the source of motivation which can be measured by an individual in the way of evaluating an object; moreover, Gardner gives a definition that "motivation in the present context refers to the combination of effort and desire to achieve the goal of learning plus a favorable attitude towards learning the language" (Spolsky, 2000).

Parental support parents play an important part in making sure students achieve in the future; therefore, scholars have taken an interest in parents. As The National Education Association (2006) also suggest that it is very important for parents to concentrate on the children's education; for example, if parents get involved in education at home, their children will do better because they can get support from preschool through high school.

In consideration of the language learning, parents have an influence in students' language achievement, according to Sirirat Suknathaphruk (1999), in supporting the English language learning, parents are a significant factor toward English vocabulary retention. Likewise, a study by Phillipson (2009) found that the parental affective factor influences students' intellectual ability and it could predict student's academic achievement on language. Conteh-Morgan (2002) states that an educational factors of foreign language teaching and learning should be considered is the stock of resources that teachers are able to exploit (Wilkins 1974).

Relevant research Fakye, D. (2010) studied student's personal variables as correlates of academic achievement in English as a second language in Nigeria. The sampling was 400 students from senior secondary school. The instruments were questionnaires on the students' attitude towards English and a test of their academic abilities. The result of the study showed that there was positive relationship between student's attitude and their academic achievement in the English language.

Chalong Thubsri (2004) studied factors influencing English learning achievement in Eastern Thailand. The samples used were students and teachers in Rayong and Chonburi provinces. He found that the biggest factors affecting the success of learning English were those related to creating a good atmosphere in the classroom; that is, making the classroom atmosphere home or family orientated instead of being just a classroom, and making the class enjoyable. Philipson, s. (2010) studied modeling roles in academic achievement: comparing high- ability to low and average ability students. The result was found for average-ability students with variations in moderating variables. Parental affective factor in low-ability students directly impacted their children's achievement. These findings show that parents play an important mediatory role in predicting student achievement for more able students whilst parents play an even bigger role for low-ability students. Wang, Z. (1993) studied factors that affect Chinese EFL student acquisition in the Department of Foreign Languages at Tianjin Institute of Technology. He found that language shock, culture differences, cultural background knowledge, motivation and ego permeability all create psychological distance between the Chinese EFL learners and speakers of their target language.

Research methodology

The population in this research was the students in hotel and tourism program at Rajabhat Maha Sarakham University of the academic year 2018. The data was collected in October, 2018 - September, 2019. 160 students in hotel and tourism program from the population were selected to be a sample by using Simple random sampling. A specific questionnaire and Descriptive statistics and Correlation were used for data collection and analysis. the research instrument was questionnaires. An analysis in the study was divided into four part; part I-II was analyzed through percentage, mean and standard deviation, part III was analyzed to find the relationship between the factors and the achievement of English structure and usage of student's program in hotel and tourism by the Pearson Product-Moment Correlation Coefficient, and part IV was analyzed to find the factors that can predict the achievement of English structure and usage of students in hotel and tourism program by using Stepwise Multiple Regression Analysis.

Research Result

The study of general information, it was found that more than half of the subjects were female (88.33%); the male component was found to be 11.66%. Mainly, subjects were 18 years-old (91.66.3%); 17 years-old (5%), and 19 years-old (3.33%). Moreover, 41.66% of the subjects got C+.

An analysis of the first-year students' opinion levels towards the variables of the study are follows:

Table 1 Mean score and the interpretation of the mean scores of student's program in hotel and tourism towards the variables of the study.

Variables of the study	\bar{X}	S.D.	Interpretation
Study habits	2.63	.51	High
Self-confidence	2.25	.41	Low
Motivation towards English structure and usage	2.79	.55	High
Parental support	2.66	.57	High
Aids	2.79	.43	High
Total	2.62	.49	

It can be seen from Table 1 that four variables had the interpretation at high level: Motivation towards English structure and usage ($\bar{X} = 2.79$, S.D=.55), Aids ($\bar{X} = 2.79$, S.D=.43), Parental support ($\bar{X} = 2.66$, S.D=.57), Study habits ($\bar{X} = 2.63$, S.D=.51). Students also had the interpretation at low level on Self-confidence ($\bar{X} = 2.25$, S.D=.41). This can be explained that most of students had interpretations at a high level.

An analysis for finding the variables that can predict the achievement of English structure and usage of student's program in hotel and tourism by Stepwise Multiple Regression Analysis

Table 2 Analysis of variance for finding the variables which can predict English structure and usage achievement of student's program in hotel and tourism.

Source of variance	df	SS	MS	F
Regression	2	12.334	6.167	**22.018
Residual	57	51.257	0.2280	
Total	59	63.591	.49	

** Significant at the 0.01 level

As seen in table 15, there were factors affecting which had a linear relationship and were significant at the level of .01.

Table 3 Variables that can predict the factors affecting the English achievement of English structure and usage in hotel and tourism students by Stepwise Multiple Regression Analysis

Variables	b	SE _b	β	R	R ²	F
X_7	0.356	0.071	0.346	0.398	0.158	0.000**
X_7X_5	0.281	0.098	0.196	0.440	0.194	0.005**

** Significant at the 0.01 level

Table 3 implies that two variables with significance at the 0.01 level could predict the factors affecting the English achievement of English structure and usage of the first year students. They were parental support (X_7) and self-confidence(X_5). This indicates that parental support and self-confidence are important factors in the achievement of English structure and usage of student's program in hotel and tourism.

Conclusion and Decision

There were five factors that had a positive relationship to the achievement of English structure and usage with significance at the level of .01, namely study habits, self-confidence, motivation, parental support, and aids. And there were two factors affecting the achievement of English structure and usage with significance at the level of .01 and they were arranged from the most to less affect, namely parental support, and self-confidence.

In analyzing the factors affecting the achievement of English structure and usage in hotel and tourism students, the discussion of the study has two main aspects: (1) factors relating to the achievement of English structure and usage and (2) factors affecting to the achievement of English structure and usage, as presented below.

1) Factors relating to the achievement of English structure and usage The study showed that five factors had a positive relationship with the achievement of English structure and usage of the first year students with significance at the level of .01. Study habits had a positive relationship with the achievement of English structure and usage of the first year students. It has significance at the level of .01. Students who concentrated and paid attention while learning English structure and usage in a classroom as asked the teacher when they felt confused about the lesson. They were enthusiastic not only to do the English activities in the classroom but also to practice English abilities with the native or non-native teachers when they had free time. Therefore, students who had mentioned study habits would have complete knowledge and experience for developing the English language. On the other hand, students who were talking while a teacher was teaching and were lazy with exercises and homework had neither knowledge nor experience with the English language. Study habits showed both achievement and foreign language acquisition. As mentioned above, they were similar to Mingkwan Boonyanunta (2003); Sakul Moolsadang (2006) and Riaz et al (2002) that the study habits are students' behaviors that they frequently do in and out of the classroom. Study habits play a vital role in reflecting the standards of education and students' individual achievements and habits had a positive relationship with English achievement.

2) Self-confidence had a positive relationship with the achievement of English structure and usage of the first year students with significance at the level of .01. Students

who were self-confident were courageous not only to express ideas but also to ask the teacher when they felt confused with the English lesson. They did not feel both anxious and worried when doing the English presentation in front of the class and doing the correspondence, but they were willing to do so. They were courageous enough to use English with a foreigner. Finally, they were not ashamed of making mistakes. Hence, these students had more experiences with expressing the English language. It could facilitate students developing their English abilities. Students who were diffident were completely silent when the teacher asked questions. These students frequently refused to use the English language because they were shy and worried about making mistakes. Therefore, self-confidence was indispensable for students to be successful in English. This corresponds with Rubin and Thomson (1994) that shy learners who lacked confidence were worried about their abilities to use the language, and they were less willing to participate in either classroom practice or in real-world communication.

3) Motivation towards the English achievement had a significant positive relationship with English structure and usage of the first-year students at the level of .01. Since students realized the importance of the English language, they wanted to be members of the community used English. Students also wanted to have similar abilities to foreigners. Students needed to use English for further studies. Finally, students wanted to demand a high salary. These motivations would persuade students to pay attention to the English classroom. They were willing to do a lot of activities for practicing the English. They enjoyed English tutors. These behaviors would promote English abilities and English structure. Therefore, motivation toward the English language helps students gain the English achievement. This is parallel to Dörnyei, Z., & Skehan, P. (2003) that the willingness to use a foreign language is more complex depending on the level of the second language. It was proven that the reason why a learner decides themselves to learn another language is because of their survival needs. The result is concurrent with these found by Mingkwan Boonyanunta (2003) that motivation had a positive relationship with English skills and found that motivation in studying English had a positive relation with English achievement.

4) Parental support had a positive relationship with the English achievement of the English structure and usage of students in hotel and tourism program with significance at the level of .01. Parents who become aware of the importance of the English language,

not only pay attention to students' English achievement but support them. When students were not succeeding in English, students were asked about their problems and were persuaded to study with a tutor. It is related to Tsui (1993), that students who received positive attitudes from parents with regard to education, mental needs and financial needs would have inspiration to study actively with willingness. For students who did not receive parental support, they could feel upset and might not have any inspiration with the English language. Therefore, parental support is important for students who need to master English. The result of the study concurs with those found by Mingkwan Boonyanunta (2003), Phillipson, S. (2010) and Wilson, C. (2009), that parental support had a positive relationship with second language and English study.

5) Aids had a positive correlation with the English achievement of English structure and usage of students in hotel and tourism program with significance at the level of .01. Because of good aids and environment in the English classroom, it will make the students and English teacher had a good relationship. The English lessons, activities, materials and equipment were interesting, modern and sufficient for each student. The classroom atmosphere was bright. All of these environmental factors could persuade students to pay attention and enjoy class. It could make students feel confident and comfortable when doing the English activities. Therefore, an environment in the English classroom would encourage students to have better English abilities. According to Conteh-Morgan (2002), the factors influencing the learning situation in this respect also refer to the general atmosphere of the learning environment, the classroom dynamics, opportunities, and the students' perception of the instructor's commitment to their learning. The result of the study concurs with those found in a diverse set of research. Chalong Thubusri (2004) found that a factor affecting the success of learning English was creating a good atmosphere in the classroom.

Factors affecting the English achievement of English structure and usage of students in hotel and tourism program. The study showed that there were two factors affecting the English achievement of the first year students which 0.01 level of significance. The factors were arranged from the greater to lesser effect. 1) Parental support was the most effective factor of the achievement of English structure and usage of the first year students with significance at the level of .01. It demonstrated that students who received the support

from parents would have better English abilities. Parents who become aware of the importance of English language should understand and support their children. According to Sirirat Sukanthaphruk (1999), in supporting the English language learning, parents are a significant variable toward English vocabulary retention. Therefore, parents are a significant key for students who need to succeed in English because parents can give them opportunities. This result concurs with those found by Tasanee Phasongsuk, (2003), Mingkwan Boonyanunta (2003), Brashear (1993) and Tsironi Spyridoula.(2012). that parental support greatly affected educational achievement and foreign language learning.

2) Self-confidence was the second factor that affected the achievement of English structure and usage of students in hotel and tourism program with significance at the level of .01. As in the English classroom, students were neither anxious nor shy for using English to answer questions and do exercises in the classroom. They had the courage to practice English with native and non-native teachers and peers. They were not shy when making mistakes, and they would correct themselves the next time. Outside the English classroom, these students could use English with a foreigner. From the descriptions, it showed that self-confidence could help students enjoy the English class and also have willingness to use the English language. This was similar to Stern (1990), who said that self-confidence plays a prominent role in foreign language acquisition as either a debilitative or facilitative factor, and it is popularly regarded as a component of a good language learner. The result concurs with a found by Mingkwan Boonyanunta (2003) that one of factors affecting the English achievement of students was self-confidence.

Recommendations

1) Teachers should inform students of the importance of the English language, especially the structure of English of students in hotel and tourism program , before beginning a class at the first day and should create good atmosphere, interesting activities and a good first impression. All these things can motivate and encourage students to enjoy lessons and activities in English class. Finally, the students would feel familiar and confident when using the English language.

2) Parents should realize the importance of the English language and focus on their children's English achievement. Parents should find out why their children are not achieving in English and should persuade them to go to a tutor. For parents who are able to support

students in developing English abilities, they should give the students texts, dictionaries, computer and TV cable (English) because students who receives parental support have more motivation and opportunities for studying English.

3) Further study should investigate other factors affecting the achievement of English structure and usage of students in hotel and tourism program, such as study strategies, relationship between students and parents and English teaching techniques. Due to those factors, they are important for students to be advanced on English.

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