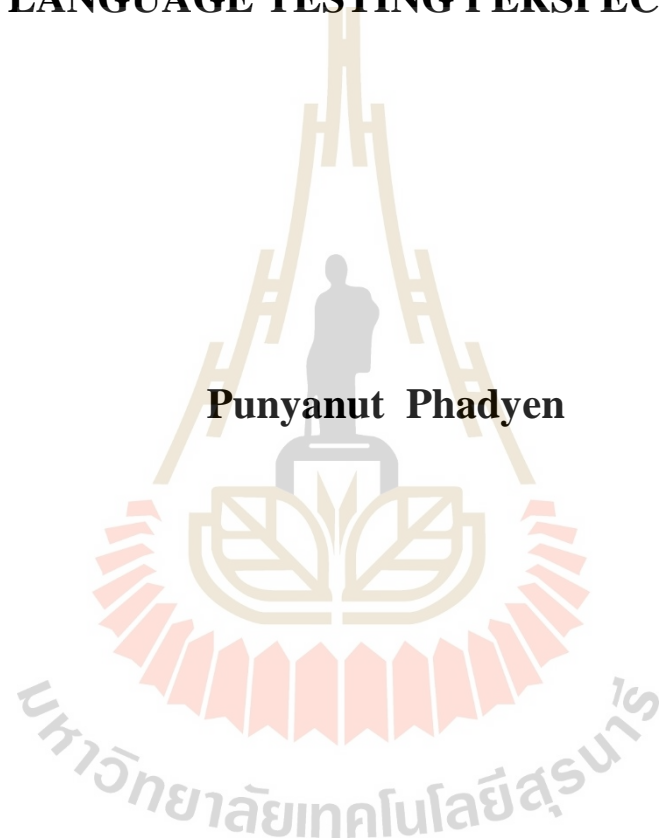


**IMPACTS OF THE ENGLISH NATIONAL UNIVERSITY
ENTRANCE EXAMINATIONS ON STUDENTS AND
TEACHERS IN THAILAND FROM A CRITICAL
LANGUAGE TESTING PERSPECTIVE**



Punyanut Phadyen

**A Thesis Submitted in Partial Fulfillment of the Requirements for
the Degree of Master of Arts in English Language Studies**

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ผลกระทบของการทดสอบภาษาอังกฤษในการสอบเข้ามหาวิทยาลัย
ระดับประเทศต่อนักเรียนและครูในประเทศไทยจากมุมมอง
การวัดผลภาษาเชิงวิพากษ์



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วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต
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ปีการศึกษา 2563

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FROM A CRITICAL LANGUAGE TESTING PERSPECTIVE**

Suranaree University of Technology has approved this thesis submitted in partial fulfillment of the requirements for a Master's Degree.

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การศึกษานี้มีวัตถุประสงค์เพื่อสำรวจทัศนคติเกี่ยวกับการทดสอบภาษาอังกฤษระดับชาติ
คือ GAT, O-Net และ 9 วิชาสามัญ ในการเข้าศึกษาต่อระดับมหาวิทยาลัยจากมุมมองของการวัดผล
ภาษาเชิงวิพากษ์ รวมทั้งสำรวจอิทธิพลของการทดสอบต่อการเรียนการสอนภาษาอังกฤษในระดับ
มัธยมศึกษาตอนปลายโดยทำการศึกษากับนักศึกษาชั้นปีที่ 1 จำนวน 927 คน โดยการเลือกกลุ่ม
ตัวอย่างแบบเจาะจงและการสุ่มตัวอย่างแบบบอลล์หิมะ และครูผู้สอนภาษาอังกฤษในระดับ
มัธยมศึกษาตอนปลายจำนวน 108 คน โดยการสุ่มตัวอย่างแบบสะดวก ด้วยการใช้แบบสอบถามที่
ผ่านการทดสอบแล้ว และการสัมภาษณ์เชิงลึก

ผลการศึกษานี้ชี้ให้เห็นว่า ข้อสอบที่มีเดิมพันสูงส่งผลกระทบต่อผู้เข้าสอบใน 3 ประเด็น
หลัก ได้แก่ 1) ด้านการศึกษา ซึ่งพบว่าระบบการศึกษาปัจจุบันเป็นระบบที่ขับเคลื่อนด้วยการสอบ
ทั้งในห้องเรียนและโรงเรียนกวดวิชา 2) ด้านจิตวิทยา พบว่านักเรียนรู้สึกเครียดและวิตกกังวลจาก
การเตรียมตัวสอบมากกว่าครู เนื่องจากผลการทดสอบมีผลต่อนักเรียนมากกว่า และ 3) ด้านสังคม
พบว่า การทดสอบทั้ง 3 นี้ สร้างความไม่เท่าเทียมกันทางสังคม เนื่องจากมีค่าใช้จ่ายสูง ไม่ว่าจะเป็น
ค่าใช้จ่ายทางตรง เช่น ค่าสมัครสอบ และค่าเลือกอันดับมหาวิทยาลัย หรือค่าใช้จ่ายทางอ้อม เช่น ค่า
เดินทาง ค่าเรียนพิเศษ นักเรียนที่มีฐานะยากจนจึงไม่มีตัวเลือกที่หลากหลายในการศึกษาต่อได้
เท่ากับนักเรียนที่มีฐานะดี ซึ่งแสดงให้เห็นว่าระบบการสอบนี้เป็นเครื่องมือแยกนักเรียนที่มีสถานะ
ทางสังคมที่ค้ำคองกว่าในการเข้าสู่เวทีการสอบระดับชาติ

จากผลการศึกษาดังกล่าว จะเห็นได้ว่า การทดสอบระดับชาติสามารถเปลี่ยนระบบการ
เรียนการสอนทั้งในระดับโรงเรียนและตัวนักเรียนเอง นอกจากนี้ยังเกิดความเหลื่อมล้ำระหว่าง
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สาขาวิชาภาษาต่างประเทศ
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ลายมือชื่อนักศึกษา บุญยง พัดเย็น
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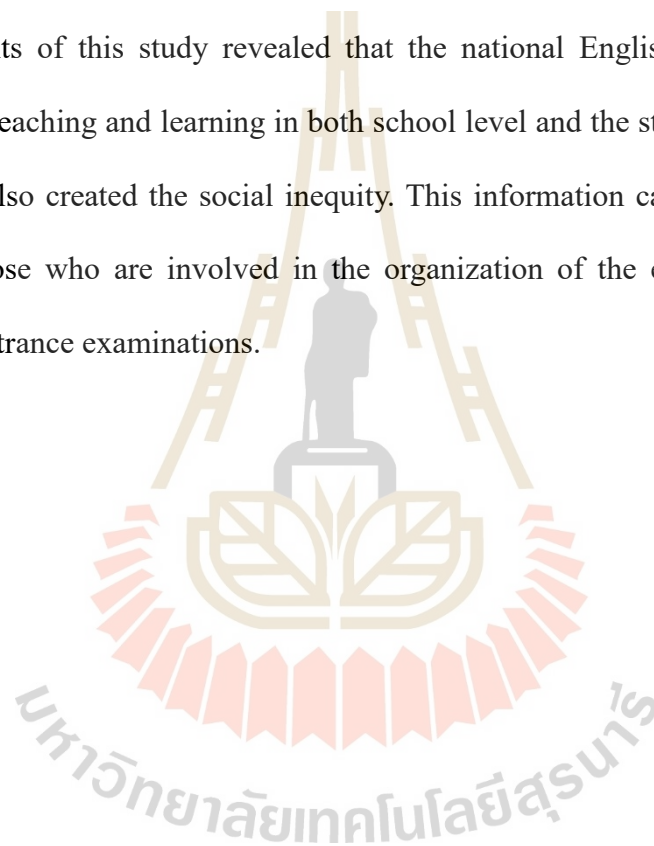
CRITICAL LANGUAGE TESTING/ NATIONAL ENTRANCE EXAMINATION/
GAT/ O-NET/ 9 COMMON SUBJECTS

The objective of this study was to explore students and teachers' attitudes towards GAT, O-Net, and the 9 common subjects as the national English entrance examinations through the Critical Language Testing perspective. It also explored the influence of the tests on English learning/ teaching in high school. 927 1st year university students were selected by purposive and snowball sampling and 108 high school English teachers were selected by using convenient random and snowball sampling. Subsequently, a validated modified questionnaire and the in-depth interview was administered to both groups.

The findings of this study revealed that high-stakes tests have three major effects on test takers. First, in terms of education, tests significantly increased test-driven pedagogy in both mainstream and shadow education (cram schools). Second, from a psychological aspect, the students felt more stressed, worried, and anxious from preparation for the entrance examinations than the teachers did because the stakes of the tests on the students were higher than those on the teachers. Finally, in terms of the social aspect, these three tests created social inequality due to the high costs involved.

Direct costs included admission fees and faculty selection fees, while indirect costs included travel expenses and cramming tuition fees. As a result, poor students may not have as many options when it comes to choosing universities as those who were more fortunate. It demonstrated that these three tests and the TCAS were tools used to discriminate against students from lower socioeconomic backgrounds when they entered the national arena.

Results of this study revealed that the national English examinations have affected the teaching and learning in both school level and the students themselves. In addition, it also created the social inequity. This information can be used for further study for those who are involved in the organization of the education system and university entrance examinations.



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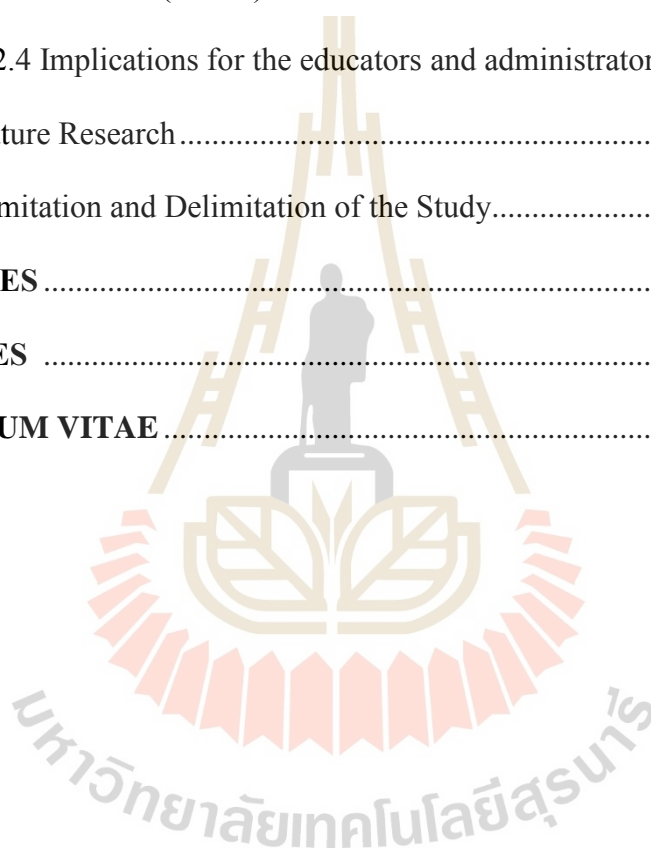
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LIST OF ABBREVIATIONS

A-NET	The Advanced National Education Test
CLT	Critical Language Testing
CUPT	The Council of University Presidents of Thailand
CUR	The Council of University Rectors
GAT	The General Aptitude Test
GPAX	Average Grade Point Average
IELTS	International English Language Testing System
ICT	Information and Communication Technology
MOE	Ministry of Education
NIETS	The National Institute of Educational Testing Service
OBEC	The Office of the Basic Education Commission
OEDC	Organization for Economic Cooperation and Development
ONET	Ordinary National Education Test, ESA: Educational Service Area
PAT	The Professional Aptitude Test
TCAS	Thai University Central Admission System
TOEFL	Test of English as a Foreign Language

CHAPTER 1

INTRODUCTION

“It is difficult to find a person who does not have a testing story that relates to how a single test affected and changed his or her life” (Shohamy, 2001, p. 7).

One example of the above phenomenon is a language test. Despite the fact that language tests play an important role in their lives, little studies focus on test takers' experiences in preparing for the test and what they have perceived from those practices after having been accepted at the university, nor the impact of the national tests on teachers' teaching in English classrooms. Thus, this research attempts to deliver the test takers' perspective of English language tests of the national examinations in Thailand.



Figure 1.1 Up to 11,056 students fill a convention hall at Impact Muang Thong

Thani sitting an admissions exam. Photos: Apichit Jinakul Source:

Bangkokpost.com

In this chapter, the researcher describes the overall content of this thesis: the background to the investigation, the purposes of the study, research questions, the significance of the study, and key terms.

1.1 Background of The Study

1.1.1 The University Admission System and English Polity in Thailand

Since 1999's educational reform, the Basic Education Core Curriculum B.E. 2551 (2008) was introduced with four major strands: Language for Communication; Language and Culture; Language and Relationship with other Learning Areas; and Language and Relationship with Community and the World (Baker, 2017). Up until the most recent announcement of the Ministry of Education according to the Policies and Focus of the Ministry of Education fiscal year 2020 states that English and local languages for communication are to be focused for elementary level, a third language should be learned in secondary school level, and teachers' English skills should be expertly trained (Ministry of Education, 2019). It shows that the government not only focuses on Communicative Language Teaching (CLT) but also the third language. So, when the policies aim high for students to complete in the international arena, the standardized tests become tools to assess students' English proficiency and to ensure educational accountability (Goodman, 2017; Au, 2009).

The change in policy leads to a change in the admission system. The national entrance examination is the most influential examination in Thailand; it has long been impacted by students and teachers since first established in 1961. The 1961's system was

a single examination system, and it was administered for 12 years, then in 1973, the system was changed to the Entrance System. Even though this system was a single examination, the students had a chance to choose 1-4 faculties with some years can choose up to six faculties. This system was administered for 26 years. From 1999 onwards the admission has changed seven times, the current system called TCAS has been administered since 2018.

1.1.2 Changes in University Admission System

English language tests are used for a variety of purposes in a multitude of settings, and they are regarded as one of the most significant aspects of professional life, one of the purposes is to administer in university admissions. For university admissions, a wide variety of systems have been used in different countries, with different selection criteria taking into account for equity issues. In Thailand, the Thai university admission system is under a centralized system, and it has a reputation for objectivity and fairness, as every student has an equal chance of taking the same test (Watson Todd, 2008). However, the system has undergone changes over the years. Prior to 2006, the university admission relied on one single entrance exam. In 2006, the Ministry of Education (MOE) wanted students to focus more on what they learned in class rather than spending time after school in private tutorial courses. Therefore, a 10% Cumulate Grade Point Average (GPAX) was accounted towards the components of university admission, and they were required to take two main examinations after they finished upper secondary school (Watson Todd, 2008). The first examination is the Ordinary National Education Test (O-NET) that was compulsory for grade 12 students in order to graduate by Thai law with its

aims to assess students' academic proficiency. The second test, the Advanced National Education Test (A-NET), went over each subject in greater detail, and students could choose which subjects to take based on the criteria of the program they were applying for. In 2006, the GPAX of their upper secondary school scores accounted for 10%, and O-NET and A-NET together counted for 90%, and the ratio rose to 40:60 in 2007 (The National Institute of Educational Testing Service (NIETS, 2016). This system offered the universities autonomy to have their own examinations and requirements while the O-NET and A-NET would be administered by the NIETS. GPAX, on the other hand, triggered debates over the reliability of each school's standards, and the O-NET/ A-NET system became controversial when students shifted to each university's direct admission system to increase their chances of acceptance, even though it cost more than the O-NET/ A-NET system (Kitcharern, 2019).

Apparently, the rapid fluctuation of changes in the system has caused conflicts, troublesome and challenges among several stakeholders. The two most powerful ones are the Ministry of Education (MOE) and the Council of University Presidents of Thailand (CUPT). The MOE aimed to motivate students to pay more attention to their secondary school studies while the CUPT questioned the reliability of second school scoring and suggested minimizing the GPAX percentage to the exams. At that time, the CUPT seemed to be winning the fight of controlling agendas on the admission system (Watson Todd, 2008), so it led to a significant shift in the university entrance system in 2010.

The system changed in 2010, and students were now required to take three major examinations for university admission. The O-NET accounted for 30% of the total,

with the two new tests, the General Aptitude Test (GAT), which assessed reasoning ability and English proficiency, and the Professional Aptitude Test (PAT), which is similar to the A-NET, making up for 50% and the students' GPAX accounting for 20%. (NIETS, 2016). The ratio of this version of the university admission system to GPAX increased from 70:30 to 80:20. Even though the GAT/PAT system seems to be more common than the O-NET/A-NET system, the sheer number of subjects and students required was daunting. In 2010, students were required to take GAT and PAT four times per year, which was reduced to three times in 2011 and to two in 2012. In 2012, the CURT launched the seven common core subject examinations (7 Wi Cha Sa Man – 7 subjects), which was later extended to nine subjects (9 Wi Cha Sa Man) in 2015. However, compared to the direct University's direct admission and the quota system this system became unfavorable (Kitcharern, 2019).

Up until the most recent change in 2018, the Council of University Presidents of Thailand (CUPT) has changed its new university admission system called Thai University Central Admission System (TCAS). High school students would then compete for university seats in five rounds under the new system. TCAS needs to encourage equality among those competing for university seats by giving each successful student only one opportunity to confirm whether they prefer to be admitted to a university that has offered them a place (Bangkok Post, 2018). Moreover, the changes in university admission policies make the examination subjects more complex. When each university has its own criteria and qualification requirements for recruiting and finding gifted students, the system has become even more complicated. The more competitive the

university admissions process, the more opportunities for elite universities to gain students (Kitchareern, 2019).

Apparently, the admission system in Thailand is not stable due to the performance of TCAS even though it has only been administered for 2 years (2018-2019). In 2020, CUPT has considered merging O-NET with the 9 common subjects but will add a Thai General Aptitude Test (TGAT) which will test students in three areas: English communication, critical and logical thinking, and the future workforce competencies. This system is said to become effective in the academic year 2021 (Council of University Presidents of Thailand, Feb. 2020). This rapid change in the Thailand University admission system shows a lack of efficiency and consistent policy (Kitchareern, 2019) since there were changes seven times in the format of Thailand's university admission system during 1999 – 2018. And right now, it seems as though the direction Thailand is heading is causing more complexity and confusion.

As a result, in terms of language testing, it is fair to assert that these three tests (O-NET, GAT, and the 9 Common Subjects) are high-stakes tests, giving these three tests a powerful place in Thai academic society. Because of their status as high-stakes tests, test takers strive to perform well in them in order to increase their chances of admission to prestigious universities. Accessing public universities, therefore, implies better education with lower costs that lead to a better career perspective (Poovudhikul, 2013). For this reason, from the perspective of Critical Language Testing (CLT) which examines the uses of the tests and the consequences of the tests in education and society (Shohamy, 2001), tests can create a distinction between people, with the unsuccessful classified as

losers and the successful classified as winners. As a result, test results increase economic value and can thus provide a means of controlling knowledge, as Shohamy (2001) stated that tests have the power to control what should be taught and what should be learned. Thus, CLT assumes that testing is not neutral because it contains cultural, social, political, educational, and ideological agendas that affect the lives of students, teachers, and those involved (Shohamy, 1998).

To sum up, while the policymakers have been trying to improve the university admission system for equality and fairness by employing O-NET, GAT, and the 9 common subjects, the reasons why students have to take these three different types of English language tests are still unclear to the public and the students' voice is not loud enough to make an echo to the policymakers. The most they can do is to express their feeling through Twitter where they emphasize their thoughts towards Thailand's education with hashtags #การศึกษาฆ่าฉัน (#educationkillsme) #9วิชาสามัญ #dek63 (Twitter.com, 2020).

Therefore, Critical Language Testing (CLT) is needed to be applied to monitor the use of tests and to question the areas of knowledge that are being tested and why. CLT considers test takers to be political subjects in a political context. Consequently, CLT asks questions such as what kind of agenda is delivered through the tests and whose agenda it is, whose knowledge is based on the tests, and what ideology is delivered through the test. Examining the effects of tests on students from a different perspective may provide policymakers with a different point of view to consider before implementing a new policy.

1.1.3 Constructs of English admission Tests

In this thesis, I place a strong emphasis on English language tests and emphasize their construct competence so that we can determine whether the construct of English tests is relevant to the curriculum. First, the Ordinary National Educational Test (O-NET) is designed to assess students' academic proficiency in accordance with the Basic Education Core Curriculum B.E. 2551. (A.D. 2008). The English test focuses on language for communication, language and culture, language and other subject group relationships, and language, community, and work relationships, which are more aligned with classroom instruction than the GAT. The second test is the General Aptitude Test (GAT), which is a cognitive aptitude test that assesses phonetic coding, language analytic ability, and memory. GAT's test includes reading, writing, vocabulary, and English communication by correlating the outcomes on the test to those found on other widely accepted measurements of cognitive aptitude. Third, an English test of the 9 Common Subjects – the testing construct is similar to GAT which tests students' reading, writing, vocabulary knowledge, and English communication but heavily focuses on reading ability and real-world communication.

On the other hand, these tests are not in line with the national curriculum (Organization for Economic Cooperation and Development (OECD), 2016) which has been reformed several times from 2001 to 2015. In 2001 Thailand replaced the content-based curriculum to be more learner-centered and standards-based. This shift in curricular philosophy and structure gave educators responsibility for what students should be taught – teachers found the change perplexing (OECD, 2016). The current curriculum was

developed in 2008 and has been trying to reform ever since. Due to the challenges of the political context, Yingluck Shinawatra became Prime Minister in the 2011 election but was deposed by a military coup in 2014, so the effort to review the curriculum in 2011 was halted, and a clear review agenda that has been developed in the curriculum is ambiguous (OECD, 2016).

Consequently, short-term solutions are implemented so that the policy makers' responsibility will be appropriately credited as each political player has had such a short time in office. "Thailand has had eight governments and 21 education ministers since 1999, Sompong [Jitradap] said, each of whom had approximately 6 months and 16 days to work" (as cited in Goodman, 2017). As Lao (2015) regards higher education in Thailand is that education reflects the state of politics. In order to ensure educational accountability, standardized tests are used as a tool to assess students' proficiency (Goodman, 2017). But what is the government trying to achieve? Wuttayakorn (2019) argued that the effects of an in directional policy reform will be on the country's children. They have to take a tremendous number of exams and how many more examinations will they have to take? How much money will they have to spend on tuition, examination fees, and medication for physical and mental conditions? Similarly, Shohamy (2001) claims that tests are tools of power, and that their misuse can change test takers' behavior to conform to agendas in order to maximize their test scores. Similarly, Broadfoot (2005) asserted that the social dimension of a test includes determining whether the inferences drawn from the test score are meaningful, useful, or appropriate for the students. As a result, the consequential validity of the evidence provides information about the social consequences of using a test

for a specific purpose (Frey, 2018). Therefore, this study put more emphasis on students' and teachers' perspectives through the lens of consequential validity.

To sum up, the above-mentioned shows that English tests for university admission in Thailand have hidden agendas that show political power over the test takers and parties involved. For this reason, the test makers need to consider responsibility for test consequences. Students need to know the rights of test-takers, they should have the right to question, complain or appeal if the tests do not fit their knowledge; the test makers have accepted it without question. This is a critical aspect of testing when it is used as a disciplinary tool, which means that test takers must change their behavior, whether willingly or unwillingly, in order to meet the demands of the tests.

1.1.4 Impacts and washback of English entrance examinations

Shohamy (1996) defined washback as “the connections between testing and learning” (p.298). The consequences or washback of the above mentioned are that students devote their time and parents spend money for their children to prepare for the tests where they have to study from the books published by well-known instructors, to learn strategies to take the test. The high value placed on renowned universities leads to intense competition among high school students, who need to cram to prepare for the high-stake entrance exams. Many preparation classes, then, are offered, and many books about preparing for the test are published.

In this sense, the business of cram schools has become a fast-growing industry, worldwide commercialized testing that can generate a lot of economic benefits for private tutoring schools. The number of privately-owned tutorial schools or another word “shadow

education” has been increased and seen across Thailand (Saengboon, 2019) because mainstream education aims to impart to students conventional knowledge and skills that are officially stated in the curriculum set by an authorized party, tutoring schools provide students with additional information and coaching or training to help them prepare for a variety of examinations (Bray, 1999; Charoenroop, 2017; and Charoenkul, 2018). In 2018, a report showed that there are over 2,000 tutoring schools nationwide, and that figure does not include online teaching. This number reflects the need for cramming for these high-stake tests since the fact that the reliance on multiple-choice testing means that tutoring schools can be highly effective in improving students’ exam scores (Saengboon, 2019; Bangkok Post, 2019). It appears the students, the teachers, and the parents accept the fact that cramming is a normal routine, and it becomes commonplace in Thai society without being questioned. Most parents would sacrifice their time to commute their children from one institute to another as they believe that the knowledge given from a tutoring school is more than what the children obtain from schools (Thaipublica.org, 2019). Implying that students who attend tutoring schools have an advantage over those who do not. Since the top tutoring schools can be very expensive, students who come from well-off families have more chances than students from poor backgrounds. This creates an even wider gap between the rich and the poor as the exam format can be seen as promoting inequalities in accessing higher education as Poovudhikul (2013) claimed that the entrance admission system has increased household expenditure. The phenomenal heavy reliance on tutoring schools created social inequalities that contrast with the claims made by the policymakers to be equality if centralized tests are used for the university admission system.

Even more concerning is the fact that Thai youth have lost agency and autonomy in their learning. They are placed in tutoring schools at a young age, forcing them to rely heavily on tutors.

"It was absurd," Ms. Sivakul (a daughter of a famous tutor – Aj. Au) recalls.

"Parents lined up outside our building, demanding that we let their children into the lessons." (Bangkokpost.com, 2019).

The given situation demonstrates that the tutoring industry is the result of inadequate public-school education. Moreover, the great amount of money the parents have spent, years of preparation that would cause a great amount of pressure on students' shoulders, a feeling of tremendous psychological burden during the process of the preparation and examination process that they cannot avoid. All of these are consequences of a test-driven curriculum.

In addition, high-stakes tests have a powerful effect to control curriculum and influence classroom teaching (Shohamy, 2001; Klinger & Luce-Kapler, 2007; Au, 2009). As in Au's qualitative study (2009) in the United States on the effect of high-stakes, tests discovered that high-stakes tests have control over the curriculum in three areas. First, it controls the content of the curriculum in which the curriculum for subjects in the test is expanded while it is contracted for non-tested subjects. Second, high stake tests affect curricular form meaning that it responds to the tests, teachers change their form of teaching. They teach the subject in small, separated, and isolated test-size chunks that are directly related to the test. Third, the tests also have a pedagogical impact on the

curriculum. As a result of the tests, there is an increase in teacher-centered and test-driven pedagogy. Therefore, these issues were addressed in this thesis.

As an illustration, in many Thai schools, the teaching-learning process in the final semester of the last academic year (grade 12) has focused on the contents and format of university entrance examinations. Teachers and students began to use the same teaching-learning formats in preparation for the test administration, as they experienced fear and anxiety as students, principals, and parents prepared for the tests. So, the teachers teach to the test (based on teaching to the test approach) and the test becomes the most influential instructional source (Shohamy, 2001). This test-like teaching became the new de facto curriculum because it raises students' test scores, but what is the overall effect on students as a population in the real world? That shows the power of the tests that obviously brings the change in education, and it is unethical to decide what knowledge the learners should have. In other words, tests have come to function as policy tools and as substitutes for meaningful educational reform.



Figure 2.1 Real world skills

Source: <https://funnyasduck.net/>

Therefore, the purpose of this study is to investigate the washback of the English national examinations on Thai students' learning and high school English teachers' teaching, as little research has been conducted in the Thai context. The reason for selecting both 1st year university students and high school English teachers because they are considered being the highest stakeholders and are in a weak position in Thai academic society. Then, in this study, I wish to explore the consequences and perspectives of major stakeholders (students and teachers) by applying a Critical Language Testing lens to emphasize the importance of students' and teachers' perceptions about English tests of national entrance examinations in Thailand, as CLT pointed out some significant advantages in listening to students' voices about the tests, such as identifying the use of the test and the importance of the tests and their meanings to students' lives, et cetera.

1.2 Purpose of the Study

The study aims to achieve:

1. To investigate attitudes of Thai university and high school English teachers towards English national entrance examinations via the lens of critical language testing.
2. To investigate the influences of the English national entrance examinations on students' English learning in high schools.
3. To investigate the effect of the English national entrance examinations on high school teachers' teaching in their English classrooms.

4. To investigate the impact of the English language tests of national entrance examinations on students' higher education, teachers' career, and both students and teachers' lives.

1.3 Research Questions

1. What are the attitudes of 1st year university students and high school teachers towards the English national entrance examinations through the lens of critical language testing?
2. What are 1st year university students' perspectives of the English national entrance examinations on their learning English in high school?
3. What are the high school English teachers' perspectives of the English national entrance examinations on their teaching in English classrooms?
4. How do university students and high school English teachers perceive the value and the use of English national entrance examinations in relation to their future education and lives?

1.4 Significance of The Study

Based on the background and the purpose of the study, this section presents significant contributions of the present study to the language testing research in a Thai context in relation to Critical Language Testing paradigm.

1.4.1 Theoretical aspects

In Thailand, the positivist view dominates language testing, and the critical language testing of university entrance examinations is not commonly discussed. My finding shows few studies dealing with the impact of evaluation on Thai ELT (Watson Todd, 2003; 2008) that reflected the issues in the Thai university entrance system and testing. However, that study is outdated as the admission system has been changed several times since then. One narrative research on educational failure in Thailand looked closely at the O-NET test by using nationwide data (Goodman, 2017). The finding of this study shows a need for educational reform in the sense of international competitiveness by using a standardized test as a tool. More studies relating to English language testing are concerned about validity, the test fairness, the format of the tests, and students' opportunity on the English tests (Jaturapitakkul, 2013; Chaisuriya & Shin, 2019; Nipakornkitti, 2016). Fortunately, Kitcharearn's research study (2019) is mostly related to what I intend to investigate which revealed the causes and procedures of changing Thailand's university admission policy and the system as well as the impact of the changes in the university admission policy on students. Therefore, it indicates that qualitative studies in testing in Thailand especially under the Critical Language Testing paradigm are understudied.

Thus, the present study would give a contribution to critical language testing research in the Thai context and illuminates the use and consequences of the current entrance examinations which may challenge the government in the need for change and concern about the power of the test. As explained above and due to a relatively small

number of research studies focusing on issues brought by critical language test paradigm, this research study explored the students' and teachers' experience of preparation for university admission whether the process has affected their English learning/ teaching, behavior, life, or society, etc.

1.4.2 Pedagogical aspects

Besides giving theoretical contributions to the testing area, the study also contributes to pedagogical implications. The previous studies reflect the current situation of teaching and learning practice in English classrooms that creates parallel systems where curriculum and classroom practices never meet, and the use of such high-stakes tests in an unethical and undemocratic way of making policy (Shohamy, 2001; Watson Todd, 2008; Goodman, 2017; Kitcharoen, 2019). This qualitative study may illuminate how incomparability of the admission policy and pedagogical policy is, so the urge for a change in either policy or pedagogy may need to be highlighted.

1.4.3 Social aspects

Moreover, a study by Poovudhikul (2013) shows that the centralized university admission system which is believed to provide equity among test takers affects people of different socio-economic statuses. Perhaps, the study may boost the attention of how much power and control of the tests can affect society. Additionally, the study to some extent may help raise the awareness of the rights of the test-takers so that they can voice their concerns and opinions about English tests of National Entrance Examinations in Thailand. It could provide test-takers with opportunities to inform and question the CUTL of their opinions about test results and the current test methods. It is important that

the little voice be heard by the public in order to promote further discussion on how to improve the university admission system.

The following sections provide the definition of key terms in the study.

1.5 Definition of key terms

Attitude / Perspective: can be explained as an emotional reaction to the given object (Gable & Wolf, 1993). Specifically, these are the characteristics of a human being's optimistic or pessimistic feelings towards objects, situations, persons, or thoughts (Nitko, 2004). In social science, Thurstone (1959) defines attitude as "the sum total of a man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats, and convictions about any specified topic" (p.216). His definition can be interpreted as the total level of optimistic or pessimistic effect related to some given matters. This definition expands the concept of attitude from simply positive or negative feeling into a combination of terminology which includes a subject's complex psychological characteristics. However, in this study, attitude refers to the feelings that the high school teachers and students have through their experience in both teaching and learning English for taking entrance examinations.

Communicative language teaching: The type of learning approach that focuses on interaction as the ultimate goal of learning a language. The use of real situations to necessitate communication in common (Richards & Schmidt, 2010).

Cram School/ Tutoring Schools: are specialized schools that train their students to meet particular goals, most commonly to pass the entrance examinations of high schools or universities.

Critical language testing (CLT): refers to the examination of the uses and consequences of tests in education and society (Shohamy 2001; Spolsky 1995). The topic gained attention by various scholars and particularly Messick (1981, 1989), who argued for expanding the definition of construct validity as a criterion for evaluating the quality of tests, to include components related to tests use, such as values, impact, and consequences. CLT emerged from the realization that tests are powerful tools in education and society, which may lead to unintended consequences that need to be examined and evaluated. It is the power of tests, especially those of high stakes, that causes test takers and educational systems to change their educational behaviors and strategies as they strive to succeed in tests given their detrimental impact.

English Tests: the tests include Ordinary National Educational Test (O-NET), General Aptitude Test (GAT), Professional Aptitude Test (PAT) and national nine core subject examinations.

National Entrance Examination: A centralized university admission system in Thailand, in which students grade 12 have to take in order to be accepted in Thai universities.

Thai Universities: institutions of higher education in Thailand, both public and private.

University Admission System: a centralized system of examination which managed by the National Institute of Education Testing Service (NIETS). It conducts to select prospective students for admission in Thai Higher Education. At present the university admission system is called Thai University Central Admission System (TCAS) in which high school students will be given five rounds to compete for university seats.



CHAPTER 2

LITERATURE REVIEW

This chapter provides a brief history of education in Thailand and then presents the history of the entrance admission system. In addition, studies of the impact and washback of the test is touched on. Next, the background of high-stakes tests in Thailand is introduced. After that, the framework of the study – the critical language testing is described. The chapter finally ends with reviews of previous studies in relation to the critical language testing.

2.1 History of English Education and University Admission in Thailand

This section explains the history of English education in Thailand, the English education policy and history of university entrance examinations in Thailand since the 1990s to the present.

2.1.1 English education policy

English was introduced to Thailand's education system by an American missionary during the reign of King Rama III (1824-1851), but it was most well-known during the reign of King Rama V (1868-1910) (Baker, 2005; Darasawang, 2007). However, English has become mandatory for students grade 1 in the Thailand Education Reform 1996 (ibid) due to the growing need to reconstruct Thai education as a result of

the 1990s economic, political, cultural, and social crisis (Baker & Jarunthawatchai, 2017). Accordingly, the government anticipated that urgent reform would enable Thais to compete with other countries in globalization, which resulted in the introduction of the National Education Act in 1999. The goal of curricula at all levels, according to the National Education Act of 1999, is "human development with a desirable balance of knowledge, critical thinking, capability, virtue, and social responsibility." Despite the fact that the English language was never mentioned in the National Education Act of 1999, it is still the primary foreign language for Thai students, and its role was expanded as a result of the Act of 2002. (Wongsothorn, Hiranburana, & Chinnawongs, 2002). Aside from becoming the most commonly taught foreign language in schools and higher education, it also became a required subject for degree completion (Darawang, 2007; Foley, 2005). The transformation of passive classrooms into learner-centered classes was a significant change in English language education policy (Baker, 2017). This policy shift has resulted in changes in Thailand's education system, including English language teaching, implying that Communicative Language Teaching (CLT) has gained prominence in English Language Teaching and among teachers.

Since 1999's educational reform, the Basic Education Core Curriculum B.E. 2551 (2008) was introduced with four major strands: Language for Communication; Language and Culture; Language and Relationship with other Learning Areas; and Language and Relationship with Community and the World (Baker, 2017). Up until the most recent announcement of the Ministry of Education according to the Policies and Focus of the Ministry of Education fiscal year 2020 states that English and local

languages for communication are to be focused for elementary level, a third language should be learned in secondary school level, and teachers' English skills should be expertly trained (Ministry of Education, 2019). It shows that the government not only focuses on Communicative Language Teaching (CLT) but also the third language. So, when the policies aim high for students to complete in the international arena, the standardized tests become tools to assess students' English proficiency and to ensure educational accountability (Au, 2009 and Goodman, 2017). Although the English language education policy aims for Communicative Language Teaching, are the tests in line with the policy? I will discuss this issue in the next section.

2.1.2 History of University Entrance Examination in Thailand from the 1990s to the Present

The national entrance examination is the most influential examination in Thailand; it has long been impacted by students and teachers since first established in 1961. The 1961's system was a single examination system, and it was administered for 12 years, then in 1973, the system was changed to the Entrance System. Even though this system was a single examination, the students had a chance to choose 1-4 faculties and some years were 6 faculties. This system was administered for 26 years. Due to the growing concern from the Ministry of Education (MOE) that the testing format was heavily reliant on a multiple-choice format which created an opportunity for the well-prepared ones to win the seat in the elite university. As a result, students sought tutoring because the content of the exams did not match the content in the classes, causing them to pay less attention to their school subjects (Bray, 1999; Watson Todd, 2008; Goodman,

2017; Kitchareern, 2019). Consequently, the MOE desired to eliminate that problem and encourage students to focus on their school subjects, and to comply with the 1999's National Education Act (Office of the National Education Commission, 1999) in which the act promotes learner-center education from which emerged a new admission system.

The purpose of changing the system seems to be idealistic, however, in reality; the changes in the admission system have led to a confusing and an assortment of unprincipled changes (Watson Todd, 2008; Kitchareern, 2019). Evidence of this is that there were seven changes in the format of Thailand's university admission system from 1999 – 2017 and there is one more change on its way which will become effective in 2021. The timeline of change is shown in the table below:

Table 2.1 Timeline of Changes in Thai's University Admission System from 1999 until the present

Year of Change	Examination System	Duration
1999 Entrance System	Two-time examination system (Choose the best score) + 10% of GPAX	7 years
2006 Entrance System (O-NET System)	O-NET and A-NET scores (Depend on the criteria of each university and faculty) + 20% of GPAX	4 years
2010 Admission System (GAT/PAT System)	O-NET Score of 30% (Every university) + 20% of GPAX + GAT/PAT Scores 2010 four rounds of examinations per year 2011 three rounds of examinations per year 2012 two rounds of examinations per year + the Seven Common Subject Examination (Clearing house system)	3 years
2013 Admission System	O-NET Score 30% (Every university) + 20% of GPAX GAT and PAT score (2 rounds per year) the Seven Common Subject Examination (Clearing house system)	2 years
2015 Admission System	The Seven Common Subject Examination (Clearing house system) has been changed to the 9 Common Subject Examination	2 years

Table 2.1 Timeline of Changes in Thai’s University Admission System from 1999 until the present (Cont.)

Year of Change	Examination System	Duration
2017 TCAS System	Five rounds of central admission system <ul style="list-style-type: none"> - Portfolio - Direct Quota - Co-Direct Admission (required GAT / PAT scores) - Admission (required the 9 common subject scores) - Direct Admission 	4 years
2021 System	Merging O-NET with the 9 Common Subject Examination and replace by a Thai General Aptitude Test (TGAT)	-

Source: (www.dek-d.com/admission (as cited in Kitchareern, 2019))

The modifications to the university admission policies have made the test subjects more intricate. The current admission system called the Thai University Central Admission System (TCAS) involves five rounds. Each round has separate demands determined by each university and faculty in which the students wish to apply. The five rounds of TCAS include:

1. The first, which begins in late November, requires students to submit a “portfolio”. Each university requires different criteria, for example, Mahidol University – a minimum of 3.00 accumulated grade point average (GPAX) and more importantly they are either a nationally/ internationally recognized certification or award or participation in a camp for an International Science Olympiads, or other academic activities, or other social public activities organized by institute/ school are required (<https://tcas.mahidol.ac.th>, 2019).
2. The second round is a “quota round”, quota seats are offered to specific groups of students, such as sporting talents or those living in the chosen

institute's home region (www.nationthailand.com, 2020). These two rounds do not require written exams but their GPAX.

3. In the third round, a direct admission system shared by partner institutes is used, with each student selecting four possible subjects without ranking their preferred order. The criteria are GPAX, Ordinary National Educational Test (O-NET) scores, General Aptitude Test (GAT)/Professional Aptitude Test (PAT), and the 9 common subjects scores.
4. The fourth round, the criteria are GPAX, O-NET, GAT/ PAT's scores with each student choosing another four courses, now in order of preference.
5. Lastly, the final round of direct admission features different criteria for each university.

Despite the fact that the TCAS system has enough rounds for students to choose and ensure their seats in universities, another side is that the students have to take more tests as for the qualifications of round three. The increase in the number of examinations not only affects students' behavior in preparing for the examinations but also the cost of the examination. The more subjects they take the more money required. The table below shows the cost of examination fees for each round.

Table 2.2 Application Fees for Portfolio Round

Faculty	Application Fee	Interviewing / psychology examination	Health examination fee	Additional Tests
Medical and Dentistry School ¹	200 – 1,000	2,500	1,500 – 1,700	TOEFL / IELTS / SAT / CU-TEP / BMAT
Pharmacy School	200 – 700			
Nursing	350 – 400	300	940	
Allied Health Sciences, Associated Medical Science, Public Health	200 – 300			
Veterinary Science	200 – 700			
Science and Technology Group	300 – 400			
Engineering ²	200 – 350			CU-AAT/ SAT II / CU-ATS
Information Technology	200 – 500			
Social Science and Humanities Group ³	250 – 350			
Communication Arts ⁴	200 – 600			TOEFL / IELTS / TOEIC / CU-TEP / SWU-SET
Political Science / Faculty of Law ⁵	200 – 350			IELTS / TU-GET / TOEFL
Business Administration / Commerce and Accountancy / Economics / Psychology ⁶	300			TU-GET / CU-AAT / SAT
Architecture Group ⁷	200 – 500			TU-GET / IELTS / TOEFL

Source: (www.dek-d.com (as cited in Kitcharern, 2019))

Table 2.3 The Cost of Additional Tests

Test	BMAT	TOEFL	IELTS	SAT	CU-TEP	CU-AAT	SAT II	CU-ATS	TOEIC	SWU-SET	TU-GET
Fee	6,700	6,000	6,900	3,000	900	1,300	3,000-4,000	1,000	1,500	500-600	500

Source: (https://pgschula.org/)

The application fee for round 2 (direct quota) is between 200 – 600 baht depending on the requirement of each university and faculty. Round 3 (Co-Direct Admission) requires GAT/PAT and the 9 Common Subject Tests. While round 4, the cost of selecting each faculty is 100 baht per faculty for the first 4 faculties and an additional

fee of 50 baht per faculty for the 5th and the 6th ones. Lastly, the application fee for this final round ranges between 300 – 1,000 baht (see appendix A).

Based on the table 2.2, 2.3, and appendix A, it can be concluded that in each round of admission the parents spend a great amount of money for an examination and more costs are added for more competitive faculties and universities, on top of that the students obligate to travel to a different province to sit an examination for the direct quota round (round 2) if they desire to attend such universities located in different provinces. Hence, if the students have insufficient funds, they will work out the probability of being accepted in each round and give some rounds a miss to save money, while the rich do not have to be concerned about that issue. It can be inferred that the TCAS system causes an inequity of opportunity to select their future careers, which could create an even wider gap between the rich and the poor (Poovudhikul, 2013; Bangkok Post, 2019).

It appears the more the system changes the more problems increase. The study by Kitcharern (2019) investigated the causes and procedures of changes in Thailand's admission system and the impact of the changes on students. The results of interviewing many stakeholders such as government officers in the Ministry of Education and Office of Higher Education Commission, students, parents, former government officials who had worked at the National Institute of Educational Testing Service (NIETS), and university lecturers who are involved in Thailand's university admission policy reveal that CUPT has held the dominant policymaking power since 2003. The Ministry of University Affairs' function of testing administration was transferred to a public organization called the National Institute of Educational Testing Service (NIETS). With

the separation of the Ministry of University Affairs' policy administration and testing administration, CUPT gradually gained more power and influence in the university admissions system (Kitcharern, 2019).

Since CUPT members are representatives of Thailand's elite universities, the government has accepted the change in university admission policy based on the belief that CUPT's decision is based on evidence and professional experience, whereas other sectors have such a limited role in policymaking. The policy is implemented without further consultation with those who will be affected by it. Thailand's previous university admission policies failed and left many issues in society due to a lack of substantial participation in the policymaking process. Since the university admission policy and its changes have a wide-reaching impact on society, the people who are involved and directly affected by the policy should decide the choice of policy. The study discovered that changes in university admission policies have an impact on educational opportunity equality (Kitcharern, 2019). Therefore, in this aspect, this present study investigated the effects of the current admission system on students and teachers to illustrate that the policymakers should consider their views before changing policy rather than trying the new system in their future.

2.2 Studies on impacts of entrance examinations on students and teachers

This section describes the consequential validity and previous studies regarding the problems, washback and impacts of the entrance examinations in Thailand.

2.2.1 Consequential validity

Messick (1996) demonstrated that validity has six key aspects: content, substantive, structural, generalizability, externality, and consequentiality. The content aspect includes evidence of content representativeness and technical quality. The substantive aspect refers to theoretical explanations for test response consistency. The structural aspect assesses the dependability of the construct domain's scoring structure. The generalizability aspect investigates how well score properties and interpretations generalize across populations, settings, and tasks. Convergent and discriminant evidence from multi-trait multimethod comparisons is included in the external aspect. The consequential aspect considers the value implications of score interpretation as a basis for action, as well as the actual and potential consequences of test use, particularly in terms of sources of invalidity related to bias, fairness, and distributive justice. The six dimensions of consequential validity are as follows: 1) educational consequence, 2) meaningfulness, 3) directness, 4) transparency, 5) fairness, and 6) usability (Jung, 2017).

In the same way Shohamy's (2001) Critical Language Testing paradigm states that testing should be included in the consequential aspects of validity. The social dimension of a test becomes one of the most important factors to consider when determining the test's validity (Messick, 1981). The social dimension of a test considers whether the inferences drawn from the test score are meaningful, useful, or appropriate

for the students (Broadfoot, 2005). As a result, the consequential validity of the evidence provides information about the social consequences of using a test for a specific purpose (Frey, 2018). As a result, research into the impact of a test on the lives of key stakeholders is becoming increasingly important.

Shohamy (2001) also emphasized the significance of a student's perception of an assessment for a test. She asserted that it is critical to listen to students' perspectives on the test, such as identifying the test's use, importance, and meanings in students' lives, particularly in educational and social contexts. Therefore, this study put more emphasis on students' and teachers' perspective through the lens of consequential validity.

2.2.2 Test impact

The effects of a test on individuals, policies, or practices in the classroom, school, educational system, or society as a whole are referred to as test impact (Tzagari & Cheng, 2017). According to Brachman and Palmer (1996), the impact of test use affects both micro and macro levels. They refer to the stakeholders – students and teachers – at the micro-level because the testing procedure and the results directly affect both parties. The macro-level, on the other hand, refers to the effects in a broader sense, such as the educational context and society. As a result of test-driven pedagogy, shadow education has emerged, which can consume considerable financial resources and have a significant effect on social stratification (Bray, 2007). The impact of shadow education can result in educational and social inequality (Charoenroop, 2021).

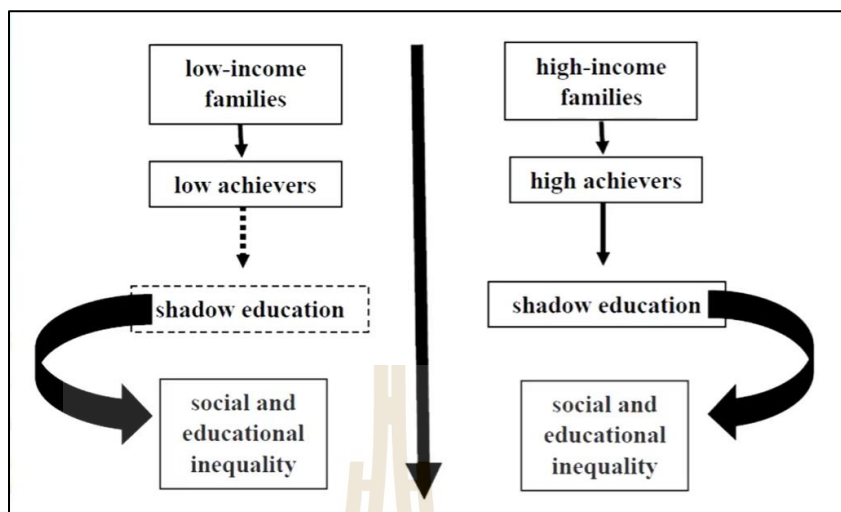


Figure 2.2 Effects of Shadow Education on social and educational inequality –
Charoenroop (2021)

Similarly, Shohamy (1993) stated that the test's impact is more complicated than previously assumed. It has been practically stated that a particular test would have a particular impact in a particular context.

2.2.3 Washback

2.2.3.1 Definition of washback

The term "washback" was coined to describe the phenomenon in which testing interferes with the teaching and learning process (Alderson & Wall, 1993). Washback, as defined by Shohamy (1996), is the association of testing and learning. According to Change (2005), washback is a change in public examinations caused by an intentional or unintentional direction and function of curriculum change on aspects of teaching and learning. According to Frederiksen and Collins (1989), tests are more likely to influence student and teacher behavior. As a result, the class will spend more time on

the skills that will be tested and little or no time on the skills that will be excluded from the target area. Furthermore, he claims that if tests fail to measure the abilities that must be tested, they may create test bias against teaching important skills that are not tested.

2.2.3.2 Positive washback

Washback is generally regarded as either negative (harmful) or positive (beneficial). Positive washback is said to occur when a testing procedure encourages 'good' teaching practice; for example, an oral proficiency test is introduced with the expectation that it will promote the teaching of speaking skills (Alderson & Wall, 1993; Taylor, 2005). As a result, both teachers and students have a positive attitude towards the test and work voluntarily to achieve its goals.

2.2.3.3 Negative washback

When the content or format of a test is based on a narrow definition of language ability, the teaching/learning context is said to suffer from negative washback (Alderson & Wall, 1993; Brown, 2004). Davies, Brown, Elder, Hill, Lumley, and McNamara (1999) provide an example: "If, for example, the skill of writing is only tested by multiple-choice items, then there is great pressure to practice such items rather than the skill of writing itself." As a result, the purpose of this thesis is to investigate whether or not this notion holds true in the Thai context.

2.2.3.4 Studies on impact and washback of tests

This section presents several studies that involved students and teachers that might be affected by high-stakes tests.

1. Washback effects on students

The issue of the washback effects of high-stakes tests on students has been studied extensively around the world. Ahmmed and Rahman (2019) review the studies on washback in language testing and conclude that public examinations influence students' and teachers' beliefs, attitudes, experience, education, training, personality, teaching, and learning style. Such positive washback was discovered in Green's (2013) study, which found that students from China who attempted to enroll in UK universities received good IELTS scores because the high-stakes test may have influenced and motivated them to learn. Similar findings on a positive washback effect were found in Luxia's (2005) qualitative study, where the findings revealed that the main motivation for students to learn English was to achieve high scores on national examinations. Furthermore, Sukyadi and Mardiani (2011) and Puspitasari (2020) discovered that the national entrance examination in Indonesia had a positive impact on students, such as motivating and driving students to learn English. There is some evidence that students are motivated to study harder if they know their academic future is at stake. Mons (2009) states that testing influences student behaviors by increasing the motivation to study.

Although positive washback effects were discovered in the studies mentioned, they were outweighed by negative washback. According to Mahmoudi (2015), when preparing students for high-stakes tests, the teaching method was to push students towards mastering test-taking strategies rather than pursuing English for genuine learning. Thus, students who were motivated by high-stakes tests were labeled as

“shallow learners” by Harlen and Deakin (2003) because performance goals, rather than learning goals, were their primary focus.

2. Washback effects on teachers

Cholis and Rizqi (2018) discovered that the Entrance Examination of an Indonesian University has positive washback because the teaching pedagogy is not entirely dependent on the test contents and patterns. However, the negative washback discovered in this study was that teachers adopted the teaching to the test method, which included preparing and revising teaching materials to correspond with the tests. Similarly, Watanabe (2013) investigated the national center test for university admission in Japan. The test consists of both writing and listening parts designed by the national center for university entrance examinations and found that the test influenced the improvement of test preparation materials and finally concluded that the test had positive washback on the learners and teaching materials. Hence, this study aims to investigate whether any new materials have been created by the teachers to prepare students for university entrance examination. Subsequently, how does it affect students' English learning and testing.

In the same way, Sukyadi and Maridiani (2011) investigated the washback effect of the English National examination and discovered that the examinations influenced teachers' time management, subject matter, approach, technique, and methods of analysis. This study also stated that national examinations influenced students' learning in the classroom, where teachers required students to practice the test and improve their test-taking skills. They discovered, however, that the washback varied

depending on the students' conditions, and they concluded that the national examinations had both positive and negative washback depending on the context.

Since little is found in the Thai context, this study aims to investigate the washback of the English national examinations on students' and high school teachers in Thailand.

2.2.4 GAT, O-NET, and the 9 Common Subjects as High-Stakes Tests

The General Aptitude Test (GAT), Ordinary National Education Test (O-NET), and the 9 common subjects are important tests because the results are used to determine university admission in Thailand. They are important in the lives of students and provide test impact as well as washback for stakeholders. These kinds of tests are known to have a negative impact on students because "[d]oing well on a test may mean that a person can be classified as a success, while doing poorly may mean that he or she will be classified as a failure" (Shohamy, 2001). This may cause issues not only for the students but also for education. In the next section of this chapter, the problems of these high-stake tests were reviewed. Specific problems such as how the tests may create problems regarding the test's fairness, and how the tests have the power to control education were discussed.

To examine the test's fairness, the relevance of the construct competence tests to the curriculum needs to be highlighted. First, O-NET aims to test students' academic proficiency according to the Basic Education Core Curriculum B.E. 2551 (A.D. 2008). This assessment is seen as a compulsory part of graduation for improving teaching methodology and academic proficiency and also using the assessment for other functions

such as skill assessing. The English test itself evaluates students in the following areas: language for communication, language and culture, language and other subject group relationships, and language, community, and work relationships. According to Baker and Jaran (2017), O-NET is more compliant with classroom practice and curriculum. The format of the test is 100% multiple-choice, even though the test maker attempted to add a written test item in the year 2008 and due to the chaos in marking the test, the testing format was changed back to pure multiple-choice in the following year and onwards. Second, GAT is a cognitive aptitude test that measures phonetic coding, language analytic ability, and memory. GAT's test items are on reading, writing, vocabulary knowledge, and English communication. Third, the 9 common subjects, the construct of this test is similar to GAT which assesses students' reading, writing, vocabulary knowledge, and English communication however the 9 Common Subjects is more heavily focused on reading ability and real-world communication.

To sum up, it shows that the tests are not in line with English language policy in Thailand is not in line with the tests. As mentioned in section 2.1.1 the Thailand educational policy is now focusing on Communicative Language Testing (CLT), however, implementing CLT in the hope of inspiring Thai students to communicate in English appears to face some challenges due to the language's lack of real-world application outside of the classroom (Talangoen, 2019). Because these three high-stakes tests are created, developed, and administered by a powerful institution, the test maker has the authority to decide what knowledge is important to society. As a result, in order to maximize their scores, test-takers frequently alter their behavior to meet the agendas of

the tests. As a result, these high-stakes tests result in the ability to control education, which means responding to the tests. Teachers changing their teaching style to teach small, individualized, and isolated test-size pieces in direct relation to the test are examples of pedagogical actions (Shohamy, 2001). Knowledge is thus transformed into a collection of facts, operations, or data that are primarily required for rote memorization in preparation for the test (Au, 2009).

Supporting this idea of empowering the tests, some studies on the impact of entrance examinations on students and teachers reported some problems in the tests. For example, some studies by Kaur, Young, & Kirkpatrick (2016) and Watson Todd (2008), found that English classrooms in Thailand have been heavily emphasized on grammatical and lexical knowledge, along with the format of testing that multiple-choice format so it leads students to rely on cram schools. The change in the university admission system not only causes stress and emotional illness in students and parents (Bowarnkitiwong, 2002) but also affects the financial household expenditure (Poovudhikul, 2013; Charoenroop, 2017; Kitcharern, 2019). They claimed that tutoring schools are one of the factors for students to ensure a seat in elite universities because the format of testing makes it easier to study to the test (Watson Todd, 2008). Hence, the study aims to investigate the appropriateness of the English tests of the entrance examinations whether they are relevant to the policy, too difficult beyond test takers' abilities, or suitable for university admission from the views of students and teachers who consider being major stakeholders in this context.

2.3 Theoretical Framework

This section reviews and synthesizes the literature that deals with studies within the concept of critical language testing.

2.3.1 Critical Language Testing

Critical Language Testing (CLT) was developed from the theories of critical pedagogy and critical applied linguistics to the field of language testing (Lynch, 2001; Shohamy, 2004). The 15 principles of Critical Language Testing (CLT) are: 1) While being unbiased, CLT is influenced by a variety of societal issues, like cultural, social, political, educational, and ideological ones, 2) CLT encourages test-takers to engage in an active, critical response, 3) Test-takers are seen as political subjects in a political context by CLT, 4) CLT regards tests as tools in the context of social and ideological struggle, 5) Questions concerning who or what agendas tests serve arise in CLT, 6) CLT states that testers must have a greater understanding of the impact of the tests they design within a broader societal perspective and how those tests are used, 7) CLT considers assessments of knowledge to be a combination of their measurement and evaluation of knowledge along with their definition and instruction of knowledge, 8) CLT challenges the assumptions underlying tests: whose knowledge?, 9) CLT studies the range of stakeholders' impact and involvement in a testing context, 10) In CLT, tests are embedded in educational and social systems, 11) Because CLT acknowledges the limited knowledge of each tester, it is necessary to seek out additional sources of knowledge, 12) CLT challenges the dominant psychometric traditions, and encourages “interpretive” approaches to assessment that give users different perceptions and perspectives, 13) CLT

utilizes this interpretive framework to explain the meaning of test scores. CLT enables a multitude of interpretations to exist simultaneously, 14) CLT challenges the knowledge on which tests are based and advocates for a more democratic representation of society's diverse groups, and 15) CLT questions the primacy of the 'test' as an instrument of assessment and considers multiple procedures for interpreting an individual's knowledge. Therefore, CLT aims to explain the dynamics of social power, politics, and practices of language testing (Cumming, 2004). Furthermore, Shohamy (2001) states that “Critical testing implies the need to develop critical strategies to examine the uses and consequences of tests, to monitor power, minimize their detrimental force, reveal the misuses and empowers of the test takers” (p.132). It is undeniable that tests are powerful tools that are frequently abused by those in positions of authority to exert control over powerless stakeholders such as test takers. They are frequently used for disciplinary purposes as well as to carry out various policy agendas. Hence, Critical Language Testing encourages those involved in the test, such as test developers, test takers, teachers, and score users, to question the use of the tests, the materials or knowledge on which they are based, and to criticize the values and beliefs of the tests.

A better understanding of the social and political role of testing is critical when considering language testing formulated within the framework of Critical Language Testing. According to Pennycook (1994), the effects of language learning are not only educational but also social and political. The act of testing is assumed to be a representative and a product of cultural, social, political, educational, and ideological agendas that shape the lives of each participant, teacher, and learner in CLT.

Furthermore, CLT regards tests as tools that are directly related to levels of success and are deeply embedded in cultural, educational, and political arenas where ideological and social forms are in conflict (Shohamy, 1998; 2001). As a result, it is possible to argue that English national entrance examinations can shape the lives and futures of Thai high school students.

In conclusion, the present study took advantages of the **five main principles** of the framework to run CLT guidelines in the investigation of the impacts of English national examinations because these five principles are mainly dealt with test-takers who were the main focus of the present study. Hence, these five principles investigated the impacts, the consequences, the uses of the tests, the awareness of the test-takers, and their perception on the English national entrance examinations. The five principles that were adopted are 1) **Principle 1** - While being unbiased, CLT is influenced by a variety of societal issues, like cultural, social, political, educational, and ideological ones, 2) **Principle 2** - CLT encourages test-takers to engage in an active, critical response since test-takers are ones who directly affected by tests they should question the use of the tests and critique their values, 3) **Principle 3** - Test-takers are seen as political subjects in a political context by CLT, in this sense, tests can be seen as economic and political purposes indicating that test makers have more opportunities created by the test than test-takers. By opportunities, test-takers referred to test-maker's commercial gains (Chik and Besser, 2011), 4) **Principle 4** - CLT regards tests as tools in the context of social and ideological struggle as tests are tools of power that could shape and determine the lives of

test-takers, and 5) **Principle 10** - In CLT, tests are embedded in educational and social systems – meaning that tests can unfairly determine the outcomes of young Thai lives.

2.3.2 Studies on Critical Language Testing

In this section of this chapter, the previous studies within the concept of Critical Language Testing were reviewed.

Comparing with several studies on washback and the impact of the tests all over the world, there have been few studies conducted within the framework of CLT. Some researchers believe that tests are critical, and they are utilized for control (Shohamy, 2001; Khan, 2009; Puspawati, 2012; Salehi & Tarjoman, 2017). Shohamy (1993) analyzed the impact of three national language tests by employing several kinds of data collection tools, including interviews, questionnaires, document analysis, and classroom observation. The study found that the tests were used for monitoring, quantification, classification, standardization, showing authority, imposing punishments, and control learning. The teachers were to blame or reward students with the results of the tests. In Shohamy's (2001) narrative research, the test takers described their experiences of second language test-taking and what the effects of these tests were on their lives and future. The results showed that they have low confidence in tests and feel that testing is separated from real learning and real-life performances.

A study on the nationwide examination in Iran by Salehi & Tarjoman (2017) found that the agenda of the TEFL MA entrance examination was almost unknown to the test takers; they claimed that the test is mainly created by politically and educationally

empowered parties. In other words, the power was not equally shared among all stakeholders.

In the same way, Takagi's study (2010) shows that some respondents were not aware of a test-taker's rights and responsibilities and simply regarded the entrance exam as a necessary evil while some respondents complained about the contents of the entrance examination and its use. It can be concluded that the test takers' rights were a new issue in the Japanese context and Japanese students and teachers were not familiar to view language testing from a critical point of view (Takagi, 2010).

Puspawati (2012) research was on the impact of one of the most powerful standardized tests – TOEFL. The participants in this study reported that they had been tested on unfamiliar materials, (e.g., unfamiliar topics) using unfamiliar methods (e.g., unauthentic tasks and time limitations), and they also reported that the test results had been used for purposes that they were not intended to. The participants felt that a test like the TOEFL test should not be used as a single measurement to make important decisions on the test-takers' life. That is in line with Khan's (2009) and Siddiquil, Sartaj, & Shah's (2018) which argued that the English language utilizing as a part of TOEFL did not mirror the English that had been utilized by the worldwide speakers of the English language.

To sum up, high-stakes tests have detrimental effects on the test-takers because the score affects them in many ways. The consequences of tests need to be investigated, especially for test-takers and teachers. The voices of the test-takers who account their experiences and perceptions in taking the test are rarely investigated, although they are

the ones that will be most affected by this test and the use of the score of the test. Reviews of the related study about test-takers' perceptions towards the high-stakes test showed important information about the test and its consequences in the test-takers' lives. Since research study of the effects of English national examinations under the framework of Critical Language Testing could not be found in the Thai context, this study investigated the test-takers' perceptions towards the English national examinations. So that it can contribute to the understanding of the power of the high-stakes tests and their effects on the test-takers and teachers' lives in the aspect of social, financial, and psychological aspects.

2.4 Summary

This chapter represented the review of the literature of the present study. It discussed the history of English education and university admission in Thailand from the 1990s to the present followed by studies on impacts of entrance examinations on students and teachers, next washback, positive and negative washback, test usefulness, test impact was presented, the theoretical framework as well as critical language testing and studies on critical language testing were also provided. Although there were quite a few studies about washback and impact of the high-stake tests, as far as I know there was no research conducted within the framework of critical language testing in Thailand. Moreover, this chapter also provided the background of GAT, O-NET, and the 9 common subjects as high-stake tests in Thailand, along with previous studies on those tests. The chapter ended with the summary of overall literature review.

In the next chapter, the details of the research methodology of the present study such as research design, procedure, setting and population of the study, research instrument, data collection, and data analysis are presented, respectively.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter begins with the research design, and then the research site and participants are described. Followed by data collection, and finally data analysis was discussed in the last section.

3.1 Research Design

In this study, the Critical Language Testing paradigm is adopted not only to understand behavior, but also to examine social conditions in order to uncover hidden structures (Cohen, & Morrison, 2000). As described in Chapter 1, the research that deals with the critical aspects of entrance examinations in Thailand from a critical perspective is understudied even though the entrance examinations have a significant impact on both students and teachers and have undergone changes in terms of language policy. That is the reason why the critical approach was employed for this study and the findings to a certain extent might reveal students' and teachers' unique perspectives and attitudes towards the entrance examinations, which might be grounds for improving the use of the tests in university entrance examinations in Thailand.

The objectives of the study were to explore the effects of university entrance examinations on students' learning English in high school and high school English

teachers' teaching, and to examine the impact of the English national entrance examinations on students' higher education and their lives. It means that this study attempted to describe the perspectives of Thai university students and high school English teachers towards the national entrance examinations through experiencing in preparation for taking the tests. Based on those objectives, this study involved quantitative and qualitative research methods to find possible explanations regarding the experiences of students' and teachers' voices towards the English national entrance examinations in the Thai contexts.

The current study was grounded in a mixed method research approach. Creswell (2002) states that the term mixed-methods research is a procedure for collecting, analyzing, and "mixing" both quantitative and qualitative data at some stage of the research process within a single study, to gain a better understanding in a research problem. Mixed methods research is the third major research paradigm, and it aids in bridging the gap between qualitative and quantitative approaches (Johnson & Christensen, 2004, 2007). The main theory that underpins mixed methods research is pragmatism, which states that the most effective approach for answering research questions is simply "what works" (Cohen, Manion, & Morrison, 2011). To put it another way, "research methods should be combined in ways that provide the best opportunities for answering critical research questions" (Johnson & Christensen, 2004, p.15). In fact, mixed methods study is "an effort to legitimize the use of multiple approaches in answering research questions, rather than restricting or constraining researchers' choice" (Johnson & Christensen, 2004, p.17).

Therefore, both quantitative and qualitative measurements will be useful and relevant for this study because the significance of the findings might help enhance integrating both methods (Onwuegbuzie & Leech, 2006). The dual measurement will help describe the stake holders' (test takers of these three high stake tests and high school teachers) contexts, and it will also help explain how English national entrance examinations affect the life of the test takers and classroom practices for high school English teachers. In this study, the quantitative data was used to uncover the general attitude of the participants towards English national examinations. Qualitative data was given more dominance because it was used to interpret and evaluate the findings in more details.

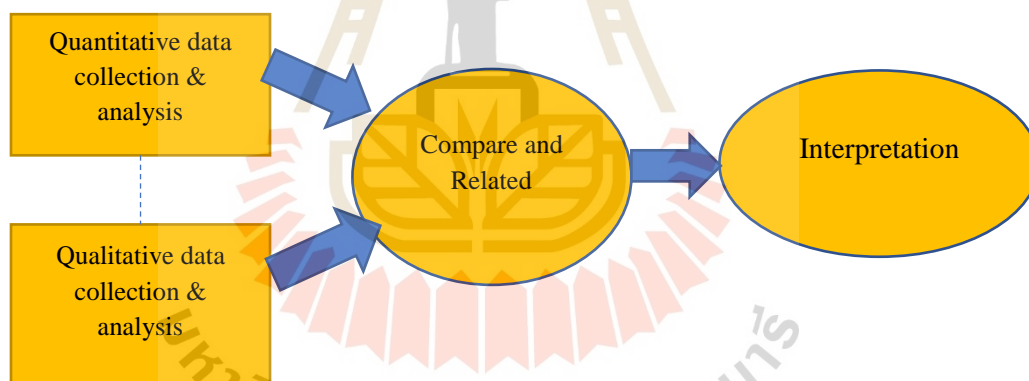


Figure 3.1 Convergent Mixed Methods Design Flowcharts

3.2 Settings of the study

Settings of interest for this study included two types of setting related to participants' groups. The first ones are: universities located in four main regions (North, North East, Central, and South) in Thailand. These sites were selected to answer research question 1, 2, and 4 which aimed to study 1st year university students' group. The second is public high schools in one province, Nakhon Ratchasima which allowed the research to recruit the teachers' group. To provide background information of the participants, I describe these two groups of settings and the activities/ practices related to English language learning / teaching at each setting.

Public Universities

Majority of the participants studies in 7 main universities including Suranaree University of Technology (country rank no. 9) and Nakhon Ratchasima Ratchabhat University (country rank no. 118) represented the North Eastern region of Thailand. Two main universities in Bangkok metropolis Kasetsart University (country rank no. 5) and Silpakorn University (country rank no. 18) represented the central region. Chiang Mai University (country rank no. 3) and Maejo University (country rank no. 20) located in Chiang Mai Province were representatives of Northern region of Thailand, and Taksin University (country rank no. 31) located in Songkhla province represented the Southern region of Thailand (Uni Rank, 2021). The rest of the participants' settings (see Appendix B) come from various universities across Thailand, and they are placed accordingly in their regions.

Table 3.1 Settings of the universities represented group 1

Region	University	Country Rank
North Eastern	Suranaree University of Technology	9
North Eastern	Nakhon Ratchasima Ratchabhat University	118
Central	Kasetsart University	5
Central	Silpakorn University	18
Northern	Chiang Mai University	3
Northern	Maejo University	20
Southern	Taksin University	31

Source: <https://www.webometrics.info/en/Asia/thailand?sort=asc&order=Excellence%20Rank%2A>

All students from universities mentioned above had a selective admission policy based on entrance examinations and students' past academic record and grades. The admission system consisted of five rounds. The first, which began in late November, required students to submit their “portfolio”, the second round was a “quota round”, in which the students were selected based on specific qualification or with special talents. These two rounds did not require written exams but their accumulated grade point average (GPAX). The third round involved a central examination (GAT) with each student choosing four possible subjects without ranking their preferred order. The fourth round consisted of another central examination (the 9 common subjects) with each student choosing another four courses, now ordered by preference. Lastly, the final round of direct admission featured different criteria for each university.

High Schools

The selected sites of this study are state high schools located in Nakhon Ratchasima Province, Thailand (in this study they are named under pseudonyms). Five of the schools selected are located in Mueang Nakhon Ratchasima district, where they represent urban

schools. And the rest (9 schools) from the outskirts of the province represent rural schools. The aim of this school selection is to investigate teachers' opinions teaching in different school locations where both groups would encounter the inequity of the available resources, all the teachers are qualified teachers managing under the jurisdiction of the Ministry of Education. To be more specific about its' surrounding context, Nakhon Ratchasima is Thailand's largest province, situated in Northeastern Thailand, approximately 260 kilometers northeast of Bangkok (Tourism Authority of Thailand, 2019). Total population of the province is 2,482,900 (City Population, 2019).

Table 3.2 Setting of the schools presented group 2

District	Number of schools in the district	No. of English teachers teaching in high school level
Muang District	5	102
Other districts	9	112
Total	14	214

3.3 Participants of the Study

There are two groups of participants: 1) 1st year university students, and 2) high school English teachers. In relation to the former, 1st year university students are chosen as the sample of this study for two main reasons. First, it is important to select participants that have certain characteristics in common that relate to the topic of the target sampling. What considers an important characteristic is experience in taking English national examinations or having been through the process of university admission. The experience of taking the English national tests is very crucial for this study since it was the main data to be analyzed in order to investigate their perception

about the test. The second reason to choose 1st year university students as the sample of this study is because they are assumed to be more familiar with English national tests and the process of university admission. Their background knowledge about these tests is expected to be able to provide a richer data about their perception towards the English national examinations.

Purposive sampling and snowball sampling were used to select the participants of each university. As Medenda and Mugenda (1999) stated that purposive sampling is a sampling technique that allows a researcher to use cases that have the required information with respect to the objective of the study. Moreover, snowball sampling is undertaken when a qualified participant shares a characteristic with other subjects similar to them who qualify for the target population (Berg, 2006).

3.3.1 First Year University Students (Group 1)

3.3.1.1 Number of participants

Originally, as approved in the thesis proposal, the requirement to conduct this study was 150 students of which 30 students would be selected from a university located in each region. At the beginning of the main study, the survey responses were mostly from the universities in the south followed by the northeast, a few in Bangkok but none from the north. However, the total number of the participants was greater than 150. Even though the research questions did not aim to investigate students' attitude among students in each region, the researcher, after consulting with the advisor, regarded this data not meaningful enough. Therefore, a supplementary voice by two experts in statistics was given that the participants in this study should be around 1,000

students to reflect the voice of nationwide 1st year university students. Obtaining such great number of participants especially in COVID-19 pandemic was not easy but particularly challenging. The research had faced many problems and difficulties in accessing the research sites and the participants. The researcher employed various methods in gathering participants including posting on Facebook pages, Twitter and Instagram users related to admission system news, and asking for cooperation from university's instructors. However, the number of participants obtained from each region was still unbalanced. The ratio of the participants from the Central: Northeast: North: South was 22:18:1:30. At the end, a courtesy letter requesting to collect data signed by the Dean along with hardcopy survey questionnaires were mailed out to universities in northern Thailand to fill up the missing data. Therefore, at the end of January 2021 the researcher was able to collect the data of 927 students.

A total of 927 1st year university students in academic year 2020: 236 were males, 678 females and 4 LGBTs. 229 students of the participants are studying in the universities in the Central region of Thailand, 139 students from the universities in Northern of Thailand, 185 from the universities in North East, and 374 of them study in the universities in the South of Thailand.

Table 3.3 Number of participants Group 1

Region	Number of participants	Percent
Bangkok	229	24.7%
North East	185	20.0%
North	139	15.0%
South	374	40.3%
Total	927	100%

3.3.1.2 Round of university admission

The data revealed that 278 of the participants were admitted in round 1 (portfolio), 294 in round 2 (direct quota), 164 in round 3 (co-direct admission), 133 in round 4 (admission system) and 58 of them in the last round (direct admission). Hence, the majority of the participants were admitted in round 1 and round 2. Since the majority of the participants admitted in the university was from round 1 and round 2 in which these 2 rounds did not required scores from GAT, O-NET, and the 9 common subjects and taking these 3 tests is not compulsory. Therefore, the majority of the participants may not have these 3 tests-taking experiences, their perceived test value may not be as accurate as those who were admitted in round 3-5.

3.3.2 High school English teachers (Group 2)

3.3.2.1 Number of participants

At the beginning 120 high school English teachers in Nakhon Ratchasima province were aimed to be collected in order to meet the statistical number. The data collection started in the beginning of September 2020, which was in the period of COVID19 pandemic, but by the end of September 2020, the number of questionnaire responses not only did not reach the statistic number but were also much lower than expected (31 responses). Collecting data over the course of the COVID19 pandemic was tough because the schools were delayed in opening their first school term resulting in scraping of school break during October. Hence, the workloads were on the teachers such as adapting to teaching online and teaching more courses as they had to break down the number of students in classes. After several methods of approaching participants, the

researcher was able to obtain data from 108 high school English teachers at the end of January 2021. The number met the appropriated size according to calculation.

Overall, the participants of the high school English teachers in Nakhon Ratchasima Province in Thailand included 108 teachers: 25 males, 81 females and 2 LGBTs. 95 of them taught at state schools, 10 teachers taught at private schools and 3 teachers taught at other types of schools.

3.3.2.2 Experience in teaching English

In terms of experience in teaching English 39 teachers had 3-10 years' experience, 18 teachers had 11-20 years, 27 teachers had 21-30 years and 24 teachers had more than 30 years of experience in teaching English. The number of teachers in each rank of experience was slightly different, the most responsive teachers (36.1%) were those who had the least experience in teaching English.

3.4 Data Collection Methods and Procedures

There were three sources of data used in the study: a structured questionnaire measuring students and teachers' perception; open-ended questionnaire gathering further information on students and teachers' opinions; and in-depth interview in support to get more insight in detail in support of other findings.

Table 3.4 Instruments for the present study

Research Questions	Data Collection	Type of Data
1. What are the attitudes of 1st year university students and high school teachers towards the English national entrance examinations through the lens of critical language testing?	Structured Questionnaire, In-depth interview	Quantitative, Qualitative
2. What are 1 st year university students' perspectives of the English national entrance examinations on their learning English in high school?	Open-ended Questionnaire	Qualitative
3. What are the high school English teachers' perspectives of the English national entrance examinations on their teaching in English classrooms?	Open-ended Questionnaire	Qualitative
4. How do university students and high school English teachers perceive the value and the use of English national entrance examinations in relation to their future education and lives?	In-depth Interview	Qualitative

3.4.1 Structured questionnaire

The purpose of employing questionnaires was to gain holistic views of a large number of participants' perspectives towards English national examinations issued by a national testing institute. The tests are considered standardized and are mandatory for all students. For this study, the structured questionnaires were adopted from Shohamy (2001) and adapted from Takagi's (2010). Item 1, 2, 3, 4, 8, 6, and 11 of Takagi's open-ended questions were adapted to structured questionnaires and open-ended questionnaires of this research (see Appendix C for Takagi's version). The questions that were chosen would have significant relationship to the Critical Language Testing paradigm (Shohamy, 2001) which concerned the factors affecting the behaviors, the learning/ teaching in their classrooms, and the attitudes of Thai upper-secondary school students and high school teachers in preparation for entrance examinations. The adapted structured questionnaires

were designed in Thai to avoid any problems that may occur due to language barrier. They were then piloted before implementing in the main study.

To investigate students and teachers' attitude, items were formed according to the principles of Critical Language Testing (CLT), that is, first, CLT is not neutral, but is shaped by cultural, social, political, educational, and ideological agendas, secondly, CLT encourages an active, critical response from test-takers since test-takers are ones who directly affected by tests they should question the use of the tests and critique their values, thirdly, CLT views test-takers as political subjects within a political context, in this sense, tests can be seen as economic and political purposes indicated that test makers has more opportunities created by the test than test-takers, fourthly, CLT views tests as tools within a context of social and ideological struggle as tests are tools of power that could shape and determine the lives of test-takers, and lastly, CLT perceives the embeddedness of tests within social and educational systems, meaning that tests can unfairly determine the outcomes of young Thai lives.

1. The pilot study (see Appendix D)

The experimental questionnaire was conducted during February 2020 at a university in Northeastern Thailand and a school in Northeastern Thailand. Piloting is essential to ask respondents or colleagues who understand the purpose of the questionnaire to review it in order to improve it (Genesee & Upshur, 1996; Wellington, 2000). The purpose of the pilot study was to discover weaknesses in the questionnaire and whether it was feasible for the main study. The pilot was tested on 3 groups: high school students, 1st year university students, and high school English teachers.

The pilot study suggested that the questionnaire needed to be adjusted. Some words/terms were rewritten and adjusted into simple and meaningful Thai. In addition, avoiding 2 questions in one item, therefore, the researcher separated the question and added more items to the questionnaire. Moreover, the permission to contact high school / universities for collecting data was made formal by providing an official letter from the university.

2. The final questionnaire (see appendix E and F)

There were two types of questionnaires: first, online questionnaire created on Google Form, and secondly, on hardcopy. The questionnaires for both groups composed of 3 sections – the 1st section was a consent form, the 2nd section composed of the background information of the students: sex, type of previous school, current university, round of admission and for the teachers: sex, years of teaching, type of school teaching, and number of years of teaching English. The 3rd section led to answer the research question no. 1. For Group 1, the questionnaires consisted of 20 questions, and Group 2, consisted of 17 statements written in a Likert scale type with the scale type ranking form “strongly agree” to “strongly disagree”. Number 5 was assigned “strongly agree”, number 4 “agree”, number 3 “neither agree nor disagree”, number 2 “disagree”, and number 1 “strongly disagree”.

3. Questionnaire procedures

Group 1 (1st Year university students) – during September 2020, the questionnaires were posted on social media platforms including Facebook pages, Twitter, and Instagram that professionally and officially related to admission system news to

attract participants with the same target group. Then they were asked to forward the questionnaires to participants who share the characteristics. Moreover, online questionnaires were distributed to students in English classrooms with the cooperation of the teachers in each university.

By the end of September 2020, the number of the participants was over 150. However, that number was meaningless as there were zero responses from students in the universities in northern of Thailand. Hence, an expert in statistics suggested that to reflect the opinions of 1st year university students nationwide, and to make the study valid and reliable, a minimum of 1,000 students should be obtained. Therefore, hardcopy questionnaires were also distributed to 5 universities in all regions with the cooperation from administrators and university teachers in each university.

Due to the outbreak of COVID-19, all universities switched to teaching/learning online, hence contacting students in person made it even more difficult. Therefore, at the end of November 2020, the number of participants group 1 was about 700. In order to achieve data of sufficient quality, the researcher considered hiring a research assistant as it would be necessary to use for a particular survey. The process of collecting data was ended in January 2021 and the number of participants was 927 which is 518% increasing, compared to the original number proposed in the thesis defense.

Group 2 (High school English teachers) – online questionnaires were distributed to schools that were randomly selected. By the end of September 2020, it turned out that the number of questionnaire responses not only did not reach the statistical number but far below expected (31 responses). In October 2020, despite the outbreak of

COVID-19 the researcher recruited new procedures of approaching the participants group

2. First, by personally approaching 8 schools which are in Mueang Nakhon Ratchasima and nearby districts including Chok Chai, Phimai, Dan Khun Thod, and Kham Talay Sor district. Second, for the rest of selected schools which were located in the outskirts of the province, registered mails with prepaid return envelopes were sent along with a courtesy letter requesting to collect data signed by the Dean of Institute of Social Technology, SUT.

Although the official letter from the Dean was provided, the researcher was only able to meet the head of Foreign Language Department of some schools in person. In most schools the questionnaires were only accepted at the school administrative office and the researcher was asked to pick up the survey a week later. However, at the first attempt to collect the completed survey from the schools, the returned rate was approximately 15-30% (3-6 responses off 20 given) and the researcher was asked to go back another week later. The reasons they gave were that they were assigned large amounts of non-teaching related work (such as evaluating government programs and administration) giving them limited time to complete the questionnaires.

On the whole, 20 sets of questionnaires were distributed to each school all together 16 schools. By the end of November 2020, of all the 320 questionnaires distributed, only 62 questionnaires were returned by post. Together with the number of responses online in September 2020, the researcher was able to collect all the data for the teachers' group and met the statistical number.

3.4.2 Open-ended questionnaires

To answer research question no. 2 and 3, open-ended questionnaires were employed. The modified version of Takagi's (2010) and Shohamy (2001) in Thai language, and then back translated it into English. The questionnaires for the students were 1 page in length. It had 4 open-ended questions to which the participants were asked to respond as expansively as possible. These questionnaires were validated by 3 experts on EFL education in Thailand by using Item Objective Congruence (IOC) index (see appendix I and J).

Since there is always ambiguity in how to interpret what a respondent means in answer to a questionnaire, — it is always reasonable to ask further what a person meant by answering the question in the way that he or she did (Pring, 2000). Thus, a follow-up interview was conducted after completion of the questionnaire survey.

1. The pilot study

The teachers' pilot study was conducted at the same time as that of the student, the results of the pilot study suggested that the open-ended questionnaires be increased from two questions to four to encourage an active critical response from test takers from the Critical Language Testing point of view.

2. The final questionnaire (see appendix G and H)

Like the structured questionnaires, open-ended questionnaires were created in both online via Google Form and a hardcopy version. There were four questions for each group, each question was asked whether the participants known or encountered the

situation with a check box of yes or no. Followed by blank lines where the participants allowed to respond to questions in their own words and provide more detail.

3. Questionnaire procedures

Participants' response rate of both groups was given on the table 3.6 below.

The themes of data analyzing were based on number of responses.

Table 3.5 Participants' response rate of open-ended questionnaires

Question	Group 1 (the first year university students)			Group 2 (the high school English teachers)		
	No. of participants	No. of participants response to question	Response rate	No. of participants	No. of participants response to question	Response rate
1	927	622	67.1%	108	86	79.6%
2		642	69.3%		75	69.4%
3		603	65.0%		80	74.1%
4		594	64.1%		72	66.7%

3.4.3 In-depth Interviews

The in-depth interview was used as a supplementary resource to the survey result in order to gain a better insight into the participants' thought, attitude, and emotions towards the tests. This type of interview was employed to collect data because it provided an opportunity to collaborate with participants to raise their awareness and empower them. The advantage of the interview was that it provided much more detailed information than what was available through other data collection methods. It also provided a more relaxing atmosphere so that participants could feel more comfortable having conversation with the researcher and this enabled researchers to convey the views of participants to the reader of the research report faithfully (Boyce & Neale, 2006).

Some questions which were asked were those questions from structured questions and open-ended questions as their comments may not be sufficient to reflex their opinions, moreover emergent questions were asked according to the responses' answers to make the interview process flow. Therefore, some sample questions that included in the in-depth interview were as the following:

1. What do you think about the current admission system?
2. Do you think is it necessary to have that many tests to test students' English skills?
3. How do you think the admission system can be improved?
4. Should teachers and students be involved in the process of developing the test?
5. How soon do you know before each admission system has changed?
6. Do you think the current admission system gives an equality and fairness among students?
7. Are you aware of the rights of the test takers?
8. What is your opinion about an inaccuracy in marking the test score in academic year 2020?
9. Is the level of difficulties in GAT/ O-NET and the 9 Common Subjects appropriate for national entrance examinations?
10. In what ways that English national entrance examinations help you in your university life / professional life?

Group 1 – there were 22 participants (see Table 3.6) selected by purposive sampling. The students were selected according to their strong opinions in survey questionnaires, and some with ambiguous answers. Two of them were interviewed in person, and the other three were done by Line video call, the rest of the students (17 students) were interviewed via Zoom application.

Table 3.6 Data of the student interviewees

No.	Name	University
S1	Arthip	Taksin University
S2	Nok	Taksin University
S3	Wan	Khon Kaen University
S4	Nan	Khon Kaen University
S5	Jip	Khon Kaen University
S6	Waranya	Mae Fah Luang
S7	Chai	Mae Fah Luang
S8	Som	Chaing Mai University
S9	Fah	Chaing Mai University
S10	Saranya	Mae Fah Luang University
S11	Pan	Silpakorn University
S12	Yok	Silpakorn University
S13	Film	Silpakorn University
S14	Pim	Silpakorn University
S15	Toey	Silpakorn University
S16	Aum	Silpakorn University
S17	Earn	Boromarajonani College of Nursing Khon Kaen
S18	Muk	Nakhonratchasima Ratchabhat University
S19	Nut	Mahidol University
S20	Orchid	Panyaphiwat University
S21	Nui	Suranaree University of Technology
S22	Cherry	Kasetsart University

Group 2 – 10 high school English teachers (see Table 3.7) were purposively selected to be interviewed based on their years of experience in teaching English. The interviewed took place at their schools and three of them were done via Line video call.

Table 3.7 Data of the teacher interviewees

Name	School	Years of Experience
T1	School A	33
T2	School A	21
T3	School A	20
T4	School B	3
T5	School C	25
T6	School C	5
T7	School C	21
T8	School D	18
T9	School D	11
T10	School E	22

Interview Procedures

The interviews took place during January and February 2021 at the participants' convenience. Each interview at that time for each group lasted around 20-30 minutes. Each participant was informed that their personal information would be kept confidential, their name would be known to the researcher only and all the names used in the study would be pseudonyms. They also provided the researcher contact details for further inquiries. The participants were reassured of anonymity, confidentiality, the right to withdraw at any point in the study and that the data would only be used for research purposes.

3.5 Data Analysis

3.5.1 Quantitative data analysis

The completed questionnaires were analyzed through descriptive statistics using Statistical Package for Social Sciences (SPSS 26.0) software package. The

computed results were presented in terms of descriptive statistics: percentage, means and standard deviations. There were five levels of agreement in the questionnaires.

5 = Strongly Agree

4 = Agree

3 = Neither agreed nor disagree

2 = Disagree

1 = Strongly Disagree

The mean evaluation is based on the following formular:

(Maximum score – Minimum score) / number of scales = $(5-1)/5 = 0.8$

The criteria of the mean evaluation will be:

The mean values from 4.21 to 5.00 are interpreted as strongly agree.

The mean values from 3.41 to 4.20 are interpreted as agree.

The mean values from 2.61 to 3.40 are interpreted as neither agree nor disagree.

The mean values from 1.00 to 1.80 are interpreted as strongly disagree.

3.5.2 Qualitative Data Analysis

The interpretive process of analyzing qualitative data includes transcribing, reading, and coding data, categorizing the data and checking interpretation with participants. Analyzing qualitative data is also a process of obtaining meaning. It is a creative process and researchers need to extract meaning from raw data (Esterberg, 2002).

The qualitative data: words, phrases, and sentences obtained from the in-depth interview which were recorded by Zoom application, HUWAI 07P recording application, and Line application, were preceded into 4 steps. Step 1, transcribed and coded by organizing the information into meaningful categories. In this process, similar topics were clustered. Step 2, the data was assembled into categories, themes and patterns were recognized and identified into related research questions. Step 3 compared data with quantitative data, and step 4, interpret and merged data. Triangulating the data of the students' and teachers' responses helped determine areas of agreement or divergence (Guion, Diehl, & McDonald, 2011).

The researcher revisited the audio-recorded interviews and recalled the previously analyzed interviews three months later for the purposes of examining the reliability of the interview data. It was intended to ensure that I was in accordance with the analytical criteria. Approximately 98 percent of the content was agreed upon. In addition, a research assistant was brought in as second coder to look over a sample of the interviews. Approximately 95 percent of the sample agreed. Chapters 4 summarize and report on the main study interview data.

Table 3.8 Process of data collection and data analysis of the present study

	Quantitative Data	Qualitative Data
Step 1 Data Collection	Survey Data	Written answer, video, and voice records
Step 2 Data Analysis	Analysis using SPSS	Qualitative content analysis by transcribing, reading and coding data
Step 3 Compare and Merge Results	Comparing data from the quantitative and qualitative data analysis and merged results	
Step 4 Interpret Results	Interpret the results	

3.6 Summary

In order to obtain data of 1st year university students and high school English teachers' perceptions towards the English entrance examinations in Thailand, a mixed-method research design was used in this study. 927 1st year students from nationwide universities in Thailand, and 108 high school English teachers participated in this study for the survey questionnaires. The structure questionnaires were written in a 5-point Likert scale type. There were 20 items for participant group 1 and 17 items for participants group 2. Then 4 open-ended questions were asked for the participants respond as expansively as possible. The participants in the in-depth interview were purposively chosen. Each interview took approximately 20-30 minutes via Zoom application, Line application, and face-to-face interview. The recorded data, then, was transcribed for analysis for further interpretation. Findings based on the data will be reported later in Chapter Four.

CHAPTER 4

FINDINGS AND DISCUSSION

This chapter is aimed to provide results and discuss the answers from the 1st year university students and high school English teachers' voices to four main research questions. Firstly, what are the attitudes of 1st year university students and high school teachers towards the English national entrance examinations through the lens of critical language testing? Secondly, what are 1st year university students' perspectives of the English national entrance examinations on their learning English in high school? Thirdly, what are the high school English teachers' perspectives of the English national entrance examinations on their teaching in English classrooms? Lastly, how do university students and high school English teachers perceive the value and the use of English national entrance examinations in relation to their future education and lives? Three research instruments were employed to determine the answers. The main instrument for collecting data was the structured questionnaire, while the open-ended questionnaire and in-depth interview were considered supplementary sources of data.

4.1 Background Data of the Participants

There were two groups of participants: 1) 1st year university students, and 2) high school English teachers. For the 1st group, the background data revealed general

demographic characteristics of the Thai university 1st year students in terms of their personal backgrounds, types of high schools, program studied in high school, round of university admission, and university regions. For the 2nd group, the background data revealed general demographic characteristics of the high school English teachers in terms of their personal backgrounds, years of experience in teaching English, and types of schools they were teaching.

4.1.1 Background data of group 1 (1st year university students)

The participants of the 1st year students were included 927 students (see table 4.1): 236 were males, 678 females and 4 GBTs. 751 participants graduated high school from state schools, 159 from private schools and 17 of other types of schools. The data revealed that 278 of the participants were admitted in round 1 (portfolio), 294 in round 2 (direct quota), 164 in round 3 (co-direct admission), 133 in round 4 (admission system) and 58 of them in the last round (direct admission). 229 students of the participants study in universities in the Central region of Thailand, 139 students from universities in Northern of Thailand, 185 from universities in North East, and 374 of them study in universities in the South of Thailand.

Table 4.1 Demographic data of 1st year university students' group

	Choice	N	Valid %	Accum.
Gender	Male	236	25.5	25.5
	Female	678	74.1	96.4
	Other	4	0.4	100.0
Type of high schools they graduated from	State schools	751	81.0	81.0
	Private schools	159	17.2	98.2
	Other	17	1.8	100.0
Round of university admission	Round 1: Portfolio	278	30.0	30.0
	Round 2: Direct Quota	294	31.7	61.7
	Round 3: Co-Direct Admission	164	17.7	79.4
	Round 4: Admission System	133	14.3	93.7
	Round 5: Direct Admission	58	6.3	100.0

Table 4.1 Demographic data of 1st year university students' group (Cont.)

	Choice	N	Valid %	Accum.
University Region	Central	229	24.7	24.7
	North East	185	20.0	44.7
	North	139	15.0	59.7
	South	374	40.3	100.0

4.1.2 Background data of group 2 (high school English teachers)

The participants of the high school English teachers in Nakhon Ratchasima Province in Thailand were included 108 teachers (see table 4.2): 25 males, 81 females and 2 LGBTs. 95 of them taught at state schools, 10 teach at private schools and 3 at the others. In terms of experience in teaching English 39 teachers had 5-10 years' experience, 18 teachers had 11-20 years, 27 teachers had 21-30 years and 24 teachers had more than 30 years of experience in teaching English.

Table 4.2 Demographic data of high school English teachers' group

	Choice	N	Valid %	Accum.
Gender	Male	25	23.1	23.1
	Female	81	75.0	98.1
	Other	2	1.9	100.0
Type of high schools they graduated from	State schools	95	88.0	88.0
	Private schools	10	9.3	97.2
	Other	3	2.8	100.0
Years of teaching experience	5-10 years	39	36.1	36.1
	11-20 years	18	16.7	52.8
	21-30 years	27	25.0	77.8
	More than 30 years	24	22.2	100.0
Highest Educational Level	Bachelor's degree	74	68.5	68.5
	Master's degree	34	31.5	100.0
	Doctoral degree	-	0	100.0

4.2 Attitude towards the national English examinations

In response to research question 1: *what are the attitudes of 1st year university students and high school teachers towards the English national entrance examinations through the lens of critical language testing?*, five emerging themes of students and teachers' attitudes towards the national English examinations are: 1) attitude towards the impacts of test preparation on their learning/ teaching, 2) attitude towards fairness and test usefulness of TCAS system, 3) critical views towards the rights of a test-taker, 4) Appropriateness of English entrance examinations as assessment tools, and 5) influence of English national examinations on students and teachers' psychological and social aspects. The findings from participants of both groups from survey data and open-ended questionnaires, and the in-depth interview are presented into categories below.

4.2.1 Attitude towards the impacts of test preparation on their learning/ teaching

Test impact refers to the effects that a test may have on individuals, policies, or practices, within the classroom, the school, the educational system, or society as a whole (Tzagari & Cheng, 2017). As Frederiksen and Collins (1989) state that the behavior of students and teachers are more likely to be influenced by tests. The findings below (Table 4.3) demonstrated the students' attitude towards the impacts of the test on their learning.

Table 4.3 Mean scores, standard deviation, and percentage of students' experience of preparing for the university entrance examinations

Questionnaire Number	Frequency and Percent					M	S.D.	Meaning
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree			
1. English classes that I took in high school aimed to prepare me for the English national entrance examinations.	24 (2.6%)	100 (10.8%)	275 (29.7%)	338 (36.5%)	189 (20.4%)	3.61	1.01	Agreed
2. The lessons in the last year of high school mostly aimed to teach to the test.	19 (2%)	67 (7.2%)	201 (21.7%)	356 (38.4%)	282 (30.4%)	3.88	1.00	Agreed
3. The school has hired an English tutor from cram schools to prepare the students for the tests.	206 (22.2%)	223 (24.1%)	245 (26.4%)	157 (23.1%)	95 (20%)	2.69	1.27	Neither agreed nor disagreed
4. English lessons in classrooms alone were enough for me to do the test for the English national entrance examinations.	69 (7.4%)	91 (9.8%)	204 (22%)	278 (30%)	284 (30.7%)	3.67	1.22	Agreed
5. I prepared myself for the National entrance examinations by studying with a cram school.	127 (13.7%)	137 (14.8%)	264 (28.5%)	214 (23.1%)	185 (20%)	3.21	1.30	Neither agreed nor disagreed

1. The 1st year university students' responses

The data proved an agreement from 638 students (68.8%) on the lessons in their high school last year was mostly aimed to teaching to the test (Q.2). While 19 students (2%) strongly agreed with this. The mean score of this statement was 3.88 indicated that most of the participants agreed on this statement. Consequently, data on Q.4 showed that 562 students (60.7%) agreed that learning English in their classes was enough for them to do the English national entrance examination, although 69 students

(7.4%) strongly disagreed. The mean value was 3.67 showed that most of the participants agreed that studying in conventional English classes was sufficient for entering the national entrance examinations.

Moreover, the frequency in the first row indicated that 527 students (56.9%) agreed that the English classes in high schools aimed to prepare them for the national entrance examinations with the mean score of 3.61 and 1.01 standard deviation. While 24 students (2.6%) strongly disagreed with this remark. The mean score of this statement was 3.61 indicating that overall participants agreed that preparing for the national entrance examination was mainly aimed in their high school English classrooms.

In addition, the majority of students (245 students/ 26.4%) neither agreed nor disagreed that their schools employed a tutor from cram schools to prepare them for the test (Q.3). However, the figures for all the answers given were nearly the same, hence this statement will be further explained in the open-ended questionnaire and in-depth interview. Thus, the results of Q. 5 indicated that although 264 students (28.5%) neither agreed nor disagreed that they had attended a cram school to prepare themselves for English national entrance examinations, 399 students (43.1%) agreed that they sought help from cram schools.

The following table (Table 4.4) showed the teachers' attitude towards the impacts of the test on their teaching.

Table 4.4 Mean scores, standard deviation, and percentage of high school English teachers' experience of preparing for the university entrance examination

Questionnaire Number	Frequency and Percent					M	S.D.	Meaning
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree			
1. I am aware of the importance of English national examinations, and have designed the lesson to prepare them for the tests.	0 (0%)	0 (0%)	12 (11.1%)	29 (26.9%)	67 (62%)	4.51	0.69	Agreed
2. The lessons in the last year of high school mostly aimed to teach to the test.	0 (0%)	6 (5.6%)	13 (12%)	51 (47.2%)	38 (35.2%)	4.12	0.81	Agreed
3. The school has hired an English tutor from cram school to prepare the students for the tests.	7 (6.5%)	16 (14.8%)	11 (10.2%)	35 (32.4%)	19 (36.1%)	3.77	1.26	Agreed
4. Students/ parents/ or the principal have asked me to teach to the test.	0 (0%)	8 (7.4%)	46 (42.6%)	22 (20.4%)	32 (29.6%)	3.72	0.97	Agreed
5. GAT, O-NET, and the 9 common subjects have affected the way I teach in which I have to design extra courses especially for the tests.	0 (0%)	1 (0.9%)	20 (18.5%)	40 (37%)	47 (43.5%)	4.23	0.78	Agreed

2. The high school English teachers' responses

The frequency of Q. 1 indicated that 96 teachers (88.9%) admitted that they were well aware of the importance of the English national examinations therefore they designed the lessons to prepare the students to do the tests. Only 12 of them (11.1%) neither agreed nor disagreed on this statement while none of them disagreed on this. 4.51 was the mean value which revealed that most of the participants agreed on this remark.

Moreover, the findings of Q. 2 showed that 89 teachers (82.4%) agreed that English lessons in the last year of high school aimed to teaching to the tests and none of

them strongly disagreed to this remark. The mean value of this item was 4.12, proving that overall participants agreed on this statement which is in line with the students' results. Furthermore, 54 participants (64.5%) agreed that their schools had hired an English tutor to give supplementary lessons for the last year students. This statement was in high contrast with the students' results. Therefore, further results were given in the open-ended and in-depth interview.

In addition, 80.5% of the participants (87 teachers) agreed that GAT, O-NET and the 9 common subjects had affected the way they taught which meant they had to design special lessons to prepare their students to do the test. And none of them disagreed. The mean value of this item was 4.23 meant that most of the participants agreed on this statement. Lastly, there were 46 teachers (42.6%) who neither agreed nor disagreed that the other stakeholders (students/ parents/ principles) had asked them to teach to the test, even though 54 of them (50%) agreed on the statement. The mean score of this statement was 3.72 showing that more participants agreed on this remark than did not.

4.2.2 Attitude towards fairness and test usefulness of TCAS system

The social dimension of a test includes the consideration whether the inferences made from the test score are meaningful, useful, or appropriate for the students (Broadfoot, 2005). In addition, one of the aspects of consequential validity is to test fairness. All assessments should be able to provide the opportunity for the test-taker to demonstrate his or her abilities and maximize their potential (Brown, 2004).

1. The Structured Questionnaires

The findings of survey questionnaires below (Table 4.5) demonstrated the students' attitude towards the fairness and usefulness of the English entrance examinations and TCAS system.

Table 4.5 Mean score, standard deviation, and percentage of students' attitude towards the fairness and usefulness of the English entrance examinations.

Questionnaire No. (Q.)	Frequency and Percent					M	S.D.	Meaning
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree			
7. The areas of testing in GAT, O-NET, and the 9 Common Subjects are relevant with the content I had learned in classroom.	21 (2.3%)	64 (6.9%)	279 (30.1%)	326 (35.2%)	236 (25.5%)	3.75	0.99	Agreed
8. I have never learned the content tested in GAT, O-NET, and the 9 Common Subjects in classroom.	342 (36.9%)	175 (18.9%)	209 (22.5%)	123 (13.3%)	75 (8.1%)	2.36	1.32	Disagreed
10. I'm aware of the objectives of GAT, O-NET, and the 9 Common Subjects.	17 (1.8%)	57 (6.1%)	224 (24.2%)	363 (39.2%)	265 (28.6%)	3.87	0.96	Agreed
11. I think the admission system is too complicated.	15 (1.6%)	72 (7.8%)	286 (30.9%)	292 (31.5%)	259 (29.7%)	3.77	1.00	Agreed
12. I have to take the tests more than necessary.	28 (3%)	89 (9.6%)	304 (32.8%)	238 (25.7%)	267 (28.8%)	3.68	1.08	Agreed
13. These 3 tests (GAT, O-NET, and the 9 Common Subjects) are appropriate for university admission.	25 (2.7%)	100 (10.8%)	360 (38.8%)	295 (31.8%)	146 (15.7%)	3.47	0.97	Agreed

1.1 The 1st year university students' responses

There were 628 students (67.8%, see Q. 10) who were aware of the objective of GAT, O-NET, and the 9 Common Subjects. While only 17 students (1.8%)

strongly disagreed on this point. The mean value was 3.87 indicating that most of the participants understood the three tests' objective. In addition, 551 students (61.2%) thought that the admission system was too complicated (Q.11) In addition, the findings of their opinions towards the relevance of contents learnt and contents taught were that 562 (60.7% see Q. 7) of the students claimed that they had learnt the contents in their classes. This was in line with the findings of its counterbalance (Q.8) which revealed that they 517 (55.8%) disagreed that they had not learnt the contents tested in their classes.

Moreover, 505 of them (54.4%) agreed that they had to take more tests than necessary (Q.12). with the mean value of 3.77 and 3.68 respectively meaning that participants mainly agreed on this statement.

However, according to Q. 13, the majority of the students which were 360 students (38.8%) neither agreed nor disagreed that GAT, O-NET, and the 9 Common Subjects were appropriate for English entrance examinations, although 414 of them agreed that these 2 tests were appropriate. Since the figures showed indifference further discussion will be made in the open-ended questionnaire and the in-depth interview.

The following table (Table 4.6) showed the high school English teachers' feeling towards the entrance examinations and the influence of the examinations on their teaching English.

Table 4.6 Mean scores, standard deviation, and percentage of high school English teachers' feeling towards the entrance examinations and the influence of the examinations on their teaching English.

Statements (T)	Frequency and Percent					M	S.D.	Meaning
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree			
6. The area of testing in GAT, O-NET, and the 9 common subjects are relevant with teaching curriculum of the upper secondary school stated by the ministry of education.	3 (2.8%)	28 (25.9%)	39 (36.1%)	17 (15.7%)	21 (19.4%)	3.23	1.12	Neither agree nor disagree
7. The areas of testing in GAT, O-NET, and the 9 common subjects are more difficult than the teaching curriculum.	0 (0%)	2 (1.9%)	0 (0%)	28 (25.9%)	78 (72.2%)	4.69	0.57	Agreed
8. I have never taught my students to do the tests.	40 (37%)	25 (23.1%)	25 (23.1%)	12 (11.1%)	6 (5.6%)	2.25	1.22	Disagreed
10. I think the admission system is too complicated.	0 (0%)	3 (2.8%)	11 (10.2%)	36 (33.3%)	58 (53.7%)	4.38	0.78	Agreed
11. I think the admission system changes too often.	0 (0%)	5 (4.6%)	12 (11.1%)	31 (28.7%)	60 (55.6%)	4.35	0.86	Agreed

1.2 The high school English teachers' responses

The findings in Q. 7, 106 teachers (98.1%) admitted that these 3 tests were more difficult than conventional teaching classrooms. The mean value of 4.96 proved that the majority of the participants mainly agreed on this point. Moreover, 94 teachers (87%) agreed that the admission system was too complicated (Q.10) and 91 of them (83.4%) believed that the admission system had changed too often (Q.11). The findings of the teachers and the students was relevant and reflected the same direction.

Overall, there were 67 teachers (62%) neither agreed nor disagreed that the area of testing in GAT, O-NET, and the 9 Common Subjects (Q.6). The mean score of 3.23 proved this statement. Finally, the data from Q.8 indicated that 65 teachers

(60.1%) who disagreed, in that they had never taught the contents tested for their students, which is in line with the students' findings on this point. The mean score (2.25) indicated that they had taught the area of testing in their classes.

2. In-depth Interview

According to Orr, Usher, Haj, Atherton, & Geanta (2017) who stated that an efficient admission system is one that accomplishes a beneficial match between the applicant and the higher educational program. Hence, the opinions of major stakeholders (students and teachers) are important. The findings of the in-depth interview below demonstrated the students' and teachers' perspectives on the current admission system (TCAS) academic year 2019.

Table 4.7 Students and teachers' perspective towards the admission system (TCAS)

Categories	Students (N=22)	Teachers (N=10)
Positive attitudes		
<ul style="list-style-type: none"> • equality to all students • enough rounds to ensure their seats • fairness in term of taking the same tests 	2	8
Negative attitudes		
<ul style="list-style-type: none"> • the system is too complicated • too expensive • too many tests • inaccurate in score marking • change too often 	19	2

2.1 The students' responses

In this aspect, only 2 interviewees had a positive feeling towards TCAS. Chai (S7), who admitted in the 2nd round (quota round) confessed that if it was not for the quota for athletes, he would not have a chance to study in the university. However, it was

necessary for him to adjust his learning behaviors to survive his first year in university. Muk (S18), on the other hand, who admitted in the last round of admission appreciated that TCAS had 5 rounds of admission as she nearly missed studying in university.

However, the majority of the interviewees (19 students) had negative feelings towards the admission system since their academic year of admission was the year that there was an error in marking scores. This problem had never occurred before, so the topic had never been raised. There was an outrage felt among students and doubt about how accurate their scores had been marked. They could not believe how this problem had occurred on such a big scale and wanted the government to take action on this. However, the process of disputing was complicated and took up too much time and energy. Therefore, they just obliged to accept the fact that they could not do anything.

“I was shocked when I saw the trend on Twitter saying that someone who did not take Chemistry subject got some scores. It makes me think that what about my scores?” (Aum – S16)

“I just knew on Twitter that you can claim to see your exam results – I think something like this we should have known from the beginning before taking the test that we have the right to ask to see our score marking. I was going to proceed with it but it's taking so much time by going down to the main office in Bangkok and there was a fee for it too. So, I gave up.” (Som – S8)

“I kept updating my scores on the website to see if there was any change. I think a big scale like this should not make a mistake that puts the risk in our future. The error wasn't just a mistake in marking but also in ranking our choice. I've

heard that someone was announced that he had been accepted in a medical school, then later they claimed that it was a mistake. If it had happened to me, I would have been shocked.” (Yok – S12)

Moreover, the examination fees are a big concern, they understood and accepted that if they had to pay for an examination sitting since there would be costs in administering the tests, marking, and hiring the test makers. However, they wondered why they should be charged for choosing university preferences when there could hardly be any extra cost involved. All overall each student paid approximately 5,000 – 6,000 baht in this TCAS system. On top of that, there were some extra costs after the examinations were over such as physical examination fee, the cost in traveling for interviewing and that did not even guarantee their seats in the university.

“I was called for an interview and physical examination at one university in Bangkok, at that time I was sure that I was accepted in the faculty otherwise they wouldn’t have asked for a physical examination. I paid over two thousand baht. But I wasn’t accepted into that university. I was disappointed! What a waste of time and money and energy I’ve put into it. I think that’s unfair - people who failed physical examination should be ones who had chronic diseases, didn’t they? I think it is a scam, they just want the money.” (Earn – S17)

Overall, all the students agreed that admission fees were too high which could cause some of them in missing an opportunity to choose a university.

2.2 The high school English teachers' responses

Three out of ten teachers did not know what the current admission was. They knew that there were many rounds of admissions but did not know much about the requirements. They claimed that the system was changed too frequently and could not keep up with the latest one. One of the teachers got quite upset when asked about her opinion on the current admission system. *“...before asking about my opinion you have to tell me what the current system is first...”* (T2)

Even though they did not know about the admission system, they were well aware of the English entrance examinations. Hence, the teachers were concerned about their students. As T5 said that:

“I know that this system gives a lot of chances for students to choose, such as portfolio round, and direct quota. If they miss one round, there will be another.”

In sum, the responses from the students and the teachers were different on the appropriateness of the TCAS system. First group (the students) gave mixed feelings that TCAS system was good in a way that it gave more chance for students to enter university, while the contrast ones claimed that the cost of examination sitting was too high and resulted in inequality in choosing universities. However, the teachers were in favor for the system because having more than one chance in selecting a university was better than just one.

4.2.3 Critical views towards the rights of a test-taker

Shohamy (2001) mentions that one necessary principle in assessment is the need to protect the rights of test takers and it is important for the test takers to know their

rights, they should have the rights to question, complain or appeal if the tests do not fit their knowledge.

1. The Structured Interview

Hence, the findings below (Table 4.8) demonstrated the students' attitude towards their rights as a test taker.

1.1 The 1st year university students' responses

The frequency in Q.20 indicated that there were 628 students (79.7%) who agreed that students and teachers should be involved in the admission system. The mean value of 4.26 supported this statement. Moreover, 469 students (68.4%) admitted that they knew if there were some inaccuracies in score marking, they could question the testers (Q.19). Though 303 students (32.7%) neither agreed nor disagreed with the statement. Therefore, these 2 statements will be further discussed in both open-ended and in-depth interviews to get a clearer picture of what their suggestions were.

1.2 The high school English teachers' responses

From the Q.17, 91 teachers (82.4%) who agreed that the students and teachers should be involved in test development, which is in line with the students' findings. In addition, 34 of the teachers (31.5%) neither agreed nor disagreed that they knew whether they could question the testers if there were some inaccuracies in the score marking. The mean score of 2.73 proved that most participants were unsure of this statement. More discussion on this matter will be further discussed.

Table 4.8 Mean scores, standard deviation, and percentage of students' opinions of whether they know the rights of a test taker

Statements (S)		Frequency and Percent					M	S.D.	Meaning
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree			
I am aware that I can question the testers for an inaccuracy in the scoring.	Students' responds (Q.19)	73 (7.9%)	100 (10.8%)	303 (32.7%)	247 (26.6%)	202 (21.8%)	3.44	1.18	Agreed
	Teachers' responds (Q.16)	19 (17.6%)	29 (26.9%)	34 (31.5%)	14 (13%)	12 (11.1%)	2.73	1.22	Neither agreed nor disagreed
Students and teachers should be involved in the test development process.	Students' responds (Q.20)	6 (0.6%)	14 (1.5%)	168 (18.1%)	285 (30.8%)	435 (48.9%)	4.26	0.85	Agreed
	Teachers' responds (Q.17)	1 (0.9%)	3 (2.8%)	13 (12%)	40 (37%)	51 (47.2%)	4.27	0.85	Agreed

2. Open-ended and In-depth interview

The following data obtained from open-ended questionnaires and the in-depth interviews contents the findings on how much students know their rights as a test taker.

Table 4.9 Students' views of the awareness of the rights of a test taker

Categories	Open-ended Questionnaires (N=594)	In-depth interview (N=22)
	Frequency / Percent	Frequency / Percent
Did not know that they have the right to question or dispute if there was an inaccuracy in score marking.		
<ul style="list-style-type: none"> nobody had ever mentioned it before did not know who, where and how to contact 	254 (42.8%)	10 (45.5%)
Know about the test-taker's rights		
<ul style="list-style-type: none"> known it from the test administer known it from a tutor known it from twitter's hashtag somewhat know about it but not in details the process of questioning was too complicated and time consuming 	340 (57.2%)	12 (54.5%)

The data obtained from the open-ended questionnaires indicated that the percentage of students knew and unknow about the rights of a test taker were nearly the same. 57.2% of the students knew about it and some sorts were from the test administer, from a tutor, and from twitter's hashtag. However, the findings also showed that even though they knew about their rights, but the process of questioning or deputing was too complicated and time consuming. While 42.8% of the student respondents did not aware of their rights, reasons given were that no one had ever informed them, nor they knew a little about it but did not know who, where, and how to contact.

In the same way, the results of open-ended questionnaires yielded similar results, 54.5% of the students knew that they can question, request, or dispute the test administer if there was doubt in an accuracy in marking scores. It is interesting that students found out about test-taker's rights from Twitter as Pim (S14) claimed that *"...I'm on twitter and I saw a lot of people tweet about their mismatching in scores so I doubt mine too..... I thought about requesting to see my scores but with a long process and I knew that I wouldn't get the answer before choosing the university, so I gave up."*

4.2.4 Appropriateness of English entrance examinations as assessment tools

Each test including GAT, O-NET and the 9 common subject consist of 4 parts;

- 1) speaking part – involved short dialog situated in different settings,
- 2) vocabulary part – this part to test students' knowledge of vocabulary such as synonym and meaning in context,
- 3) grammar part – this part involved error recognition and cloze test to test students' usage of grammar,
- 4) reading part – involved short and long reading passages which may include advertisement, and short research articles.

1. Open-ended questionnaire's responses

In the sense of students' opinion towards the appropriateness of GAT, O-NET, and the 9 common subjects as English national assessment tools, the data from the open-ended questionnaire showed that there were 5 categories discovered in the inappropriateness of the tests. According to the table below (Table 4.10)

Table 4.10 1st year university students and high school English teachers' perceive on the appropriateness of the English national entrance examinations as assessment tools

Categories	Students (N=635)	Teachers (N=75)
	No. responses / Percent	
Appropriate	417 (65.7%)	33 (44.0%)
• standard	146 (23%)	12 (16.0%)
• motivate students to try harder	120 (18.9%)	11 (14.7%)
• equality	62 (9.8%)	6 (8.0%)
• giving them chances for making up	89 (14.0%)	4 (5.3%)
Inappropriate	218 (34.3%)	42 (56%)
• not relevant to classroom practice	60 (9.4%)	9 (12.0%)
• too many tests	57 (9.0%)	15 (20.0%)
• too difficult	38 (6.0%)	7 (9.3%)
• not practical to everyday life	34 (5.5%)	9 (12.0%)
• inappropriate of test format	29 (4.6%)	3 (4.0%)

1.1 The 1st year university students' responses

The data from the open-ended proved that the majority of the responses (417 students – 65.7%) believed that GAT, O-NET, and the 9 common subjects were appropriated for national examinations. The reasons given categorized into 4 categories: 1) the tests are standardized tests (23%), 2) the tests motivated students to work harder to achieve their goals (18.9%) – this finding is in line with that of a positive washback effect, 3) being centralized system so that the tests are equal to all students (9.8%), and 4)

each test had been allocated to a different percentage according to the university's requirements, hence when they missed one test there was another chance for them to make up the score with another (14%). Therefore, the findings in this statement are in line with the survey that most of the students agreed that these 3 high-stake tests appropriate for national university admission.

On the contrary, 218 students (34.3%) thought that these 3 high-stake tests were inappropriate for university admission. The reasons were found under 5 main categories: 1) the tests were not relevant to classroom practice; they said that classroom practice focused only on grammar and vocabulary, with no reading or speaking (9.4%), 2) there were too many tests, which could result in a lot of test administration costs (9%); 3) the tests were too difficult for them to complete, as they claimed that the reading passages in the tests were too long despite the limited time available (6%), 4) the tests were not practical for everyday life and did not test real language use (5.5%), as they claimed that the tests primarily tested grammatical points and long reading passages but did not test speaking ability, and 5) the test format of multiple-choice items did not reflex the real English ability as they admitted that even guessing all the answers they still got the marks (4.6%).

1.2 The high school English teachers' responses

The data from the open-ended questionnaire showed that the responses from the teachers' group is different from those of the student. Most of the teachers (56%) believed that GAT, O-NET, and the 9 common subjects were inappropriate for a national university admission. Most of the reasons given were the number of tests that

students had to take was too many (20%), followed by the fact that the contents tested were not relevant with everyday life usage and the tests were not relevant with the classroom teaching in which 9 teachers (12%) supported each statement. In addition, 9.3% of the teacher participants claimed that the tests were too difficult, and 4% of the respondents stated that the test format was not appropriate for national testing level.

On the contrary, 33 teachers (44%) claimed that these 3 tests were appropriated for the university admission and expressed similar thoughts to those of the students. Main reasons were allocated into 5 categories as following: 1) being standardized tests (16%), 2) motivated students to try harder (14.7%), 3) being fairness and equality (8%), 4) giving them chances for making up the scores (5.3%).

2. In-depth interview

The data from the in-depth interview below showed students and teachers' opinion towards the appropriateness of the 3 tests as assessment tools.

2.1 The 1st year university students' responses

In this aspect, the data from the in-depth interview revealed that the students thought that the tests were too difficult as they had hardly learned in class. What they had learned in class was really simple: speaking part involved slang and idioms in which only English speakers speak that way. Nearly all of them disliked reading passages: they had never done well in the classroom because when reading passages were given as homework, they could just use Google Translate or copy from friends. As a result, the alternative way of doing the examinations was guessing meaning from contexts. As some students said,

“I only studied for conversation and grammar parts, if I get 20 points from GAT English I’m happy. So, instead of studying and rot memorizing vocabulary – I just dropped it and spent time reading other subjects. When I was sitting the exam, I remember marking a “C” when I don’t know the answer.” (Muk – S18)

“I thought the test can’t test the real language used in everyday life. Why some of my friends who could speak English better than me got lower scores.” (Arthip – S1)

Therefore, more than half of the students thought that GAT, O-NET, and the 9 common subjects were not appropriate for entrance examinations. They thought that there were too many tests testing the same things but expand to three different types of tests. As one of the students stated that:

“I don’t understand why we have to take English test 3 times; one time is enough 3 times is too many.” (Earn – S22)

In sum, the majority of the students showed that English national entrance examinations drive the curriculum and students’ behaviors in studying not for the sake of speaking the language but for the purpose of passing the tests.

2.2 The high school English teachers’ responses

Compare with the students who had clear opinions that they view these three tests as inappropriate for university admission, teachers gave mixed opinions – interestingly, some experienced teachers did not know the contents or topics of the examinations, while some novice ones expressed a different point of views. They thought

that the students had to take too many tests and they were much more difficult than classroom teaching.

“The tests were absolutely difficult; the students only learn Present Simple in the classroom whereas the examinations would be Future Perfect. I think the tests and classroom teaching should be related so that it can reflect the quality of teaching.” (T4 – 3 years experience in teaching)

However, most of the teachers believed that these 3 tests were appropriate for university admission because they believed in the efficiency of the policymakers. Moreover, they believed that tests are the tool to discriminate against students.

“O-NET is used to test students’ English ability in general, but GAT tests their aptitude. So, these examinations are a must for students to enter university.”
(T3)

Only one teacher thought that these three tests were not appropriate for university admission because there was a gap between contents learnt in classroom practice and contents tested in the examinations.

4.2.5 Influence of English national examinations on students and teachers’ psychological and social aspects

Shohamy (1993) stated that the impact of the test is more complicated than it had previously been assumed. Hence, the consequence of the test impacted on students and teachers’ psychological and social aspects was to be investigated.

1. The structured questionnaires' responses

The findings below (Table 4.11) demonstrated the students' attitude towards the influences of the tests on their emotional and social aspects.

Table 4.11 Mean scores, standard deviation, and percentage of students' opinion on the influence of the English entrance examinations on psychological and social aspects

Questionnaire no.	Frequency and Percent					M	S.D.	Meaning
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree			
9. Preparing for the English entrance examinations has helped me in my studying in university.	19 (2%)	65 (7%)	298 (32.1%)	338 (36.5%)	206 (22.2%)	3.70	0.96	Agreed
15. The preparation for university entrance examinations has caused anxiety, stress, and worry.	27 (2.9%)	63 (6.8%)	213 (23%)	265 (28.6%)	356 (38.4%)	3.93	1.07	Agreed
16. I was well prepared for my English entrance examinations, so I didn't feel anxiety, stress, or worry.	99 (10.7%)	228 (24.6%)	299 (32.3%)	202 (21.8%)	99 (10.7%)	2.97	1.15	Neither agreed nor disagreed
17. The preparation for university entrance examinations has affected my household economy.	47 (5.1%)	84 (9.1%)	247 (26.6%)	270 (29.1%)	278 (30%)	3.70	1.14	Agreed

1.2 The 1st year university students' responses

Data from Q. 15 showed that 621 students (67%) agreed that preparing for these three tests caused them anxiety, stress, and worry, although 213 students (23%) neither agreed nor disagreed on this. The mean value (3.93) could be summarized that the participants agreed that anxiety, stress, and worry could be caused from studying for

these three tests. To be more specific, the result of item Q.16 was in line with Q.15 which was its counterbalance showing that 299 students (32.3%) neither agreed nor disagreed that they were well prepared for the tests and they did not feel anxiety, stress, and worry. The statement was supported by the mean score of 2.97.

Besides, the information from Q. 9 revealed that 565 students (61%) agreed that preparing to do GAT, O-NET and the 9 Common Subjects had influenced on their feeling towards learning English, while 295 of them were neither for nor against. The mean value of this item was 3.75 suggesting that participants mainly agreed on this point. However, this statement will be further discussed from other instruments in the next section as feelings towards learning can be negative and positive.

Furthermore, 548 students (59%, see Q.17) agreed that their household expenditures were affected by preparing for university admission. While 247 students (26.6%) neither agreed nor disagreed on this remark. The mean score of 3.70 suggested the participants in the main agreed on that preparing for the admission system had affected their household economy. Overall, there were 544 students (58.7%) who agreed that preparing for entrance examinations could help them in studying in university, although 298 students (32.1%) were neither for nor against. The mean value of 3.70 indicated that most participants agreed on this statement (Q.9).

The following table (Table 4.12) showed the teachers' attitude towards the influences of the tests on their emotional and social aspects.

Table 4.12 Mean score, standard deviation and percentage of teacher' attitude towards the influences of the tests on teachers' professional lives

Statements	Frequency and Percent					M	S.D.	Meaning
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree			
14. I feel anxiety, stress, and worry when preparing to teach my students for GAT, O-NET, and the 9 Common Subjects.	5 (4.6%)	21 (19.4%)	38 (35.2%)	27 (25%)	17 (15.7%)	3.28	1.09	Neither agreed nor disagreed
15. I feel happy when preparing my students for GAT, O-NET, and the 9 Common Subjects.	2 (1.9%)	15 (13.9%)	60 (55.6%)	20 (18.5%)	11 (10.2%)	3.21	0.87	Neither agreed nor disagreed
16. In my opinion, I think that preparing for GAT, O-NET, and the 9 Common Subjects of students help them be ready for studying in higher education.	1 (0.9%)	5 (4.6%)	12 (11.1%)	43 (39.8%)	46 (42.6%)	4.20	0.88	Agreed

1.2. The high school English teachers' responses

The data from Q. 16 revealed that there were 89 teachers (82.4%) who agreed that preparing for English national examinations would help them be ready for university life. The mean score of 4.2 proved that most participants agreed on this point.

However, from Q. 14, and 15, the data revealed that the teachers neither agreed nor disagreed on the statements that KPI had affected their teaching, preparing for tests causing them anxiety, stress, and worry, nor feeling happy about it, with the frequency of 40, 38, and 60 respectively. These findings contrasted with those of the students in the same respect.

4.2.6 Discussion

The perception on student's learning and teachers' teaching (see section 4.2.1 for full details)

In correspondent to the Critical Language Testing Principle 1 - CLT is influenced by a variety of societal issues, like cultural, social, political, educational, and ideological as Shohamy (2001) stated that the effects of the test refer to the impacts and consequences of tests in education and other areas. Some researchers believe that tests are critical, and they are utilized for control (Shohamy, 2001; Khan, 2009; Puspawati, 2012; Salehi & Tarjoman, 2017). In addition, high-stake tests have a powerful effect to control curriculum and influence classroom teaching (Shohamy, 2001; Klinger & Luce-Kapler, 2007; Au, 2007). The findings from this study showed consistency with those mentioned above that high-stakes tests have the power to control curricula in three primary areas.

First, it controls the contents of the curriculum, which means the contents that were taught in the class were designed to relate to those contents tested such as studying grammar points and vocabulary building, while skills that were not tested had not been taught such as communicative and listening skills. Supplementary data from the in-depth interview also showed students' feelings and struggles that the contents learned in class were not relevant to the real world used and the purpose of learning English was to increase their test scores. This finding complies with Shohamy's (2001) statement that tests are tools of power, and that the misuse of tests can change the test takers' behavior to follow the agendas in order to maximize their test scores. In a similar vein, Pan (2009)

claimed that students only learn several points of knowledge being tested in the test, but not the real-life knowledge.

Second, the findings revealed that tests affect the form of teaching and learning test-driven pedagogy. It means that teachers changed teachers' behaviors in teaching by teaching to the test and students studied only the areas that were tested. The data from the survey section proved that the majority of the student participants consensually agreed that their last year of high school was mostly aimed to learn to pass the test. This issue is in line with the results from those of the teachers: they admitted that they planned the lessons corresponding to the tests. The results of the study comply with Shohamy's (2001) and Mecken (2017) statement that this test-like teaching became the new de facto curriculum as teaching to the test does raise students' test scores.

Third, the findings showed that tests significantly increase shadowing education as a response to the test. As a result, shadowing education which means private supplementary tutoring emerged from this test-driven pedagogy (Bray, 1999; Charoenroop, 2017; Saengboon, 2019). Since mainstream schooling aims to teach students' traditional knowledge stated in the curriculum, tutoring school, provides students with additional information and coaching or training to prepare them well for a variety of examinations (Charoenkul, 2018). The data from the survey section showed that the majority of the students neither agreed nor disagreed that they attended cram schools; the interpretation of the statement is supported by the open-ended survey, meaning that these students did not attend cram schools at all in order to survive academically. However, the number of students' attended cram schools was nearly the

same as did not, showing that education is still has a profound influence on Thai education.

Attitude towards fairness and test usefulness of TCAS system (see 4.2.2)

Language testing has long been used to control test-takers behaviors, and it is known to be used for gatekeeping purposes (Martin, 2018). Therefore, the life of the test-takers as non-native speakers is affected by the test, test fairness will be inspected. Hence, the in-depth interview data from this study revealed what students and teachers perceived these three tests through Critical Language Testing principle 2 - CLT encourages an active, critical response from test-takers. The previously presented findings from the open-ended survey yielded different findings between the students and the teachers. 65.7% of the students thought these three tests were appropriate for national examinations, while the majority of the teachers (61.3%) thought they were not. Therefore, the results revealed that students had contradictory opinions about the tests. Most of them accepted the current tests as appropriate for assessing their English proficiency, while some of them critically analyzed the tests and pointed out various problems, this complied with Takagi's (2010) findings in the Japanese context.

Moreover, the study reported 5 main problems of the tests were: 1) the tests were not relevant to classroom practice, 2) there were too many tests, 3) the tests were too difficult, 4) the tests were not practical to the Thai context, and 5) inappropriate of the test format. These findings were in agreement with Shohamy, 2001; Watson Todd, 2008; Goodman, 2017; Kitcharern, 2019 that the high-stakes tests were used in an unethical and undemocratic way of making policy. Thus, the system forced them to seek knowledge

elsewhere outside the schools since the tests were too difficult beyond their ability, hence, unreasonably difficult tests are unethical for test-takers because they cannot see that the tests truly and accurately assess their ability (Punch, 1994).

The data from the in-depth interview revealed that students and teachers had negative attitudes towards the TCAS and had critical views on the fairness of the admission system. The results gathered from the open-ended and the in-depth interview pointed out that they doubted the reliability of the score marking. Even though more than half of the participants acknowledged the right of the test-takers they admitted that the process to question, to check, or to dispute against mismarking or misuse of the score was complicated.

The data from the in-depth interview reflected the contradiction of participants in both groups. 19 of 22 student participants felt rather negative about the TCAS system, while 8 out of 10 teachers were in favor of TCAS. The negative attitudes towards TCAS were found to be too complicated, too expensive, too many tests, inaccurate in score marking, and changed too often. Some critical views that the participants most talked about were the cost of admission fees, and the rapid change in university admission systems. This in line with Shohamy's (2005) findings that the government or those in power use testing as a tool of power.

While positive attitudes towards TCAS were showed to be equal to all students, having enough rounds to ensure their seats, and fairness in terms of taking the same tests. However, some interviewees claimed that even though the TCAS system had a reputation for being fair as all students had the same chance in taking the tests.

However, the hidden unfairness comes in terms of social education inequality as the poor may not have the same chance in taking the tests due to the high cost of the test applications. This inconsistent with the findings of Charoenroop (2017), Poovudhikul (2013), and Kitcharern (2019) that household expenditure was affected by preparing for the examinations.

In conclusion, the findings of students' and teachers' perspectives on value in the use of English National Examinations demonstrated a picture of mixed attitudes among participants towards English national examinations. The students' group expressed that the 3 tests were appropriate for the admission system, but the TCAS system needed improving. While the teachers' group gave opposite views, they thought that the tests were not appropriated as they were much more difficult than classroom teaching but they agreed that the TCAS system was appropriated because it gave students enough rounds to ensure their seats in university.

Critical views towards the rights of a test-taker (see full details in section 4.2.3)

To raise awareness of the test-taker's rights, CLT's principle 2 shall be applied. As CLT encourages test-takers to engage in an active, critical response since test-takers are ones who directly affected by tests they should question the use of the tests and critique their values. According from the results found in section 4.2.3, nearly half of the students were not aware of their rights, that is in accordance with Takagi's (2010) study that test-takers' rights were a new issue in Japanese context, so was in Thailand.

Appropriateness of English entrance examinations as assessment tools (see full details in section 4.2.4)

To examine the participants' perception of the tests, the Critical Language Testing (CLT) principle 4 - CLT views tests as tools within a context of social and ideological struggle shall be applied. According to Bradfoot (2005) and Shohamy (2001), the social dimension of a test includes the consideration of whether the inferences made from the test score are meaningful, useful, or appropriate for the students. Therefore, this study pointed out some major problems in GAT, O-NET, and the 9 common subjects.

According to the findings in the survey, the participants from both groups were well aware of the objective of the tests that these 3 tests tested students' English proficiency in different areas, however, they did not see the necessity in taking that many types of English tests. In term of contents learned and contents taught, the students admitted that they had learned these contents in their class and that is in line with the teachers' responses that they also taught the contents in classrooms which complies with Au's (2009) content of the curriculum that was tested is expanded compared to those non-test subjects.

In addition, the data from the open-ended surveys and the in-depth interview asserted that the multiple-choice format makes it easy for the test-takers to guess the answer. The data from the in-depth interviews claimed that the students chose to study with cram schools because they were taught to do test-taking techniques and strategies. This shows consistency with a few research studies (e.g., Watson Todd, 2008; Saengboon, 2017; Rhein, 2017; Puspitasari, 2020) in that tutoring schools are one of the

factors for students to ensure a seat in elite university because the format of testing makes it easier to study to the test. On the other hand, the students who struggled to do the tests chose to guess the answers by choosing just one choice and answer all. This finding is corresponding with Imsa-ard's (2019) research study which showed multiple-choice questions with the predetermined correct answers may result in guessing. Hence, the data from the open-ended survey of the student participants doubted whether these 3 tests really tested their English proficiency.

The perception on the TCAS system

Therefore, this study pointed out some major problems in GAT, O-NET, and the 9 Common Subjects, as well as the admission system (TCAS) as perceived by the test takers who participated in this study. they expressed that the admission system was too complicated, and changed too often.

In sum, the students and teachers recognized that university entrance examinations have a strong impact in their learning behaviors not only in classroom practice but also at home and at cram schools. It can clearly be seen that test-driven pedagogy did have a serious side effect. In this light, shadow education plays a pivotal role: attending cram schools has become one of the regular Thai students' lifestyles (Bangkokpost, 2019), the business of tutoring schools is growing despite the sluggish world economy (Saengboon, 2019). It is quite ironic that the government and the Council of University Presidents of Thailand (CUPT) who oversee the admission system had first tried to eliminate this problem of students heavily relying on preparatory schools by accounting students' GPAX towards the components of the university admission in 2006

(Watson Todd, 2008). However, 15 years later nothing has changed. Students still depend mostly on tutoring schools or worse the schools provide tutors in their classrooms.

Influence of English national entrance examinations on students and teachers' psychological and social aspects

In correspondent to Critical Language Testing's principle 4 - CLT views tests as tools within a context of social and ideological struggle, the findings of this study revealed the test-takers' attitude towards the influence of the high-stakes tests on their emotional and social aspects as following:

First, the psychological aspect, the results of students and teachers yielded a few different and conflictive perspectives. The data from the survey showed that the students suffered from the tests more than the teachers. The majority of the students felt heavily stressed, worried, and anxious from preparing for the university entrance examinations due to the high stakes of the tests. On the other hand, lower stakes were on the teachers. The survey data showed that the students' examination results had no effects on their pays nor their KPIs. Hence, the teachers did not feel stressed, worried, nor anxious in preparing students' lessons, even though the students' success affected the schools' reputation. The results are remarkably in line with the study of Heissel, Adam, Doleac, Figlio, and Meer (2021) that the level of stress correlates with the level of stakes of the test.

Second, the impact of the test on student family's expenses: as previously presented, the survey results indicated that 59% of students' household expenditures had increased due to the exam's preparation. The supporting information was given by the in-

depth interviews in which all the students agreed that they had to spend a lot of money in each round of TCAS both directly and indirectly. The direct costs include application fees, and physical examination fees if required by the university. While indirect costs may include traveling expenses because in order to sit the tests in different districts or provinces since the test centers are not located in small districts and the cost of attending tutoring schools for those who can afford. Similar findings also reported by studies conducted by Poovudhikul (2013) and Kitcharern (2019) who claimed that the current admission system not only causes stress and emotional illness in students and parents (Bowarnkitiwong, 2002) but also affects the financial household expenditures.

4.3 Impacts of the tests on students' learning

In response to research question 2: *what are students' perspectives of the English national entrance examinations on their learning English in high school?* Two emerging themes of students' attitudes towards the national English examinations are: 1) students' washback on learning, and 2) alternative methods of students' preparation for the examinations. The findings from student participants drawn from the open-ended questionnaire and the in-depth interview are presented into categories below.

4.3.1 Students' washback on learning

Alderson and Wall (1993) who also emphasized the fact that evidence of washback was typically demonstrated in behavioral and attitudinal changes in teachers and learners that were associated with the introduction of tests bearing important educational consequences. Furthermore, Pan (2009) stated that good tests will affect the

teaching learning process in a positive way, motivate teachers as well as learners and encourage the idea of lifelong learning.

1. The open-ended questionnaire's responses

In the sense of washback, the data from the open-ended questionnaire showed that preparing for English national examinations yielded two sides of opinions: positive and negative washback. As elicited in Table 4.13 below, despite the fact that the majority (62.6%) felt negatively towards the tests on their learning, some students (37.4%) believed that English national entrance examinations had motivated them to work harder to accomplish their goals which were attending a university or faculty of their dreams. Positive feedback was given as: the process of preparing for the entrance examinations created learner autonomy, and preparing for difficult tests gave them some sort of achievement.

However, most of the students (62.6%) felt negatively towards the English national entrance examinations. The characteristics that were found indicating negative feelings were: anxiety and stress, felt forced to do the tests, lost interest in learning English, gave up on studying English, scared to use English, practicing exam techniques rather than language learning activities, and learning discrete point of knowledge that were tested.

Table 4.13 Students' washback on learning

Categories	Open-ended questionnaire (N=642)	Interview (N=22)
	Frequency / Percent	Frequency/ Percent
Positive washback		
• motivating students to work harder	240	2
• creating learner autonomy	(37.4%)	(9.1%)
• feeling achievement		
Negative washback		
• feeling anxiety and stress		
• feeling forced to study	402	20
• losing interest because the tests were not relevant with the real use of language	(62.6%)	(90.9%)
• giving up on studying English		
• scared to use English		
• practicing exam techniques rather than language learning activities		
• learning discrete point of knowledge that were tested		

2. The in-depth interview's responses

In this aspect, the data from the in-depth interview also yielded the results proved that English national entrance examinations had a negative washback to their learning. Twenty interviewees expressed a rather negative attitude towards the tests as they were too difficult beyond classroom teaching and that would force them in seeking help from cram schools. As Wan (S3) angrily expressed her feeling towards the tests.

“หนูไม่โอเคกับ GAT ค่ะ เพราะว่าโรงเรียนไม่มีสอนค่ะ นักเรียนต้องหาเองทั้งหมด เพราะหนูคิดว่าถ้าคุณจะจัดสอบคุณควรจัดเนื้อหาตรงนี้เข้ากับการสอนด้วย ไม่ใช่ว่าคุณจะจัดสอบแล้วให้เราหาข้อมูลเองทั้งหมด ก็ไม่ใช่ว่าพวกหนูจะทำไม่ได้ แต่มันเป็นการสอบระดับชาติ ควรจะเอาเนื้อหาที่สอนในโรงเรียนมาออกมัย ไม่ใช่ให้นักเรียนหาเองทั้งหมด แล้วสุดท้ายเราก็ก๊วไปพึ่งติวเตอร์ แล้วผู้ใหญ่ก็ชอบพูดว่าเด็กสมัยนี้ชอบเรียนพิเศษ ชอบไปหาติวเตอร์ แต่เพราะว่าโรงเรียนไม่สอนไปถึงได้ไปหาติวเตอร์” (I'm not okay with GAT, because the school doesn't teach us. The students have to seek knowledge on their own; I think if you are going to test these contents you should teach us the contents tested too. It is not like we

can't do it, but it is a national examination – you should test us what we have learned at schools. In the end, we have to seek help from a tutor and the adults always say kids these days like to study with tutors, but because we aren't taught in schools and that is why we have to go the cram school.)

A few students feel like learning English is just for doing the test, they could not speak it even though they could do the tests.

“We only learn English to do the tests, 12 years of studying and I can't speak the language. I'm scared to speak English.” (S1 - Arthip)

On the other hand, Nut (S19), a medical school student at Mahidol university claimed that national tests should be difficult because it would make ones who really want to achieve their goals work harder for those who deserved it. However, he confessed that he had learned English only at the discrete point of knowledge that was tested.

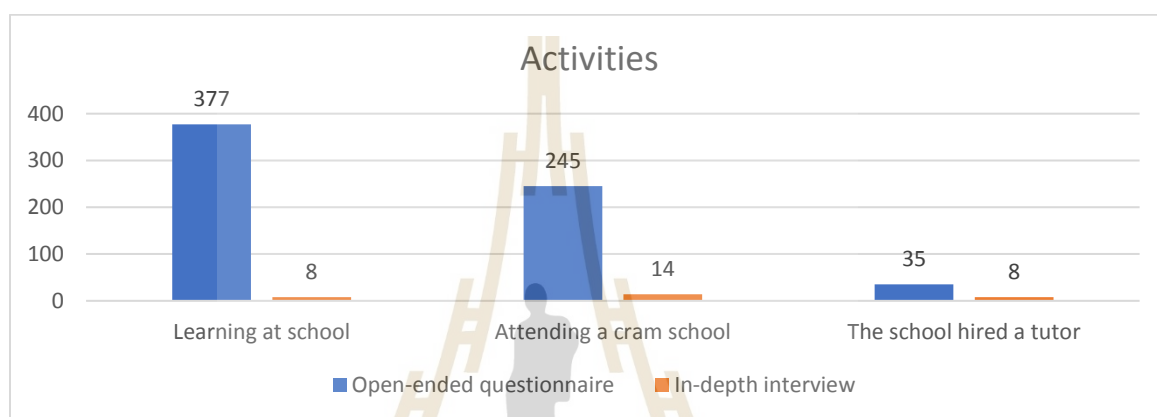
While 5 interviewees admitted that they had been self-taught and equipped themselves with online channels such as free education websites, YouTube, and Facebook.

4.3.2 Alternative methods of students' preparation for the examinations

Shohamy (2001) stated high-stake tests have a powerful effect to control curriculum and influence classroom teaching, hence, learning activities were consequences of the tests. The findings in the table 4.14 below demonstrated the students' activities conducted to prepare for the national English entrance examinations.

Table 4.14 Students' activities conducted to prepare for the examinations

	Open-ended questionnaires (N=622)	In-depth interview (N=22)
	Frequency / Percent	Frequency / Percent
Learning at school alone	377 (60.1%)	8 (36.4%)
Attending a cram school	245 (36.2%)	14 (63.6%)
The school hired a tutor	35 (5.6%)	8 (38.1%)

**Graph 1** Activities conducted to prepare for the examinations.

1. The open-ended questionnaire's responses

The data obtained from the open-ended questionnaire showed that the majority of the students (60.1%) only studied English from their conventional classrooms. Further reasons given for that were divided into 3 groups: 1) knowledge from studying at schools alone was enough to do the test, 2) they did not have funding to study at cram schools as it could be quite expensive, and 3) they admitted at the first round of university admission and there was no necessity to cram for the examinations.

On the contrary, 36.2% of the respondents admitted that they sought help from cram schools in the hope to cram themselves for testing techniques. They agreed that to be competitive in such a big testing arena they had to do something more than just

waiting to receive knowledge from their regular classrooms. Moreover, this group of the students believed that tutorial schools could access them as a shortcut in doing examinations since the test items were multiple choice and tutors always taught how to work out the probability of correct answers. Therefore, according to the data, 34.7% of those who attended cram schools spent less than 3 months (1 semester) in preparing themselves with tutoring schools. And the rest of the remaining (65.3%) spent more than 3 months at cram schools. It can be clearly seen that cram schools were supplementary tutorial classes for Thai students.

Moreover, even the schools realized that cramming for examinations was important and introduced a tutor from outside to cram for their students in the last year of high school since there were 35 students (5.6%) who mentioned that their schools hired a tutor to teach an extra class.

2. In-depth interview's responses

Even though the findings on alternation methods of learning English from the in-depth interview contradicted the open-ended questionnaires', which could cause by the number of smaller sampling group, the information obtained from the in-depth interview gave richer details.

There were 8 interviewees who claimed that they did not attend a cram school. Four of them, Nan, Chai, Pan, and Fah agreed that the cost of attending tutoring schools was too expensive and asserted that they emphasized on practicing the past year test materials together with learning from classrooms and that created learner-autonomy.

As Pan (S13) stated that *“...I never attended a cram school because English is my favorite subject and there were so many free teaching online and on YouTube..”*

The 5 remaining of those who did not attend a cram school were Yok, Waranya, Som, and Arthip, who admitted in the university round 1 and 2, so they either felt necessary to attend a cram school or studied any harder because their seats were guaranteed. However, Arthip (S1) confessed that even though he did not attend a cram school in his last year of high school, though out his school years he always studied at cram schools.

On the contrary, 14 informants did not hesitate to affirm that they attended a cram school, Film (S13) expressed that, *“...my mom always made me study at cram schools since I was very young, until I finally told her that I couldn't take it anymore...”*.

She mentioned it with a sound of bitterness in her voice, and further explained that, *“...my parents wanted me to study in a field of healthcare but I never liked it, they finally accepted my decision when I choose to study Education for Early Childhood....”*

In addition, Cherry (S22) stated that there was nothing special in her classroom. She felt that the teachers did not care much as the students were given a lot of homework that was not related to national examinations,

“I rarely learned anything from my classroom, the teachers gave us too much work without concerning that we were in our last year and had to study for the upcoming examinations. So, I had to study outside the school on the weekend instead.”

Moreover, a few students stated that English teachers in their English classes did not prepare them well enough for the tests. They felt that the tests were too difficult for the teachers to teach.

“The teacher gave us a lot of tests but never explained which and why those items were correct or wrong.” (Nan - S4)

“What we learned in school was extremely basic such as present simple, present perfect but the real tests were difficult, and the reading passages were so long. We had never learned to do the reading in English class.” (Yok - S12)

Therefore, some of the schools solved the problem by hiring an English tutor from a tutoring school to prepare the students for those high-stake tests. However, 2 interviewees revealed their unpleasant experiences with their extra classes. Nui (S21) provided a clear picture that,

“My school hired an English tutor to teach us once a week during our last semester, we had to learn in a school auditorium with many students. The sound system was so bad, and many students did not care much, and the tutor ended up advertising for their tutoring schools. I think it is a scam.”

While Pan (S11) went into more details about her opinions on the reason behind school's hiring a tutor,

“I think the school only hired a tutor to teach us O-NET because ranking or rating of the school was based on O-NET scores. My school didn't hire a tutor to teach us how to do GAT/PAT or the 9 common subjects. I don't think they cared.”

To sum up, it was found that the English national examination brings both positive and negative washback viewed from the teachers' perceptions. Even though the ratio is not exactly equal, but overall, the positive and the negative have the same portion as believed by the teachers. The positive washback of the national examination for the teachers is that it motivates them to equip the students with the best learning materials that are useful for the students to be ready to face the national examination. Because of the longing to make the students get a good score for their national examination, the teachers try their best for teaching the students by presenting the materials by using varied methods, techniques, and books to make the students able to understand the materials well and also having fun at class.

4.3.3 Summary discussion

According to the results of the data relating to Research Question 2, the results found yielded two sides of washback: positive and negative. Positive washback refers to the positive attitude of both teachers and students towards examination that makes them work willingly and collaboratively towards its objectives (Watanabe & Curtis, 2004). This study reported three main findings of student positive washback on their learning: 1) motivating students to work harder, 2) creating learner autonomy, and 3) feeling achievement. This positive washback is in line with Mons (2009), Sukyadi & Mardiani (2011), and Puspitasari (2020).

However, the data from the in-depth interview yielded a significant difference in disagreement. Twenty interviewees reported that there were seven main characteristics of negative washback on their learning: 1) feeling anxiety and stress, 2) being forced to

study for tests, 3) and as a result they lost interest because the tests were not relevant with the real use of language, 4) giving up on studying English due to the difficulty of the tests, 5) scared to use English as they never been taught to use the language in daily life or communicative English, 6) classroom learning shifted to practicing exam techniques rather than language learning activities, and 7) learning discrete points of knowledge that were tested in order to get high scores. These support the findings in the survey as well as Harlen & Deakin (2003), Pan (2009), Jianrattanapong (2011), and Mahmoudi (2015) that high-stakes tests give negative washback to test-takers since the students' behaviors shifted to mastering the test-tackling strategies rather than pursuing English for genuine learning.

In correspondence with the Critical Language Testing principle 4 – CLT perceives the embeddedness of tests within social and educational systems, the consequences of the high-stakes tests on students' alternative methods of preparation for examinations are discussed. The data from the open-ended survey and the in-depth interviews showed that there were three main findings according to this respect in relation to students' alternative methods of test preparation: 1) studying hard in school and studying more on their own, 2) attending cram schools, and 3) relying on a special class that organized by the school.

The open-ended data revealed that, while the majority of student participants (60.1 %) studied from school yielded a higher number than those attending cram schools (36.2 %), the reasons were that they did not have financial support to attend a cram school or they had already been accepted in the first round of admission, so there was no

necessity to cram. Besides, 5.6% of the respondents claimed that their schools had hired a tutor to prepare them for the national examinations. This statement can be interpreted as even the schools where it was supposed to be a place for students to gain their knowledge did not feel confident in teaching students to do the tests. This is really a painful and inconvenient truth.

Additionally, the previously presented data of the in-depth interview showed similar findings: 14 of 22 interviewees asserted that they had to study in cram schools because some of the contents required in the national tests were not taught at their schools, especially GAT. They felt left out that it seemed as though the testers did not care whether the contents of the classroom curriculum were related to the content of the tests. Most of the interviewees agreed that mainstream education was not enough for them to compete in the national arena. Therefore, seeking alternatives or shadow education seemed to be their last resource. The findings complied with Bray (1999) and Charoenroop (2017) that when mainstream education is not sufficient for the test, shadow education is supplementary. Moreover, the previously presented findings revealed that the Thai schools only hired a tutor to prepare students for O-NET because the range of the school is based on students' O-NET scores. Hence, this statement showed a hidden agenda which shows political power over the test takers. In this regard, it supported Critical Language Testing (CLT) principle 1 that testing is not neutral, but is shaped by cultural, social, political, educational, and ideological agendas.

To sum up, in relation to students' perspectives on their English learning in high school, the results showed that preparing for the entrance examinations gave them

both positive and negative washback. The positive effects were motivating students to work harder, creating learner autonomy, and a feeling of achievement. While the negative ones were feeling anxious and stressed, being forced to study, losing interest in learning English, giving up on learning English, scared to use the language, etc. Hence, the alternative ways for students to prepare for the English national examinations were studying on their own, attending cram schools, and relying on tutors from the school.

4.4 Impacts of the tests on teachers' teaching

In response to research question 3: *what are the high school English teachers' perspectives of the English national entrance examinations on their teaching in English classrooms?* Two emerging themes of teachers' attitudes toward the national English examinations are: 1) washback on teaching, and 2) classroom's teaching activity. The findings from participants of the student group from the open-ended questionnaire and the in-depth interview are presented into categories below.

4.4.1 Washback on teaching

Similar to the students', the data from the in-depth interview (Table 4.15) showed that the effects of preparing to teach for English national examinations yielded two sides of opinions: positive and negative washback.

Table 4.15 Washback on teachers' teaching

Categories	In-depth interview (N=10) Frequency / Percent
Positive washback	7 (70%)
<ul style="list-style-type: none"> • encouraging them to prepare lessons • feeling pride in students' achievements 	
Negative washback	3 (30%)
<ul style="list-style-type: none"> • struggling with teaching to the tests • pressuring from the principal / parents / students 	

Positive washback

In relation to positive washback, 70% of the teacher participants admitted that planning lessons for students to do the test was their job and they were fully responsible for that. A novice teacher of age 26 who had 3 years experience in teaching at a state school said that “...*planning the lessons that related to the examination is a challenge, I have to keep active and keep update with the latest examination items...*” however she then further complained that she latest tests were so difficult and admitted that the students would be better off seek technique from a tutorial school.

Moreover, all of the teachers claimed that teaching was their job and planning lessons to prepare their students for the examinations was their responsibility. In other words, it increased their teaching skills. Furthermore, students' accomplishments made them feel proud.

“My main concern is more for the students' achievements and if the school gets the fame from that it is a benefit.” (T8)

“I don't feel stressed from teaching, my students satisfied with what I teach, and I am contented if they do their parts and I do my parts.” (T3)

Negative washback

On the contrary, 30% of the respondents admitted that the English national entrance examinations had affected teachers' teaching in a negative way such as changing classroom practice to teaching to the test. Moreover, hiring a tutor to give supplementary classes was another method that schools employed in the hope of booting up students' scores. Therefore, they felt that students' achievement had affected their KPI, if not, in some respects affected the school frame.

In sum, classroom preparation for the tests had both positive and negative washback. The data obtained from the open-ended survey and the interview were in line with those of the structured survey.

4.4.2 Classroom activities

Regarding English classroom activities, the data from the open-ended questionnaire, and the in-depth interview as presented below demonstrated the teachers' activities served to prepare their students for the national English entrance examinations.

Table 4.16 Students' activities conducted to prepare for the examinations

Activities	Open-ended questionnaires (N=86)	In-depth interview (N=10)
	Frequency / Percent	Frequency / Percent
Used materials that imitate the tests	29 (33.7%)	3 (30%)
Taught the contents related to the tests	26 (30.2%)	2 (20%)
No special activities related to the tests	13 (15.1%)	3 (30%)
Relied on afterschool tutors	10 (14%)	1 (10%)
Vocabulary building	8 (9.3%)	1 (10%)

1. The open-ended questionnaire's responses

The data from the open-ended questionnaire revealed that the majority of the respondents (33.7%) taught the students to practice doing the test materials that imitate the tests which are in line with the findings in the survey. Moreover, 30.2% of the teachers taught the content known to be covered by the examinations. Clearly, they focused on grammatical skills that were often required in examinations. A few aimed to build their students' vocabulary (9.3%), while some relied on an English tutor that was employed to give students in an extra class (14%). However, 15.1% of the teachers did not especially plan any classes for the tests.

2. The in-depth interview's responses

The findings regarding English classrooms' activities were found that 3 of the interviewees (30%) did not do anything special for their English classes. They felt that it was their job to teach, and it was down to the head of the foreign department to decide what to teach and organized an English tutor to give special lectures after school hours. As one of the teachers (T2) declared:

“Our school is fortunate to have many special programs, and the head of each program is in charge of arranging or teaching our students. For a normal program, the school also hires a tutor to teach them in a homeroom class (after school hours). So, besides having knowledge from normal English classes, our students also have special classes from an English tutor.”

“Tutors from outside can give students up-to-date test items so that students could apply in doing the tests”. (T.4)

Furthermore, 20% of interviewees prepared their lessons by assigning an assignment that related to or imitated previous test items. The main areas of instruction were vocabulary building, grammatical points, and the analysis of old test items. While others did not do anything special in terms of exam preparation.

Lastly, 2 informants: T4 and T5 who were novice teachers (less than 5 years experience in teaching) designed their class activities related to examinations such as giving reading assignments and speaking practice.

4.4.3 Discussion

In relation to teachers' washback on teaching, the data from the open-ended survey showed the majority (62.5%) of the participants had negative washback on teaching. They felt struggling with preparing lessons to cope with the class requirements. Supported by the interview's data that preparing for examinations was time-consuming and tiring because the contents were much more difficult than normal fundamental classrooms. Hence, data from an interview revealed a teacher felt satisfied when her school hired a tutor to give the supplementary classes to the students. All interviewed teachers thought that hiring a tutor gave benefits to both parties (students and teachers).

From the open-ended survey, only a few teachers felt pressured by the principals or the performance of the students. However, the data from open-ended and interviews showed the same meaning with the structured survey that they were neither stressed nor anxious about classroom preparation. The tone of the interviewees was neutral showing indifference in their emotion. Moreover, all of them admitted that they were teachers by profession and their job was to teach despite a rapid change in the

admission system. Grounded in CLT framework, it can be interpreted that the teachers were the group of a stakeholder that accepted change without questioning nor simply could they be ignorant. However, the tests also had positive washback on their teaching, those characteristics were: encouraging to prepare for the tests – this enthusiasm was seen in those younger teachers and feeling pride from students' achievements.

The findings are in correspondence with CLT Principle 10 - In CLT, tests are embedded in educational and social systems, the consequences of teachers' classroom teaching activities were discussed. The data obtained from the open-ended survey and showed that their classroom activities were involved in 4 main activities: 1) vocabulary building, 2) teaching test materials that imitate the tests, 3) teaching the contents related to the tests, and 4) relying on afterschool tutors. It can be clearly seen that the areas taught in classrooms relevant to the areas tested. The findings are in line with Watanabe (2013) and Cholis & Rizqi (2018) was that the teachers adopted teaching to the test method or test-driven pedagogy, such as preparing and revising teaching materials to correspond with the tests.

To sum up, the results found in an interview demonstrated that the contents they had learned in English classes in high school were somewhat relevant to the curriculum, but the contents were shifted to test-taking skills in last year of high school. The normal practice that both students do, and teachers give is studying past years' test items so they can get familiar with the vocabulary and grammatical knowledge. It shows that the students only care about improving their test-taking skills and it is in line with classroom teaching where teachers change their teaching content to relate to the entrance

examinations. This indicates the detrimental effect entrance examinations have on students and teachers (Shohamy, 2005). While students clearly focused on grammar and vocabulary, reading is a big challenge for them because they had rarely been given reading assignments at schools.

In sum, preparing students for English entrance examinations affected teachers in neither positive nor negative ways. They neither felt stress, worry, anxiety, nor happy about preparing for the tests. Hence, these high-stakes tests had lower stakes to them than to the students. Additionally, classroom teaching mostly involved test-taking skills.

4.5 Value of the tests on students' future education and teachers' career

In response to research question 4: *how do university students and high school English teachers perceive the value and the use of English national entrance examinations in relation to their future education and lives?* The findings from participants of students and teacher from the open-ended questionnaire and the in-depth interview are presented into categories below.

4.5.1 Influence of English national entrance examinations on students and teachers' lives and future

Shohamy (1993) stated that the impact of the test is more complicated than it had previously been assumed. Hence, the consequence of the test impacted on students and teachers' psychological and social aspects was to be investigated.

1. The structured questionnaires' responses

The findings below (Table 4.17) demonstrated the students' attitude towards the influences of the tests on their emotional and social aspects.

Table 4.17 Mean scores, standard deviation, and percentage of students' opinion on the influence of the English entrance examinations on psychological and social aspects

Questionnaire no.	Frequency and Percent					M	S.D.	Meaning
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree			
6. The scores of English National entrance examinations have affected my decisions on choosing my field of study.	6 (0.6%)	35 (3.8%)	214 (23.1%)	350 (37.8%)	320 (34.5%)	4.02	0.89	Agreed
14. Preparing for the tests of GAT, O-Net, and the 9 common subjects has influenced my feelings towards learning English.	19 (2%)	47 (5.1%)	295 (31.8%)	346 (37.3%)	219 (23.6%)	3.75	0.94	Agreed
18. I believe that good scores in English entrance examinations will result in a good and well-paid job.	37 (4%)	79 (8.5%)	289 (31.2%)	314 (33.9%)	205 (22.1%)	3.62	1.05	Agreed

1.2 The 1st year university students' responses

Data of Q.6 revealed that 670 students (72.5%) thought that the English scores of national entrance examinations affected their decisions on choosing fields of study. Only 6 of them (0.6%) strongly disagreed. Hence, the mean value (4.02) confirmed the statement that in choosing the faculty of studying, English scores were of importance. Moreover, 565 of the students agreed that studying for English national entrance examinations influence them in learning English (Q.14). Finally, there were 519 students (56%) who believed that good scores in English examinations would result in them being

in a good well-paid job, although 4% (37 students) strongly disagreed on this statement (Q.18).

The following table (Table 4.18) showed the teachers' attitude towards the influences of the tests on their emotional and social aspects.

Table 4.18 Mean score, standard deviation and percentage of teacher' attitude towards the influences of the tests on teachers' professional lives

Statements	Frequency and Percent					M	S.D.	Meaning
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree			
12. The rapid changes in the admission system have affects my teaching.	2 (1.9%)	8 (7.4%)	26 (24.1%)	49 (45.4%)	21 (19.4%)	3.75	0.93	Agreed
13. My students' entrance examination scores have affected my key performance indicator (KPI) assessed by the director/chief.	7 (6.5%)	14 (13%)	40 (37%)	38 (35.2%)	9 (8.3%)	3.26	1.00	Neither agreed nor disagreed

1.2 The high school English teachers' responses

In addition, 70 teachers (64.8%, see Q. 12) who agreed that the rapid change in the admission system had affected their teaching but 1.9% (2 teachers) were strongly in disagreement. The mean value (3.75) indicated that participants were mainly agreed that their teaching would be affected due to a quick change in admission system. However, from Q 13 the data revealed that the teachers neither agreed nor disagreed on the statements that KPI had affected their teaching, preparing for test causing their anxiety, stress, and worry, nor feeling happy about it, with the frequency of 40. This findings contrasted with that of the students in the same respect.

2. In-depth interview's responses

According to the results of the in-depth interview (Table 4.19), 20 students (91%) said that English entrance examinations had some influence on their lives, while 9% of them claimed that these tests had little influence.

Table 4.19 Students and teachers' views of the influence of the English entrance examinations on their lives and future

Categories	Students (N=22)	Teachers (N=10)
	Frequency / Percent	Frequency / Percent
Has influence	20 (91%)	3 (30%)
• expand one's future	17	1
• motivate students to study English and teachers to teach English	2	1
• personal development (students)	1	1
• teachers' KPIs		
Has little influence	2 (9%)	7 (70%)
• Memorizing only for an exam (Students)	1	-
• Studying English only to pass an exam (Students)	1	-
• feeling indifferent	-	7

In the interview, the students pointed out some influences on their lives and future. Nearly all of the students thought that these tests were important because if they got accepted in a good university it is most likely for them to get a good job, while two of them thought differently. Saranya (S10) commended “...*English is very important for every career, if you are good at English, you can get a job in any field....*”

On the other hand, two students who claimed that they did not like English and struggled in school. Mul (S18) asserted that English scores affected her choices in choosing a university.

“I gave up on this subject, so I tried my best to study other subjects to make up for the loss of English score. If I get high a score in GAT Thai, I would settle for that.”

(S18 – Muk)

In contrast, the teachers’ results yielded different results. Most of the teachers (70%) felt that these 3 tests had little influences on them. The students achievements did not affect their KPIs nor their career. This finding is in line with the findings of the survey questionnaires mentioned above. T. 10 commended that *“...teaching is my job, I’m happy and willing to teach my students...”*

4.5.2 Discussion

According to the findings the students found these 3 tests and the TCAS system influenced their feeling towards English learning because they believed that the test result could access them to public universities and determine their future careers, therefore, implies better education with lower costs that lead to a better career perspective (Poovudhikul, 2013). This is in correspondent to Principle 10 - In CLT, tests are embedded in educational and social system. Since the use of language assessment has been a part of meritocratic policies in homogeneous Asian countries (Tagaki, 2010), English tests have been employed as gatekeeping devices for access to higher education, and professions.

On the other hand, tests did not have significant impacts on the teachers but did on their teaching. It could be because they are government school teachers and students’ success, nor failure affects their pays.

4.6 Summary of Findings

This study aims at investigating the 1st year university students and high school English teachers towards the English national entrance examinations (GAT, O-NET, and the 9 common subjects). As presented earlier in the chapter, this study revealed some important information about the test based on the test takers' point of view. This study revealed 5 pieces of information about the tests based on participants of study perceptions. The summary of the results of this study is presented in table 4.20 below:

Table 4.20 Summary of participants' perceptions toward the English national entrance examinations.

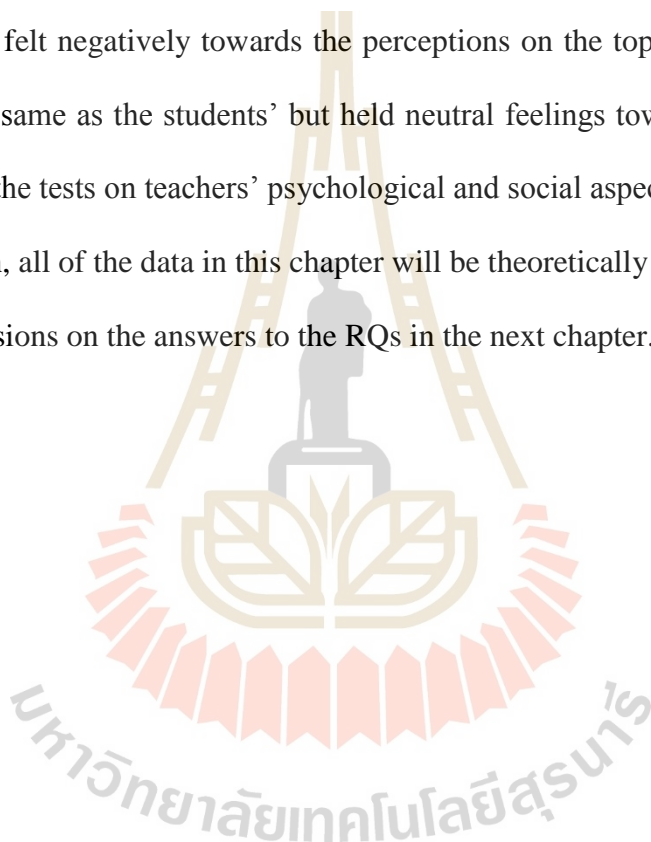
Categories	Positive	Neutral	Negative
1. The perception on their learning/ teaching			
• The students	<input type="checkbox"/>		<input type="checkbox"/>
• The teachers	<input type="checkbox"/>		<input type="checkbox"/>
2. Attitude towards fairness and test usefulness of TCAS system			
• The students			<input type="checkbox"/>
• The teachers		<input type="checkbox"/>	
3. Critical views towards the rights of a test-taker			
• The students			<input type="checkbox"/>
• The teachers			<input type="checkbox"/>
4. Appropriateness of English entrance examinations as an assessment tool			
• The students	<input type="checkbox"/>		
• The teachers		<input type="checkbox"/>	
5. Influence of English entrance examinations on their psychological and social aspects			
• The students	<input type="checkbox"/>		
• The teachers		<input type="checkbox"/>	
6. Value of the tests on their future education and career			
• The students	<input type="checkbox"/>		
• The teachers			<input type="checkbox"/>

It can be inferred that the participants group 1 (1st year university students) mainly held negative perception about the tests in 4 categories: 1) perception of their learning, 2) perception on the impacts of the tests on students' psychological and social aspects, and 3) perceptions on the topics covered in the tests. While they had mixed feeling towards

the perception on the tests and the TCAS system, but neutral feelings towards the fairness and test usefulness.

On the other hand, the participants group 2 (high school English teachers) felt positively towards 3 categories: 1) the perception of their teaching, 2) perception on the tests and TCAS system, and 3) the perception towards the fairness and test usefulness. However, they felt negatively towards the perceptions on the topics covered in the tests which was the same as the students' but held neutral feelings towards the perception on the impacts of the tests on teachers' psychological and social aspects.

In addition, all of the data in this chapter will be theoretically discussed and analyzed to make discussions on the answers to the RQs in the next chapter.



CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter begins with a brief summary of research's aims, follow by implications and recommendations based on the results of the study.

5.1 Conclusions

Language testing plays an important role in many EFL countries all around the world, including Thailand. This study has explored the influence of English national examinations on major stakeholders, 1st year university students and high school English teachers. The English national tests are GAT, O-NET, and the 9 common subjects and are used as gatekeeping tests by Thai universities as a university admission. Performance of these 3 tests may have serious implications for the life chance of test takers. Therefore, this study was set out to investigate the influence of these high-stake tests on 1st year university students and high school English teachers via the lens of Critical Language Testing in which not only closely investigated the washback effects but also the social and psychological aspects.

Although the data shown that both positive and negative washback on the tests but that was expected. The data emerged from this study confirm that the agenda the government sought to fix in year 2006 by changing admission has not improved since the

students still sought shadow education as their supplementary knowledge, and even worst the schools employed English tutors to teach at the schools and claimed that as their strategies. The findings of this study show that even though Thailand English policy aims at communicative language teaching, practically heavily rely on test drive pedagogy. This finding shows an incomparability of the admission policy and pedagogical policy. This study also shows the same finding as Takagi's (2010) study that test-takers' rights were a new issue in Japanese context, so was in Thailand. Since English tests have been embedded in Thai education and preparing for examinations is part of their lives, some students may not be aware of their rights in viewing the uses of the test critically.

5.2 Implication and Recommendations

This section's implications and recommendations for the test-takers and the testers are discussed in order to consider how we could improve current practices. Based on the findings, the implication of this study considers 3 mains aspects. First, *pedagogical shifts* – in this sense, it can be clearly seen from the findings that Thailand's pedagogical has unintentionally shifted to exam-oriented education system on the last year of high school. Despite the education policy focusing on communicative language teaching, the high-stakes tests still pay an important role in controlling pedagogy. Second, *views on testing* – language assessment as well as testing should be looked through a critical lens that language test is not just a tool to evaluate a level of success. Third, *the role of testing* – tests should focus on the use and the consequences of the tests on their role in educational, social, political, and economic context.

Therefore, the following sections outlines implications for: 1) policy makers, 2) students and high school English teachers, and 3) educators, administrators and officials of the CUPT based on the 3 aspects mentioned above.

5.2.1 Policy implementation

English tests should be in line with the policy. Since Thailand education policy aims for communicative language teaching, the English tests should properly assess test-takers' communicative skills, as well as promote positive washback on students' learning and teachers' teaching. Real speaking and listening should be given weight in tests, and grammar and reading skills should be minimized. Additionally, the test format should be improved; test developers should consider using a different format, such as open-ended items that assess higher-level cognitive abilities, rather than pure 100 percent multiple choice questions. Additionally, the current cost of applying for admission examinations is excessive in comparison to Thailand's minimum wage (350 baht/day). The high cost of sitting an exam results in inequality in Thai society, as the poor may not have the same opportunity to choose their preferred university as the rich and that could create a wider gap between the rich and poor. Hence, the students cry for help in lowering admission fees.

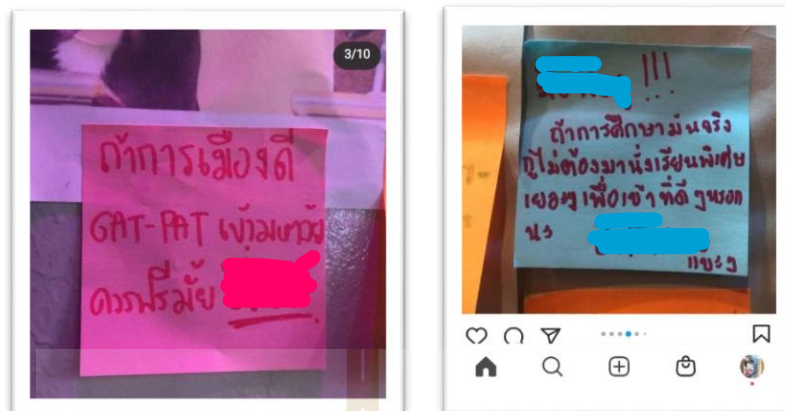


Figure 5.1 Students' opinions towards Thai education

Source: instagram

5.2.2 Implications for students and high school English teachers

The main implication for the sake of students' rights. That's they should be aware of their rights as a test taker. They should realize that they can question and dispute the misuse of tests. By this way, they will learn to develop the critical point of views towards the examination system (Shohamy, 2001). In this study, even though more than half the students realized the rights of the test-takers, the process of disputing is still confusing. It is important that the public should hear the voice of test-takers, even the little one, so that we can promote the urge for improvement of the university admission system. They should know that to limit the uses of tools of power of the tests their voices are essential. Moreover, the students should be aware that the real purpose of studying English is to communicate in real life. Let us not let the cram school industry and testing industry take away the sense of learning English.

Not only students but high school English teachers should be aware of the rights of the test-takers, even though they do not take the tests directly, but in a broad sense, their practices affect test results (Shohamy, 2001). Therefore, teachers should not only concentrate on preparing students to pass the tests but also focus on the real use of the language. The teachers should develop a critical view of the tests and question their use, and perhaps start from changing classroom's assessment by applying the Critical Language Testing in their practice such as asking question like: who do I test? what do I test? do I test what I teach? what is the consequence of the test? would it give a positive washback?

It is not just the tests alone that the teacher question but the whole admission system. Since the teachers will be the first party affected by any changes to the admission system, especially in this test-driven pedagogy. Moreover, teachers should try to keep up with the current trends in when there is an opportunity to express their feeling towards the education system or current admission system, they should not hesitate to do so.

5.2.3 Implications for the Council of University Presidents of Thailand (CUPT)

Most importantly, the CUPT, in line with ELT test takers and educators, should reconsider the agenda of the tests. If looking through the lens of Critical Language Testing, the testers should always keep these questions into consideration: who are the testers? whose knowledge is the test based on? what are the underlying values behind the tests? is the tested contents give positive washback? because the majority of the test-takers claimed that the current English entrance examinations neither assess their real use of language nor classroom teaching. If the tests are too difficult beyond their ability,

shadow education will become their supplementary resource. Moreover, it is unethical to assess test-takers with unreasonably difficult tests because the test-takers' ability cannot be accurately access. Secondly, the CUPT should have the research capacity to make sure that the tests are reliable. Also, they should ensure that the examination results are believable, credible, and fair to test-takers. Lastly, they should thoroughly study and evaluate the advantages and disadvantages of the admission system before making a change. The voice of the test-takers should also be considered in making changes in policy, such as admission fees should be lower and the processes of choosing university range should be less complicated.

5.2.4 Implications for the educators and administrators

The results of the study showed that both students and high school English teachers are greatly influenced by the English national entrance examination. The effects are much greater than just a fail/pass result but also affected society, and the economy as a whole. Therefore, the educators and administrators who are in higher positions and have louder voices in the society than those major stakeholders should hear their voices and speak out or educate others when possible.

5.3 Future Research

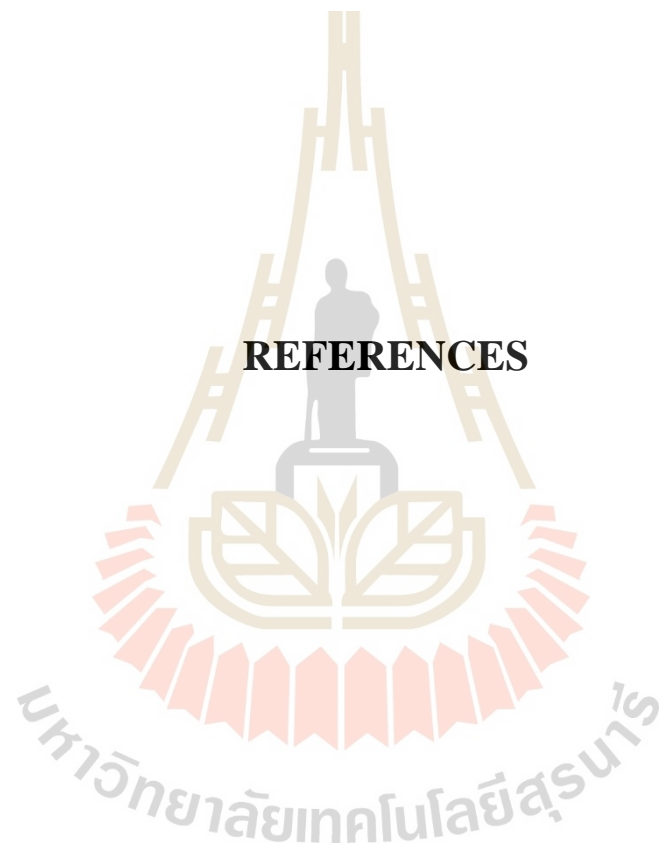
Future research may consider exploring the same issue but from the perspective of other test-takers such as parents, high school students or from a tester like administrators, and policy makers. Lastly, this study on the high school English teachers was based on

one province in Northeastern of Thailand, so it would be interesting to have similar surveys in different regions of Thailand.

5.4 Limitation and Delimitation of the Study

This study was conducted in schools located in Nakhon Ratchasima, Thailand, and the public universities in 4 regions of Thailand. The sample included high school English teachers in Nakhon Ratchasima province and 1st year university students nationwide. The first limitation of this study lies in the number of participants in this study. The limited number of the participants made the findings of the study difficult to be generalized for a bigger population because of the issue of representation. Although, the researcher tried to recruit relatively large numbers of participants for the in-depth interview and individual interviews to provide a variety of perspectives and to give enough data to allow me to seek trends and consistency across the data. Secondly, the location of the study might have had an effect on the study, since perspective as well as opportunities in other areas of the province might differ from these findings. Lastly, it was extremely difficult to gather data during the COVID-19 pandemic, especially from the teacher group. Since the researcher has no direct contact with any of the teachers nor the schools, hence, the data could not be obtained without an authority causing a delay in data collection. Therefore, the researcher, after consulted with the advisor, decided to reduce the number of teacher participants to 108 compared to 120 teachers as originally planned.

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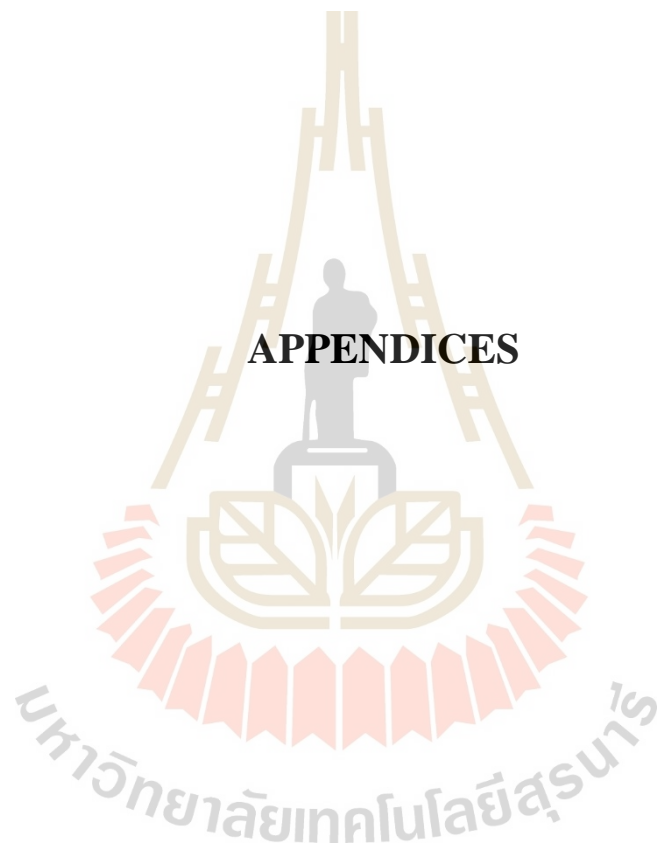
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APPENDICES



APPENDIX A

The Cost of Application Fee for Round 3 *Information from <https://pgschula.org/>

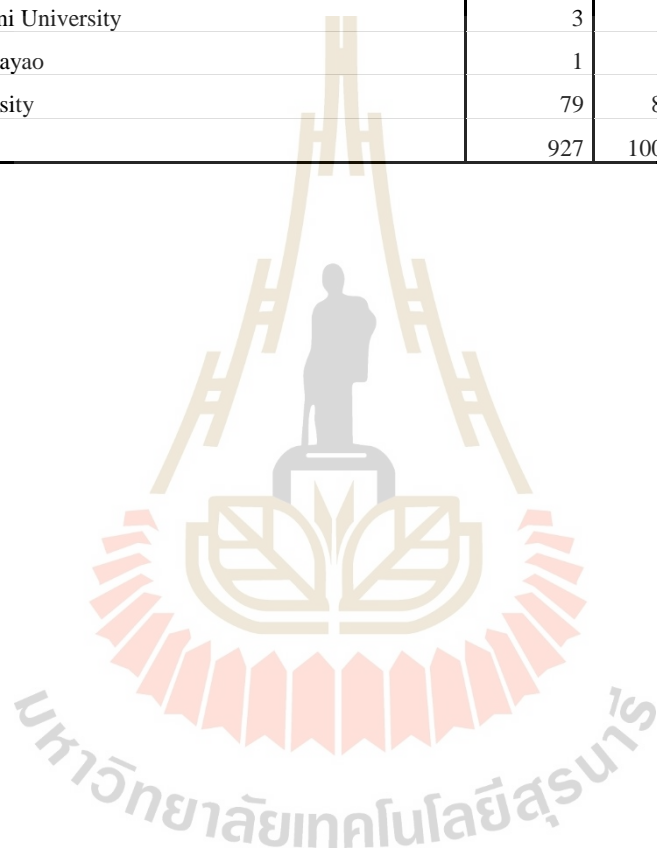
Subject	GAT/ PAT							The 9 Common Subjects								Medical Aptitude	Total			
	Faculty	GAT	P1	P2	P3	P4	P5	P6	P7	Thai	Social	English	Math1	Math2	Science			Physics	Chemistry	Biology
Physical Science		140	140	140						100	100	100	100			100	100	100		1120
Health Science		140	140	140						100	100	100	100			100	100	100		1120
Medical										100	100	100	100			100	100	100	800	1500
Nursing		140	140	140						100	100	100	100			100	100	100		1120
Engineering		140	140	140	140					100	100	100	100	100		100	100	100		1360
Architecture		140	140	140		140				100	100	100	100	100		100	100	100		1360
Fine and Applied Arts		140					140			100	100	100		100	100					780
Business/ Accountancy		140	140							100	100	100	100	100						780
Social / Law / Political Science		140	140					140		100	100	100		100	100					920
Arts / Humanities		140	140					140		100	100	100		100	100					920
Education (Science)		140	140	140		140				100	100	100	100			100	100	100		1260
Education (Arts)		140				140				100	100	100		100	100					780
Education (Industrial)		140	140	140	140	140				100	100	100	100			100	100	100		1400
Education (Language)		140				140		140		100	100	100			100					820
Education (Social)		140				140		140		100	100	100			100					820

APPENDIX B

Settings of the study

2. University				
	Frequency	Percent	Valid Percent	Cumulative Percent
Bangkok University	2	.2	.2	.2
Bansomdejchaopraya Rajabhat University	1	.1	.1	.3
Boromarajonani College of Nursing Nonthaburi	1	.1	.1	.4
Burapha University - 5 to 3	1	.1	.1	.5
Chaiyaphum Rajabhat University	1	.1	.1	.6
Chandrakasem Rajabhat University	2	.2	.2	.9
Chiang Mai Rajabhat University	12	1.3	1.3	2.2
Chiang Mai University	96	10.4	10.4	12.5
Chiang Rai Rajabhat University	1	.1	.1	12.6
Chulalongkorn University	4	.4	.4	13.1
Huachiew Chalermprakiet University	1	.1	.1	13.2
Kasetsart University	83	9.0	9.0	22.1
Khon Kaen University	67	7.2	7.2	29.3
King Mongkut's Institute of Technology Ladkrabang	14	1.5	1.5	30.9
King Mongkut's University of Technology North Bangkok	5	.5	.5	31.4
King Mongkut's University of Technology Thonburi	5	.5	.5	31.9
Mae Fah Luang University	8	.9	.9	32.8
Maejo University	16	1.7	1.7	34.5
Mahidol International College	2	.2	.2	34.7
Mahidol University	3	.3	.3	35.1
Nakhon Ratchasima Rajabhat University	35	3.8	3.8	38.8
Naresuan University	2	.2	.2	39.1
Panyapiwat Institute of Management	2	.2	.2	39.3
Prince of Songkla University	15	1.6	1.6	40.9
Prince of Songkla University - Pattani	9	1.0	1.0	41.9
Prince of Songkla University - Phuket	2	.2	.2	42.1
Prince of Songkla University - Surat Thani	17	1.8	1.8	43.9
Rajabhat Maha Sarakham University	1	.1	.1	44.0
Rajamangala University of Technology Isan	33	3.6	3.6	47.6
Rajamangala University of Technology Lanna	3	.3	.3	47.9
Rajamangala University of Technology Phra Nakhon	1	.1	.1	48.0
Rajamangala University of Technology Thanyaburi	1	.1	.1	48.1
Rangsit University	1	.1	.1	48.2
Silpakorn University	9	1.0	1.0	49.2

2. University				
	Frequency	Percent	Valid Percent	Cumulative Percent
Srinakharinwirot University	81	8.7	8.7	57.9
Srinakharinwirot University	4	.4	.4	58.4
Suan Sunandha Rajabhat University	3	.3	.3	58.7
Suranaree University of Technology	46	5.0	5.0	63.6
Thaksin University	251	27.1	27.1	90.7
Thammasat University	3	.3	.3	91.0
Ubon Ratchathani University	3	.3	.3	91.4
University of Phayao	1	.1	.1	91.5
Walailak University	79	8.5	8.5	100.0
Total	927	100.0	100.0	



APPENDIX C

Tagaki's Version of Questionnaires

II. Questions about the English entrance examinations for universities (National Center Test and tests conducted by national universities)

Please answer each question as fully as possible.

1. Do you think that English classes you took in high school aimed to prepare you for the English entrance examinations for universities? If so, please describe why and what the English classes were like.
2. Were English classes in high school useful for preparing for the English entrance examinations for universities? Please answer giving reasons.
3. Did you prepare for the English entrance examinations for universities outside of English classes in school? If yes, please describe what kinds of preparation you did. If you have experience of going to a cram school or a preparatory school for preparation, please describe what you studied there.

4. Did the English entrance examinations for universities influence your feelings or ways of studying English? If so, please describe the kinds of influence they had on you.
5. Do you think that the English entrance examinations for universities (National Center Test and tests conducted by national universities) assessed your English ability appropriately? Please describe, giving reasons.
6. Do you think that the English test is necessary for the university entrance exams? Please describe, giving reasons.
7. Do you think that the English entrance examinations for universities reflect the purposes of Foreign Languages described in The Course of Study for Upper Secondary School? Please describe, giving reasons.

Reference : The Course of Study for Upper Secondary School Foreign Languages

1. Overall Objectives

To develop students' practical communication abilities such as understanding information and the speaker's or writer's intentions, and expressing their own ideas, deepening the understanding of language and culture, and fostering a positive attitude toward communication through foreign languages.

8. Do you think that the English entrance examinations for universities reflect the purposes of the Fundamental Law of Education? Please describe, giving reasons.

Reference : The Fundamental Law of Education (Article 1. Aim of Education)

Education shall aim at the full development of personality, striving to nurture the citizens, sound in mind and body, who shall love truth and justice, esteem individual value, respect labour and have a deep sense of responsibility, and be imbued with the independent spirit, as builders of the peaceful state and society.

9. Do you think that the English entrance examinations for universities realize educational policies by the Ministry of Education, Culture, Sports, Science and Technology (e.g. Regarding the Establishment of an Action Plan to Cultivate “Japanese with English Abilities”). Please answer, giving reasons.

Reference : Goals to Cultivate “Japanese with English Abilities”

English language abilities required for all Japanese people

【Goals】

English language abilities required for all Japanese nationals

“On graduating from junior high school and senior high school, graduates can communicate in English”

- On graduation from a junior high school, students can conduct basic communication with regard to areas such as greetings, responses, or topics relating to daily life. (English-language abilities for graduates should be the third level of the Society for Testing English Proficiency (STEP) on average.)
- On graduation from a senior high school, students can conduct normal communication with regard to topics, for example, relating to daily life. (English-language abilities for graduates should be the second level or the pre-second level of the Society for Testing English Proficiency (STEP) on average.)

English language skills required for specialized fields or for those active in international society

“On graduating from university, graduates can use English in their work”

- Each university should establish attainment targets from the viewpoint of fostering personnel who can use English in their work.

10. Do you think that the English entrance examinations for universities influence the future of high school students (e.g., profession, family life, and personal development)? Please describe, giving reasons.

11. If you have any other opinions about the English entrance examinations, please write them down.

APPENDIX D

Pilot Study

Piloting is essential to ask respondents or colleagues who understand the purpose of the questionnaire to review it in order to improve it (Genesee & Upshur, 1996; Wellington, 2000). The purpose of the pilot study is to discover weaknesses in the questionnaire and whether it is feasible for the main study. The questionnaire will be tested on a sample of participants who will be participating in the final survey (Thomas, 1998).

1. Participants

Participants	Group	Total	Remark
High school students	1	10	Students grade 11 & 12
1 st year university students	2	30	Engineering students studying English II (English for communication)
High school English teachers	3	10	At least 5 years experience in teaching English

1. Results of Structured Questionnaires (all groups)

Table 1 Mean score, standard deviation, frequency and percent of students in Groups 1 & 2's experience of preparing for the university entrance examinations

Statements	Group	Frequency and Percent					M	S.D.	Meaning
		Strongly disagree	Disagree	Unsure	Agree	Strongly Agree			
1. English classes that I took in high school aimed to prepare me for the English national entrance examinations.	1	0 (0%)	2 (20%)	2 (20%)	3 (30%)	3 (30%)	3.70	1.16	Agreed
	2	0 (0%)	7 (23.3%)	7 (23.3%)	10 (33.3%)	6 (20%)	3.50	1.07	Agreed
2. The lessons in the last year of high school mostly aimed to teach to the test.	1	2 (20%)	2 (20%)	2 (20%)	2 (20%)	4 (40%)	3.60	1.58	Agreed
	2	2 (6.7%)	3 (10%)	6 (20%)	14 (46.7%)	5 (16.7%)	3.57	1.10	Agreed
3. English lessons in classrooms alone were enough for me to do the test for the	1	3 (30%)	3 (30%)	2 (20%)	2 (20%)	2 (20%)	2.30	1.16	Disagreed
	2	9 (30%)	9 (30%)	6 (20%)	5 (16.7%)	1 (3.3%)	2.33	1.18	Disagreed

Statements	Group	Frequency and Percent					M	S.D.	Meaning
		Strongly disagree	Disagree	Unsure	Agree	Strongly Agree			
English national entrance examinations.									
4. The school has hired an English tutor from cram schools to prepare the students for the tests.	1	1 (10%)	1 (10%)	3 (30%)	2 (20%)	3 (30%)	3.50	1.35	Agreed
	2	3 (10%)	3 (10%)	5 (16.7%)	15 (50%)	4 (13.3%)	3.47	1.17	Unsure
5. I prepared myself for the National entrance examinations by studying with a cram school.	1	3 (30%)	0 (0%)	1 (10%)	3 (30%)	3 (30%)	3.30	1.70	Unsure
	2	5 (16.7%)	8 (26.7%)	12 (40%)	4 (13.3%)	1 (3.3%)	2.60	1.04	Unsure

Table 2 Mean score, standard deviation, frequency, and percent of teacher experienced of preparing for the university entrance examinations

Statements	Frequency and Percent					M	S.D.	Meaning
	Strongly disagree	Disagree	Unsure	Agree	Strongly Agree			
1. I am aware of the importance of the English tests in the university admission tests and have designed the lessons to prepare my students for the tests.	0 (0%)	0 (0%)	1 (10%)	3 (30%)	6 (60%)	4.50	0.71	Agreed
2. The lessons in the last year of high school mostly aimed to teach to the test.	0 (0%)	1 (10%)	0 (0%)	6 (60%)	3 (30%)	4.10	0.88	Agreed
3. The school has hired an English tutor from cram schools to prepare the students for the tests.	1 (10%)	1 (10%)	3 (30%)	2 (20%)	3 (30%)	3.50	1.35	Agreed
4. Students/ parents/ or the principal have asked me to teach to the test.	0 (0%)	0 (0%)	1 (10%)	5 (50%)	4 (40%)	4.30	0.67	Agreed
5. GAT, O-NET, and the 9 Common Subjects have affected the way I teach in which I have to design extra courses especially for the tests.	0 (0%)	0 (0%)	5 (50%)	2 (20%)	3 (30%)	3.80	0.91	Agreed

b) Influences of the tests on their psychological and social aspects

The results in Table 1 showed the students' attitudes toward the effects of the tests on their emotional and social aspects. The findings revealed that both groups agreed that the three high-stakes tests (GAT, O-NET, and the nine common subjects) had influenced their attitudes toward learning English and influenced their decisions about which field of study to pursue. Furthermore, Group 1 participants agreed that studying for the English entrance examinations would benefit their university studies, whereas Group 2 participants were unsure. Furthermore, both groups agreed that the cost of preparing for university entrance examinations had an impact on their household expenditures, and they believed that high test scores would result in a good, well-paying job.

However, the results yielded differently in the teachers' group which showed that the teachers were mostly neither agreed nor disagreed that students' performance had affected their KPIs.

Table 3 Mean score, standard deviation and percent of students group 1 and 2's attitude towards the influences of the tests on their emotional and social aspects

Statements	Group	Frequency and Percent					M	S.D.	Meaning
		Strongly disagree	Disagree	Unsure	Agree	Strongly Agree			
1. Preparing for the tests of GAT, O-Net, and the 9 Common Subjects has influenced my feelings towards learning English.	1	1 (10%)	2 (20%)	1 (10%)	3 (30%)	3 (30%)	3.50	1.43	Agreed
	2	1 (3.3%)	1 (3.3%)	11 (36.7%)	10 (33.3%)	7 (23.3%)	3.70	0.99	Agreed
2. The scores of English National entrance examinations have affected my decisions on choosing my field of study.	1	0 (0%)	0 (0%)	2 (20%)	3 (30%)	5 (50%)	4.30	0.82	Agreed
	2	0 (0%)	1 (3.3%)	6 (20%)	17 (56.7%)	6 (20%)	3.93	0.74	Agreed
3. Preparing for the English entrance examinations will help me in my studying in university.	1	1 (10%)	0 (0%)	3 (30%)	3 (30%)	3 (30%)	3.70	1.25	Agreed
	2	1 (3.3%)	2 (10%)	12 (40%)	14 (46.7%)	0 (0%)	3.30	0.80	Unsure
4. The preparation for university entrance examinations has caused anxiety, stress, and worry.	1	1 (10%)	3 (30%)	0 (0%)	3 (30%)	3 (30%)	3.40	1.50	Unsure
	2	1 (3.3%)	3 (10%)	9 (30%)	10 (33.3%)	7 (23.3%)	3.63	1.07	Agreed
5. I was well prepared for my English	1	2 (20%)	1 (10%)	2 (20%)	4 (40%)	1 (10%)	3.10	1.50	Unsure

Statements	Group	Frequency and Percent					M	S.D.	Meaning
		Strongly disagree	Disagree	Unsure	Agree	Strongly Agree			
entrance examinations, so I didn't feel anxiety, stress, or worry.	2	3 (10%)	8 (26.7%)	11 (36.7%)	7 (23.3%)	1 (3.3%)	2.83	1.02	Unsure
6. The preparation for university entrance examinations has affected my household economy.	1	1 (10%)	1 (10%)	1 (10%)	5 (50%)	2 (20%)	3.60	1.26	Agreed
	2	1 (3.3%)	4 (13.3%)	12 (40%)	7 (23.3%)	6 (20%)	3.43	1.07	Agreed
7. I believe that good scores in English entrance examinations will result in a good and well-paid job.	1	0 (0%)	1 (10%)	2 (20%)	2 (20%)	5 (50%)	4.10	1.10	Agreed
	2	1 (3.3%)	2 (6.7%)	5 (16.7%)	9 (30%)	13 (43.3%)	4.03	1.10	Agreed

Table 4 Mean score, standard deviation and percent of teacher' attitude towards the influences of the tests on their emotional and social aspects

Statements	Frequency and Percent					M	S.D.	Meaning
	Strongly disagree	Disagree	Unsure	Agree	Strongly Agree			
1. My students' entrance examination scores have affected my key performance indicator (KPI) assessed by the director/chief.	0 (0%)	1 (10%)	5 (50%)	3 (30%)	1 (10%)	3.40	0.84	Unsure
2. In my opinion, I think that preparing for GAT, O-NET, and the 9 Common Subjects of students help them ready for studying in higher education.	1 (10%)	1 (10%)	3 (30%)	3 (30%)	2 (20%)	3.40	1.26	Unsure
3. I feel anxiety, stress, and worried when preparing to teach my students for GAT, O-NET, and the 9 Common Subjects.	0 (0%)	0 (0%)	4 (40%)	3 (30%)	3 (30%)	3.90	0.87	Agreed
4. I feel happy when preparing my students for GAT, O-NET, and the 9 Common Subjects.	2 (20%)	1 (10%)	5 (50%)	1 (10%)	1 (10%)	2.80	1.23	Unsure

c) Fairness and test usefulness

The following tables 3 and 4 showed students both groups and the teachers' opinions about the content, needs, and purpose of the English entrance examinations. The results indicated that both groups were aware of the objective of these three tests. Even though, they agreed that these three tests were appropriated for university admission, they were too complicated, and the students had to take the tests more than necessary. Referring to the contents learned, and the contents tested, participants in Group 1 agreed that the contents tested were taught in their classrooms, while the participants in Group 2 were unsure.

Table 5 Mean score, standard deviation and percentage of students' attitude towards the fairness and usefulness of the English entrance examinations.

Statements	Group	Frequency and Percent					M	S.D.	Meaning
		Strongly disagree	Disagree	Unsure	Agree	Strongly Agree			
1. I'm aware of the objectives of GAT, O-NET, and the 9 Common Subjects.	1	1 (10%)	0 (0%)	2 (20%)	3 (30%)	4 (40%)	3.9	1.29	Agreed
	2	0 (0%)	1 (3.3%)	8 (26.7%)	15 (50%)	6 (20%)	3.87	0.78	Agreed
2. I think the admission system is too complicated and I have to do the tests more than necessary.	1	1 (10%)	0 (0%)	1 (10%)	4 (40%)	4 (40%)	4.0	1.25	Agreed
	2	0 (0%)	2 (6.7%)	14 (46.7%)	5 (16.7%)	9 (30%)	3.70	0.99	Agreed
3. These 3 tests (GAT, O-NET, and the 9 Common Subjects) are appropriated for university admission.	1	1 (10%)	0 (0%)	2 (20%)	4 (40%)	3 (30%)	3.8	1.22	Agreed
	2	0 (0%)	4 (13.3%)	9 (30%)	12 (40%)	5 (16.7%)	3.6	0.93	Agreed
4. The areas of testing in GAT, O-NET, and the 9 Common Subjects are relevant with the content I had learned in classroom.	1	0 (0%)	1 (10%)	4 (40%)	3 (30%)	2 (20%)	3.6	0.97	Agreed
	2	3 (10%)	2 (6.7%)	11 (36.7%)	12 (40%)	2 (6.7%)	3.27	1.05	Unsure
5. The areas of testing in GAT, O-NET and the 9 Common Subjects I had never learned in classroom.	1	2 (20%)	3 (30%)	4 (40%)	1 (10%)	0 (0%)	2.4	0.97	Disagreed
	2	5 (16.7%)	8 (26.7%)	9 (30%)	8 (26.7%)	0 (0%)	2.67	1.06	Unsure

Table 6 Mean score, standard deviation and percentage of teachers' attitude towards the fairness and usefulness of the English entrance examinations.

Statements	Frequency and Percent					M	S.D.	Meaning
	Strongly disagree	Disagree	Unsure	Agree	Strongly Agree			
1. The area of testing in GAT, O-NET, and the 9 Common Subjects are relevant with teaching curriculum of the upper secondary school stated by the ministry of education.	2 (20%)	1 (10%)	3 (30%)	2 (20%)	2 (20%)	3.10	1.45	Unsure
2. The areas of testing in GAT, O-NET, and the 9 Common Subjects are more difficult than teaching curriculum and I have never taught them to do the tests.	3 (30%)	2 (20%)	2 (20%)	0 (0%)	3 (30%)	2.80	1.68	Unsure
3. I think that the admission system is too complicated and changes too often which affects my teaching.	1 (10%)	0 (0%)	2 (20%)	1 (10%)	6 (60%)	4.10	1.37	Agree

Results of Open-Ended Questionnaires

Research question no. 3: What are the high school teachers' perspectives of the English tests of the national examinations on their teaching of English in the classrooms and their career?

Questions number 1, 2, and 3 of the questionnaires had an open-ended format to provide greater freedom of expression for the participants to express their viewpoints of teachers' experiences in preparing for the university English entrance examination in and outside of high school. These 3 items are dealt with below:

Q1: Do you design your class for preparing students to take GAT, O-NET, and the 9 Common Subjects? If yes, please explain in detail.

Based on table 4.27, 62.5% of the teachers prepared the lessons to aid students in doing the test such as look up old tests and teach to the tests, while 37.5% of them taught according to the curriculum.

Q2: Do you think GAT, O-NET, and the 9 Common Subjects are appropriate for the university admission? Please describe by giving reasons.

According to table 4.27, 87.5% of the respondents thought that GAT, O-NET, and the 9 Common Subjects are not appropriate for entrance examinations because the tests were too difficult and it is not relevant with the classroom teaching, as a result the students have to seek knowledge elsewhere such as cram schools.

Table 7 Frequency and percentage of students' opinion on their experiences, contents of the tests

Item number		Yes	No	
1	Do you design your class for preparing students to take GAT, O-NET, and the 9 Common Subjects? If yes please explain in details.	Frequency	5	3
		Percent	62.5	37.5
2	Do you think GAT, O-NET, and the 9 Common Subjects are appropriate for the university admission? Please describe by giving reasons.	Frequency	1	7
		Percent	12.5	87.5

Q3: What is your opinion about the success or failure of your students in university admission on affecting your career as a teacher? Please explain in detail.

Three out of five respondents admit that students' scores affect school's fame. That is the reason why some high schools hired English tutors from private institute's

to teach the last year high school students in the hope that they would get a last piece of knowledge. The responses of the rest describe that the students' scores do not have an impact on them directly but does make them proud.

Q4: What do you think the government should do to improve the admission system? How? Please describe.

The responses from the teachers' group showed various opinions toward the current admission system. Some said the TCAS was too complicated and it was costly, another said the tests should be created to suit the use in a real world situation, and one said the old Entrance System was more effective than the current one.

Results of In-depth Interview

A high school English teacher who responded to the survey was selected to be interviewed. The interview was recorded, took place at her convenience and transcribed, respectively. The results of in-depth interview fall into three themes: opinion, problem, and suggestion.

Firstly, she said she has taught English at a state school for nearly 3 years. She designed her lesson plan and submitted to the head of English subject for approval. She believes that the lessons she planned are good enough to prepare students for admission examinations. She created the lesson plan by integrating old test items to fit in the curriculum for students grade 12. However, she admitted the test items are getting more difficult each year, more than her students' ability and some items are even more than hers. She added that "I don't blame students who study outside schools otherwise they won't be competitive in the examination arena".

Secondly, the problem that she encounters is not teaching but the administration work relating to school. She feels that if her work was only teaching, she would have had more time in preparing the lessons. Moreover, she claims that during the examination season of each year she feels stress because she hopes her students to do well at the examinations that could be because she is a new teacher and her students' performance might have an impact on her future career. While some of her senior colleagues who have been teaching for over 10 years do not feel anxious about the examination season because students' examination results do not affect their pay.

Lastly, she suggests that those who are in power such as the Ministry of Education, the Council of University Presidents of Thailand and the test maker should cooperate and work as a team. All the major stakeholders should take part in developing the tests and researching on the advantage and disadvantage of the admission system should be done rather than a sudden change.

Conclusions and Suggestions

The results of the pilot study revealed that the agenda of the TCAS admission system is almost unknown to the test takers. The major group of the stakeholders (high school students, university students, and high school teachers) agrees that the admission system is too complicated, and the system has changed too often. In addition, some students claim that the cost of admission fees is too high, and it affects the choice of selecting their future faculty. The participants feel that they have no chance in arguing or complaining but to obey it. The results generated from the data analyses indicated that, from the participants' viewpoint, the test items are too difficult beyond the test takers' ability which they have hardly learnt in the classroom. Consequently, they have to obtain it by studying in the tutoring schools. Additionally, the high school teachers suggest that all major stakeholders should be involved and empowered in the process of test developments and before changing the admission system, enough research should be done to support the reasons of amending the system.

After pilot study, the researcher has concerns on several issues that may occur during the real survey:

1. In order to conduct research in schools, a consent form and an official letter from Suranaree University of Technology must be presented even though it was just a pilot study.
2. Posting questionnaires on social media can be challenging as the participants can be anyone and can answer anything. The researcher will deal with this matter by targeting specified groups who the subjects are most related to.
3. On site surveys can be time consuming, well prepared ahead of time so it will interfere with the planned lessons. Besides informing the teachers of

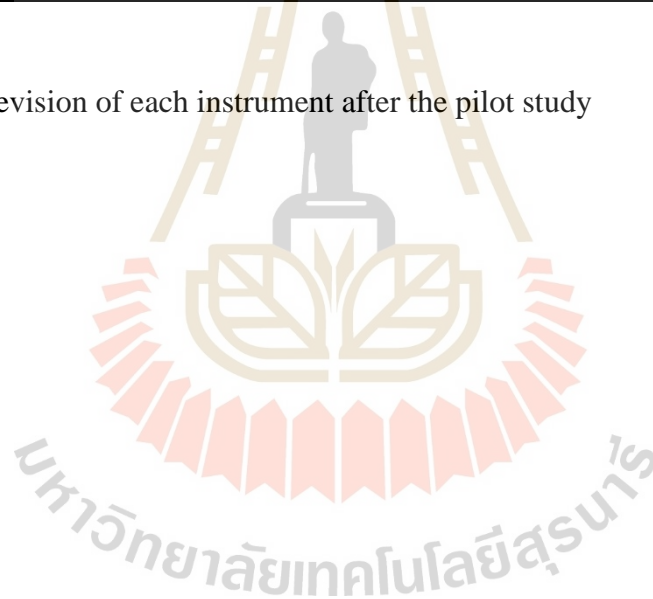
the studied group in advance of the approximate time spent, the researcher will also conduct the main study at the beginning of the term when the classes are mostly introduction.

4. To avoid any misunderstanding, the language use in online form must be as simple and clear as possible because the participants are not there to ask if they have some questions.

Table 8 below illustrates the important revision of each instrument after the pilot study as completed.

No.	Instrument	Before Pilot Study	After Pilot Study
1	Structured Questionnaires	Item no. 6, 7, 8 (teachers' questionnaire) and item no. 11, 12, 14, and 15 (students' questionnaire).	Adjust some wording and make Thai translation as simply and shortly as possible.
2	Open-ended Questionnaires	3 items	Add a questionnaire item to 4 items.

Table 4.28 Revision of each instrument after the pilot study



APPENDIX E

Students' Questionnaires in Thai language

แบบสอบถามเพื่อทำการวิจัย

ชื่อเรื่อง ผลกระทบของการทดสอบภาษาอังกฤษในการสอบเข้ามหาวิทยาลัยต่อนักเรียนและครูในประเทศไทย จากมุมมองการวัดผลเชิงวิพากษ์

คำชี้แจง

ก. วัตถุประสงค์การทำงานวิจัยครั้งนี้ คือ

1. เพื่อศึกษาทัศนคติของนักเรียนและครู ต่อการสอบภาษาอังกฤษเพื่อเข้าศึกษาต่อในระดับอุดมศึกษา
2. เพื่อศึกษาถึงอิทธิพลของการเตรียมตัวสอบภาษาอังกฤษเพื่อเข้าศึกษาต่อในระดับอุดมศึกษา ต่อการเรียนในระดับมัธยมศึกษาตอนปลาย
3. เพื่อศึกษาถึงอิทธิพลของข้อสอบภาษาอังกฤษเพื่อเข้าศึกษาต่อในระดับอุดมศึกษา ต่อการสอนในระดับมัธยมศึกษาตอนปลาย และผลกระทบต่ออาชีพครู
4. เพื่อศึกษาผลกระทบของการเตรียมตัวสอบภาษาอังกฤษในระดับมัธยมศึกษาตอนปลายต่อการเรียนในระดับอุดมศึกษา และชีวิตของนักศึกษา

ข. แบบสอบถามชุดนี้มี 3 ตอน คือ

ตอนที่ 1 สถานภาพทั่วไปของผู้ตอบแบบสอบถาม

ตอนที่ 2 แบบสอบถามปลายปิด ความคิดเห็นเกี่ยวกับผลกระทบของการสอบภาษาอังกฤษเพื่อเข้าศึกษาต่อในระดับอุดมศึกษา

ตอนที่ 3 แบบสอบถามปลายเปิด ความคิดเห็นเกี่ยวกับผลกระทบของการสอบภาษาอังกฤษเพื่อเข้าศึกษาต่อในระดับอุดมศึกษา

ค. กรุณาตอบแบบสอบถามทุกข้อ

ง. ในการตอบแบบสอบถามครั้งจะไม่ส่งผลใดๆ ต่อผู้ตอบแบบสอบถาม

จ. ผลของแบบสอบถามจะช่วยเป็นกระบอกเสียงเพื่อสะท้อนอิทธิพลของการสอบภาษาอังกฤษเพื่อเข้าศึกษาต่อในระดับอุดมศึกษา ต่อนักเรียน, ครู, ครอบครัวและสังคมไทย

ขอขอบพระคุณทุกท่านที่ให้ความร่วมมือในการตอบแบบสอบถามฉบับนี้

(นางสาวปณนุช พัดเย็น)

นักศึกษาระดับปริญญาโท ภาควิชาภาษาอังกฤษศึกษา มหาวิทยาลัยเทคโนโลยีสุรนารี

ตอนที่ 1 ข้อมูลทั่วไป

คำชี้แจง โปรดวงกลมตัวเลือกตามความเป็นจริง

1. เพศของท่าน
 - a. ชาย
 - b. หญิง
2. มหาวิทยาลัยที่ท่านกำลังศึกษาอยู่.....
3. ประเภทของโรงเรียนมัธยมปลายที่ท่านจบการศึกษามา
 - a. โรงเรียนสังกัดของรัฐบาล
 - b. โรงเรียนเอกชน
 - c. อื่น ๆ (ระบุ)
4. แผนการเรียนในระดับชั้นมัธยมศึกษาตอนปลายของท่าน
 - a. วิทยาศาสตร์ คณิตศาสตร์
 - b. ศิลปศาสตร์ กำนวณ
 - c. ศิลปศาสตร์
 - d. โปรแกรมภาษาอังกฤษ
 - e. อื่น ๆ (ระบุ)
5. รอบที่ท่านได้รับการตอบรับเข้าศึกษาต่อในระดับอุดมศึกษา
 - a. รอบที่ 1 Portfolio
 - b. รอบที่ 2 การรับแบบ โควตา
 - c. รอบที่ 3 รับตรงร่วมกันกับ กลุ่มสถาบันแพทยศาสตร์แห่งประเทศไทย (กสพท)
 - d. รอบที่ 4 การรับแบบแอดมิชชัน
 - e. รอบที่ 5 การรับตรงอิสระ
6. ข้อมูลของท่านที่สามารถติดต่อได้ ในกรณีที่ผู้วิจัยต้องการสัมภาษณ์เพิ่มเติม
 - a. เบอร์โทร
 - b. อีเมลล์:
 - c. Line id:

ตอนที่ 2 ความคิดเห็นเกี่ยวกับผลกระทบของการสอบภาษาอังกฤษเพื่อศึกษาต่อในระดับอุดมศึกษา

คำชี้แจง โปรดกาเครื่องหมาย / ลงในช่องระดับความสอดคล้อง ข้อละ 1 คำตอบเท่านั้น โดยคะแนนต่าง ๆ มีความหมาย ดังนี้

- 5 หมายความว่า เห็นด้วยมากที่สุด
- 4 หมายความว่า เห็นด้วย
- 3 หมายความว่า ไม่แน่ใจ
- 2 หมายความว่า ไม่เห็นด้วย
- 1 หมายความว่า ไม่เห็นด้วยมากที่สุด

ลำดับ	ความคิดเห็นเกี่ยวกับผลกระทบของการสอบภาษาอังกฤษเพื่อศึกษาต่อในระดับอุดมศึกษา	ระดับของความสอดคล้อง				
		5	4	3	2	1
1	เนื้อหาการเรียนการสอนวิชาภาษาอังกฤษในห้องเรียนช่วยเตรียมความพร้อมในการสอบเข้าศึกษาต่อในระดับอุดมศึกษาของข้าพเจ้า					
2	การเรียนการสอนในห้องเรียนในปีสุดท้ายส่วนใหญ่เน้นเทคนิคการทำข้อสอบเพื่อเข้าศึกษาต่อในระดับอุดมศึกษา					
3	โรงเรียนได้มีการจ้างติวเตอร์วิชาภาษาอังกฤษจากสถาบันเอกชนเพื่อมาเตรียมความพร้อมให้กับนักเรียนในการสอบเข้าศึกษาต่อในระดับอุดมศึกษา					
4	ข้าพเจ้ารู้สึกว่าการเรียนภาษาอังกฤษในห้องเรียนเพียงอย่างเดียวเพียงพอต่อการเตรียมตัวสอบเข้าศึกษาต่อในระดับอุดมศึกษา					
5	ข้าพเจ้าเตรียมความพร้อมในการสอบภาษาอังกฤษเพื่อเข้าศึกษาต่อในระดับอุดมศึกษาโดยการเรียนเพิ่มเติมกับติวเตอร์นอกเวลาเรียน					
6	คะแนนภาษาอังกฤษในการสอบเข้าศึกษาต่อในระดับอุดมศึกษามีผลต่อการเลือกมหาวิทยาลัยหรือคณะวิชาของข้าพเจ้า ดังนั้นข้าพเจ้าจึงให้ความสำคัญต่อการเตรียมตัวสอบ					
7	ข้าพเจ้าได้เรียนเนื้อหาที่ใช้สอบในข้อสอบภาษาอังกฤษของ GAT, O-NET, และ 9 วิชาสามัญ					
8	ข้าพเจ้าไม่เคยได้เรียนเนื้อหาที่ใช้สอบในข้อสอบภาษาอังกฤษของ GAT, O-NET, และ 9 วิชาสามัญ					
9	ข้าพเจ้าคิดว่าการเตรียมตัวสอบภาษาอังกฤษ GAT, O-NET, และ 9 วิชาสามัญทำให้ข้าพเจ้ามีความพร้อมในเรียนภาษาอังกฤษในระดับอุดมศึกษา					
10	ข้าพเจ้าตระหนักถึงจุดประสงค์ในการสอบภาษาอังกฤษ GAT, O-NET, และ 9 วิชาสามัญ					

ลำดับ	ความคิดเห็นเกี่ยวกับผลกระทบของการสอบภาษาอังกฤษเพื่อศึกษาต่อในระดับอุดมศึกษา	ระดับของความสอดคล้อง				
		5	4	3	2	1
11	ข้าพเจ้าคิดว่าระบบการรับนักศึกษาเข้าศึกษาต่อในระดับอุดมศึกษามีความซับซ้อน					
12	ข้าพเจ้าต้องทำข้อสอบมากเกินไปจนจำเป็น					
13	ข้อสอบภาษาอังกฤษทั้ง GAT, O-NET, และ 9 วิชาสามัญ มีความเหมาะสมต่อการคัดเลือกนักเรียนเข้าศึกษาต่อในระดับอุดมศึกษา					
14	การเตรียมตัวสอบ GAT, O-NET, และ 9 วิชาสามัญ มีอิทธิพลต่อการเรียนภาษาอังกฤษของข้าพเจ้า					
15	ข้าพเจ้ามีความเหนื่อยล้า เครียด และกังวล ในการเตรียมตัวสอบภาษาอังกฤษ GAT, O-NET, และ 9 วิชาสามัญ					
16	ข้าพเจ้าเตรียมความพร้อมในสอบภาษาอังกฤษ GAT, O-NET, และ 9 วิชาสามัญ มาเป็นอย่างดี และการสอบไม่ได้ทำให้ข้าพเจ้ามีความเครียดแต่อย่างใด					
17	การเตรียมตัวสอบเพื่อเข้าศึกษาต่อในระดับอุดมศึกษามีผลกระทบต่อรายจ่ายของครอบครัวของข้าพเจ้า					
18	ข้าพเจ้าเชื่อว่าการทำข้อสอบภาษาอังกฤษในการสอบเข้าศึกษาต่อในระดับอุดมศึกษาให้ได้คะแนนดี จะทำให้ข้าพเจ้ามีอาชีพและรายได้ที่ดี					
19	ข้าพเจ้าสามารถถามผู้ให้คะแนน หากมีข้อผิดพลาดในการให้คะแนนเกิดขึ้น					
20	ข้าพเจ้าคิดว่านักเรียนและครูควรมีส่วนร่วมในการพัฒนาข้อสอบในการสอบเข้าศึกษาต่อในระดับอุดมศึกษา					

ตอนที่ 3 กรุณาตอบคำถามด้านล่าง โดยให้ตรงกับความคิดเห็นของท่านให้มากที่สุด

1. ท่านได้เตรียมตัวสอบ GAT, O-NET, และ 9 วิชาสามัญ โดยการเรียนพิเศษกับสถาบันกวดวิชานอกโรงเรียนหรือไม่ ถ้าใช่ ท่านใช้เวลาในการเรียนภาษาอังกฤษกับสถาบันกวดวิชานานเท่าไร (ระบุ)

ใช่ ไม่ใช่

.....

.....

.....

2. ท่านคิดว่าข้อสอบ GAT, O-NET, และ 9 วิชาสามัญ เป็นข้อสอบที่เหมาะสมต่อการคัดเลือกเข้าเรียนต่อในระดับอุดมศึกษาหรือไม่ อย่างไร (อธิบาย)

ใช่ ไม่ใช่

.....

.....

.....

3. ท่านอยากจะทำให้มีการเปลี่ยนระบบการสอบคัดเลือกเข้าเรียนต่อในระดับอุดมศึกษาหรือไม่ อย่างไร (อธิบาย)

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4. ท่านตระหนักถึงสิทธิของผู้สอบหรือไม่ อย่างไร (อธิบาย)

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APPENDIX F

Students' questionnaires in English

Part 1: General Information and educational background

Please select the most appropriate choice.

1. Your gender
 - a. Male
 - b. Female
2. Your university's name:.....
3. Type of a upper secondary school you graduated from
 - a. State school
 - b. Private school
 - c. Other (please specify).....
4. Your program in an upper secondary school
 - a. Sciences and Mathematics Program
 - b. Arts and Mathematics program
 - c. Arts program in.....
 - d. English Program
 - e. Other (please specify).....
5. Your round of university admission
 - a. Round 1: Portfolio
 - b. Round 2: Direct Quota
 - c. Round 3: Co-Direct Admission
 - d. Round 4: Admission System
 - e. Round 5: Direct Admission
6. Your contact information
 - a. Telephone no
 - b. Email:
 - c. Line id:

Part 2: Opinion about the effects of English tests in national university examinations.

Directions: Please indicate your level of agreement or disagreement with each of these statements. Place an "☐" mark in the box of your answer.

5 = Strongly Agree

4 = Agree

3 = Unsure

2 = Disagree

1 = Strongly Disagree

Description	Level of agreement				
	1	2	3	4	5
1. English classes that I took in high school aimed to prepare me for the English national entrance examinations.					
2. The lessons in the last year of high school mostly aimed to teach to the test.					
3. The school has hired an English tutor from cram school to prepare the students for the tests.					
4. English lessons in classrooms alone was enough for me to do the test for the English national entrance examinations.					
5. I prepared myself for the National entrance examinations by studying with a cram school.					
6. The scores of English National entrance examinations have affected my decisions on choosing my field of study.					
7. The areas of testing in GAT, O-NET, and the 9 Common Subjects are relevant with the content I had learned in classroom.					
8. I have never learned the content tested in GAT, O-NET, and the 9 Common Subjects in classroom.					
9. Preparing for the English entrance examinations has helped me in my studying in university.					
10. I'm aware of the objectives of GAT, O-NET, and the 9 Common Subjects.					
11. I think the admission system is too complicated.					
12. I have to take the tests more than necessary.					
13. These 3 tests (GAT, O-NET, and the 9 Common Subjects) are appropriate for university admission.					
14. Preparing for the tests of GAT, O-Net, and the 9 Common Subjects has influenced my feelings towards learning English.					
15. The preparation for university entrance examinations has caused anxiety, stress, and worry.					
16. I was well prepared for my English entrance examinations, so I didn't feel anxiety, stress, or worry.					
17. The preparation for university entrance examinations has affected my household economy.					

Description	Level of agreement				
	1	2	3	4	5
18. I believe that good scores in English entrance examinations will result in a good and well-paid job					
19. I am aware that I can question the testers for an inaccuracy in the scoring.					
20. Students and teachers should be involved in the test development process.					

Part 3: Opinion about the effects of English tests in national university examinations
- open ended questions

1. Did you prepare for the English entrance examinations for universities outside of the English classes in school? If yes, please describe what kind of preparation you did. If you have experience of going to a cram school for preparation, please describe what you studied there.

Yes

No

.....

.....

2. What is your opinion about employing GAT, O-NET, and the 9 Common Subjects for the university admission? Please describe by giving reasons.

Yes

No

.....

.....

3. What do you think the government should do to improve the admission system? How? Please describe.

.....

.....

4. Are you aware of the rights of the test takers? How? Please describe.

.....

.....

APPENDIX G

Teachers' questionnaires in Thai language

ตอนที่ 1 ข้อมูลทั่วไป

1. เพศของท่าน
 - a. ชาย
 - b. หญิง
2. ช่วงอายุของท่าน
 - a. 20-30
 - b. 31-40
 - c. 41-50
 - d. 51-60
3. ระดับการศึกษาสูงสุดของท่าน
 - a. ปริญญาตรี สาขา.....
 - b. ปริญญาโท สาขา.....
 - c. ปริญญาเอก สาขา.....
4. ประสบการณ์ในการสอนภาษาอังกฤษของท่าน เดือน/ปี
5. ประเภทของโรงเรียนมัธยมที่ท่านสอน
 - a. โรงเรียนสังกัดของรัฐบาล
 - b. โรงเรียนเอกชน
 - c. อื่น ๆ (ระบุ)
6. ข้อมูลของท่านที่สามารถติดต่อได้
 - a. เบอร์โทร :
 - b. อีเมลล์ :
 - c. ไลน์ไอดี :

ตอนที่ 2 ความคิดเห็นเกี่ยวกับผลกระทบของการสอบภาษาอังกฤษเพื่อศึกษาต่อในระดับอุดมศึกษา

คำชี้แจง โปรดกาเครื่องหมาย / ลงในช่องระดับความสอดคล้อง ข้อละ 1 คำตอบเท่านั้น โดยคะแนนต่าง ๆ มีความหมาย ดังนี้

5 หมายความว่า เห็นด้วยมากที่สุด

4 หมายความว่า เห็นด้วย

3 หมายความว่า ไม่แน่ใจ

2 หมายความว่า ไม่เห็นด้วย

1 หมายความว่า ไม่เห็นด้วยมากที่สุด

รายละเอียด	ระดับของความสอดคล้อง				
	1	2	3	4	5
1. ข้าพเจ้าได้ตระหนักถึงความสำคัญของการสอบภาษาอังกฤษของนักเรียนเพื่อเข้าศึกษาต่อในระดับอุดมศึกษา และได้ออกแบบการสอนเพื่อเตรียมความพร้อมให้กับนักเรียน					
2. การเรียนสอนภาษาอังกฤษในปีสุดท้ายของระดับมัธยมปลายส่วนใหญ่เน้นการทำข้อสอบเพื่อเข้าศึกษาต่อในระดับอุดมศึกษา					
3. โรงเรียนได้มีการจ้างวิทยากรวิชาภาษาอังกฤษจากสถาบันเอกชนเพื่อมาเตรียมความพร้อมให้กับนักเรียนในการสอบเข้าศึกษาต่อในระดับอุดมศึกษา					
4. นักเรียน ผู้ปกครอง และ/หรือผู้บังคับบัญชา ได้ขอให้ข้าพเจ้าสอนเพื่อเน้นให้นักเรียนทำข้อสอบภาษาอังกฤษเพื่อเข้าศึกษาต่อในระดับอุดมศึกษาได้					
5. ข้าพเจ้าต้องปรับเปลี่ยนการเรียนการสอนภาษาอังกฤษของข้าพเจ้าให้สอดคล้องกับเนื้อหาที่อยู่ในข้อสอบภาษาอังกฤษ GAT, O-NET, และ 9 วิชาสามัญ					
6. เนื้อหาที่ใช้ทดสอบภาษาอังกฤษของ GAT, O-NET, และ 9 วิชาสามัญ สอดคล้องกับหลักสูตรการสอนในระดับมัธยมศึกษาตอนปลาย					
7. เนื้อหาที่ใช้ในการสอบภาษาอังกฤษของ GAT, O-NET, และ 9 วิชาสามัญ ยากกว่าเนื้อหาที่สอนในห้องเรียน					
8. ข้าพเจ้าไม่เคยสอนนักเรียนของข้าพเจ้าให้ฝึกทำข้อสอบ					
9. ข้าพเจ้าคิดว่า การเตรียมตัวสอบภาษาอังกฤษ GAT, O-NET, และ 9 วิชาสามัญของนักเรียนทำให้นักเรียนมีความพร้อมในเรียนภาษาอังกฤษในระดับอุดมศึกษา					
10. ข้าพเจ้าคิดว่าระบบการรับนักศึกษาเข้าเรียนต่อในระดับมหาวิทยาลัยมีความซับซ้อน					
11. ข้าพเจ้าคิดว่าระบบการรับนักศึกษาเข้าเรียนต่อในระดับอุดมศึกษาเปลี่ยนแปลงไป					

3. ความสำเร็จในการสอบเข้าศึกษาต่อในระดับมหาวิทยาลัยของนักเรียนมีผลกระทบต่อความก้าวหน้าด้านอาชีพของท่านหรือไม่ อย่างไร (อธิบาย)

ใช่ ไม่ใช่

.....

.....

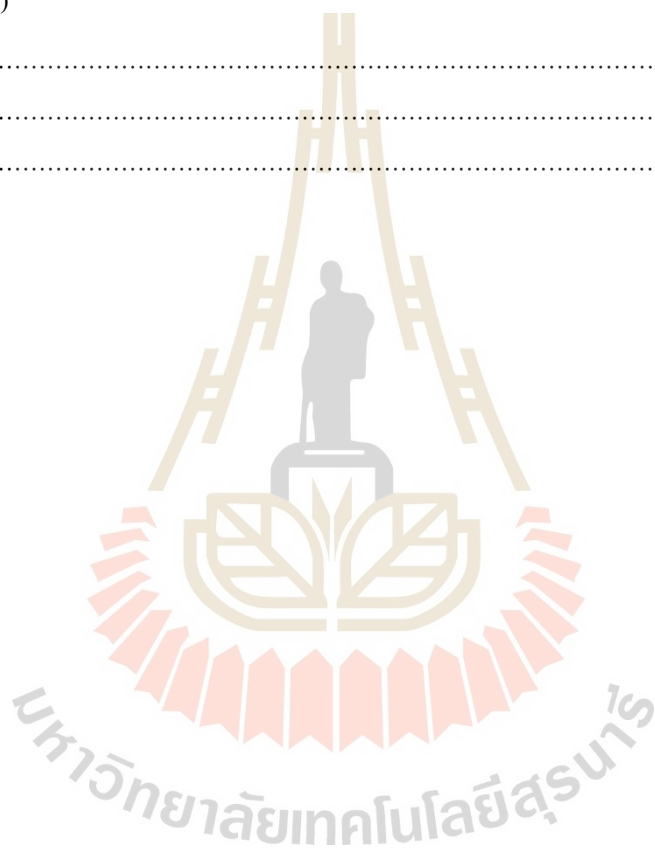
.....

4. ท่านอยากให้มีการเปลี่ยนระบบการสอบคัดเลือกเข้าเรียนต่อในระดับอุดมศึกษาหรือไม่ อย่างไร (อธิบาย)

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APPENDIX H

Teachers' questionnaires in English

Part 1 - Demographic Information

1. Your gender
 - a. Male
 - b. Female
2. Your age range
 - a. 20-30
 - b. 31-40
 - c. 41-50
 - d. 51-60
3. Your highest educational level
 - a. Bachelor's degree in.....
 - b. Master's degree in.....
 - c. Doctoral degree in.....
2. Your experience in teaching English.....month.....year
4. Type of a secondary school you are teaching
 - a. State school
 - b. Private school
 - c. Other (please specify)
5. Your contact information
 - a. Telephone:
 - b. Email:
 - c. Line ID:

Part 2: Opinions about the effects of the English tests in the University Admission Tests

Directions: Please indicate your level of agreement or disagreement with each of these statements. Place an "□" mark in the box of your answer.

- 5 = Strongly Agree
 4 = Agree
 3 = Unsure
 2 = Disagree
 1 = Strongly Disagree

Description	Degree of agreement				
	1	2	3	4	5
1. I am aware of the importance of English national examinations, and have designed the lesson to prepare them for the tests.					
2. The lessons in the last year of high school mostly aimed to teach to the test.					
3. The school has hired an English tutor from cram school to prepare the students for the tests.					
4. Students/ parents/ or the principal have asked me to teach to the test.					
5. GAT, O-NET, and the 9 Common Subjects have affected the way I teach in which I have to design extra courses especially for the tests.					
6. The area of testing in GAT, O-NET, and the 9 Common Subjects are relevant with teaching curriculum of the upper secondary school stated by the ministry of education.					
7. The areas of testing in GAT, O-NET, and the 9 Common Subjects are more difficult than the teaching curriculum.					
8. I have never taught my students to do the tests.					
9. In my opinion, I think that preparing for GAT, O-NET, and the 9 Common Subjects of students help them be ready for studying in higher education.					
10. I think the admission system is too complicated.					
11. I think the admission system changes too often.					
12. The rapid changes in the admission system has affects my teaching.					
13. My students' entrance examination scores have affected my key performance indicator (KPI) assessed by the director/chief.					
14. I feel anxiety, stress, and worry when preparing to teach my students for GAT, O-NET, and the 9 Common Subjects.					

Description	Degree of agreement				
	1	2	3	4	5
15. I feel happy when preparing my students for GAT, O-NET, and the 9 Common Subjects.					
16. I am aware that I can question the testers for an inaccuracy in the scoring.					
17. Students and teachers should be involved in the test development process.					

Part 3: Opinion about the effects of English tests in national university examinations - open ended questions

1. Do you design your class for preparing students to take GAT, O-NET, and the 9 Common Subjects? If yes please explain in details.

Do you design your class for preparing students to take GAT, O-NET, and the 9 Common Subjects? If yes please explain in details.

Yes No

.....

.....

.....

2. What is your opinion about employing GAT, O-NET, and the 9 Common Subjects as English proficiency tests? Please describe by giving reasons.

What is your opinion about employing GAT, O-NET, and the 9 Common Subjects as English proficiency tests? Please describe by giving reasons.

Yes No

.....

.....

.....

3. What is your opinion about the success or failure of your students in university admission on affecting your career as a teacher? Please explain in details.

What is your opinion about the success or failure of your students in university admission on affecting your career as a teacher? Please explain in details.

Yes No

.....

.....

.....

4. What do you think the government should do to improve the admission system? How? Please describe.

What do you think the government should do to improve the admission system? How? Please describe.

.....

.....

APPENDIX I

IOC Questionnaires for Students

ตอนที่ 1 สถานภาพทั่วไปของผู้ตอบแบบสอบถาม (General Information and educational background)

Description	Index of item Objectives Congruence (IOC)				
	N1	N2	N3	Total	Remarks
1. เพศ (Gender) a. ชาย (Male) b. หญิง (Female)	1	1	1	1	Accepted
2. สาขาวิชาที่เรียน (Field of study:.....)	1	1	1	1	Accepted
3. วิชาภาษาอังกฤษที่กำลังศึกษาในภาคการศึกษาปัจจุบัน (Your English course in this semester) a. ภาษาอังกฤษเพื่อการสื่อสาร I (English for Communication I) b. ภาษาอังกฤษเพื่อการสื่อสาร II (English for Communication II) c. ภาษาอังกฤษในเชิงวิชาการ III (English for Academic Purposes) d. อื่นๆ: (Other:.....)	1	0	1	0.67	Accepted
4. Type of school that you graduated from (สำเร็จการศึกษา โรงเรียนมัธยม) a. โรงเรียนสังกัดของรัฐบาล (Private school) b. โรงเรียนเอกชน (State school) c. อื่น ๆ (ระบุ) (Other (please specify).....)	1	1	1	1	Accepted
5. หลักสูตรมัธยมศึกษาตอนปลาย (High School Program Curriculum) a. วิทยาศาสตร์ คณิตศาสตร์ (Sciences and Mathematics Program) b. ศิลปศาสตร์ คำนวณ (Arts and Mathematics program) c. ศิลปศาสตร์(Arts program in.....) d. โปรแกรมภาษาอังกฤษ (English Program) e. อื่น ๆ (Other:	1	1	1	1	Accepted

Description	Index of item Objectives Congruence (IOC)				
	N1	N2	N3	Total	Remarks
6. ท่านได้รับการเข้าศึกษาต่อโดยรอบ (Your round of university admission) a. Round 1: Portfolio (รอบที่ 1 Portfolio) b. Round 2: Direct Quota (รอบที่ 2 การรับแบบโควตา) c. Round 3: Co-Direct Admission รอบที่ 3 รับตรงร่วมกันกับ กลุ่มสถาบันแพทยศาสตร์แห่งประเทศไทย (กสพท) d. Round 4: Admission System (รอบที่ 4 การรับแบบแอดมิช ชัน) e. Round 5: Direct Admission (รอบที่ 5 การรับตรงอิสระ)	1	1	1	1	Accepted
7. ข้อมูลที่สามารถติดต่อได้ในกรณีที่ผู้วิจัยต้องการสัมภาษณ์เพิ่มเติม (Your contact details in the case of the researcher needs further interview.) a. เบอร์โทร (Telephone no.:.....) b. อีเมล (email:.....) c. ไลน์ไอดี (line ID:.....)	1	1	1	1	Accepted
IOC > 0.5				0.95	

ตอนที่ 2 ความคิดเห็นเกี่ยวกับผลกระทบของการสอบภาษาอังกฤษเพื่อศึกษาต่อในระดับอุดมศึกษา

(Part 2: Opinion about the effects of English tests in national university examinations)

Description	Index of item Objectives Congruence (IOC)				
	N1	N2	N3	Total	Remarks
1. เนื้อหาการเรียนการสอนวิชาภาษาอังกฤษในห้องเรียน มีความ เหมาะสมต่อการเตรียมความพร้อมให้ข้าพเจ้าเตรียมตัวสอบเข้า มหาวิทยาลัย (English classes that I took in high school aimed to prepare me for the English national entrance examinations.)	1	1	1	1	Accepted
2. การสอนในห้องเรียนในปีสุดท้าย ส่วนมากเน้นเทคนิคการทำ ข้อสอบเพื่อเข้าเรียนต่อในระดับมหาวิทยาลัย (The lessons in the last year of high school mostly aimed to teach to the test.)	1	1	1	1	Accepted

Description	Index of item Objectives Congruence (IOC)				
	N1	N2	N3	Total	Remarks
3. การเรียนภาษาอังกฤษในห้องเรียนเพียงอย่างเดียว ทำให้ข้าพเจ้ารู้สึกว่าพอเพียงต่อการเตรียมตัวสอบเข้าเรียนต่อในระดับมหาวิทยาลัย (English lessons in classrooms alone was enough for me to do the test for the English national entrance examinations.)	1	1	0	0.67	Accepted
4. โรงเรียนได้มีการจัดจ้างติวเตอร์จากสถาบันเอกชนเพื่อมาสอนในโรงเรียนสำหรับนักเรียนชั้น ม.6 (The school has hired an English tutor from cram schools to prepare the students for the tests.)	1	1	1	1	Accepted
5. ข้าพเจ้าได้เตรียมความพร้อมในการสอบภาษาอังกฤษโดยการเรียนเพิ่มเติมกับติวเตอร์นอกเวลาเรียน (I prepared myself for the National entrance examinations by studying with a cram school.)	1	1	1	1	Accepted
6. การเตรียมตัวสอบภาษาอังกฤษ GAT, O-NET, และ 9 วิชาสามัญ มีอิทธิพลต่อการเรียนภาษาอังกฤษและเป้าหมายในการเรียนภาษาอังกฤษของข้าพเจ้า (Preparing for the tests of GAT, O-Net, and the 9 Common Subjects has influenced my feelings toward learning English.)	1	1	0	0.67	Accepted
7. คะแนนภาษาอังกฤษมีผลต่อการเลือกมหาวิทยาลัย หรือคณะวิชาของข้าพเจ้า ดังนั้นข้าพเจ้าจึงให้ความสำคัญต่อการเตรียมตัวสอบ (The scores of English National entrance examinations have affected my decisions on choosing my field of study.)	1	1	1	1	Accepted
8. ข้าพเจ้าตระหนักถึงจุดประสงค์ในการสอบภาษาอังกฤษ GAT, O-NET, และ 9 วิชาสามัญ (I'm aware of the objectives of GAT, O-NET, and the 9 Common Subjects.)	0	1	1	0.67	Accepted
9. ข้าพเจ้าคิดว่าระบบการรับนักศึกษาเข้าเรียนต่อในระดับมหาวิทยาลัยมีความซับซ้อน และต้องทำข้อสอบมากเกินไปจนจำเป็น (I think the admission system is too complicated and I have to do the tests more than necessary.)	1	1	1	1	Accepted
10. จำนวนข้อสอบภาษาอังกฤษทั้ง GAT, O-NET, และ 9 วิชาสามัญ มีความเหมาะสมต่อการคัดเลือกนักเรียนเข้าเรียนต่อในระดับอุดมศึกษาดีแล้ว (These 3 tests (GAT, O-NET, and the 9 Common Subjects) are appropriate for university admission.)	1	1	0	0.67	Accepted

Description	Index of item Objectives Congruence (IOC)				
	N1	N2	N3	Total	Remarks
11. เนื้อหาที่ใช้ในข้อสอบภาษาอังกฤษ GAT, O-NET, และ 9 วิชาสามัญ สอดคล้องกับเนื้อหาการเรียนในระดับมัธยมศึกษาตอนปลาย (The areas of testing in GAT, O-NET, and the 9 Common Subjects are relevant with the content I had learned in classroom.)	1	1	1	1	Accepted
12. ข้าพเจ้าไม่เคยได้เรียนเนื้อหาที่ใช้สอบในข้อสอบภาษาอังกฤษของ GAT, O-NET, และ 9 วิชาสามัญ (The areas of testing in GAT, O-NET and the 9 Common Subjects I had never learned in classroom.)	1	1	1	1	Accepted
13. การเตรียมตัวสอบภาษาอังกฤษ GAT, O-NET, และ 9 วิชาสามัญ ทำให้ข้าพเจ้ามีความพร้อมในการเรียนต่อในระดับอุดมศึกษา (Preparing for the English entrance examinations has helped me in my studying in university.)	1	1	1	1	Accepted
14. ข้าพเจ้ามีความเหนื่อยล้า เครียด และกังวล ขณะที่เตรียมตัวสอบภาษาอังกฤษ GAT, O-NET, และ 9 วิชาสามัญ (The preparation for university entrance examinations has caused anxiety, stress, and worry.)	1	1	1	1	Accepted
15. ข้าพเจ้าเตรียมความพร้อมในสอบภาษาอังกฤษ GAT, O-NET, และ 9 วิชาสามัญ มาเป็นอย่างดี และการสอบไม่ได้ทำให้ข้าพเจ้ามีความเครียดแต่อย่างใด (I was well prepared for my English entrance examinations, so I didn't feel anxiety, stress, or worry.)	1	1	1	1	Accepted
16. ข้อสอบภาษาอังกฤษเพื่อการสอบเข้าเรียนต่อในระดับมหาวิทยาลัย มีผลต่ออนาคตของข้าพเจ้า (I believe that English entrance examinations have a positive influence on my future career.)	0	-1	1	0	Rejected
17. การเตรียมตัวเพื่อการสอบเข้าเรียนต่อในระดับมหาวิทยาลัยมีผลกระทบต่อรายจ่ายของครอบครัวของข้าพเจ้า (The preparation for university entrance examinations has affected my household economy.)	1	1	1	1	Accepted
18. ข้าพเจ้าเชื่อว่าการทำข้อสอบภาษาอังกฤษเพื่อการสอบเข้าเรียนต่อในระดับมหาวิทยาลัยให้ได้คะแนนดี จะทำให้ข้าพเจ้ามีอาชีพและรายได้ที่ดี (I believe that good scores in English entrance examinations will result in a good and well-paid job.)	1	1	1	1	Accepted

ตอนที่ 3 ความคิดเห็นเกี่ยวกับผลกระทบของการสอบภาษาอังกฤษเพื่อศึกษาต่อในระดับอุดมศึกษา – คำถามปลายเปิด

(Part 3: Opinion about the effects of English tests in national university examinations - open ended questions)

Description	Index of item Objectives				
	Congruence (IOC)				
	N1	N2	N3	Total	Remarks
<p>1. ท่านได้เตรียมตัวสอบ GAT, O-NET, และ 9 วิชาสามัญ โดยการเรียนพิเศษกับสถาบันกวดวิชานอกโรงเรียนหรือไม่ ถ้าใช่ ท่านใช้เวลาในการเรียนภาษาอังกฤษกับสถาบันกวดวิชานานเท่าไร (ระบุ)</p> <p><input type="checkbox"/> ใช่ <input type="checkbox"/> ไม่ใช่</p> <p>Did you prepare for the English entrance examinations for universities outside of the English classes in school? If yes, please describe what kind of preparation you did. If you have experience of going to a cram school for preparation, please describe what you studied there.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	1	1	1	1	Accepted
<p>2. ท่านคิดว่าข้อสอบ GAT, O-NET, และ 9 วิชาสามัญ เป็นข้อสอบที่เหมาะสมในการวัดระดับความสามารถทางภาษาอังกฤษของท่านหรือไม่ อย่างไร (อธิบาย)</p> <p><input type="checkbox"/> ใช่ <input type="checkbox"/> ไม่ใช่</p> <p>Do think GAT, O-NET and the 9 Common Subjects are appropriate for testing students English proficiency? How? Please describe.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	0	-1	0	-1	Rejected
<p>3. ท่านคิดว่าข้อสอบ GAT, O-NET, และ 9 วิชาสามัญ เป็นข้อสอบที่เหมาะสมต่อการคัดเลือกเข้าเรียนต่อในระดับอุดมศึกษาหรือไม่ อย่างไร (อธิบาย)</p> <p><input type="checkbox"/> ใช่ <input type="checkbox"/> ไม่ใช่</p> <p>What is your opinion about employing GAT, O-NET, and the 9 Common Subjects for the university admission? Please describe by giving reasons.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	1	1	1	1	Accepted

Description	Index of item Objectives Congruence (IOC)				
	N1	N2	N3	Total	Remarks
<p>4. ท่านอยากให้มีการเปลี่ยนระบบการสอบคัดเลือกเข้าเรียนต่อในระดับอุดมศึกษาหรือไม่ อย่างไร (อธิบาย)</p> <p>What do you think the government should do to improve the admission system? How? Please describe.</p>	1	1	1	1	Accepted



APPENDIX J

IOC Questionnaires for Teachers

ตอนที่ 1 สถานภาพทั่วไปของผู้ตอบแบบสอบถาม (General Information and educational background)

Description	Index of item Objectives Congruence (IOC)			
	N1	N2	N3	Total
1. เพศ (Gender) a. ชาย (Male) b. หญิง (Female)	1	1	1	1
Comment:				
2. อายุ (Age) a. 20-30 b. 31-40 c. 41-50 d. 51-60	1	1	1	1
Comment:				
3. ระดับการศึกษาสูงสุดของท่าน (Your highest educational level) a.ปริญญาตรี สาขา (Bachelor's degree in.....) b.ปริญญาโท สาขา (Master's degree in.....) c.ปริญญาเอก สาขา (Doctoral degree in.....)	1	1	1	1
Comment:				
4. มีประสบการณ์ในการสอนภาษาอังกฤษ (ปี) (Do you have any experience in teaching English? if yes, how many years?) a. ใช่.....ปี (Yes,years) b. ไม่มี (No)	1	1	1	1
Comment:				
5. โรงเรียนมัธยมที่ท่านสอน (Type of school that you are teaching.) a. โรงเรียนสังกัดของรัฐบาล (State school) b. โรงเรียนเอกชน (Private school) c. อื่น ๆ (ระบุ) (Other (please specify).....)	1	1	1	1
Comment:				

Description	Index of item Objectives Congruence (IOC)			
	N1	N2	N3	Total
6. ข้อมูลที่สามารถติดต่อได้ในกรณีที่ผู้วิจัยต้องการสัมภาษณ์เพิ่มเติม (Your contact details in the case of the researcher needs further interview.) a. เบอร์โทรศัพท์ (Telephone no.:.....) b. อีเมลล์ (email:.....) c. ไลน์ไอดี (line ID:.....)	1	1	1	1
Comment:				

ตอนที่ 2 ความคิดเห็นเกี่ยวกับผลกระทบของการสอบภาษาอังกฤษเพื่อศึกษาต่อในระดับอุดมศึกษา

(Part 2: Opinion about the effects of English tests in national university examinations)

Description	Index of item Objectives Congruence (IOC)			
	N1	N2	N3	Total
1. ข้าพเจ้าได้ตระหนักถึงความสำคัญของการสอบภาษาอังกฤษของนักเรียนเพื่อเข้าศึกษาต่อในระดับอุดมศึกษา และได้ออกแบบการสอนเพื่อเตรียมความพร้อมให้กับนักเรียน (I am aware of the importance of English national examinations, and have designed the lesson to prepare them for the tests.)	1	1	1	1
Comment: N1 = I am aware of the importance of the English tests in the University Admission Tests and have designed the lessons to prepare my students for the tests.				
2. การสอนในปีสุดท้ายส่วนใหญ่เน้นการทำข้อสอบเพื่อเข้าเรียนต่อในระดับอุดมศึกษา (The lessons in the last year of high school mostly aimed to teach to the test.)	1	0	1	0.67
Comment: N1 = “การเรียนสอนภาษาอังกฤษในปีสุดท้ายของระดับมัธยมปลายส่วนใหญ่เน้นการทำข้อสอบเพื่อเข้าศึกษาต่อในระดับอุดมศึกษา” N2 = ไม่แน่ใจว่าจะสัมภาษณ์ครูผู้สอน ม.6 โดยตรงหรือไม่ ถ้าหากสัมภาษณ์ครูผู้สอนชั้นอื่นที่ไม่ใช่ ม.6 อาจได้คำตอบที่คลาดเคลื่อน หากสัมภาษณ์ผู้สอน ม.6 โดยตรงใช้คำถามนี้ได้ค่ะ				
3. โรงเรียนได้มีการจ้างติวเตอร์จากสถาบันเอกชนเพื่อมาสอนในโรงเรียนสำหรับนักเรียนชั้น ม.6 (The school has hired an English tutor from cram schools to prepare the students for the tests.)	1	1	1	1

Description	Index of item Objectives Congruence (IOC)			
	N1	N2	N3	Total
	Comment: N1 = “โรงเรียนได้มีการจ้างติวเตอร์วิชาภาษาอังกฤษจากสถาบันเอกชนเพื่อมาเตรียมความพร้อมให้กับนักเรียน ในการสอบเข้าศึกษาต่อในระดับอุดมศึกษา”			
4. นักเรียน/ ผู้ปกครอง/ ผู้บังคับบัญชา ได้ขอให้ข้าพเจ้าสอนเพื่อเน้นให้นักเรียนทำข้อสอบได้ (Students/ parents/ or the principal have asked me to teach to the test.)	1	1	0	0.67
Comment: N1 = “นักเรียน ผู้ปกครอง และ/หรือผู้บังคับบัญชา ได้ขอให้ข้าพเจ้าสอนเพื่อเน้นให้นักเรียนทำข้อสอบภาษาอังกฤษเพื่อเข้าศึกษาต่อในระดับอุดมศึกษาได้” N3 = ควรแยกเป็น 3 ประเด็น คือนักเรียน ผู้ปกครอง ผู้บริหาร				
5. ข้อสอบภาษาอังกฤษ GAT, O-NET, และ 9 วิชาสามัญ ส่งผลต่อการสอนภาษาอังกฤษของข้าพเจ้า โดยข้าพเจ้าต้องเปลี่ยนแปลงการสอนนอกเหนือจากเนื้อหาการเรียนการสอนตามปกติ (GAT, O-NET, and the 9 Common Subjects have affected the way I teach in which I have to design extra courses especially for the tests.)	1	1	1	1
Comment: N1 = “ข้าพเจ้าต้องปรับเปลี่ยนการเรียนการสอนภาษาอังกฤษของข้าพเจ้าให้สอดคล้องกับเนื้อหาที่อยู่ในข้อสอบภาษาอังกฤษ GAT, O-NET, และ 9 วิชาสามัญ”				
6. ในความคิดเห็นของข้าพเจ้า ข้าพเจ้าคิดว่าข้อสอบภาษาอังกฤษ GAT, O-NET, และ 9 วิชาสามัญ เป็นข้อสอบที่เหมาะสมต่อการคัดเลือกนักเรียนเพื่อเข้าเรียนต่อในระดับอุดมศึกษา (In my opinion, I think GAT, O-NET, and the 9 Common Subjects are suitable tests for entrance examinations.)	-1	1	0	0
Comment: N1 = ส่วนนี้น่าจะเป็นความคิดเห็นต่อการสอบภาษาอังกฤษเพื่อศึกษาต่อในระดับอุดมศึกษาโดยตรง โดยไม่ใช่ผลกระทบต่อครูหรือการเรียนการสอนในห้องเรียน N3 = ยืนยัน ข้อคิดเห็นของข้าพเจ้าออก				
7. เนื้อหาที่ใช้ทดสอบภาษาอังกฤษของ GAT, O-NET, และ 9 วิชาสามัญ สอดคล้องกับหลักสูตรการสอนในระดับมัธยมศึกษาตอนปลาย (The area of testing in GAT, O-NET, and the 9 Common Subjects are relevant with teaching curriculum of the upper secondary school stated by the ministry of education.)	1	1	1	1
Comment:				
8. ข้าพเจ้าไม่เคยได้สอนเนื้อหาที่อยู่ในข้อสอบภาษาอังกฤษ GAT, O-NET, และ 9 วิชาสามัญ เพราะเป็นเนื้อหาที่ยากกว่าการเรียนตามหลักสูตร (The	1	1	0	0.67

Description	Index of item Objectives Congruence (IOC)			
	N1	N2	N3	Total
areas of testing in GAT, O-NET, and the 9 Common Subjects are more difficult than teaching curriculum and I have never taught my students those areas.)				
<p>Comment: N1 = “ข้าพเจ้าไม่เคยสอนเนื้อหาที่อยู่ในข้อสอบภาษาอังกฤษ GAT, O-NET, และ 9 วิชาสามัญ เพราะเป็นเนื้อหาที่ยากกว่าการเรียนการสอนตามหลักสูตร”</p> <p>N2 = วัตถุประสงค์ของข้อคำถามดูไม่ชัดเจนค่ะ ตามความเข้าใจคิดว่าครูไม่สอนเพราะยากเกินไปสำหรับครูและเด็ก (ครูสอนสิ่งที่ง่ายกว่านี้ เด็กเรียนสิ่งที่ง่ายกว่านี้ซึ่งหลักสูตรกำหนดเอาไว้) และครูไม่สอนเพราะยากเกินกว่าหลักสูตรกำหนดทั้งๆ ที่รู้ว่าเด็กต้องนำไปใช้ในการสอบ ถ้าผู้ตอบแบบสอบถามตอบ Yes (คือ ไม่ได้สอน) จะดูเหมือนผู้สอนไม่ใส่ใจหรือไม่เก่งมีัยะ // ข้อพิจารณาจะ หากต้องการข้อมูลเกี่ยวกับการที่ครู ไม่สอน เหตุผลอื่นๆ ควรถูกนำมาถามด้วยหรือไม่คะ เช่น เวลาเรียนไม่พอเลยไม่ได้สอน // หากตั้งคำถามเกี่ยวกับเนื้อหาที่ยากเกินไป ไป ข้อคำถามนี้จะ overlap กับข้อคำถามข้อ 7 หรือไม่คะ</p> <p>N3 = ไม่เคยสอน หรือเลือกที่จะไม่สอน</p>				
9. ข้าพเจ้าคิดว่าระบบการรับนักศึกษาเข้าเรียนต่อในระดับมหาวิทยาลัยมีความซับซ้อน และนักเรียนต้องทำข้อสอบเยอะเกินความจำเป็น (In my opinion, I think the admission system is too complicated and confusing.)	-1	1	0	0
<p>Comment: N1 = ส่วนนี้น่าจะเป็นความคิดเห็นต่อการสอบภาษาอังกฤษเพื่อศึกษาต่อในระดับอุดมศึกษาโดยตรง โดยไม่ใช่ผลกระทบต่อครูหรือการเรียนการสอนในห้องเรียน</p> <p>N2 = คิดว่าส่วนที่ตัดทิ้งซ้ำกับข้อ 10 ค่ะ</p> <p>N3 = เยอะเปลี่ยนเป็นมาก</p>				
10. นักเรียนต้องสอบเยอะเกินไปโดยไม่มีที่จำเป็น (The students have to take too many tests which are not necessary.)	-1	1	0	0
<p>Comment: N1 = เนื้อหาของข้อนี้ซ้ำกับบางส่วนในข้อ 9 และส่วนนี้น่าจะเป็นความคิดเห็นต่อการสอบภาษาอังกฤษเพื่อศึกษาต่อในระดับอุดมศึกษาโดยตรง โดยไม่ใช่ผลกระทบต่อครูหรือการเรียนการสอนในห้องเรียน</p> <p>N3 = เยอะเปลี่ยนเป็นมาก</p>				
11. จำนวนข้อสอบภาษาอังกฤษ (GAT, O-NET, และ 9 วิชาสามัญ) มีความเหมาะสมต่อการคัดเลือกนักเรียนเข้าเรียนต่อในระดับอุดมศึกษาดีแล้ว (These 3 tests (GAT, O-NET, and the 9 Common Subjects) are appropriate for university admission.)	-1	0	0	-0.33

Description	Index of item Objectives			
	Congruence (IOC)			
	N1	N2	N3	Total
<p>Comment: N1 = ส่วนนี้น่าจะเป็นความคิดเห็นต่อการสอบภาษาอังกฤษเพื่อศึกษาต่อในระดับอุดมศึกษาโดยตรง โดยไม่ใช่ผลกระทบต่อครูหรือการเรียนการสอนในห้องเรียน</p> <p>N2 = ข้อคำถามภาษาไทยกับภาษาอังกฤษไม่ตรงกันนะค่ะ ถ้าสอบถามเรื่องจำนวนข้อสอบแบบข้อคำถามภาษาไทยคิดว่าไม่จำเป็นและอาจสร้างความสับสนนะค่ะ เนื่องจากข้อสอบแต่ละชุดข้อคำถามไม่เท่ากัน เวลาที่ให้ทำไม่เท่ากัน การวัดความเหมาะสมของจำนวนข้อสอบโดยที่ไม่ได้มีวัตถุประสงค์เพื่อพัฒนาตัวข้อสอบอาจจะไม่จำเป็นค่ะ // แต่ถ้าถามความเห็นเรื่องความเหมาะสมของข้อสอบในภาพรวมคิดว่าสอบถามได้ค่ะ</p> <p>N3 = เหมาะสมดีแล้ว ลำดับคำ</p>				
12. คะแนนภาษาอังกฤษของนักเรียนมีผลต่อการประเมินการสอนโดยผู้บังคับบัญชาของข้าพเจ้า (My students' entrance examination scores have affected my key performance indicator (KPI) assessed by the director/chief.)	1	1	1	1
<p>Comment: N1 = “คะแนนภาษาอังกฤษในการสอบเข้าศึกษาต่อในระดับอุดมศึกษาของนักเรียนมีผลต่อการประเมินการสอน โดยผู้บังคับบัญชาของข้าพเจ้า”</p>				
13. ข้าพเจ้าคิดว่า การเตรียมตัวสอบภาษาอังกฤษ GAT, O-NET, และ 9 วิชาสามัญ ของนักเรียนทำให้นักเรียนมีความพร้อมในการเข้าเรียนในระดับอุดมศึกษา (In my opinion, I think that preparing for GAT, O-NET, and the 9 Common Subjects of students help them ready for studying in higher education.)	1	1	0	0.67
<p>Comment: N1 = “ข้าพเจ้าคิดว่า การเตรียมตัวสอบภาษาอังกฤษ GAT, O-NET, และ 9 วิชาสามัญของนักเรียนทำให้นักเรียนมีความพร้อมในการเรียนภาษาอังกฤษในระดับอุดมศึกษา”</p> <p>N3=กำกวม</p>				
14. ข้าพเจ้ามีความเหนื่อยล้า เครียด และกังวล ขณะที่เตรียมตัวสอนภาษาอังกฤษ GAT, O-NET, และ 9 วิชาสามัญ ให้กับนักเรียนของข้าพเจ้า (I feel anxiety, stress, and worried when preparing to teach my students for GAT, O-NET, and the 9 Common Subjects.)	1	1	1	1
<p>Comment: N1= “ข้าพเจ้ามีความเหนื่อยล้า เครียด และกังวล ในการเตรียมตัวสอนภาษาอังกฤษเพื่อเตรียมความพร้อมให้กับนักเรียนในการสอบเข้าศึกษาต่อในระดับอุดมศึกษา”</p>				
15. การเตรียมตัวสอนเพื่อการสอบ ภาษาอังกฤษ GAT, O-NET, และ 9 วิชาสามัญ ไม่ได้ทำให้ข้าพเจ้าเกิดความเครียดแต่อย่างใด (I feel happy	1	1	1	1

Description	Index of item Objectives Congruence (IOC)			
	N1	N2	N3	Total
when preparing my students for GAT, O-NET, and the 9 Common Subjects.)				
Comment: N1 = “ข้าพเจ้ามีความสุขในการเตรียมตัวสอนภาษาอังกฤษเพื่อเตรียมความพร้อมให้กับนักเรียนในการสอบเข้าศึกษาต่อในระดับอุดมศึกษา”				
16. ข้าพเจ้าคิดว่าระบบการรับนักศึกษาเข้าเรียนต่อในระดับมหาวิทยาลัยมีความซับซ้อนและเปลี่ยนแปลงบ่อยเกินไป ซึ่งส่งผลกระทบต่อเตรียมการสอนของข้าพเจ้า (I think that the admission system is too complicated and changes too often which affects my teaching.)	1	1	1	1
Comment: N1 = ข้อนี้อาจจะอยู่ข้อแรกๆ ใหม่คะก่อนลงรายละเอียดว่าเปลี่ยนแปลงในทางใด				

ตอนที่ 3 ความคิดเห็นเกี่ยวกับผลกระทบของการสอบภาษาอังกฤษเพื่อศึกษาต่อในระดับอุดมศึกษา – คำถามปลายเปิด

(Part 3: Opinion about the effects of English tests in national university examinations - open ended questions)

Description	Index of item Objectives Congruence (IOC)			
	N1	N2	N3	Total
1. ท่านได้เตรียมการสอนเพิ่มเติมเพื่อเตรียมการสอบสำหรับนักเรียน ม.6 หรือไม่ ถ้าใช่อย่างไร (อธิบาย) <input type="checkbox"/> ใช่ <input type="checkbox"/> ไม่ใช่ Do you design your class for preparing students to take GAT, O-NET, and the 9 Common Subjects? If yes please explain in details. <input type="checkbox"/> Yes <input type="checkbox"/> No	1	1	1	1
Comment: ท่านได้มีการเตรียมการสอนเพิ่มเติมเพื่อเตรียมความพร้อมในการสอบเพื่อเข้าศึกษาต่อในระดับอุดมศึกษาให้กับนักเรียนหรือไม่ ถ้าใช่อย่างไร (อธิบาย)				

<p>2. ท่านคิดว่าการสอบ GAT, O-Net, และ 9 วิชาสามัญ เหมาะสมต่อการคัดเลือกนักเรียนเข้าเรียนต่อในระดับมหาวิทยาลัยหรือไม่ อย่างไร (อธิบาย)</p> <p><input type="checkbox"/> ใช่ <input type="checkbox"/> ไม่ใช่</p> <p>What is your opinion about employing GAT, O-NET, and the 9 Common Subjects as English proficiency tests? Please describe by giving reasons.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	1	1	1	1
<p>Comment: -ท่านคิดว่าการสอบ GAT, O-Net, และ 9 วิชาสามัญ เหมาะสมต่อการคัดเลือกนักเรียนเข้าศึกษาต่อในระดับอุดมหรือไม่ อย่างไร (อธิบาย)</p>				
<p>3. ความสำเร็จในการสอบเข้าเรียนต่อในระดับมหาวิทยาลัยของนักเรียนท่าน มีผลกระทบต่อความก้าวหน้าด้านอาชีพของท่านหรือไม่ อย่างไร (อธิบาย)</p> <p><input type="checkbox"/> ใช่ <input type="checkbox"/> ไม่ใช่</p> <p>What is your opinion about the success or failure of your students in university admission on affecting your career as a teacher? Please explain in details.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	1	1	1	1
<p>Comment: ความสำเร็จในการสอบเข้าศึกษาต่อในระดับมหาวิทยาลัยของนักเรียนมีผลกระทบต่อความก้าวหน้าด้านอาชีพของท่านหรือไม่ อย่างไร (อธิบาย)</p>				
<p>4. ท่านอยากให้มี การเปลี่ยนแปลงระบบการสอบคัดเลือกเข้าเรียนต่อในระดับอุดมศึกษาหรือไม่ อย่างไร (อธิบาย)</p> <p>What do you think the government should do to improve the admission system? How? Please describe.</p>	1	1	1	1
<p>Comment:</p>				

APPENDIX K

Example of open-ended response on Google form

1. ท่านได้เตรียมตัวสอบ GAT, O-NET, และ 9 วิชาสามัญ โดยการเรียนพิเศษกับสถาบันกวดวิชานอกโรงเรียนหรือไม่ ถ้าใช่ ท่านใช้เวลาในการเรียนภาษาอังกฤษกับสถาบันกวดวิชานานเท่าไร (ระบุ)

746 responses

2เดือน
ใช้ 2เดือน
1 เดือน
ไม่ได้เรียนพิเศษกับสถาบันกวดวิชานอกโรงเรียน
1 เดือนแต่ไม่ข้เฉพาะวิชาภาษาอังกฤษ
เรียนตั้งแต่ ม4 ถึง ม6 เรียนประมาณ อาทิตย์ละ 2-3 วัน ครั้งละ 2-3 ชั่วโมง
ไม่
ใช้ อาทิตย์ละ 2 ครั้ง เป็นเวลา 2 เดือน
ไม่ได้เรียนคะ

2. ท่านคิดว่าข้อสอบ GAT, O-NET, และ 9 วิชาสามัญ เป็นข้อสอบที่เหมาะสมต่อการคัดเลือกเข้าเรียนต่อในระดับอุดมศึกษาหรือไม่ อย่างไร (อธิบาย)

754 responses

O-net เหมาะสม แต่gat,9วิชา มีความยากเกินไปและข้อสอบคนละแนวทาง คนที่สอบทั้ง2อย่างจะมีความเครียดสูง
ไม่เหมาะสมเท่าที่ควร มีการวัดผลแบบรวบๆ โดยที่ความจริงจัดสอบครั้งเดียวแล้วใช้คะแนนนั้นในการยื่นเข้ามหาวิทยาลัยดีกว่าที่จะสอบวิชาเดิมแต่สามครั้ง
เหมาะสมเนื่องจากการคัดเลือกบุคคลเข้ามาศึกษาต่อในด้านที่ตนเองถนัด
เหมือนสม แต่ คิดว่าควรจะมีการทดสอบทักษะการ writing และ listening ด้วย เพราะเป็นทักษะที่ต้องใช้
เหมาะสม แต่บางคนได้คะแนนเยอะเพราะการเดา
บางส่วนก็ไม่ เช่น แกทไทย ซึ่งไม่มีใบทเรียนแล้วก็ไม่ทราบด้วยว่ามีวัดผลอะไรกับเราตอนจะอ่านหนังสือสอบวิชานี้ ต้องไปซื้อหนังสือเอง มีค่าใช้จ่าย บางคนถึงกับไปเรียนพิเศษ O-Net โอคเ แต่9วิชาสามัญ คือ ถ้าเด็กไม่ได้เรียนพิเศษ คิดว่าน่าจะทำได้ไม่ค่อยได้ เพราะบางครั้งการมีทริคดีๆนั้นได้จากติวเตอร์ ซึ่งอาจารย์ในห้องเรียนน้อยมากที่จะถ่ายทอดให้แก่ักเรียน
มีความเหมาะสม
ลดการสอบ

3. ท่านอยากให้มีการเปลี่ยนระบบการสอบคัดเลือกเข้าเรียนต่อในระดับอุดมศึกษาหรือไม่ อย่างไร (อธิบาย)

726 responses

พมพพพพพพ

อยาก ให้เหมาะสมกับสิ่งที่สอนในระดับมัธยมจริงๆ ไม่ใช่ต้องลงกวดวิชาถึงจะเข้าถึงข้อสอบที่ยากเกินการศึกษาขั้นพื้นฐานได้

อยาก เพราะการสอบหลายครั้งแต่เป็นวิชาเดียวกันทำให้เกิดความฟุ่มเฟือย เสียเวลา

ไม่เปลี่ยนค่ะ

อยากให้มีการสอบที่น้อยลงเพื่อลดค่าใช้จ่ายลดความเครียดให้แก่เด็กเพราะสอบจำนวนหลายวิชา

ไม่ควรเก็บค่าสอบ และเป็นเนื้อหาที่เด็กไม่ต้องเรียนพิเศษ ความรู้ที่ออกควรอยู่ในห้องเรียน

อยากให้มีการเปลี่ยนแปลง

บางครั้งคะแนนก็ได้วัดว่าเราเก่งเรื่องนั้นจริงๆ ข้อสอบปรนัยยังงี้ก็ได้ อยากให้เป็นข้อสอบเฉพาะเจาะจงไปเลย สำหรับสาขาที่จะเรียน การอ่านเพื่อสอบหลายวิชาทำให้บางครั้งมันสับสน

แบบเดิมดีแล้ว

4. ท่านทราบถึงสิทธิของผู้สอบหรือไม่ เช่น ผู้สอบมีสิทธิที่จะขออุทธรณ์คะแนนสอบหรือมีสิทธิที่จะโต้แย้งหากคะแนนที่ตรวจออกมาไม่ถูกต้อง (อธิบาย)

712 responses

มีสิทธิ เพราะ จะได้มีความยุติธรรมกับผู้สอบ

ไม่ทราบเลยคะ

มีสิ เพราะ มันเป็นเรื่องส่วนตัวคน

ไม่ทราบ

ทราบ เพราะหากเราสงสัยในคะแนนเราสามารถยื่นคำร้องข้อโต้

พอทราบบ้าง

ทราบ เพราะ ปัญหาคะแนนที่ประกาศออกมาแทบจะทุกปีก็มีปัญหา ทั้งการตรวจที่ผิดพลาดแต่ก็ถือว่าน้อย ส่วนใหญ่จะเกิดจากการไม่รอบคอบในการทำข้อสอบทำให้คะแนนออกมาไม่เป็นที่น่าพอใจ เด็กส่วนนี้จึงอาจไปขออุทธรณ์ผลสอบของตัวเอง ซึ่งไม่ถือเป็นเรื่องแปลก สิ่งที่ต้องกังวลคือ เมื่อขออุทธรณ์โดยสิทธิของเจ้าของคำตอบ ผู้เกี่ยวข้องก็ควรจะให้มีความสำคัญและรีบดำเนินการให้เสร็จสิ้น ไม่ใช่การยื้อเวลาเพื่อตรวจคำตอบอีกครั้ง ซึ่งจะทำให้ผลที่ประกาศออกมาไม่เป็นที่น่าเชื่อถือ

CURRICULUM VITAE

Punyanut Phadyen was born on October 16, 1977 in Bangkok, Thailand. She graduated from Sukhothai Thammathirat Open University in 2014 with Bachelor of Science in Manufacturing Technology. She owns a tutoring school located in Nakhon Ratchasima Province, Thailand.

From 2017 to 2021, she pursued her Master Degree in English Language Studied in the School of Foreign Languages, Institute of Social Technology, Suranaree University of Technology, Thailand. Her research interests include testing, critical language testing, and English as a lingua franca.



มหาวิทยาลัยเทคโนโลยีสุรนารี