WASHBACK EFFECTS OF THE ORDINARY NATIONAL EDUCATIONAL TEST
(O-NET) ON ENGLISH LANGUAGE TEACHING AND LEARNING IN NINTH GRADE

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A Thesis Submitted in Partial Fulfillment of the Requirements

for the Degree of Master of Education Program in Teaching English as a Foreign Language

Department of Curriculum and Instruction

Faculty of Education

Chulalongkorn University

Academic Year 2014

ผลกระทบของการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐานที่มีต่อการเรียนการสอนภาษาอังกฤษ
ในชั้นมัธยมศึกษาปีที่ 3

นางสาวญาณิกา ลุนราศรี

Thesis Title	WASHBACK EFFECTS OF THE ORDINARY NATIONAL EDUCATIONAL TEST (O-NET) ON ENGLISH LANGUAGE TEACHING AND LEARNING IN NINTH GRADE
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ญาณิกา ลุนราศรี : ผลกระทบของการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐานที่มีต่อการเรียนการสอนภาษาอังกฤษในชั้นมัธยมศึกษาปีที่ 3 (WASHBACK EFFECTS OF THE ORDINARY NATIONAL EDUCATIONAL TEST (O-NET) ON ENGLISH LANGUAGE TEACHING AND LEARNING IN NINTH GRADE) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: ผศ. ดร. จันทร์ทรงกลด คชเสนี, 249 หน้า.

การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาผลกระทบของการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐาน (โอเน็ต) ที่มีต่อการเรียนการสอนวิชาภาษาอังกฤษและศึกษาความคิดเห็นต่อการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐานของครูสอนวิชาภาษาอังกฤษและนักเรียนชั้นมัธยมศึกษาปีที่ 3 กลุ่มประชากรคือครูสอนวิชาภาษาอังกฤษและนักเรียนชั้นมัธยมศึกษาปีที่ 3 สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 6 จังหวัดฉะเชิงเทรา ในปีการศึกษา 2556 งานวิจัยนี้ได้เก็บข้อมูลทั้งเชิงปริมาณและเชิงคุณภาพ ในการเก็บข้อมูลเชิงปริมาณ กลุ่มตัวอย่างคือ ครูจำนวน 75 คนและนักเรียนจำนวน 400 คน เครื่องมือที่ใช้คือ แบบสอบถามของครูและนักเรียนโดยใช้สถิติทดสอบค่า t-test ของกลุ่มตัวอย่างที่เป็นอิสระต่อกัน 2 กลุ่ม ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐานในการวิเคราะห์ข้อมูล ในการเก็บข้อมูลเชิงคุณภาพ กลุ่มตัวอย่างคือ ครูจำนวน 6 คน และนักเรียนจำนวน 60 คน เครื่องมือที่ใช้คือ แบบสัมภาษณ์เชิงกึ่งโครงสร้างของครูและแบบสัมภาษณ์กลุ่มของนักเรียนโดยใช้การวิเคราะห์เนื้อหาในการวิเคราะห์ข้อมูล

ผลการวิจัยพบว่า (1) ครูส่วนใหญ่เห็นด้วยว่าเนื้อหาในข้อสอบโอเน็ตเน้นทักษะการคิดวิเคราะห์และการเตรียมตัวสอบโอเน็ตมีผลกระทบต่อการสอนในชั้นเรียน อย่างไรก็ตามครูมีความคิดเห็นต่อการสอบโอเน็ตที่แตกต่างกันในเรื่องของความสอดคล้องกันระหว่างเนื้อหาในข้อสอบโอเน็ตและเนื้อหาในหนังสือเรียน และการใช้คะแนนสอบเพื่อบ่งชี้ว่านักเรียนเรียนได้ดีแค่ไหนในชั้นเรียน (2) นักเรียนส่วนใหญ่เห็นด้วยว่าข้อสอบโอเน็ตใช้วัดความสามารถในการใช้ภาษาอังกฤษและเนื้อหาในข้อสอบเน้นทักษะการคิดวิเคราะห์ อย่างไรก็ตามนักเรียนมีความคิดเห็นต่อการสอบโอเน็ตที่แตกต่างกันในเรื่องของความสอดคล้องกันระหว่างเนื้อหาในข้อสอบโอเน็ตและเนื้อหาในหนังสือเรียน และความสอดคล้องกันระหว่างเนื้อหาในข้อสอบโอเน็ตกับหลักสูตร (3) การสอบโอเน็ตมีผลกระทบทางด้านลบต่อการสอนภาษาอังกฤษในบางด้าน ผลการวิจัยพบว่าครูสอนเนื้อหาที่ออกในข้อสอบและใช้สื่อการสอนที่เกี่ยวข้องกับการสอบ นำข้อสอบโอเน็ตย้อนหลังมาปรับใช้ในชั้นเรียน ใช้เวลาในการเตรียมตัวสอบ มอบหมายการบ้านที่เกี่ยวข้องกับข้อสอบโอเน็ต และมีความวิตกกังวลต่อการสอบในระดับสูง (4) การสอบโอเน็ตมีผลกระทบทางด้านบวกและด้านลบต่อการเรียนภาษาอังกฤษ ผลกระทบทางด้านบวกเกิดจากนักเรียนสนใจเรียนทักษะการสื่อสารและนักเรียนเรียนภาษาอังกฤษเพิ่มขึ้นเพื่อพัฒนาความสามารถในการใช้ภาษาอังกฤษมากกว่าการได้คะแนนสูงในการสอบโอเน็ต ในทางตรงกันข้ามผลกระทบทางด้านลบเกิดจากนักเรียนใช้เวลาในการเตรียมตัวสอบและมีความวิตกกังวลต่อการสอบในระดับสูง

ภาควิชา	หลักสูตรและการสอน	ลายมือชื่อนิสิต	---
สาขาวิชา	การสอนภาษาอังกฤษเป็นภาษาต่างประเทศ	ลายมือชื่อ อ.ที่ปรึกษาหลัก	---

ปีการศึกษา 2557

YANIKA LUNRASRI: WASHBACK EFFECTS OF THE ORDINARY NATIONAL EDUCATIONAL TEST (O-NET) ON ENGLISH LANGUAGE TEACHING AND LEARNING IN NINTH GRADE. ADVISOR: ASST. PROF. CHANSONGKLOD GAJASENI, Ph.D., 249 pp.

This study aimed to investigate the extent to which the Ordinary National Educational Test (O-NET) had any washback effects on English language teaching and English language learning in Grade 9 as well as to explore teachers' and students' opinions towards the O-NET. The population was English teachers and Grade 9 students in the Secondary Educational Service Area Office 6 in Chachoengsao province in the academic year 2013. Both quantitative and qualitative data were collected in this study. For quantitative data, the participants consisted of 75 English teachers and 400 Grade 9 students. The instruments were questionnaires for both teachers and Grade 9 students. The independent samples t-test, means, and standard deviation were used to analyze the data. For qualitative data, the samples comprised 6 English teachers and 60 Grade 9 students. The instruments were semi-structured interviews of English teachers and group interviews of Grade 9 students. The content analysis was used to analyze the data.

The results revealed that: 1) most English teachers agreed that the contents of the O-NET emphasized critical-thinking skills and the O-NET preparation had impact on teaching in classrooms. However, they had varied opinions towards the O-NET in terms of the consistency between the contents of the O-NET and contents in textbooks as well as using the O-NET scores to indicate how well students learned in classrooms; 2) the majority of Grade 9 students agreed that the O-NET could be used to check students' language proficiency and the O-NET emphasized critical-thinking skills. However, they had varied opinions about the O-NET in terms of the consistency between the contents of the O-NET and contents in textbooks as well as the consistency between the contents of the O-NET and curriculum; 3) washback of the O-NET had negative impact in some aspects of language teaching. The results showed that teachers taught tested contents and used the O-NET related materials, adapted test-items from previous O-NET to school tests, allocated time for test-preparation, assigned homework relevant to the O-NET, and had high test anxiety; and 4) washback of the O-NET had both positive and negative impact on the aspects of language learning. Positive washback occurred when students focused learning on communicative skills and studied English harder to enhance their English abilities rather than to get high O-NET scores. In contrast, negative washback occurred when students spent time preparing for the test and had high level of test anxiety.

Department:	Curriculum and Instruction	Student's Signature ----------------------------------
Field of Study:	Teaching English as a Foreign Language	Advisor's Signature ----------------------------------
Academic Year:	2014	

ACKNOWLEDGEMENTS

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CHAPTER I

INTRODUCTION

Testing is an important method used to assess the standard and quality of education. It encourages all stakeholders to work harder to achieve high scores and enhance the quality of education (Hayes, 2003). This notion is called measurement-driven instruction (MDI) (Shohamy, 1993, cited in Bailey, 1999). Popham (1987, p. 678) defined it as, "the most cost-effective way of improving the quality of public education". Cheng and Curtis (2004) defined it as 'lever for change'. They stated that changes in test can promote new curricular or new innovation without changing other educational components.

For measurement-driven instruction, high-stake tests are widely used to drive the curriculum in many countries (Ferman, 2004; Turner, 2006; Wall & Alderson, 1993). High-stake test is divided into two types, which are the test used to evaluate test-takers' performances and the test used to evaluate the quality of education (Popham, 1987). Chapman and Snyder (2000) said that high-stake tests are used to compare students, schools, and educational systems. They are used to assess all students when they finish their education at elementary or secondary levels. The tests have direct impact on future education of test-takers. In Thailand, the Ordinary National Educational Test (O-NET), which is considered as high-stake test, is playing important roles in measuring the quality of Thai educational system (The National Institute of Educational Testing Service, 2013).

The O-NET is used to measure the knowledge and thinking ability of all students at Grade 6, Grade 9, and Grade 12 in accordance with the Basic Education Core Curriculum B.E. 2551 (The National Institute of Educational Testing Service,

2013). The objectives of the test are: (1) to measure the overall quality of education in accordance with the Basic Education Core Curriculum B.E. 2551, (2) to improve the quality of teaching and learning in schools, and (3) to use test scores for other purposes such as to support the national policy in the Second Decade of Education Reform (2009-2018) (Lingcharoeng, Arvichai, & Chanin, 2009; Office of the Education Council, 2009; The National Institute of Educational Testing Service, 2013). The test is very important to Grade 9 because this is the last level of compulsory education. They should gain necessary knowledge and skills in accordance with the Basic Education Core Curriculum B.E. 2551, which provide fundamental knowledge for further study or for their future career (Ministry of Education, 2009; Office of the Education Council, 2013).

The test is constructed by the National Institute of Educational Testing Services (NIETS) (The National Institute of Educational Testing Service, 2013). English is one of the eight learning areas that students are assessed. According to Ministry of Education (2009), Foreign Language Learning Area in the Basic Education Core Curriculum B.E. 2551 comprises of four Strands as follows: (1) Language for Communication, (2) Language and Culture, (3) Language and Relationship with other learning areas, and (4) Language and Relationship with Community and the World. The English test is used to measure English proficiency of students and examine the quality of English language teaching and learning in classrooms (Pukmai, 2009). However, the English O-NET mean scores in Grade 9 have been lower than 50% in every year from Academic Years 2008-2012 (The National Institute of Educational Testing Service, 2013).

The Ministry of Education has implemented several O-NET policies for Grade 9 students, teachers, and schools to enhance the O-NET scores. For the O-NET policy of Grade 9 students, the O-NET scores are used as part of exit examination. Grade 9

students can use 20 % of their O-NET scores as part of their GPAX. Moreover, they can use 20-30% of their O-NET scores for admission to Grade 10 at highly competitive schools (The National Institute of Educational Testing Service, 2011, 2012b). For the O-NET policy of teachers, they can be promoted at higher levels or gain higher academic standing if their students perform well on the O-NET (Ministry of Education, 2012). Regarding the O-NET policy of schools, the O-NET scores of students are used to assess the quality of schools in the third round of external quality assessment (The Office for National Education Standards and Quality Assessment, 2012).

The increasing importance of the O-NET can have either positive or negative impacts towards the quality of education. The impact can be considered as washback effects in English language teaching and learning. Washback can be defined as the influence of a test on teaching and learning in classrooms which have impacts on students, teachers, parents, and other stakeholders (Alderson & Wall, 1993; Bailey, 1999; Messick, 1996, cited in Brown, 2000; Buck, 1988, cited in Pan & Newfields, 2012; Watanabe, 2004; Hughes, 2003, cited in Yonggang, 2011). Perceptions are important factors that lead to washback effects. Washback on teaching and washback on learning are caused by teachers and students' personal perceptions on the test (Shih, 2007, 2009).

There are two types of washback: positive and negative washback (Cheng & Curtis, 2004). Positive washback is a criterion for developing and evaluating language tests (Bailey, 1999). Wiseman (1961, cited in Wall, 2000) said that positive washback is good impacts of a test on teachers; for example, teachers are more familiar with the curriculum, they try to cover all contents stated in the curriculum, and they pay more attention to low ability students. For good impacts of a test on students,

positive washback can help students to study harder to achieve their learning and increase their motivation in studying English (Pan, 2009).

As regards to negative washback, in contrast, it can distort the curriculum because it focuses only on passing the exam more than learning language in classrooms (Vernon, 1956, cited in Alderson & Wall, 1993). Smith (1991, cited in Cheng & Curtis, 2004) and Pan (2009) said that negative effects lead teachers to narrow the curriculum and reduce the instructional time, contents, methods and material used in classrooms. Besides, the negative effects lead students to learn only on tested contents and skills that do not enhance their English abilities. These situations cause teachers to teach to the test and students to study for the test (Alderson & Wall, 1993; Pan, 2009). Negative washback also restricts what to learn, promotes rote learning instead of thinking skills and leads to the disaster of education (Jiradut, 2013, cited in Prapphal, 2008; Prokum, 2013).

Some studies have investigated the impact of the O-NET in general education. The study of Sommit (2009) about effects of the O-NET on teaching behaviors of upper secondary school teachers in Bangkok showed negative washback of the O-NET on teaching. She found that teachers taught contents related to the O-NET and also used the O-NET related materials in classrooms. Teachers also designed the school tests to be similar to the O-NET. Regarding students' learning, the study of Phanchalaem (2010) about the stakeholders' perspectives towards the impact of the O-NET policy also found the negative washback of the O-NET on learning. The results showed that school administrators, teachers, parents, and students accepted that the O-NET had negative impact on students' learning as they were stressful and bored while learning English. Furthermore, they had to attend the tutorial schools to perform better on the test.

This study aimed to study the washback effects of the O-NET in Grade 9 in Chachoengsao province. In the past, education in Chachoengsao province could be considered as a model of modern education when UNESCO reorganized the educational systems of Chachoengsao province between the years 1951-1961 (Ardric, 1962, cited in Pantawutiyanon, 2013). However, Chachoengsao province is currently facing the challenges about the quality of their education. 19 out of 28 schools did not pass the third round of external quality assessment (2011-2015) from the Office for National Education Standards and Quality Assessment. All of them have not passed the Indicator 5 (i.e. students demonstrate essential knowledge and skills of the curricula) which uses the O-NET scores as the criterion. When considering the quality assurance results in English subject of Grade 9, 8 secondary schools were assessed as "need improvement" and 4 schools as "need urgent improvement" (The Office for National Education Standards and Quality Assessment, 2012). It is necessary for these secondary schools in Chachoengsao province to increase the O-NET scores in order to improve their quality of education. Thus, the present study aimed at investigating the effects of the O-NET on schools in this province, which are facing a challenge to improve its educational standards.

The increasing importance of the O-NET scores in Grade 9 raises some questions whether there are any washback effects on English classroom practices. In the field of English language teaching in Thailand, some studied have investigated washback effects of proficiency test (Apichatrojanakul, 2011; Sanonguthai, n.d.). However, washback effects of the O-NET have received little attention. None of them has studied washback effects of the O-NET in Grade 9. Therefore, the purpose of this study was to investigate the extent to which the O-NET had any washback effects on English language teaching and learning in Grade 9.

Research Questions

The present study aimed to answer the following questions:

1. What are teachers' opinions towards the Ordinary National Educational Test (O-NET)?

2. What are students' opinions towards the Ordinary National Educational Test (O-NET)?

3. To what extent does the Ordinary National Educational Test (O-NET) have any washback effects on English language teaching in Grade 9?

4. To what extent does the Ordinary National Educational Test (O-NET) have any washback effects on English language learning in Grade 9?

Research Objectives

The purposes of this study were as follows:

1. To explore teachers' opinions towards the Ordinary National Educational Test (O-NET).

2. To explore students' opinions towards the Ordinary National Educational Test (O-NET).

3. To investigate the extent to which the Ordinary National Educational Test (O-NET) have any washback effects on English language teaching in Grade 9.

4. To investigate the extent to which the Ordinary National Educational Test (O-NET) have any washback effects on English language learning in Grade 9.

Definition of Terms

1. Washback effects

Washback effects are the influence of the Ordinary National Educational Test (O-NET) on English language teaching and learning. For teaching, this study focused on eight areas that can be affected by the O-NET include: (1) content of teaching, (2) teaching method, (3) teacher-made assessment, (4) teacher talk, (5) time allotment for test preparation, (6) teacher assigned homework, (7) nervousness and anxiety, and (8) atmosphere of the class. For learning, five areas that can be affected by washback of the O-NET including: (1) content of learning, (2) total time on learning, (3) learning strategies, (4) learning motivation, and (5) test anxiety are investigated.

2. The Ordinary National Educational Test (O-NET)

The Ordinary National Educational Test (O-NET) refers to the national standardized achievement test which is used to measure student performances in accordance with the Basic Education Core Curriculum in Thailand. The test is used to assess Grade 6, Grade 9, and Grade 12. All students at these grade levels can take the test only one time. The test comprises of 8 learning areas which are: 1) Thai Language, 2) Mathematics, 3) Science, 4) Social Science, Religion, and Culture, 5) English, 6) Health and Physical Education, 7) Art, and 8) Career and Technology. This study focuses only English area in the O-NET at Grade 9. The format of the English test is four multiple-choice questions with only one correct answer.

3. English language teaching

English language teaching refers to eight teaching areas which include: (1) content of teaching, which are contents, skills, and materials for teaching; (2) teaching method, which are methodologies or techniques teachers use when they teach in class; (3) teacher-based assessment, which is the way teachers use to assess

students; (4) teacher talk, which is the use of target language and the use of L1 in classrooms; (5) time allotment for test preparation, which is the amount of time teachers use to prepare for the test; (6) teacher assigned homework, which is homework teachers assign to students; (7) nervousness and anxiety, which is the fear of test results and frustration; and (8) atmosphere of the class, which is the relationship between teachers and students and the appearance of the classrooms.

4. English language learning

English language learning refers to five learning areas which includes: (1) content of learning, which are contents, skills, and materials for learning; (2) total time of learning, which is the amount of time students spend on language learning or prepare for the test; (3) learning strategies, which is the techniques students use to premote their learning or prepare for the test; (4) learning motivation, which is the effort students put into their learning; and (5) test anxiety, which is students' fear of test results.

5. English teachers

English teachers refer to teachers who teach English language in secondary schools under the Secondary Educational Service Area Office 6 in Chachoengsao province in Academic Year 2013.

6. Grade 9 students

Grade 9 students refer to students who study in Grade 9 in secondary schools under the Secondary Educational Service Area Office 6 in Chachoengsao province in Academic Year 2013.

7. Opinions towards the O-NET

Opinions towards the O-NET refer to the viewpoints of English teachers and Grade 9 students towards the O-NET in terms of consistency between the O-NET and curriculum, content assessed in the O-NET, the purpose of the O-NET, and the impact of the O-NET.

Scope of the Study

1. The target population in this study was English teachers and Grade 9 students at secondary schools under the Secondary Educational Service Area Office 6 in Chachoengsao province in the Academic year 2013.

2. The participants in this study were 75 English teachers who answered the questionnaire and 6 of them were participated in the interview. Moreover, the participants were 400 Grade 9 students who answered the questionnaire and 60 of them were participated in group interviews.

3. The variables in this study were as follows:

   3.1 The independent variable was the Ordinary National Educational Test (O-NET).

   3.2 The dependent variables were washback effects on language teaching, washback effects on language learning, teachers' opinions towards the test, and students' opinions towards the test.

4. The data were collected in the second semester of Academic Year 2013.

CHAPTER II

REVIEW OF THE LITERATURE

In this chapter, the review of the theories and literatures underlying this study is presented. The literature review covers the following topics.

Concepts and Theories Related to Washback

The Ordinary National Educational Test (O-NET)

Concepts and Theories Related to Washback

Washback is an important issue in the field of language testing. Oller (1979) said that the characteristics of a good test consist of validity, reliability, practicality, and washback (cited in Bailey, 1999). According to Bachman and Palmer (1996, cited in Yonggang, 2011), washback is used in the term of "test impact" which is one of the important terms in language testing as well as autheticity, validity, and practicality. In this part, the definitions and dimensions of washback, the notion of washback, washback of high-stake test, types of washback, model of washback, washback on teaching, washback on learning, and related studies on washback are discussed as follows:

Definition and dimensions of washback

Washback or backwash is the term used in applied linguistic field. There are several definitions of washback. Some scholars have defined washback in micro level as the influence of test on teaching and learning in the classrooms. These can affect actions and perceptions of teachers and students in the classrooms (Alderson & Wall, 1993; Bailey, 1999; Messick, 1996, cited in Brown, 2000; Buck, 1988, cited in Pan & Newfields, 2012; Watanabe, 2004; Hughes, 2003, cited in Yonggang, 2011). However,

other scholars have defined washback in macro level in that it affects the educational systems and society. For instance, Andrews (2004, p. 37) defined washback as "the effects of tests on teaching and learning, the educational system and the various stakeholders in the education process." He said that parents are also involved in the washback effects. Similarly, Turner (2006) said that washback affects all stakeholders including students, teachers, parents, and other stakeholders. Moreover, Biggs (1995, cited in Cheng & Curtis, 2004) used the term 'backwash' to refer to the effects of the test on the educational systems, teaching methods, and students learning approaches. Some scholars have defined washback in different ways. For example, Cohen (1994, cited in Bailey, 1999) defined washback as the effects of tests on educational practices and beliefs of teachers and students about language teaching and learning. Also, Cheng (1997) defined washback as the intended use of tests to control the curriculum which lead to the improvement in educational systems.

Watanabe (1997, cited in Watanabe, 2004) proposed the dimensions of washback as follows:

Specificity (general or specific washback): there are two types of washback, which are general washback and specific washback. The general washback happens to any type of test, and the specific washback happens to one aspect of the test such as types of questions.

Intensity (strong or weak washback): the strong effects of the test have influence on teachers to teach towards the test or conduct test-related activities in classrooms. However, the weak effects of the test have influence on some teachers or some parts of classroom practices.

Length (short-term or long-term washback): short-term washback affects students and teachers before taking the test and disappears after taking the test, but long-term washback continues to affect teachers and students in the long run after students enter universities.

Intentionality (intended and unintended washback): intended washback is the change of test with an intention to improve the education, while unintended washback is the change of test which does not intend to improve the education.

Value (positive or negative washback): value or direction is used to divide washback effects into two groups, which are positive or negative washback (Gashaya, 2012). Intended washback can be positive washback, and unintended washback can be both positive and negative washback.

In conclusion, washback can be classified mainly into two levels, which are micro level and macro level. The former affects teachers and students in classroom settings, while the latter affects the educational systems and the society. There are five dimensions of washback which are: specificity, intensity, length, intentionality, and value. This study focuses on washback at micro level, that is, the effects of a test on teaching and learning in classrooms and investigates the value of washback on classroom practices.

The notion of washback

To gain better understanding about washback, several scholars have claimed that washback is related to other concepts. There are seven key concepts related to washback directly and indirectly which are measurement-driven instruction, curriculum alignment, systemic validity, consequential validity, test impact, washback validity, and washback intensity.

Measurement-driven instruction: the term 'washback' comes from the notion of measurement-driven instruction (MDI), which uses the test to drive the curriculum (Shohamy, 1993, cited in Bailey, 1999). Popham (1987, p. 679) defined measurement-driven instruction as "the most cost-effective way of improving the quality of public education". This notion can be used to control the educational systems, encourage schools to improve their instructions and promote thinking skills more than rote memorization (Smith, 1994, cited in Cheng & Curtis, 2004). There are two sides for measurement-driven instruction, positive and negative views. The negative views of measurement-driven instruction come from Madaus (1988, cited in Wall, 2000). He claimed that it leads to the narrow curriculum, cramming, and low creativity of teachers. Also, Shohamy (2000, cited in Andrews, 2004, p. 39) argued that it is "an unethical and undemocratic way of making policy". In contrast, other scholars have had positive viewpoints. According to Cheng and Curtis's view, "tests are viewed as the primary tools through which changes in the educational system can be introduced without having to change other educational components" (Cheng & Curtis, 2004, p. 6). Policy makers can easily use a test to promote new curricular or new innovation. They have referred to this idea as 'a lever for change'(Cheng & Curtis, 2004). Alderson and Wall (1993, p. 115) stated that, "tests can be powerful determiners, both positively and negatively, of what happens in classroom." The key idea of measurement-driven instruction is to encourage school administrators, teachers, and students to work harder to achieve high scores on the test and improve the quality of educational systems (Hayes, 2003).

Curriculum alignment: the educational reform or measurement driven instruction can lead to 'curriculum alignment'. It is defined as the consistency between the content of curriculum and the content of the test (Shepard, 1990, cited in Cheng & Curtis, 2004). Pan and Newfields (2012) defined 'curriculum alignment' as

the match among goal of the curriculum, goal of teaching, goal of learning, and the tested contents, which lead to a strong washback. However, if tested contents do not match with goal of the curriculum or other areas, negative washback will occur. In contrast, Bushweller (1997) defined 'curriculum alignment' as the teaching knowledge and skills from the tests, or teaching to the test (cited in Hayes, 2003).

Systemic validity: there are different definitions of systemic validity from different scholars. For example, Frederiksen and Colins (1989) defined systemic validity as the use of tests to improve students' cognitive skills (cited in Alderson & Wall, 1993). Some scholars have used the term 'washback effects' and 'systemic validity' interchangeably such as Berry (1994, cited in Bailey, 1999) and Pierce (1992, cited in Bailey, 1999). Pierce focused on macro context of washback, while Berry focused on micro context.

Consequential validity: Messick (1989, 1992, 1994, 1996 cited in Cheng, 1997) used the term 'consequential validity'. It is defined as the interpretation of assessment whether it brings positive washback which does not only depend on test scores but it also depends on many factors (i.e. the quality of the test, the quality of teaching, and the quality of learning). The validity of the test depends on whether it shows positive or negative washback on classroom practices.

Test Impact: Baker (1991, cited in Alderson & Hamp-Lyons, 1996) used the term 'test impact' for the term 'washback'. While, Bachman and Palmer (1996, cited in Özmen, 2011) used the term 'washback' at the micro level, whereas 'test impact' is used at the macro level. However, some scholars have claimed that there is no difference between the term 'washback' and 'test impact' (Alderson & Wall, 1993; Spratt, 2005; Turner, 2006).

Washback validity: Morrow (1986) used the term 'washback validity' to show whether there are connected between testing and teaching and learning in classroom (cited in Alderson & Wall, 1993; Cheng, 1997; Cheng & Curtis, 2004). He believed that the validity of test can be measured from the positive washback on teaching which leads to a valid test. However, Alderson and Wall (1993) argued about the washback validity; they said that washback should be used only on teaching and learning in classrooms. They also said that washback is not directly related to test validity.

*Washback intensity***:** Cheng and Curtis (2004) used the term "washback internsity' in order to determine the areas of teaching and learning practices that have been influenced by the test. According to Watanabe (2004), he divided washback intensity into two types, which are strong and weak intensity. The former refers to the impact of the test on numerous aspects of teaching and learning, while the latter refers to the impact of the test on any aspects of teaching and learning. The assumption is high-stake test can strongly affect teaching and learning practices in classrooms, which lead teachers to teach towards the test directly. On the other hand, low-stake test has slightly influence on classroom practices. This type of test affects only some areas of teaching and learning.

To sum up, there are many concepts related to washback including measurement-driven instruction, curriculum alignment, systematic validity, consequential validity, test impact, washback validity, and washback intensity. In this study, the researcher mainly focuses on washback intensity to investigate the areas of teaching and learning affected by washback in order to answer the research questions of this study.

Washback of high-stake test

The stake of the test is important to determine the degree of washback on teaching and learning (Bailey, 1996; Gashaya, 2012; Pan & Newfields, 2012). Several scholars have defined high-stake tests as the test used to evaluate the quality of education which has dramatically impact on stakeholders. Popham (1987) divided high-stake test into two types, which are the test used to assess the quality of test-takers and determine the future of test-takers as well as the test used to reflect the quality of the educational system such as nationwide test. Shohamy (2007, cited in Yunus & Salehi, 2012) said that high-stake test is used to measure learners' progress, the curricula, and the effective methodology and materials. Chapman and Snyder (2000) also said that the high-stake test is norm-referenced test used to compare among students, schools and educational systems. It is nationwide test to assess students in all elementary schools and secondary schools.

High-stake tests provide both advantages and disadvantages towards the educational systems. High-stake test has important roles to measure test-taker's level and to measure the quality of instructional program (Popham, 1987). The advantages of the test include: the use of test to reflect learning and provide feedback for learners, the use of test to implement the curriculum, the use of test to improve the quality of teaching, and the use of test to enhance the motivaiton of teachers and students (Maniruzzaman & Hoque, 2010). For the disadvantages of the test, Mohammadi (2009, cited in Yunus & Salehi, 2012) said that: (1) students and parants are stressful; (2) students have low motivation if they cannot pass the exam; and (3) students may compete with each other.

According to Chapman and Snyder (2000), they showed a model of how high stakes test can improve the quality of education. There are five ways to use a high-stake test as follows:
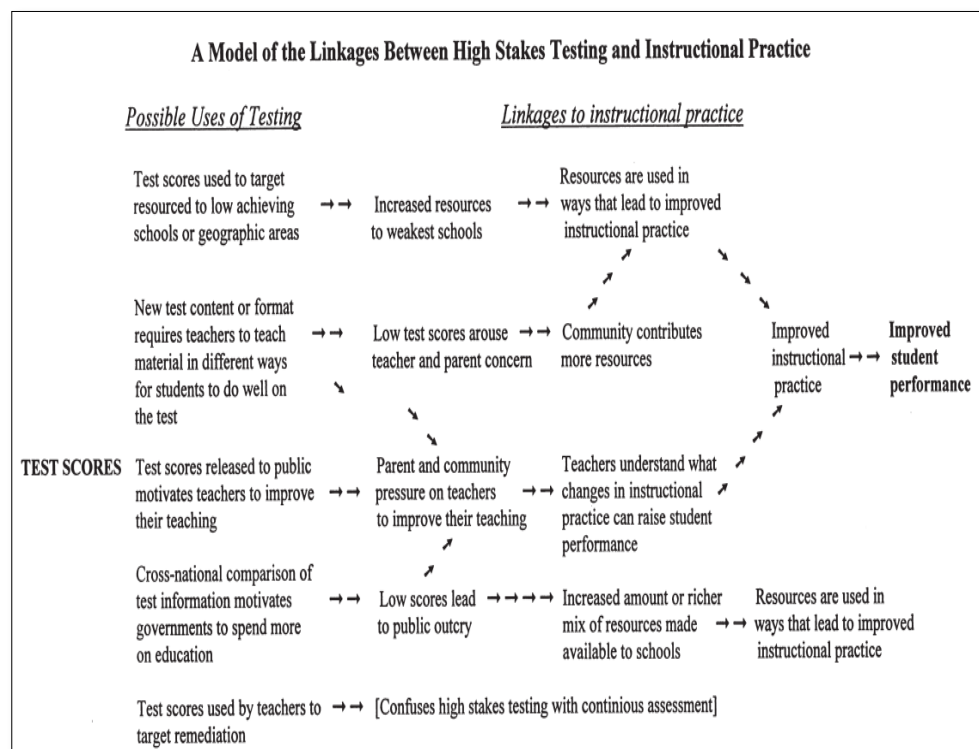
Figure 1. A model of the linkages between high stakes testing and instructional practice (Chapman & Snyder, 2000, p. 466).

As shown in Figure 2, there are five ways that high-stake test can improve the education which are: (1) administrators can use test scores to help and provide resources to the schools which get the low test scores and have inadequate educational resources. Further assistance can help to improve their instructional practices which directly link to the improvement of student performance; (2) the reformed test directly encourages teachers to change their teaching to help students perform well on the test. However, teachers and parents may resist the change if their students get low test scores. Therefore, additional resources can use to help

teachers improve their instructional practices and promote student performance; (3) test scores are widespread to public which lead to the competition among schools. Society has pressure on teachers to change their instructional practices. If teachers understand their roles and improve their teaching, they can enhance their student performance; (4) the national test scores can be compared with other countries which urges government to provide more budget and resources in supporting the instructional practice and improving the educational systems; and (5) high-stake test is not used to remediate students' weakness. Continuous assessment is replaced to help teachers to see the weaknesses of students' learning in order to make it better (Chapman & Snyder, 2000). They pointed out that resources are important for teachers, schools, and community to use in the way to improve instructional practices and student performances. They also said that policy makers should understand the link between testing and improving the instructional practices. They finally concluded that testing is not the way to improve the instruction but it depends on the way to use resources to support and improve the quality of education.

In conclusion, high-stake test is used to measure student performances and the quality of teaching which leads to washback effects in classrooms. In Thailand, one of the high-stake tests is the O-NET. Therefore, this study investigates whether there is any washback effects of the O-NET on teaching and learning in classrooms.

Types of washback

Washback can be classified into two types including positive washback and negative washback. Hughes (2003, cited in Yonggang, 2011) used the term beneficial as positive washback and detrimental as negative washback.

Positive washback

Positive washback is considered as a criterion for developing and evaluating language tests (Bailey, 1999). Pearson (1988, cited in Cheng & Curtis, 2004) said that if the test promotes the intended change, it is considered as positive washback. Cheng and Curtis (2004) pointed out that positive washback happens when the test encourages teachers and students to work towards the test voluntarily and collaboratively.

Several scholars have discussed the good impact of test on teaching and learning in classrooms. Wiseman (1961, cited in Wall, 2000) said that positive washback has good impact of a test on teachers. For example, teachers are more familiar with the curriculum, they cover all content stated in the curriculum, and they pay attention to low ability students. Pan (2009) said that positive washback can help students to work harder to achieve their learning. Messick (1996, cited in Bailey, 1999) proposed ways to promote positive washback such as the activities in language class should be the same as the activities for test preparation and he also suggested the use of authentic task to teach listening, speaking, reading, and writing. Bailey (1996, p. 275) also proposed another way to promote positive washback on teachers and students which are (1) teachers and students must understand the purpose of the test; (2) teachers use authentic tasks and authentic texts; and (3) teachers promote alternative assessment such as self-assessment.

Negative washback

Some scholars have agreed that negative washback can distort the curriculum because it focuses only on passing the exam more than learning language in the classrooms (Vernon, 1956, cited in Alderson & Wall, 1993; Cheng & Curtis, 2004). Smith (1991, cited in Cheng & Curtis, 2004) said that the negative effects

narrow the curriculum and shorten the instructional time, content, methods and materials used in classroom. Even though it can increase the test scores, it does not promote general understanding. It promotes 'memorization approach' instead (Alderson & Wall, 1993). Alderson and Hamp-Lyons (1996) summarized negative washback relating to the curriculum as follows: (1) narrowing the curriculum, (2) losing time for teaching and learning, (3) paying less attention to critical thinking and problem-solving skills, and (4) increasing test scores without general understanding. Pan (2009) showed the negative washback effects of a test as follows: (1) teachers narrow the curriculum and lead to teaching to the test, (2) both teachers and students have anxiety; (3) students learn knowledge that are tested only, and (4) students cram to the test.

It is not easy to identify whether the test brings positive or negative washback effects. Bailey (1996) stated that washback is positive or negative depending on whether or not the test promotes students' language development. The quality of washback effects is not interconnected with the quality of the test (Andrews, 2004). Good tests may not reflect good washback effects and bad tests may not reflect bad washback effects (Alderson & Wall, 1993). Messick (1996) claimed that the main factor of negative washback comes from teachers' perspectives and beliefs about language teaching and learning. For positive washback, it happens to any test if it encourages the motivation and activities in teaching and learning in the classrooms. Shohamy et al. (1996, cited in Shih, 2007, p. 136) have said, "washback could change overtime as a result of the stakes of the test, language status, the purpose of the test, the format of the test, and tested skills".

In conclusion, washback can be divided into two types which are positive washback and negative washback. Tests can have either positive or negative washback depending on how they improve students' language development. In this

study, the researcher finds out whether the washback of the O-NET has positive or negative on English language teaching and learning in classrooms.

Models of washback

Washback is a complex phenomenon in the field of language testing. A model of washback is important to explain this concept. In this study, the models of washback developed by Hughes (1993), Alderson and Wall (1993), and Bailey (1996) provide clear understanding of this concept.

Hughes' trichotomy

With regards to Hughes (1993), he developed his model concerning washback effects in teaching and learning called 'Hughes' trichotomy'. He distinguished between participants, processes and product in teaching and learning (cited in Cheng & Curtis, 2004, p. 12).

Participants: students, classroom teachers, administrators, materials
developers and publishers, whose perceptions and
attitudes toward their work may be affected by a test

Processes: any actions taken by the participants which may contribute
to the process of learning

Product: what is learned (skills, etc.) and the quality of the learning
(fluency, etc.)

Hughes (1993) said that a test affects the perceptions and attitudes of the participants. These perceptions and attitudes can affect what they are doing or the process, which is the action to promote learning such as material development, syllabus design, content of teaching, change in teaching methodology, classroom assessment, test-taking strategies, and so on. The process can affect the learning outcome or the product. The product or the learning outcome is the improvement

of the language proficiency or the improvement of the quality of learning (cited in Ahmad & Rao, 2012; Bailey, 1996; Wall, 2000; Yonggang, 2011).

Washback hypotheses

Alderson and Wall (1993, pp. 120-121) proposed washback hypothesis to describe how washback works. The hypothesis is divided into 5 groups which are hypothesis about washback effects on teaching, washback effects on learning, washback effects on teaching and learning attitudes, washback effects on stake of the test and washback effects on teachers and students. They are described below.

- *Hypothesis about washback effects on teaching:* a test will influence on what and how teachers teach. A test will also influence the rate and sequence of teaching and degree and depth of teaching.

- *Hypothesis about washback effects on learning:* a test will influence on what and how learners learn. A test will also influence the rate and sequence of learning and degree and depth of learning.

- *Hypothesis about washback effects on teaching and learning attitudes*: a test will influence attitudes to the content, method, etc. of teaching and learning.

- *Hypothesis about washback effects on stake of the test:* tests that have important consequences will have washback. Tests that do not have important consequences will have no washback.

- *Hypothesis about washback effects on teachers and students:* a test will have washback on all learners and teachers. Tests will have washback effects for some learners and some teachers, but not for others.

Bailey model

Bailey (1996) combined Washback Hypothesis from Alderson and Wall (1993) and Hughes'(1993) Trichotomy to propose washback model to explain how washback works.
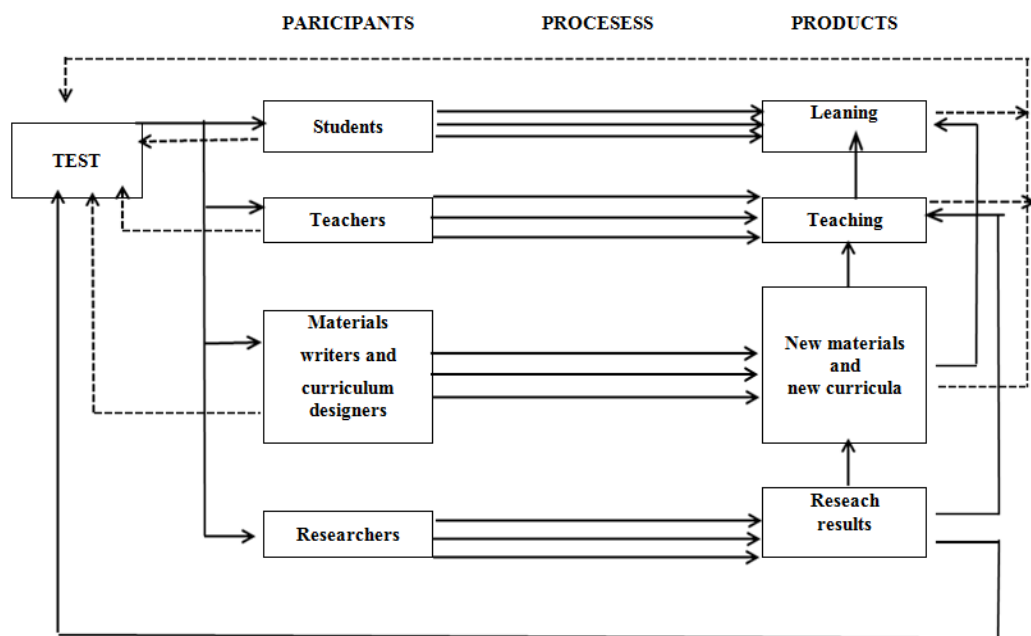
Figure 2. Bailey's washback model (Bailey, 1996, p. 264)

In Figure 3, the solid lines show the influence of test on participants, processes, and products. The *participants* are composed of students, teachers, material writers and curriculum designers, and researchers. The perceptions and attitudes of the participants lead to actions that they carry out which are called *processes*. The processes vary depending on each participant. The processes lead to *the products* which are learning outcomes or goals of learning. Each group of participants has three solid lines link to the products which means that different

processes lead to different products. The products of leaners, teachers, materials writers and curriculum designers and researchers can interact with one another and can react towards the test. When considering the dotted lines, they shows the possible directions that participants, which include students, teachers, and material writers and curriculum designers, may have influence on the test directly.

Shih's washback model of teaching

Shih (2009) proposed a new washback model on teaching as shown in Figure 4 that he gained from his several studies (Alderson and Hamp-Lyon, 1996; Hawkey, 2006; Hayes and Read, 2004; Green, 2006; Qi, 2007; Shohamy et al, 1996; Wall and Alderson, 1993; and Watanabe, 1996). There are three factors in this model which are contextual factors, test factors, and teacher factors. Contextual factors are divided into three sub-categories which are national, social or broader educational factors, school-level factors, and course-level factors. Moreover, there are eight teaching areas affected by washback including: (1) content of teaching, (2) teaching method, (3) teacher-based assessment, (4) teacher talk, (5) time allotment for test preparation, (6) teacher assigned homework, (7) nervousness and anxiety, and (8) atmosphere of the class. Dotted lines show the impact of washback that have been reported in several studies. All three categories of factors have influence on washback of a test on teaching. They also interrelate with each other. The contextual factors have influence on test and teacher factors. Test factors have influence on teacher factors. The symbol (t) represents the change of washback over time. There are underlined factors which have not been proved in any studies; however, they are likely to have influence on washback effects.
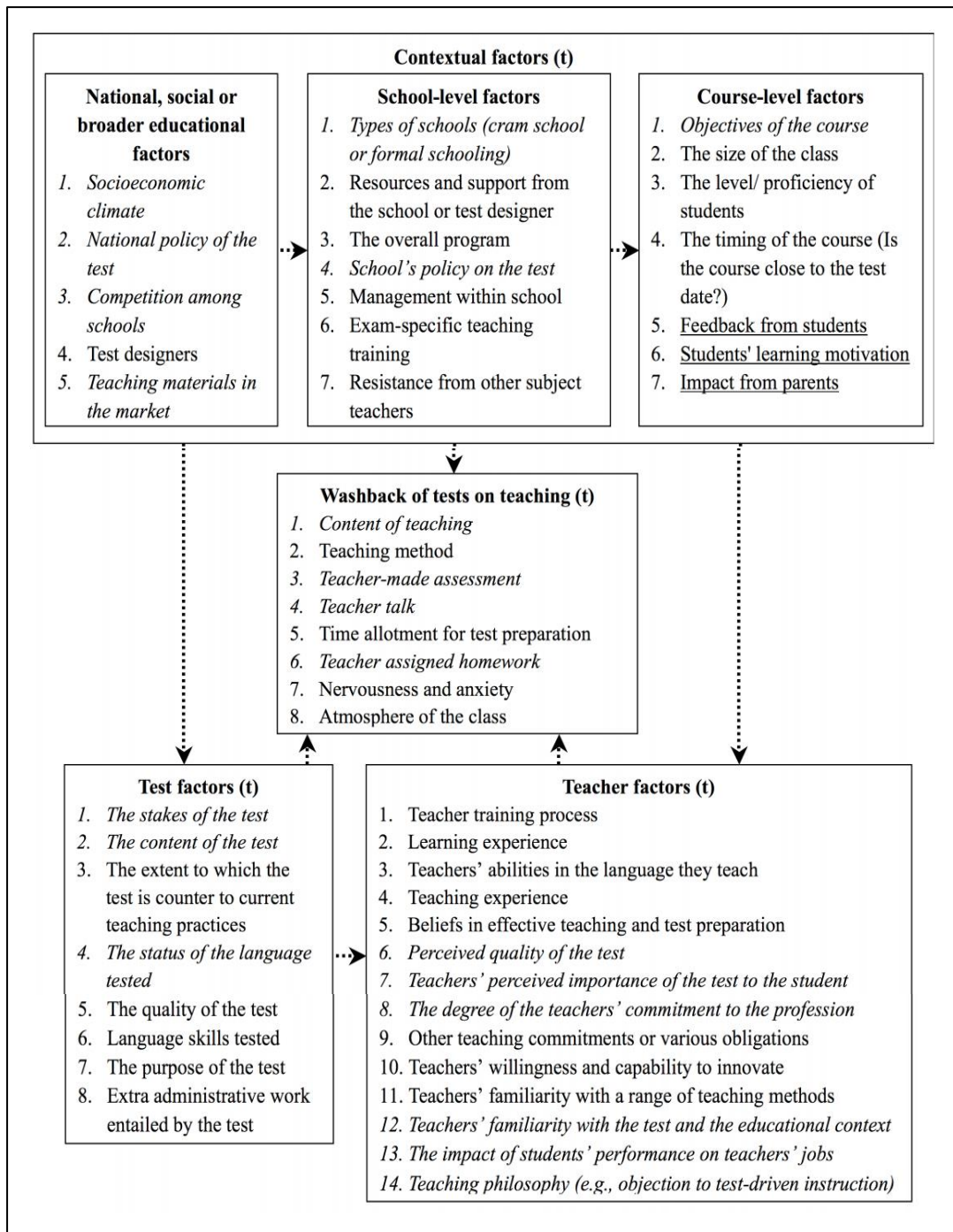
Figure 3. Shih's washback model of teaching (Shih, 2009, p. 199).

Shih's washback model of learning

Shih (2007) proposed the new washback model of students' learning by combining the Alderson and Wall's 15 Hypotheses (1993) and Bailey Model (1996) as shown in Figure 5. Shih (2007) said that washback is a complicated phenomenon that consists of several factors including extrinsic factors, intrinsic factors, and test factors. They are interrelated with each other. He also showed the areas of learning that will be affected by the test which are: (1) content of learning, (2) total time of learning, (3) learning strategies, (4) learning motivation, and (5) test anxiety. The solid lines show the impact of test that has been studied. All of factors have influence on areas of students' learning and test results. The test results have effects on students' subsequent learning and intrinsic factors. The dotted lines showed the possible impacts that are likely to happen. Test results may have influence on test and extrinsic factors.

Extrinsic factors

1. Socioeconomic factors
   - Socioeconomic changes
   - Mass media and other social variables
2. School and educational factors
   - National policy on the test
   - School policy on the test
   - Teachers and classmates
   - Cram schools or tutoring
   - Learning environment for the test
   - Available resources
   - Learning materials
3. Family, friends, and colleagues
   - Parents
   - Siblings
   - Spouses and girlfriends/boyfriends
   - Friends and colleagues
4. Personal factors
   - Future careers and studies
   - Personal affairs
   - Educational background

Test factors

1. Stakes of the test
2. Immediate importance of the test
3. Degree to which the test is counter to current learning practices
4. Relative difficulty of the test in relation to students proficiency
5. Associate loopholes of the test
6. Content of the test
7. Structure of the test
8. Nature of the tested skill
9. Status of the tested language
10. Format of the test
11. Tested skills
12. Purpose of the test

Intrinsic factors

1. Individual differences
2. Personal characteristics
3. Personal perceptions of the test

Washback of a test on students' learning and psychology

1. Content of learning
2. Total time on learning
3. Leaning strategies
4. Leaning motivation
5. Test anxiety

Subsequent leaning

Results of the test

Time axis

Figure 4. Shih's washback model of students' learning (Shih, 2007, p. 151)

In conclusion, there are five models to investigate washback effects including Hughes' Trichotomy (1993), Alderson and Wall's 15 Washback Hypotheses (1993), Bailey Model (1996), Shih's washback model of teaching (2009), and Shih's model of learning. In this study, the areas of teaching and learning in Shih's

washback model of teaching and learning were used to construct research framework.

Washback on teaching

According to Chapman and Snyder (2000), teachers play an important role in the classrooms. They determine washback effects on classrooms. This present study adapted eight areas of teaching from Shih's washback model of teaching (2009) to investigate the washback effects which were (1) content of teaching, (2) teaching method, (3) teacher-based assessment, (4) teacher talk, (5) time allotment for test preparation, (6) teacher assigned homework, (7) nervousness and anxiety, and (8) atmosphere of the class.

Content of teaching

According to Wall (2000), content of teaching can be skills, content of lessons, teaching materials, and exam preparation materials. Several studies have showed the noticable washback effects on the area of content of teaching. The study of Wall and Alderson (1993) studied the O-level English exam on teaching in Sri Lankan secondary schools found that contents of lesson were changed rapidly due to the change of the test contents and formats. Ferman (2004) studied the EFL oral matriculation test in Israel found that teachers focused on skills that would be tested and narrowed the scope and content of teaching to what would be tested.

Teaching method

Teaching method can be methodologies or techniques that teachers use when they teach in classrooms (Spratt, 2005; Wall, 2000). Watanabe (2004) said that the good teaching methods are the ones that help students develop their language skills and help them to pass a test. If teachers are familiar with various teaching methods, positive washback will occur. There have been diverse findings about

teaching method. Smith (1991, cited in Cheng & Curtis, 2004) said that teachers use methods and materials that are related to standardized testing formats. The study of Gashaya (2012) about the impact of the national test on English language teaching and learning in Ethiopia found that teachers changed their teaching methods to help students prepare for the test. Nevertheless, some studies have shown that teaching methodology was not affected by a test. For example, Wall and Alderson (1993) studied the new O-level English exam in Sri Lanka which showed that teachers still used the same method as before the new test was introduced. They mentioned that teachers still used teacher-centered approach rather than student-centered approach to teach in classes.

Teacher-made assessment

Wall (2000) said that assessment is a way teachers use to assess students. Brown and Hudson (1998, p. 653) divided language assessment into 3 types which are "(1) selected-response assessments e.g., true-false, matching, and multiple-choice assessments; (2) constructed-response assessments e.g., fill-in, short-answer, and performance assessments; and (3) personal-response assessments e.g., conference, porfolio, and self- or peer assessments". Teacher can promote positive washback if they use assessment that matches with goals and objectives of the course. However, negative washback will occur if assessment does not relate to the goals and objetives of the course or teachers adapt test contents and formats for their classroom test (Brown & Hudson, 1998; Gashaya, 2012) . The study of Gashaya (2012) about the impact of the national test on teaching and learning in Ethiopia found that teachers designed the classroom tests which were similar to the national test in order to familiarize students with the test. They also neglected listening skills in the classroom tests because it was not on the national test.

Teacher talk

According to Ellis (2012), teacher talk is any features of language teachers use for their teaching in classrooms or in particular lessons. The features of teacher talk can be rate of speech, types of questions, the use of L1, feedback, and metalanguage. In this study, the researcher focused on the use of L1 and target language in classrooms. The use of target language and avoid using of L1 can help students acquire language incidentally. On the other hand, the use of L1 is advantageous when teachers teach grammar and assign homework to students (Ellis, 2012). Cheng (1998) said that positive washback occurs when teacher uses more target language in classrooms. She studied about the perceptions of students on the change in English exam in Hong Kong between the academic years 1994 and 1995. She found that teachers reduced the use of Chinese and increasingly used only English in classrooms in the academic year 1995. The study of Yunus and Salehi (2012) about the impact of the entrance exam on students' learning in Iran found that teachers still used Persian when they taught English in classrooms. The results showed that the majority of them used English with Persian explanation and some of them used only Persian in classrooms. They concluded that negative washback occurred when teachers used L1 rather than target language in classrooms.

Time allotment for test preparation

Spratt (2005) mentioned that washback effects on time allotment were from class time allocation of teaching to the test and the amount of time teachers use exam-related materials to teach in classrooms. Ferman (2004) added more about the extra time teachers spend on test preparation. The study of Gashaya (2012) about the impact of the national test on teaching and learning in Ethiopia showed that teachers spent more time on tested contents and skills and ignored teaching non-

tested contents and skills. Ferman's study about washback of an EFL National Oral Matriculation Test found that teachers devoted lots of time to teach tested skills in order to prepare students for the test.

Teacher assigned homework

Assignments can show the degree of washback. The pressure from a test can lead teachers to assign more homework to students (Cheng & Curtis, 2004). They also assign exercises that are related to the test form and content as one of their teaching strategies for test preparation (Ferman, 2004). The study of Manjarres (2005) about the washback effects of the foreign language test in Colombia found that teachers often assigned students to do the form-focused exercises such as gap filling and cloze exercises. Students had to practice those exercises in order to remember the rules of grammar. On the other hand, teachers seldom assigned homework related to the oral communication skills such as presentation or drama.

Nervousness and anxiety

Ferman (2004) said that anxiety in test-preparation situation is the fear of test results. Spratt (2005) further stated that nervousness and anxiety are feelings of guilt and frustration. Teachers feel that the test may evaluate their job performances. They feel anxious for students to do well on the test. Moreover, they feel pressured to cover content for the test preparation. They try to invest more time and effort to enhance better results of their students (Shohamy, 1996, cited in Pan, 2009). The study of Ferman (2004) found that teachers were concerned and had pressure because the scores were presented to public and were compared with other teachers.

Atmosphere of the class

Spratt (2005) said that classroom atmosphere is one of the important factors that is affected by washback. Classroom atmosphere can be the relationship between teachers and students, personality and teaching style of teachers, personality of students, and physical appearance of the classrooms. Good classroom atmosphere can help promote students' learning. Shohamy (1993, cited in Ahmad & Rao, 2012, p. 14) mentioned about negative washback affects classroom atmosphere that, "the classroom atmosphere was all 'test-like'. Cheng (1998) said that the test lead teachers to do coaching and drilling activities in classrooms. The study of Yunus and Salehi (2012) showed that teachers often talked about the test in classrooms because they paid more attention to the test. The study of Ferman (2004) also found that teachers used coaching to familiarize students with the contents and formats of the test.

It can be concluded that areas of teaching that will be affected by a test are content of teaching, teaching method, teacher-made assessment, teacher talk, time allotment for test preparation, teacher assigned homework, nervousness and anxiety, and atmosphere of the class. In this study, the researcher focuses on washback of teaching based on these areas from Shih's model to answer research questions about washback effects on teaching.

Washback on learning

This present study adapted five areas of learning from Shih's washback model of learning (2007) to investigate the washback effects which were (1) content of learning, (2) total time of learning, (3) learning strategies, (4) learning motivation, and (5) test anxiety.

Content of learning

According to Wall (2000), content of learning can be skills, learning contents, learning materials, and exam preparation materials. Bailey (1996) said that positive washback will occur if students practice communicative skills or acquire target language outside the classrooms. However, if students practice test format, study grammatical rules and vocabulary, negative washback will occur instead. Several studies have shown the impact of the test on students' learning. The study of Gashaya (2012) about the impact of the national test on teaching and learning in Ethiopia found that students preferred to study the contents that were likely to appear on the test and used test-preparation materials. On the other hand, they ignored studying non-tested contents in the textbooks. The study of Ferman (2004) about the impact of the oral test on teaching and learning in Israel also found that students paid more attention to oral skills because it was the tested skills.

Total time of learning

It is the amount of time that students spend on learning language or preparing for a test(Gashaya, 2012). Ferman (2004) and Bailey (1996) said total time of learning is the amount of time students spend on test preparation in class as well asoutside the class in test-preparation courses or in tutorial schools. The study of Ferman (2004) on the impact of the new oral test on teaching and learning in Israel found that low-achieving students spent more time on test preparation and

attended tutorial schools more often than high-achieving students. The study of Pan and Newfields (2012) about the comparison between two groups of students, students with test requirement and students without test requirement, found that students with the proficiency test requirement spend time for practicing English outside the classrooms more often than the students without the test requirement.

Learning strategies

According to Oxford (1990, cited in Xiao, Sharpling, & Liu, 2011), language learning strategies are the actions students use to learn effectively. The learning strategies are divided into six strategies as follows: (1) memory strategies: students use them to remember some information; (2) cognitive strategies: students use them to understand and produce language; (3) compensation strategies: students use them to compensate the lack of knowledge; (4) metacognitive strategies: students use them to monitor their learning; (5) affective strategies: students use them to control their emotions; and (6) social strategies: students use them to make relationship with others (Oxford, 1990, cited in Lee, 2010). Washback can be found from the way students use strategies either to promote their language learning or to promote test preparation. Bailey (1996) and Ferman (2004) said that test preparation strategies are techniques that students use when they prepare for the test including intensive learning for the test or cramming for the test, memorization, studying test-taking strategies, self-learning or learning on their own, and tutor employment. The study of Özmen (2011) found that students used more memory strategies and cognitive strategies when they prepared for a test.

Learning motivation

Motivation can be defined as the desire to learn foreign language and the effort students put into their learning (Ortega, 2009). Motivation can be divided into

intrinsic motivation and extrinsic motivation. Intrinsic motivation is inside motivation to drive students to learn foreign language. Students learn language because they have an inner desire to learn such as their interest, their curiosity, and their enjoyment. Extrinsic motivation is outside motivation that encourages students to learn foreign language. For example, they learn language to receive awards such as incentives, admiration, good jobs, and good scores (Ortega, 2009). Test affects motivation in both positive and negative ways. In order to promote positive washback, Bachman and Palmer (1996, cited in Bailey, 1999) said that students should participate in designing the test because it can enhance learning motivation. The study of Pan and Newfields (2012) found positive washback on learning motivation that students with the test requirement to graduate had higher motivation in learning English than any other groups especially to pass the proficiency test to finish their education. However, some scholars have argued that tests affect motivation negatively. For example, the study of Özmen (2011) found that tests led to lower level of motivation to learn foreign language.

Test anxiety

Horwitz, Horwitz, and Cope (1986) stated that test-anxiety is learner's performance based on a fear of failure. Ferman (2004) and Spratt (2005) said that test-anxiety is one of the factors that causes washback effect on English language learning and causes learner's fear of test results. Test anxiety can affect learner's performance as follows: (1) difficulty when taking a test: learners may not understand the questions, may not organize the ideas, and may not do well on the test; (2) mental blocking: learners may know the answer after they finish the exam; and (3) worries: learners may be worried about their performances, their failure, and how others are doing a test. Moreover, test anxiety can be physical signs related to test anxiety e.g., sweating, headache, and rapid heartbeat (Birjandi & Alemi, 2010).

According to Ferman's study about the washback effects of an EFL National Oral Matriculation Test (2004), students, especially lower ability students, had high level of test anxiety because of fear for the failure, which led to inhibition and avoidance in learning English.

It can be concluded that areas of learning are content of learning, total time on learning, learning strategies, learning motivation, and test anxiety. In this study, the researcher focuses on washback on learning based on these areas and uses these areas from Shih Model to answer the research questions about washback effects on learning.

The Ordinary National Educational Test (O-NET)

The stake of the test can determine the degree of washback. High-stake test may have washback effects. One of the high-stake test in Thailand is the O-NET. The Ordinary National Educational Test (O-NET) is a national test to measure students' academic performances. In this part, history of the O-NET, the policy of the O-NET, the O-NET test format in English, results of students' test scores, and related studies are discussed below:

History of the Ordinary National Educational Test (O-NET)

According to the Basic Education Core Curriculum A.D. 2008, there are four levels of learning assessment: (1) classroom assessment, (2) school assessment, (3) local assessment, and (4) national assessment. The Ordinary National Educational Test (O-NET) is considered as the national assessment of Thai educational system. It is the standard-based achievement test, which is constructed in accordance with the Basic Education Core Curriculum B.E. 2551, focuses on assessing students' academic performances at all levels (Ministry of Education, 2009; The National Institute of

Educational Testing Service, 2013). The objectives of the O-NET are: (1) to measure the overall quality of education in accordance with the Basic Education Core Curriculum B.E. 2551, (2) to improve the quality of teaching and learning in schools, and (3) to use test scores for other purposes such as to support the national policy in the Second Decade of Education Reform (2009-2018) for improving the quality of Thai education (Lingcharoeng et al., 2009; The National Institute of Educational Testing Service, 2013).

The O-NET is organized by the National Institute of Educational Testing Service (NIETS). Their responsibility for organizing the O-NET started in Academic Year 2005 to arrange the test for Grade 12 students (Lingcharoeng et al., 2009). In Academic Year 2012, the O-NET is organized in three levels include: (1) Grade 6 at elementary level, (2) Grade 9 at lower secondary level, and (3) Grade 12 at upper secondary level. All students at these grade levels can take the test only one time. Each level consists of 8 learning areas as follows: (1) Thai Language, (2) Mathematics, (3) Science, (4) Social Science, Religion, and Culture, (5) English, (6) Health and Physical Education, (7) Art, and (8) Career and Technology. The differences of each level are the number of questions, question types, and total time for taking the test (Lingcharoeng et al., 2009; The National Institute of Educational Testing Service, 2013).

To sum up, the O-NET is a standard-based achievement test which is constructed to measure students' learning performances in accordance with the Basic Education Core Curriculum. All students at Grade 6, Grade 9, and Grade 12 must take the test in eight subjects. In this study, the researcher focuses on the O-NET in English for Grade 9 students.

The policy of the Ordinary National Educational Test (O-NET)

Because the purpose of the O-NET is to measure the quality of Thai educational systems, the Office of Basic Education Commission has encouraged Grade 9 students, teachers, schools, and other related sectors to consider the importance of the O-NET by proposing the O-NET policy to increase the O-NET scores as follows:

The importance of the O-NET policy for Grade 9 students

The Ministry of Education prescribed the O-NET scores for exit examination by using 20% of the O-NET scores as part of students' GPAX at Grade 9 started in Academic Year 2012. According to the National Education Act B.E. 2542, Section 9 (1999) stated that the test aims at "setting educational standards and implementing system of quality assurance for all levels and all types of education" (Office of the National Education Commission, 2012, p. 5). The integration of the O-NET scores on students' GPAX for exit examination can be beneficial to Thai educational system because the O-NET can set the educational standards for all educational institutions (The National Institute of Educational Testing Service, 2012b). The percentages of using the O-NET scores for exit examination are different in each year as shown in Table 1 (The National Institute of Educational Testing Service, 2014) .

Table 1

The Percentage of School Assessment Per National Assessment

Academic Year	School Assessment: National Assessment (%)
2012	80:20
2013	80:20
2014	70:30
2015	50:50

According to the National Education Act B.E. 2542, Section 26 (1999) stated that "Educational institutions shall use a variety of methods to provide opportunities for further education and shall also take into consideration results of the assessment of the learners' performance"(Office of the National Education Commission, 2012, p. 12). Grade 9 students can use the O-NET scores for admission to Grade 10 at highly competitive schools started in Academic Year 2011(The National Institute of Educational Testing Service, 2012b).

The O-NET scores can be used as self-assessment for students to evaluate themselves the strengths and weaknesses in each learning area, to compare with others, and to improve their academic performances (The National Institute of Educational Testing Service, 2012a).

The importance of the O-NET policy for teachers and principals

In order to improve the quality of teaching and motivate teachers to pay attention to their teaching, the O-NET scores are used to increase their academic standings. Moreover, teachers may be promoted at higher levels and get higher salary if their students get high O-NET scores. The scores also affect the transfer of principals (Ministry of Education, 2012).

Moreover, teachers can use the scores to improve their quality of teaching by investigating areas which students get the low scores and trying to improve in those areas (The National Institute of Educational Testing Service, 2012a).

The importance of the O-NET policy for schools

The O-NET scores are used to assess the quality assessment of schools. The Office for National Education Standards and Quality Assessment (Public Organization) or ONESQA used the O-NET scores for external quality assessment Round 3 (2011-

2015) in the Standards of learner quality in Indicator 5 (i.e. students demonstrate essential knowledge and skills of the curricula) to evaluate the quality assurance of schools (The National Institute of Educational Testing Service, 2011; The Office for National Education Standards and Quality Assessment, 2012).

Principals can use the scores to compare their schools with other schools and plan to adjust their school policy to improve the quality of education (The National Institute of Educational Testing Service, 2012a).

The importance of the O-NET for national level

The O-NET scores are used to measure the quality of Thai educational systems in the second decade of educational reform (2009-2018). In order to improve the quality and standards of education for Thai people, the O-NET mean scores of five main learning areas (Thai Language; Mathematics; Science; Social Science, Religion, and Culture; and English) should be at least 50% within the Academic Year 2018 (Office of the Education Council, 2009; The National Institute of Educational Testing Service, 2012b).

In conclusion, the O-NET scores are increasingly important for Grade 9 students, teachers, and schools. The most important goal is to encourage students, teachers, and schools to use the O-NET scores to improve their quality of teaching and learning in classrooms which lead to the overall quality of education. Therefore, this study intends to find out how the increasing importance of the scores influence teaching and learning in classrooms.

The O-NET test format in English

English is considered as a required subject in the O-NET. According to Ministry of Education (2009), the Foreign Language learning area in the Basic Education Core Curriculum B.E.2551 comprises of four Strands as follows: (1) Language for

Communication, (2) Language and Culture, (3) Language and Relationship with other learning areas, and (4) Language and Relationship with Community and the World. The Strands and learning Standards of Foreign Language subject are shown in the Table 2 (Ministry of Education, 2009, p. 21).

Table 2

The Strands and Standards of Foreign Language Subject

Strand	Standard
Strand 1: Language for Communication	Standard FL1.1: Understanding and ability in interpreting what has been heard and read from various types of media, and ability to express opinions with reason
	StandardFL1.2: Possessing language communication skills for effective exchange of information; efficient expression of feelings and opinions
	Standard FL1.3: Ability to speak and write about information, concepts and views on various matters
Strand 2: Language and Culture	Standard FL2.1: Appreciating the relationship between language and culture of native speakers and ability in using langugage appropriately
	Standard FL2.2: Appreciating the similarities and the differences between language and culture of the native speakers and Thai speakers, and ability in using accurate and appropriate language
Strand 3: Language and Relationship with other learning areas	Standard FL3.1: Using foreign languages to link knowledge with other learning areas, as foundation for further development, seeking knowledge and broadening one's world view.
Strand 4: Language and Relationship with community and the world	Standard FL4.1: Ability to use foreign languages in various situations: in school, community and society
	Standard FL4.2: Using foreign languages as basic tools for further education, livelihood and exchange of learning with the world community

In this study, the focus is on Grade 9 students. They are served the compulsory education to gain necessary knowledge and skills based on the Basic Education Core Curriculum B.E. 2551.

When considering the tested contents of the O-NET in Grade 9, the test contents in Academic Year 2012 consisted of two Strands: Language for Communication and Language and Culture. The question type was four multiple-choice questions with only one correct answer. The scores of 50 questions received 100 points. In each Strand and Standard, there were different number of questions and different scores. The tested contents and number of questions are shown in Table 3 (The National Institute of Educational Testing Service, 2012c, p. 4).

Table 3

The Strands, Standards, and Number of Questions of the O-NET in English in Academic Year 2012

Strand/ Standard/ Level of Education	Grade 9	
	Number of Questions	Scores
Strand 1: Language for Communication		
Standard FL1.1:	15	30.0
Standard FL1.2:	12	24.0
Standard FL1.3:	15	30.0
Strand 2: Language and Culture		
Standard FL 2.1:	3	6.0
Standard FL 2.2:	5	10.0
Total	50	100
Total of Time	90 Minutes	

Regarding the test format, the researcher collected the O-NET test in previous years from the National Institute of Educational Testing Service and analyzed the structure of the test in each academic year in order to compare whether there is any change in the tested contents and formats of the test in last 4-5 years and have better understanding about washback effects of the O-NET. The researcher analyzed the structure of the test in Academic Year 2009-2012 except Academic Year 2011, which was not available on NIETS's website and elsewhere. They were shown in Table 4, Table 5, Table 6, and Table 7. In Academic Years 2009 and 2010, the new test formats were used such as two sub-questions for one point and two missing words for two points. However, the new format decreased the O-NET scores. NIETS designed to change the format in 2011 and 2012 by using only four multiple choices and one correct answers which could help to improve the O-NET scores. 'Sign' and 'Questions and Answer' were used only in Academic Years 2008 and 2009. The part on 'Conversation', 'Vocabulary', and 'Reading Comprehension' were used in every year. The part on 'Conversation' and 'Reading Comprehension" in Academic Year 2008-2009 had equal weighted points. In Academic Year 2012, the part on 'Vocabulary' and 'Reading Comprehension' had 60 points; however, the part on 'Conversation' had only 20 points.

Table 4

The Summary of the O-NET Test Format in English in Academic Year 2008 (The National Institute of Educational Testing Service, n.d.-a)

Part	Topic	Number of Questions	Points	Test Format
1	Sign and Pictures	7 questions	10 points	Four choices and one correct answer
2	Questions & Answer Items	5 questions	14 points	Four choices and one correct answer
3	Incomplete Sentences	5 questions	10 points	Four choices and one correct answer
4	Conversations and Dialogues	13 questions	36 points	Four choices and one correct answer
5	Reading Passages	10 questions	30 points	Four choices and one correct answer
Total		40 questions	100 points	

Table 5

The Summary of the O-NET Test Format in English in Academic Year 2009

(The National Institute of Educational Testing Service, n.d.-a)

Section	Part	Topic	Number of Questions	Points	Test Format
Language Use and Usage	1	Signs	2 questions	20 points	Correct answer for two sub-questions for one point.
	2	Questions & Answer Items	6 questions		Correct answer for two sub-questions for one point.
	3	Dialogues	7 questions		Correct answer for two sub-questions for one point.
	4	Sentence Completion	5 questions		Correct answer for two sub-questions for one point.
Reading Ability	1	Vocabulary	7 questions	20 points	Four choices and one correct answer
	2	Reading Comprehension	13 questions		Four choices and one correct answer
	Total		40 questions	40 points	

Note. The format of section of 'Language Use and Usage' was two sub-questions relate to each other in one main question. Students should answer both sub-questions correctly to get one point.

Table 6

The Summary of the O-NET Test Format in English in Academic Year 2010

(The National Institute of Educational Testing Service, n.d.-a)

Section	Part	Topic	Number of Questions	Points	Test Format
Language Use and Usage	1	Dialogues	3 questions	20 points	Correct answer for two missing words for two points
	2	Usage	4 questions		Correct answer for two missing words for two points
	3	Vocabulary	3 questions		Correct answer for two missing words for two points
Reading	1	Reading	5 questions	5 points	Four choices and one correct answer
	Total		15 questions	25 points	

Note. The format of section of 'Language Use and Usage' was two missing parts in conversation. Students should answer both missing part correctly to get two marks. If not, they won't get any marks.

Table 7

The Summary of the O-NET Test Format in English in Academic Year 2012

(Phanphitayacom School, 2013)

Part	Topic	Number of questions	Points	Test format
1	Conversation	10 questions	20 points	Four choices and one correct answer
2	Reading Comprehension	15 questions	30 points	Four choices and one correct answer
3	Grammar and Vocabulary	15 questions	30 points	Four choices and one correct answer
4	Miscellaneous	10 questions	20 points	Four choices and one correct answer
Total		50 questions	100 points	

To sum up, the test formats of the O-NET in English were different in each year. However, there were some parts that were still the same including 'Conversation', 'Vocabulary', and 'Reading Comprehension'. In this study, the format of the O-NET is important to investigate the washback of the O-NET on English language teaching whether content of teaching, methods of teaching, assessment, and assignment are related to the format of the test.

Results of students' test scores in English

The researcher analyzed the O-NET scores in Academic Year 2008-2012 in order to compare the test scores in each year and know more about strand and learning standards which students could perform well or which students needed to improve. The O-NET mean scores in Academic Years 2008-2012 were divided by Strands and learning Standards as shown in the Table 8 (The National Institute of Educational Testing Service, n.d.-b).

Table 8

The Summary Table of the English O-NET Scores in Academic Year 2008-2012

Strand	Academic Year									
	2008		2009		2010		2011		2012	
	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$
Strand 1: Language for Communication										
Standard FL1.1:	16.52	36.16	19.38	22.09	32.86	12.32	15.34	32.26	14.83	31.13
Standard FL1.2:	14.37	29.95	14.45	14.99	24.40	10.97	16.82	31.57	18.07	30.10
Standard FL1.3:	21.96	29.36	18.82	30.93	34.58	30.47	12.62	27.24	14.26	27.00
Total	11.75	31.74	12.90	21.41	20.16	16.18	10.55	30.21	11.94	29.36
Strand 2: Language and Culture										
Standard FL2.1:	30.94	35.63	28.84	16.15	31.06	23.43	26.19	33.82	26.66	26.60
Standard FL2.2:	22.42	35.40	17.48	27.61	33.34	23.42	22.45	29.47	20.26	24.52
Total	20.51	35.50	17.56	25.52	25.67	23.42	18.97	31.65	16.80	25.30

(Continued)

Table 8 (Continued)

| Strand | Academic Year | | | | | | | | | |
| | 2008 | | 2009 | | 2010 | | 2011 | | 2012 | |
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Strand 3: Language and Relationship with Other Learning Areas										
Standard FL3.1:					21.73	9.00				
Total					21.73	9.00				
Strand 4: Language and Relationship with Community and the World										
Standard FL4.1:					25.98	14.37				
Standard FL4.2:					22.19	13.79				
Total					18.48	14.12				
Total	11.74	32.42	12.75	22.54	14.71	16.19	10.79	30.4	11.1	28.1

As shown in Table 8, the total mean scores of English in Academic Years 2008-2012 were lower than 50. The mean O-NET scores in Academic Years 2008-2012 were 32.42, 22.54, 16.19, 30.49, and 28.71 respectively. The lowest score was in Academic Year 2010 because the format of the O-NET was changed. It also covered all four Strands on the test. The test in Academic Years 2008- 2012 focused mainly on two strands, which were Language for Communication and Language and Culture. For Language for Communication, the mean scores in Academic Year 2012 (*M*= 29.36) were slightly lower than the mean scores in Academic Year 2011 (*M*= 30.21). For Language and Culture, the mean O-NET scores from 2008-2012 fluctuated. It decreased between Academic Years 2011 and Academic Years 2012 (*M*= 31.65, 25.30

respectively).   However, the highest indicator mean score was standard FL 2.1 in every year.

It can be concluded that the importance of the O-NET is increasing rapidly while the mean scores of the O-NET especially English language are still lower than 50 in every year. The test focused on two Strands, which are strand 1 (Language for Communication) and strand 2 (Language and Culture). In this study, the researcher uses the O-NET scores as evidence to support the study and uses the mean scores to investigate the washback effect on English language teaching especially the area of content of teaching.

Related Studies

Washback is an interesting issue in the field of language testing. There have been several studies that investigate washback effects of newly developed test. Some studies have investigated the washback effects of the proficiency tests and other studies have focused on the entrance exams. The related studies on washback are discussed below.

Wall and Alderson (1993) and Turner (2006) have examined the reformed English exams on language teaching. Wall and Alderson examined washback effects of the new Sri Lankan "O" level English exam in secondary schools. Direct observation as well as interviews and questionnaires were used in this study. The findings revealed that washback had effects on content of teaching and ways of assessing students but it had no effect on the methodology teachers used in classroom. They concluded that the intended washback could not occur because teachers did not understand the purpose of the new exam and lacked training. Turner (2006) investigated washback effects of the provincial exam reform on

classroom teaching in Quebec, France. Three innovation reforms were the new performance speaking rating scale, English-only exam instruction, and modified speaking assessment tasks. Questionnaires were collected from 153 ESL secondary school teachers. The results showed that the innovation reform had positive effects on teaching in classrooms. Teacher integrated the innovation reform to their teaching and assessment in classrooms. They also had positive attitudes towards the change.

Yunus and Salehi (2012) and Gashaya (2012) have investigated washback effects of entrance exams on English language teaching and learning. Yunus and Salehi (2012) investigated teachers and students' perceptions and attitudes towards the washback effects of the Entrance Exam of the Universities (EEU) in Iran. There were 36 English teachers and 30 students participated in this study. The instruments were English teacher and students questionnaires. The findings showed that teachers had high perceptions toward the test. The test affected the teaching methods, teaching activities and teacher talk. Teachers focused mainly on reading skills, which was tested in the test, and ignored other skills. In addition, students' learning activities also affected by the test. There were no task-based activities, integrated activities, and language games in classrooms. Gashaya (2012) investigated the impact of the University Entrance English Exam (UEEE) on both teaching and learning in Ethiopia as well as the factors influencing these effects. Classroom observation and field notes, teacher and student questionnaires, document analyses, teacher interviews, and student focus group discussion were used in this study. It was found that teachers and students were exam-oriented. The test had influence on all areas of teaching and learning practices. Teachers taught to the test and used test-related materials in classrooms. They also changed their teaching methods to prepare students for the test. Students also focused learning on contents related to the test and used test-preparation materials. Personal and contextual factors were the two

main factors that led to washback on teaching. Also, the ambition to succeed on the test was the important factor for washback on learning.

Ferman (2004) studied the impact of the national oral test on Grade 12 teaching and learning in Israel. The objective of this study was to investigate the impact of the oral test on the participants, processes, and products of English language teaching and learning. The test was designed to promote communicative competence in classrooms. The participants included 18 English teachers, 120 Grade 12 students, and 4 inspectors. Grade 12 students were divided into three groups based on their English proficiency: 3-, 4-, and 5-point students. The lower group, or 3-point students, had lowest proficiency. The instruments were questionnaires, interviews, and document analyses. The findings showed that the test had both positive and negative effects on participants, processes, and products. Teachers and students focused more on oral skills that helped students enhance their oral communication skills, which was the positive washback. Nevertheless, teachers narrowed the contents of teaching and there were high anxiety of both teachers and students, which was the negative washback. Moreover, the results from the three groups of students showed that the lower group had allocated more time and efforts on preparing for the test. The 4-point students had highest level of test anxiety.

Özmen (2011) and Yonggang (2011) have studied the impact of test on teaching and learning at tertiary level. Özmen (2011) studied washback effects of Inter-university Foreign Language Examination (ILE) in Turkey on English language learning experience. This study conducted semi-structured interviews with 15 candidate academic and graduate students. The study revealed that ILE had negative washback at both micro and macro level on the participants. At micro level, washback of the test affected short-term habits, low order thinking skills, and memorization and rote learning. At macro level, washback of the test affected

anxiety and inhibition, feelings of failure, and avoidance behavior towards learning English. Yonggang (2011) studied washback effects of the College English Test (band 4) or (CET-4) on English language teaching and learning in China. The instruments were questionnaires and semi-structured interviews to teachers and students. The finding showed that there were different washback degrees from different schools. CET didn't promote speaking skills; many students could not communicate and use language in their real life and teachers also could not teach communicative skills. The classroom assessment was also similar to the exam. It concentrated on multiple-choice tasks even though the participants wanted to have speaking tasks.

Shih (2007, 2009) and Pan and Newfields (2012) have investigated the impact of graduation requirement for passing the proficiency test on English language teaching and learning at tertiary institutions in Taiwan. Shih (2007, 2009) compared two universities: one focused on the requirement of the General English Proficiency Test (GEPT) and one did not require students to pass the GEPT. Data was gathered by using observation and interviews with the department chair, teachers, students, and parents. The finding showed that the test had little effects on students' learning English in the schools where GEPT had impact on students because the contents of the GEPT was not related to the classrooms. For English language teaching, there had been little washback effects on English language teaching in both contexts. Some courses were affected because teachers used specific content, test-taking strategies and test preparation materials. Others were not affected at all. Pan and Newfields (2012) studied the washback effects of the GEPT on students' learning motivation and time allotment for studying English outside the class. They investigated 8 schools with the test requirement for graduation and 9 schools without test requirement for graduation. The instruments in this study were questionnaires and interviews. The finding showed that the group of students with the test requirement

for graduation had higher motivation in learning English in order to pass the proficiency test. Moreover, they allocated more time on studying English outside the classrooms than the other group

Sommit (2009) and Phanchalaem (2010) have studied the impact of the Ordinary National Educational Test (O-NET) on teaching and learning in general education in Thailand. Sommit (2009) investigated the impact of the O-NET on teaching practices of upper secondary school teachers in Bangkok. She also compared teachers in different subjects and educational sectors and teachers' behaviors before and after the O-NET was tested. Informal interviews were conducted with 15 teachers and questionnaires were collected from 550 teachers who taught 5 different subjects in different educational sectors. The findings showed the differences among five teachers' behaviors in their teaching practices which were: (1) content analysis, (2) test items analysis, (3) the use of the O-NET test to teach in class, (4) test preparation in class, and (5) extensive reading. Schools under the Office of the Private Education Commission used more O-NET test in previous years in class. Mathematics and Science were two subjects that teachers prepared for the test. Moreover, there were differences in teaching methods, materials, measurement and evaluation before and after the O-NET was tested. Phanchalaem (2010) studied the impacts of the O-NET from stakeholders' perspectives. The participants were 206 executives, 380 teachers, 340 parents and 424 students. Questionnaires, interviews, and document analysis were used in this study. The findings showed that the stakeholders especially parents agreed with the idea of using the O-NET scores for admission to university as well as admission to Grade 7 and Grade 10. Moreover, they also agreed that the national testing policy could encourage the improvement of the educational systems. After the national testing policy of the O-NET had been implemented, the executives adapted the policy to enhance the quality of teaching

in their schools, teachers were encouraged to improve their teaching such as planning their syllabus very thoroughly. Parents also focused more on their students' learning and students paid more attention on their learning in classrooms.

In conclusion, several studies have investigated washback effects on teaching and learning in different test types and in different context. They have had various findings. Some studies have found both positive and negative washback effects on teaching and learning. Some have found only negative washback on classroom practices. Others have found little washback effects in classrooms. Therefore, washback had either positive or negative effects depended on test and contextual factors.

Summary

Washback is the impact of a test on teaching and learning in classrooms which can be either positive or negative effects on classroom practices. The stake of the test can determine the degree of washback. Shih's washback models of teaching and learning were used to investigate the washback effects in this study. There were eight areas of teaching that might be affected by a test including: content of teaching, teaching method, teacher-made assessment, teacher talk, time allotment for test preparation, teacher assigned homework, nervousness and anxiety, and atmosphere of the class. There were five areas of learning that might be affected by a test which were: content of learning, total time of learning, learning strategies, learning motivation, and test anxiety.

The Ordinary National Educational Test (O-NET) is high-stake test in Thailand which is used to measure students' learning performances at Grade 6, Grade 9, and Grade 12 in accordance with the Basic Education Core Curriculum. English is one of

the eight subjects to be tested. In Academic Year 2012, the contents of the O-NET in Grade 9 focused on two strands which are: Language for Communication and Language and Culture. The test format was multiple-choice test. The mean scores of English in Grade 9 were lower than 50% in every year from Academic Year 2008-2012. The O-NET policies were implemented to encourage students, teachers, and schools to see the importance of the O-NET and increase students' test scores.

Research Framework
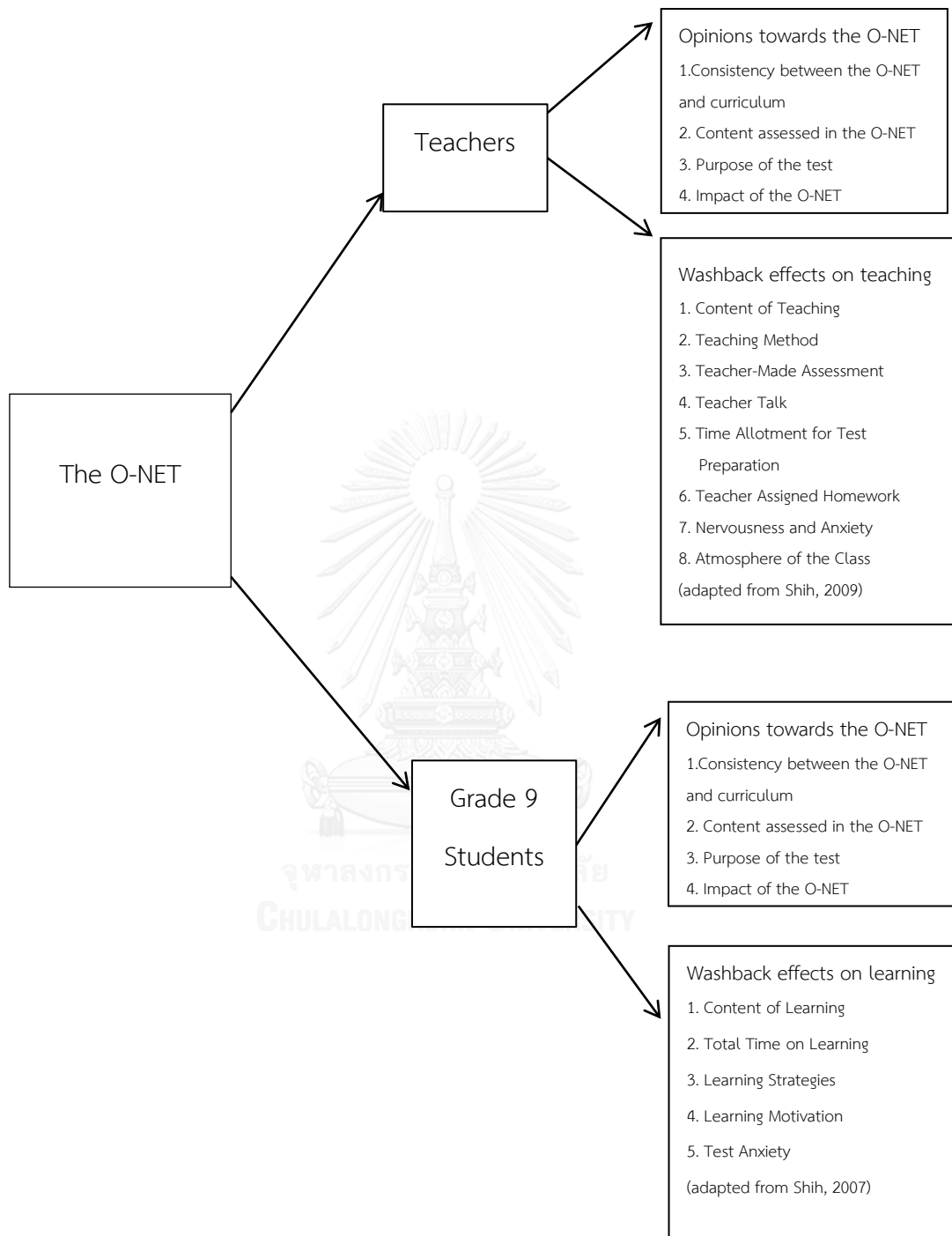
*Figure 5.*Research framework of this study.

This study investigated washback effects on English language teaching and learning based on Shih's washback model of teaching (2009) and Shih's washback model of students' learning (2007). The researcher chose these frameworks because Shih's frameworks include both washback on teaching and washback on learning. In addition, he proposed the washback models after he investigated the effects of the General English Proficiency Test (GEPT) in Taiwan where there is EFL context as well as Thailand. Therefore, his models are appropriate with Thai context.

As shown in Figure 5, the O-NET might have influence on teachers and students. For teachers, the test might have influence on teachers' opinions towards the test in four topics: consistency between the O-NET and curriculum, contents assessed in the O-NET, purpose of the O-NET, and impact of the O-NET. Moreover, the test might have washback effects on 8 areas of teaching. For students, the test might have influence on students' opinions towards the test in four topics as well as teachers'. Furthermore, the test might have washback effects on 5 areas of students' learning.

CHAPTER III

METHODS

This chapter presents the research design, population and participants, research instruments, data collection, and data analysis.

Research Design

The study aimed to investigate the opinions of English teachers and Grade 9 students towards the Ordinary National Educational Test (O-NET) and the washback effects of the O-NET on English language teaching and learning in Grade 9 in Chachoengsao province. The researcher selected triangulation or convergent parallel design from Creswell and Clark (2011) as research design because it could answer the research questions, validate the study, and confirm the results of the study. In this study, the researcher collected quantitative data by using questionnaires with English teachers and Grade 9 students. The researcher also used semi-structured interviews and group interviews to collect qualitative data. Then, the researcher integrated both data into the overall interpretation. The research design was shown in Figure 6:
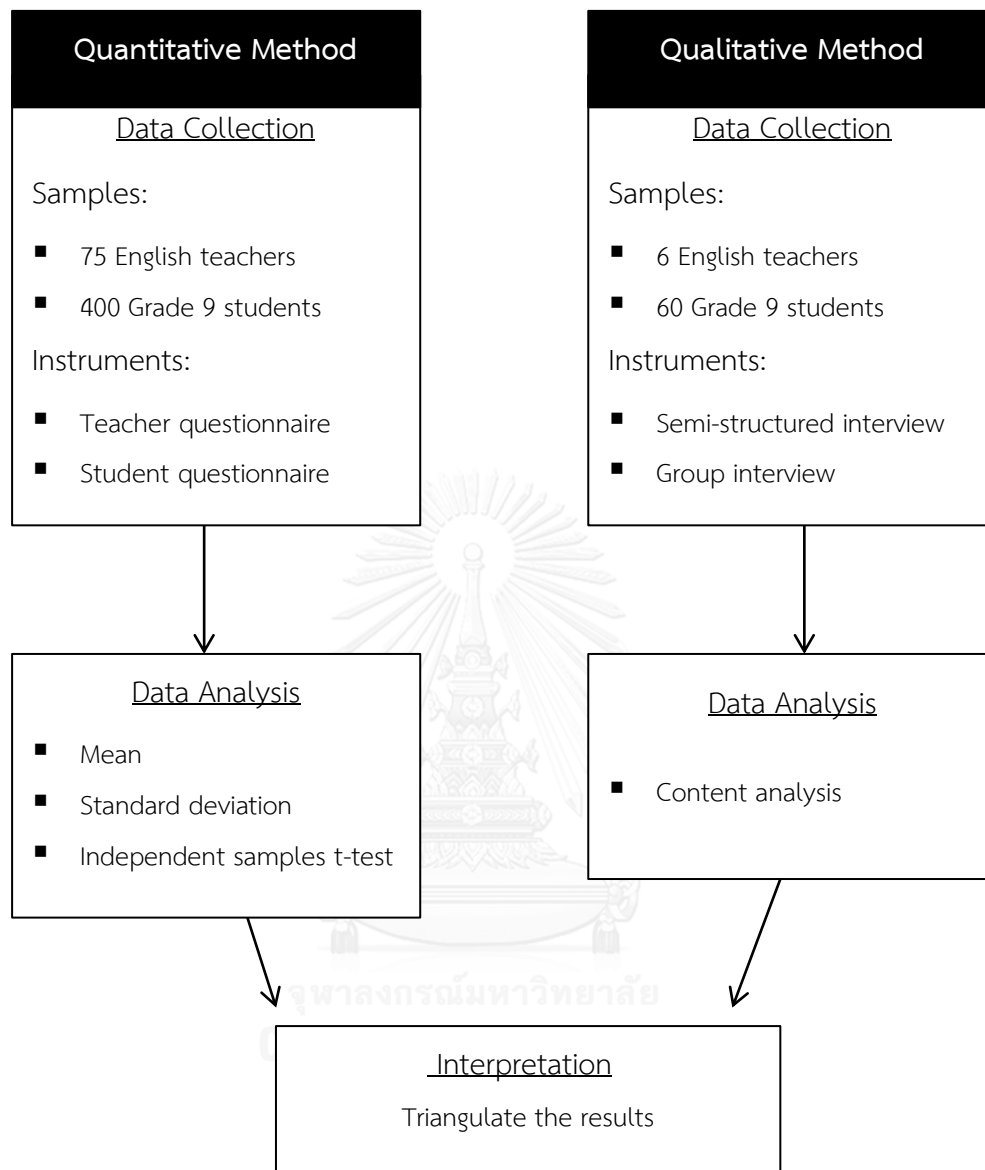
Figure 6. Research design adapted from Creswell and Clark (2011) .

Population and Participants

    Population

    The population of this study was English teachers and Grade 9 students in Secondary Schools under the Secondary Educational Service Area Office 6 in Chachoengsao province in the Academic Year 2013. There were thirty schools in the Secondary Educational Service Area Office 6 in Chachoengsao province. The total number of Grade 9 students was approximately 4,632 students in the Academic Year 2013 and the total number of English teachers was approximately 125 teachers (Bureau of Educational Testing, 2013).

    Participants

    The researcher selected the participants for questionnaires and interviews. There were two groups of participants including English teachers and Grade 9 students. The methods for selecting participants were as follows:

    1. The researcher grouped each school in order to select sampling schools of this study. The total number of schools was thirty schools in the Secondary Educational Service Area Office 6 in Chachoengsao province. The researcher used stratified random sampling based on sizes of schools and assessment criteria for quality assurance.

    1.1 The first strata was sizes of schools. The researcher divided schools into three groups which were small, medium, and large schools as follows:

- *Large secondary schools* refer to schools with more than 1,500 students
- *Medium secondary schools* refer to schools with 501-1,500 students

- *Small secondary schools* refer to schools with a number of less than 500 students.

There were five large schools, nine medium schools, and sixteen small schools under the Secondary Educational Service Area Office 6 in Chachoengsao province.

     1.2 Another strata was based on assessment criteria for quality assurance in English, which was criteria in indicator 5 (i.e. students demonstrate essential knowledge and skills of the curricula) in the third rounds of external quality assessment from the Office for National Education Standards and Quality Assessment. There were five scales for assessing the schools from The Office for National Education Standards and Quality Assessment (2012); however, the researcher grouped them into two scales as follows:

- *0.00-0.99* means the school needed improvement or urgent improvement in assessment criteria for quality assurance
- *1.00-2.50* means the school had moderate to excellent levels in assessment criteria for quality assurance

According to the Office for National Education Standards and Quality Assessment (2012), twelve schools were assessed as needed improvement or urgent improvement. Sixteen schools were assessed as moderate to excellent levels. Two schools were not included among thirty schools because they only offered upper secondary education level.

2. The researcher selected the sample schools. Considering sizes of schools and assessment criteria for quality assurance, schools were classified into six groups. Two schools were chosen from each group by using simple random sampling. There were the total of 12 schools for collecting the questionnaires. 6 schools of them were selected by using purposive sampling to conduct interviews of teachers and Grade 9 students. The number of participants were shown in Table 9.

Table 9

The Total Number of Schools and Sample Schools

	Total number of schools			Total number of sample schools		
	Moderate to excellent	Need improvement or urgent improvement	Total	Moderate to excellent	Need improvement or urgent improvement	Total
Large	2	3	5	2	2	4
Medium	4	4	8	2	2	4
Small	6	9	15	2	2	4
Total	12	16	28	6	6	12

3. The researcher selected participants in sample schools. For questionnaires, the researcher selected participants in the twelve schools based on Yamane's sample size formula with a 95% confidence level and a 5% of precision level. For interviews, the researcher selected the participants by using purposive sampling. The participants were selected as follows:

3.1 To select English teachers and Grade 9 students for answering the questionnaires, according to Yamane (1973), there should be approximately 80 English teachers and 370 students. The researcher used purposive sampling to select 82 English teachers who taught at lower secondary level in twelve sampling schools.

However, only 75 English teachers answered the questionnaires. To select Grade 9 students, proportional random sampling was used to select 400 Grade 9 students in twelve sampling sites. All 400 students returned the questionnaires. Therefore, 75 teachers and 400 Grade 9 students participated in this study.

3.2 To select English teachers and Grade 9 students for conducting the interviews, the researcher selected the interviewees in each sample site by using purposive sampling. In each school, the participants were one English teacher, five high-acheivng students and five low-acheivng students. The total were six English teachers and sixty Grade 9 students. Six English teachers for semi-structured interviews were selected from 75 teachers who answered the questionnaires. Sixty Grade 9 students for group interviews were selected from 400 Grade 9 students who filled out the questionnaires. For students' group interviews, each group consisted of five Grade 9 students. The six group interviews were conducted with high-achieving students and the other six group interviews were conducted with low-achieving students. The criteria for selecting the participants were as follows:

- The criteria for selecting the teachers were:
  English teachers who had taught in Grade 9 level

- The criteria for selecting students to conduct group interview were:
  Group A: Grade 9 students who got English grades from 2.50 to 4.00 in the Academic Year 2012
  Group B: Grade 9 students who got English grades from 1.0 to 2.49 in the Academic Year 2012.

Table 10

The Total Number of Participants in the Present Study

Schools	Questionnaire Part		Interview Part	
	English teachers (n=75)	Grade 9 students (n=400)	English teachers (n=6)	Grade 9 students (n=60)
Large School 1	13	54	1	10
Large School 2	14	74	-	-
Large School 3	16	65	1	10
Large School 4	9	70	-	-
Medium School 5	3	23	-	-
Medium School 6	4	37	1	10
Medium School 7	3	17	1	10
Medium School 8	3	29	-	-
Small School 9	3	10	-	-
Small School 10	3	12	1	10
Small School 11	2	6	1	10
Small School 12	2	3	-	-
Total	75	400	6	60

4. The characteristics of the participants for both questionnaires and interviews

4.1 The characteristics of the participants for questionnaires were as follows:

4.1.1 The total number of English teachers in the present study were 75. 84% were female, while 16% were male. 30.7% were 46-55 in age range. 22.7% were between 25-35 years old. Regarding their educational background, 61.3% obtained a bachelor's degree, 28% a master's degree. When considering the teaching experiences, 28% had been teaching English for 16-20 years. 13.3% had been teaching English for more than 26 years. When addressing the time for teaching English per week, 70.7% taught English more than 15 hours per week. 5% taught

English for less than 5 hours per week. The overall results of teachers' background information were presented in Appendix A.

4.1.2. The total number of Grade 9 students in this study were 400. 62% were female, while 38% were male. With regards to students' English GPA, most of the participants, 34.3% got 2.00 – 2.50, 25.3% of them got the GPA lower than 2.00 and 10.8% got more than 3.50. When considering the time for studying English, 72.8% studied English for less than 6 hours per week. 4.3% studied English for 13-18 hours per week. With regards to test preparation time at tutorial schools, 63.8% did not attend any tutorial schools. 5% attended tutorial schools more than 5 times per week. The overall results of students' background information was shown in Appendix A.

4.2 The characteristics of the participants for the interviews were as follows:

4.2.1 The total number of English teachers participated in this study were six teachers. Five teachers were female and one was male. Four English teachers were between 25-35 years old. Moreover, four English teachers obtained a bachelor's degree. In terms of teaching experience, four teachers had been teaching English for 5-10 years, two for more than 26 years. All of them taught English more than 15 hours per week. The overall background information of English teachers participated in the interviews were shown in Appendix B.

4.2.2 The total number of Grade 9 students participated in the group interviews was sixty. 54.66% were female and 43.33% were male. 33.33% got GPA of English more than 3.50, 28.33% were 2.00-2.50, and 22.58% were less than 2.00. When addressing the time for learning English per week, 81.66% learned English less than 6 hours per week. In terms of time attending tutorial schools, 86.66% did not attend any tutorial schools. 14% attended tutorial schools at least once per week.

The overall background information of students participated in the group interviews were shown in Appendix B.

Ethical issue

The researcher informed the participants before conducting the study that their identity and privacy were protected. No information about the English teachers and Grade 9 students would be revealed.

Research Instruments

There were four research instruments in this study. Questionnaires for teachers and students were used to collect quantitative data and semi-structured interviews and group interviews of Grade 9 students were used to collect qualitative data.

Questionnaires for English teachers and Grade 9 students

Questionnaires were used as research instruments for quantitative method. There were two questionnaires, one for English teachers and the other for Grade 9 students. Items in both teacher and student questionnaires were the same except background information.

Questionnaire Construction

The researcher adapted research framework from Shih's washback model of teaching (2009) and Shih's washback model of students' learning (2007). There were eight teaching areas and five learning areas to investigate washback effects. Then, the researcher studied several research, articles, and documents related to washback and the O-NET to construct the items of questionnaires to match with the research framework and better suit with Thai context. More examples of questionnaire constructions were provided in Appendix C.

The items related to washback effects on English language teaching were adapted from some washback studies (Sommit, 2009; Gashaya, 2012; Yunus and Salehi, 2012). Some items were constructed from the literatures (Wall, 2005, cited in Pan, 2011; Inbar-Lourie, 2008, cited in Ahmad and Rao, 2012; Cheng, 1998).

The items related to washback effects on English language learning were adapted from previous washback studies (Gashaya, 2012; Yunus and Salehi, 2012). Some items were constructed from the literatures (Bailey, 1996; Pan, 2009, cited in Ahmad and Rao, 2012).

The items related to opinions of teachers and Grade 9 students towards the O-NET were adapted from some washback studies (Sommit, 2009; Gashaya, 2012; Yunus and Salehi, 2012).

Structure of Questionnaires

Teacher questionnaire consisted of four parts with the total of 56 questions. All of them were closed-ended questions. Student questionnaire also consisted of four parts with the total of 55 questions. All of them were closed-ended questions as shown in Table 11 and 12. The questionnaires for both teachers and Grade 9 students were shown in Appendices D and E.

Table 11

The Structure of Teacher Questionnaire

Content	Number of items	Item Number
Part 1: Background Information	5	1-5
Part 2: Washback Effects on English Language Teaching	28	6-33
Part 3: Teachers Perceptions on Washback Effects on English Language Learning	13	34-46
Part 4: Teachers' Opinions towards the Ordinary National Educational Test (O-NET)	10	47-56

Table 12

The Structure of Student Questionnaire

	Content	Number of items	Item Number
Part 1:	Background Information	4	1-4
Part 2:	Washback Effects on English Language Learning	13	5-17
Part 3:	Students Perceptions on Washback Effects on English Language Teaching	28	18-45
Part 4:	Students' Opinions towards the Ordinary National Educational Test (O-NET)	10	46-55

Background Information: This part was designed to obtain personal information of the participants. A checklist was used in this part. Five items were addressed in the first section of teacher questionnaire as follows: gender, age, educational background, number of years in teaching English, and number of hours in teaching English per week. For student questionnaire, four items were addressed in the first section as follows: gender, GPA of English in the Basic English course in the Academic Year 2012, number of hours in learning English per week, and number of times in attending tutorial schools.

Washback Effects on English Language Teaching: This part was designed to obtain data about washback effects of the O-NET on teaching. In teacher questionnaire, the participants were asked to rate their frequency of what they did in classrooms. In student questionnaire, the participants were asked to rate the frequency of what their teachers did in classrooms. Five-point Likert scales of frequency were used in this study as follows:

5	means	always	(100% of the time)
4	means	often	(75% of the time)
3	means	sometimes	(50% of the time)
2	means	seldom	(25% of the time)
1	means	never	(0% of the time)

There was the total of 28 items for eight areas of teaching. The eight areas of teaching consisted of content of teaching, teaching method, teacher-based assessment, teacher talk, teacher assigned homework, nervousness and anxiety, and atmosphere of the class. There were four areas that consisted of four items including: content of teaching, teaching method, teacher-made assessment, and time allotment for test preparation. There were four areas that consisted of three items including: teacher talk, teacher assigned homework, nervousness and anxiety, and atmosphere of the class. This part was used for both teachers and students questionnaires. It was in Part 2 (Washback effects on English language teaching) for teachers' questionnaire and it was located in Part 3 (Students perceptions on washback effects on English language teaching) for student questionnaire. The data from both questionnaires were eventually triangulated to answer Research Question 3. The items in this part are shown in Table 13.

Table 13

The Items Related to Washback Effects on English Language Teaching

Area	Number of items	Items	Item in teacher question-naire	Items in student question-naire
Content of teaching	4	• Teaching English contents and skills based on the Basic Education Core Curriculum B.E. 2551. • Teaching English contents and skills which are more likely to appear on the O-NET. • Using textbooks to teach English in classrooms. • Using previous O-NET tests and other O-NET related materials to teach English in classrooms.	6-9	18-21
Teaching method	4	• Changing teaching methods to help students to succeed on the O-NET. • Teaching test-taking strategies in classrooms. • Using communicative language teaching approach in classrooms. • Using student-centered approach in classrooms.	10-13	22-25
Teacher-based assessment	4	• Adapting test-items from previous O-NET tests for English tests in classrooms. • Adjusting classroom assessment to match with the formats of the O-NET such as using multiple-choice test to evaluate students' learning.	14-17	26-29

Table 13 (Continued)

Area	Number of items	Items	Item in teacher question-naire	Items in student question-naire
		• Using performance-based assessment to evaluate students' English language learning such as essay writing, pair-work, role-play, group discussion, portfolios, diaries, and self-assessment.		
		• Assessing students English ability based on the objectives of the syllabus.		
Teacher talk	3	• Using only English to teach English in classrooms.	18-20	30-32
		• Using English with occasional Thai explanation to teach English in classrooms.		
		• Using only Thai to teach English in classrooms.		
Time allotment for a test preparation	4	• Spending time on classroom activities that help students perform well on the O-NET e.g., vocabulary and grammar activities.	21-24	33-36
		• Spending time after class to review contents that are likely to appear on the O-NET to students.		
		• Spending time on classroom activities that help students improve their English proficiency e.g., listening and speaking activities.		
		• Spending time on classroom activities that help students improve their critical thinking skills.		

Table 13 (Continued)

Area	Number of items	Items	Item in teacher question- naire	Items in student question- naire
Teacher assigned homework	3	• Assigning homework based in English textbook exercises. • Assigning homework relevant to the O-NET such as practicing the past exam papers or practicing reading comprehension activities. • Assigning group and pair work activities to students.	25-27	37-39
Nervousness and anxiety	3	• Feeling pressure either from the school or students to improve the students' O-NET scores. • Feeling nervous and fear for the poor test results of students' English ability. • Expecting students to perform well on the O-NET.	28-30	40-42
Atmosphere of the class	3	• Encouraging students to participate more in English classrooms. • Organizing mock examination to students before taking the O-NET. • Offering information relevant to the O-NET in classrooms.	31-33	43-45

Washback Effects on English Language Learning: This part was designed to obtain data about washback effects of the O-NET on English language learning. For teacher questionnaire, the participants were asked to rate the frequency of what their students did when they learned English in classrooms. For student questionnaire, the participants were asked to rate their frequency of what they did

when they learned English in classrooms. Five-point likert scales of frequency were used as follows:

5	means	always	(100% of the time)
4	means	often	(75% of the time)
3	means	sometimes	(50% of the time)
2	means	seldom	(25% of the time)
1	means	never	(0% of the time)

There was the total of 13 items for five areas of learning. The five learning areas consisted of content of learning, total time of learning, learning strategies, learning motivation, and test anxiety. The area that consisted of four items was total time of learning. Another area consisted of three items was content of learning. There were three areas that consisted of two items: learning strategies, learning motivation and test anxiety. This part was used for both teachers and students questionnaires. It was in Part 2 (Washback effects on English language learning) for student questionnaire and in Part 3 of teacher questionnaire (Teachers perceptions on washback effects on English language learning). The data from both questionnaires were eventually triangulated to answer Research Questions 4. The items in this part are shown in Table 14.

Table 14

The Items Related to Washback Effects on English Language Learning

Area	No. of items	Items	Item in teacher questionnaire	Items in student questionnaire
Content of learning	3	• Focusing learning on the contents and skills of English that are likely to appear on the O-NET. • Focusing learning on communicative English language skills. • Focusing learning on some parts in the English textbook even though they are not likely to appear on the O-NET.	34-36	5-7
Total time of learning	4	• Spending time in the evenings or weekends for the O-NET preparation in tutorial schools. • Spending time in the evenings or weekends to improve English proficiency e.g., watching English movies, listening to English songs and reading books. • Spending time practicing previous O-NET tests or reviewing grammar and vocabulary in classrooms. • Spending time practicing communicative English language skills in classrooms.	37-40	8-11
Learning strategies	2	• Learning test-taking strategies for English language tests. • Using rote-memorization to prepare for the O-NET.	41-42	12-13

Table 14 (Continued)

Area	No. of items	Items	Item in teacher question-naire	Items in student Question-naire
Learning motivation	2	• Studying harder in English in order to develop their abilities to use language. • Studying harder in English in order to get high O-NET scores.	43-44	14-15
Test anxiety	2	• Feeling anxious while preparing for the O-NET. • Fear for the poor O-NET results in English.	45-46	16-17

Opinions towards the Ordinary National Educational Test (O-NET): This part was designed to obtain data about the opinions of English teachers and Grade 9 students towards the O-NET. The participants were asked to rate their opinions towards the Ordinary National Educational Test (O-NET). There were 10 questions. Five-point likert scales of agreement were used as follows:

5	means	strongly agree
4	means	agree
3	means	undecided
2	means	disagree
1	means	strongly disagree

The researcher collected the data about the opinions of participants towards the O-NET in terms of the contents of the test, purpose of the test, the impact of the O-NET scores, and the impact of the test preparation. There was the total of ten items. However, the data from two questionnaires were not triangulated. There were used separately. In teacher questionnaire, they was in Part 4 (Teachers' opinions

towards the Ordinary National Educational Test) to find out teachers' opinions towards the O-NET to answer Research Question 1. In addition, in the student questionnaire, they was located in Part 4 (Students' opinions towards the Ordinary National Educational Test), to find out students' opinions towards the O-NET to answer Research Question 2. The items of this part are shown in Table 15.

Table 15

The Items Related to Opinions towards the O-NET

	No. of items	Items	Item in teacher question- naire	Items in student Question- naire
Contents of the test	4	• The contents of the O-NET cover the main indicators of the Basic Education Core Curriculum B.E. 2551. • The contents of the O-NET are related to the contents in English textbooks. • The O-NET emphasizes English reading comprehension. • The O-NET emphasizes critical thinking skills.	47-50	46-49
Purpose of the test	1	• The O-NET is used to check students' language proficiency.	51	50
The impact of the O-NET scores	3	• It is a good idea to use the O-NET scores as the criterion for exit examination. • A student's score on the O-NET is an indication of how well she or he has learned English in classrooms. • Goal of teaching English is to help students obtain high scores on the O-NET.	52-54	51-53

Table 15 (Continued)

	No. of items	Items	Item in teacher question-naire	Items in student Question-naire
The impact of test preparation	2	• The O-NET preparation has influence on my English language teaching in classrooms. • The O-NET preparation has influence on students' English language learning in classrooms.	55-56	54-55

Semi-structured interview for teachers and group interview for students

There were two instruments for qualitative method which were semi-semi-structured interview for English teachers and group interview for Grade 9 students. The interview questions were the same.

Construction of interview questions

These instruments were constructed in both Thai and English. The interview questions were constructed based on areas of washback on teaching from Shih (2009) and areas of washback on learning from Shih (2007). The construction of the interview questions were shown below. More details were provided in Appendix F.

The questions related to washback effects of the O-NET on teaching were adapted from previous washback studies (Gashaya, 2012; Sommit, 2009; Shih, 2007; Yunus and Salehi, 2012).

The questions related to washback effects of the O-NET on learning were adapted from previous studies (Gashaya, 2012; Sommit, 2009; Shih, 2007; Maniruzzaman and Hoque, 2010; Yunus and Salehi, 2007)

Structure of interview questions

The researcher used semi-structured interview to ask English teachers in three main topics which were: (1) teacher's teaching practices in classrooms and the preparation for the O-NET; (2) teacher perception on washback effects of the O-NET on students' learning; and (3) teacher's opinions towards the O-NET. The interview questions for English teachers were shown in Table 16.

Table 16

The Structure of Interview Questions

Topics	Interview Questions
Teacher's opinions towards the O-NET	• What did you think about the contents and tested skills of the O-NET?
	• Could you think of any aspect of the O-NET that needed to be improved?
	• How important was the O-NET to you?
Teacher's teaching practices in classrooms and the preparation for the O-NET	• Did you offer students information relevant to the O-NET in classrooms? and How?
	• Did you review contents that were likely to appear on the O-NET to students? and How?
	• Did you teach students test-taking strategies of the O-NET? and How?
	• How did you feel about the O-NET preparation? Anxiety?

Table 16 (Continued)

Topics	Interview Questions
	• What language did you use when you taught English in classrooms? and How?
	• Were students' assignments related to the O-NET? and How?
	• Were test items of quizzes, mid-term exam, and final exam similar to those of the O-NET? and How?
	• d you ever provided extra class toHa review contents that were likely to appear in the O-NET to students? and How?
	• Do you think the O-NET preparation affected students' English language learning in classrooms? and How?
	• Did they improve their English proficiencies from the O-NET preparation? and How?
	• Do you think the O-NET preparation affected your English language teaching? and How?
Teacher perceptions on washback effects of the O-NET on students' learning	• In your opinions, did your students focus to learn contents that were likely to appear on the O-NET? and How?
	• In your opinions, what techniques did your students use for the O-NET preparation?
	• Did your students go to tutorial schools or hire a tutor for the O-NET preparation?
	• Had any students ever asked you to teach to the O-NET in class? Did you make changes of your lesson on the basis of the student's request?
	• In your opinions, how did your students feel about the O-NET preparation?

For Grade 9 students, the interview questions for group interviews were the same as the interview questions for English teachers except one question 'how important was the O-NET to you?' which was used only for teacher semi-structured interview. There were three main topics in the interview questions which are: (1) students' learning in classrooms and the preparation for the O-NET; (2) student perception on washback effects of the O-NET on teachers' teaching; and (3) students' opinions towards the O-NET. The interview questions for both teachers and Grade 9 students were shown in Appendices G and H.

Content Validity

After the researcher constructed the questionnaires for both English teachers and Grade 9 students, the researcher asked five experts in the field of English language teaching to validate teacher questionnaires in both Thai and English versions. The list of experts was shown in Appendix I. The experts were asked to check only teacher questionnaire because the components of teacher questionnaire and student questionnaire were the same. Moreover, the researcher asked them to validate the interview questions for semi-structured interviews of teachers and group interviews of Grade 9 students. They were asked to check the content validity by using IOC Index (Item-Objective Congruency Index). The IOC index ranged from -1 to 1. The acceptable of IOC Index should be higher than 0.5; the item which received the scores lower than 0.5 should be improved or revised. The result of IOC index of questionnaire was shown in Appendix J. The results of IOC index of semi-structured of teachers and group interviews of Grade 9 students were shown in Appendix K.

For teacher questionnaires, all items had IOC index higher than 0.5. However, the experts suggested that there should be more positive items in the questionnaire and there should be items about students' critical thinking skills. The experts also suggested changes in language use, font, size, and space of the questionnaires. In

addition, some Thai or English words should be added or changed to make it more comprehensible. Therefore, the researcher added more items and revised some items. They were shown in Appendix L. Some items were added as follows;

- I spend time on classroom activities that help students improve their critical thinking skills.
  ข้าพเจ้าใช้เวลากับกิจกรรมในชั้นเรียนที่ช่วยนักเรียนพัฒนาทักษะการคิดวิเคราะห์

- Students spend their time in the evenings or weekends to improve their English proficiency e.g., watching English movies, listening to English songs and reading English books.
  นักเรียนใช้เวลาหลังเลิกเรียนหรือวันหยุดเสาร์อาทิตย์ในการพัฒนาความสามารถการใช้ภาษาอังกฤษ เช่น การดูหนังภาษาอังกฤษ การฟังเพลงภาษาอังกฤษ และการอ่านหนังสือภาษาอังกฤษ

For the interview questions, all items had IOC index higher than 0.5. The experts commented on language use such as changing the question word from "why" to "how". Therefore, there were some minor changes. Some questions were revised as shown in the Appendix M.

Pilot Study

After revising the questionnaire and interview questions, the researcher tried out the revised instruments for teachers and Grade 9 students with a group of students and teachers who had the same characteristics as the participants. The pilot study was carried out in January 2014. Both quantitative and qualitative data were collected from the pilot study as follows:

Quantitative data: the researcher tried out the questionnaires in Thai version with a group of Grade 9 students and English teachers who had the same characteristics as the participants to see the problems in the questionnaire content and to check its reliability. The reasons why the researcher used Thai version is because the participants had different levels of English proficiency. The questionnaire in Thai version could reduce the misunderstanding and wrong interpretation of the statement. The total number of participants was fifteen English teachers and thirty Grade 9 students in five secondary schools. The researcher used simple random sampling to select the sampling sites and used convenient sampling to select the participants. Cronbach's coefficient alpha was used to check the reliability of the questionnaires.

The results showed that the reliability of teacher and student questionnaire were .907 and .947 respectively as shown in Table 17 and 18. In order to be acceptable, the value of reliability should be more than 0.7. Therefore, the results yielded high internal reliability. These questionnaires were acceptable. More details of the internal reliability of the questionnaire were showed in Appendix N.

Table 17

The Reliability of Teacher Questionnaire

Factors	Number of Questions	Reliability
Part 2: The Washback Effects on English Language Teaching	28	.843
Part 3: Teachers' Perceptions on English Language Learning	13	.870
Part 4: The Opinions of Teachers towards the Ordinary National Educational Test (O-NET)	10	.722
Total	51	.907

Table *18*

The Reliability of Student Questionnaire

Factors	Number of Questions	Reliability
Part 2: The Washback Effects on English Language Learning	13	.890
Part 3: Students' Perceptions on English Language Teaching	28	.913
Part 4: The Opinions of Students towards the Ordinary National Educational Test (O-NET)	10	.882
Total	51	.942

Qualitative data: the researcher tried out the interview questions with a group of students and teachers who had the same characteristics as the participants. The pilot study was carried out in January 2014. The researcher selected the schools by using purposive sampling. There were two secondary schools for the pilot study. After that, the researcher selected the interviewees by using purposive sampling. There were two English teachers and ten Grade 9 students as the pilot group. The interviews lasted for 15-20 minutes with an aim to check the correctness of the questions and reduced the confusing or ambiguous questions. All participants were interviewed in Thai. Then, the data were recorded and transcribed to check whether it answered the research questions.

The researcher found challenge after conducting the pilot study. The researcher conducted the study with 10 students, five were high-achieving students and five low-achieving students, for each group interview. The pilot study revealed that high-achieving students dominated this conversation. Low-achieving students did not answer questions unless the researcher asked them. Therefore, the researcher divided 10 students into two groups which were 5 high-achieving students and 5 low-achieving students in order to control the flow of communication and gained in-depth information of both high-achieving students and low-achieiving students.

Data Collection

The data collection was carried out in the second semester of the Academic Year 2013 in sample schools in Chachoengsao province. The data were collected between February 10, 2014 and February 28, 2014. Quantitative data were obtained from teacher and student questionnaires and qualitative data were obtained from semi-structured interviews of teachers and group interviews of Grade 9 students. The process of data collection was as follows:

Quantitative data: The researcher distributed the questionnaires to English teachers and Grade 9 students. Convenient sampling was used in this study. The participants were asked to fill out the questionnaires in Thai version. The duration for collecting the questionnaires was 1-3 weeks. The return rate of the student questionnaire was 100%, while the return rate of the teacher questionnaire was 91.46%.

Qualitative data: The interviews were conducted face-to-face at the scheduled date and time. The researcher gave an explanation to the participants about the objectives of the study and method of the study before conducting the interview with English teachers and group interview with Grade 9 students. All interviews and group interview were recorded. The interviews lasted 20-30 minutes and group interviews lasted 30-40 minutes.

The researcher was the interviewer. There were five students in each group interview. The interviewer started by explaining the objectives of this study and letting the students to introduce themselves. Then, the interviewer started asking questions and encouraged students to engage in the conversation. Everyone had a chance to share their thoughts or idea. The interviewer asked more in-depth

questions if students provided some interesting responses. After students answered each question, the interviewer concluded their responses again to confirm the data.

Data Analysis

The researcher analyzed quantitative data by using frequency, percentages, arithmetic mean, standard deviation, and independent samples t-test. The researcher also used content analysis to analyze qualitative data.

Frequency and percentages

They were used in the analysis of background information of both questionnaires for English teachers and Grade 9 students. Moreover, they were used in the analysis of teachers' and students' opinions towards the test. In this part, the researcher used five-point likert scales of agreement to analyze the data.

For the parts of teachers' and students' opinions towards the test, there were 5 levels of agreement including stongly agree, agree, undecided, disagree, and strongly disagree. However, the researcher grouped them into 3 levels which were: (1) teachers strongly agreed and agreed with the statement; (2) teachers were not sure with the statement; and (3) teachers disagreed and strongly disagreed with the statement. Therefore, the analysis of teachers' and students' opinions towards the O-NET were based on three levels of agreement.

Arithmetic mean and standard deviation

The arithmetic mean and standard deviation in SPSS program were used in the analysis of washback effects of the O-NET on teaching and washback effects of the O-NET on learning of both teacher and students questionnaires. The interpretation of mean scores was based on the frequency of what teachers or students did in each area of teaching and learning. The interpretation was shown as follows:

4.21 – 5.00   means teachers or students "always"did the action.

3.41 – 4.20   means teachers or students " often" did the action.

2.61 – 3.40   means teachers or students did the action "sometimes".

1.81 – 2.60   means teachers or students " seldom" did the action.

1.00 – 1.80   means   teachers or students "never" did the action.

Independent samples t-test

Independent samples t-test in SPSS program were used to see the differences between teachers' and students' perceptions about washback effects of the O-NET on teaching and washback effects of the O-NET on learning. The data were statistically checked for the significant differences at .05 level.

Content analysis

The interviews and group interviews were recorded with audio file recorder. Then, each interview recording was transcribed. There were six transcriptions for teachers and twelve transcriptions for group interviews of students. The researcher read the transcriptions for several times to develop the themes that were related to washback effects on teaching, washback effects on learning, and opinions about the O-NET. There were 21 themes in this study such as content of teaching, teaching method, homework, assessment, motivation in learning, time allotment for test preparation, and so on. The researcher described each theme and summarized the key findings of each theme when there were the same responses among the participants. For different responses, the researcher described them separately.

In conclusion, the results of both quantitative and qualitative data were triangulated to check whether the collected data from both teachers and Grade 9 student had the same information to confirm the results. As shown in Table 19, it

presented the summary of data analysis from both quantitative and qualitative methods based on the research questions of this study.

Table *19*

The Summary of Research Questions, Instruments, and Data Analysis

Research Questions	Instruments	Data Analysis
1. What are teachers' opinions towards the Ordinary National Educational Test (O-NET)?	- Teacher Questionnaire - Teacher Interview	- Frequency & percentages - Content Analysis
2. What are students' opinions towards the Ordinary National Educational Test (O-NET)?	- Student Questionnaire - Student Group Interview	- Frequency & percentages - Content Analysis
3. To what extent does the Ordinary National Educational Test (O-NET) have any effects on English language teaching in Grade 9?	- Teachers Questionnaire - Students Questionnaire - Teacher Interview - Students Group Interview	- Mean & S.D. Independent samples t-test - Mean & S.D. Independent samples t-test - Content Analysis - Content Analysis
4. To what extent does the Ordinary National Educational Test (O-NET) have any effects on English language learning in Grade 9?	- Teachers Questionnaire - Students Questionnaire - Teacher Interview - Students Group Interview	- Mean & S.D. Independent samples t-test - Mean and S.D. Independent samples t-test - Content Analysis - Content Analysis

CHAPTER IV

RESULTS

The study aimed to investigate the washback effects of the O-NET on English language teaching and learning in Grade 9. Both quantitative and qualitative data were used in this study. For quantitative data, the instruments used in this study were teacher and student questionnaires. The participants consisted of 75 English teachers and 400 Grade 9 students. For qualitative data, there were 6 English teachers for semi-structured interviews and 60 Grade 9 students for 12 group interviews. Data collection took place in the second semester of the academic year 2013. The results were presented based on the research questions, which are:

Research Question 1: What are teachers' opinions towards the Ordinary National Educational Test (O-NET)?

Research Question 2: What are students' opinions towards the Ordinary National Educational Test (O-NET)?

Research Question 3: To what extent does the Ordinary National Educational Test (O-NET) have any washback effects on English language teaching in Grade 9?

Research Question 4: To what extent does the Ordinary National Educational Test (O-NET) have any washback effects on English language learning in Grade 9?

Research Question 1

What are Teachers' Opinions towards the Ordinary National Educational Test (O-NET)?

To answer this Research Question, the data were collected using questionnaire and semi-structured interview of English teachers. 75 English teachers were asked to rate their opinions towards the O-NET in the questionnaire and 6 of them were asked to participate in the semi-structured interview. The results from teacher questionnaire were analyzed by using frequency and percentages. The results from semi-structured interviews of English teachers were analyzed by using content analysis. They were shown in four main topics as follows: consistency between the O-NET and curriculum, content assessed in the O-NET, the purpose of the O-NET, and the impact of the O-NET.

Table *20*

The Frequency and Percentages of Teachers' Opinions towards the O-NET(n=75)

	Level of Opinion				
	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Statement	% (n)	% (n)	% (n)	% (n)	% (n)
1.The contents of the O-NET cover the main indicators of the Basic Education Core Curriculum B.E.2551.	2.7(2)	8(6)	34.7(26)	41.3(31)	13.3(10)
2.The contents of the O-NET are related to the contents in English textbooks.	14.7(11)	14.7(11)	30.7(23)	29.3(22)	10.7(8)
3. The O-NET emphasizes English reading comprehension.	2.7(2)	2.7(2)	38.7(29)	30.7(23)	25.3(19)
4. The O-NET emphasizes critical thinking skills.	2.7(2)	4(3)	22.7(17)	45.3(34)	25.3(19)
5. The O-NET is used to check students' language proficiency.	5.3(4)	14.7(11)	29.3(22)	33.3(25)	17.3(13)
6. I think it is a good idea to use the O-NET scores as the criterion for exit examination.	10.7(8)	16(12)	26.7(30)	32(24)	14.7(11)

Table 20 (Continued)

Statement	Level of Opinion				
	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
	% (n)	% (n)	% (n)	% (n)	% (n)
7. A student's score on the O-NET is an indication of how well she or he has learned English in classrooms.	13.3(10)	12(9)	33.3(25)	25.3(19)	16(12)
8. Goal of teaching English is to help students obtain high scores on the O-NET.	18.7(14)	12(9)	28(21)	28(21)	13.3(10)
9. The O-NET preparation has influence on my English language teaching in classrooms.	6.7(5)	9.3(7)	26.7(20)	33.3(25)	24(18)
10. The O-NET preparation has influence on students' English language learning in classrooms.	5.3(4)	8(6)	33.3(25)	33.3(25)	20(15)

The opinions about the consistency between the O-NET and curriculum

As shown in Table 20, the tendency of teachers' opinions about the contents of the O-NET based on the curriculum and the contents of the O-NET related to textbooks were varied. Most teachers (54.6%) agreed that the contents of the test were based on the curriculum. However, there were approximately 34.7% who were not sure whether the test based on the curriculum and about 10% of them disagreed with this statement. When considering the consistency between the contents of the O-NET and contents in textbooks, the majority of teachers (40%) agreed that the contents of the test were related to the contents in textbook. Some of them (30.7%) were not sure with this statement and about 29.4% disagreed with this statement.

For the interview results, most teachers said that they asked students about the contents of the test and their students revealed that the contents of the test were not relevant to contents they taught in classrooms. For example, Excerpt 1 said that the contents she taught in classrooms were not appeared on the O-NET. Her students could not do the test because the difficulty of vocabulary. Regarding the consistency between contents of the test and contents in textbook, most teachers revealed that the contents of the test were not relevant to the contents in English textbooks. Excerpt 3 said that it might be because each school used different textbooks to teach students.

Excerpt 1:

"ส่วนมากจะทำไม่ค่อยได้ เด็กบอกว่าข้อสอบยากมากและเด็กไม่รู้ความหมายของคำศัพท์ เด็ก

บอกว่าที่อาจารย์สอนไม่มีออกในข้อสอบเลย"

"Most of them could not do the test. They said that the test was very difficult,

and they didn't know the meaning of vocabulary. They also said that there

were no contents that I had taught on the O-NET."

(English teacher A, Small School, February 10, 2014)

Excerpt 2:

"ครูได้ถามเขาว่าข้อสอบโอเน็ตเหมือนเนื้อหาในหนังสือไหม นักเรียนบอกไม่มีเลย"

"I asked them whether the O-NET was relevant to contents in textbook. They

told me none."

(English teacher B, Small School, February 11, 2014)

Excerpt 3:

"ข้อสอบไม่ออกตามในหนังสือที่เรียนเพราะแต่ละโรงเรียนใช้หนังสือไม่เหมือนกัน"

"The test was not based on the textbook because each school used different

textbooks."

(English teacher C, Medium School, February 12, 2014)

The opinions about content assessed in the O-NET

As shown in Table 20, most teachers had tendency to agree that the O-NET emphasized critical-thinking skills (70.6%). However, the tendency of teachers' opinions about using the O-NET to check students' language proficiency were varied. Most teachers (50.6%) agreed with this statement. However, some teachers (29.3%)

were not sure that the O-NET could check their students' language proficiency and 20% disagreed with this statement.

For the interview data, they showed the consistent results with the questionnaire. Most teachers believed that the O-NET emphasized critical-thinking skills. For example, Excerpt 4 revealed that the O-NET focused on critical-thinking skills which led students to spend longer time to do the test. When considering using the O-NET to check students' language proficiency, there were different views among English teachers. Excerpt 5 said that the O-NET could reflect students' abilities. However, another teacher in Excerpt 6 disagreed and revealed that it was not only the test, but it also depended on other factors that reflected students' English proficiency.

Excerpt 4:

"เด็กบอกว่าข้อสอบมีเนื้อเรื่องยาวและเน้นการคิดวิเคราะห์ ซึ่งเขาต้องใช้เวลาในการอ่านบทความมากขึ้น"

"They said that the test had long passages and emphasized critical thinking skills. They had to spend more time to read passages."

(English teacher E, Medium School, February 20, 2014)

Excerpt 5:

"พี่เชื่อว่าข้อสอบโอเน็ตใช้วัดความรู้ของนักเรียนได้"

"I believed that the O-NET could measure students' English abilities."

(English teacher D, Large School, February 17, 2014)

Excerpt 6:

"ก็ไม่คิดว่าข้อสอบโอเน็ตสามารถวัดความสามารถของเด็กได้ว่าเขาเป็นคนมีความสามารถสูง
หรือต่ำเลยทีเดียวมันน่าจะขึ้นอยู่กับหลายๆปัจจัย"
"I did not think that the O-NET could really measure students' English abilities
whether they had high or low level of English proficiency. It should depend on
various factors."

(English teacher C, Medium School, February 12, 2014)

The opinions about purpose of the O-NET

As shown in Table 20, the tendency of teachers' opinions about using O-NET scores as criterion for exit examination and using O-NET scores as indication of how well students learned in classrooms were varied. Even though most teachers (46.7%) agreed that it was good idea to use O-NET scores as criterion for exit examination, some teachers (26.7%) were not sure with this statement. There were 26.7% of teachers who disagreed with this statement. Furthermore, most of the teachers (41.3%) agreed that students' test scores could indicate how well students learned in classrooms. There were approximately 33.3% of teachers who were not sure with this statement and 25.3% who disagreed with this statement.

For the interview data, the interview results were consistent with the result of questionnaire. Regarding the idea of using the O-NET scores as the criterion for exit examination, there were different opinions among English teachers. Some teachers agreed with this statement and believed that it could help students to be more active for test preparation as shown in Excerpt 7. However, others disagreed with this statement. One teacher in Excerpt 8 was concerned about the different levels of English proficiency among their students. Another teacher in Excerpt 9 was concerned about the quality of the test because the people who were responsible

for designing the test did not teach students. Regarding using the O-NET scores to indicate how well students learned in classrooms, there were different opinions among English teachers. Some English teachers believed that the O-NET scores could indicate how students learned English in classrooms. Excerpt 10 said that high-achieving students, who performed very well in English, might get higher O-NET scores than low-achieving students. Teacher in Excerpt 11 disagreed and said that it depended on individual. Some students might perform better in class rather than in testing situations.

Excerpt 7:

"เป็นแนวคิดที่ดีครับ เพราะช่วยให้เด็กมีความกระตือรือร้นในการเตรียมตัวสอบมากขึ้น"

"It was a good idea because it helped students to be more active to prepare for the test."

(English teacher E, Medium School, February 20, 2014)

Excerpt 8:

"ไม่เห็นด้วยนะ เพราะเด็กแต่ละโรงเรียนมีพื้นฐานแตกต่างกัน อย่างที่นี่เด็กอ่อนภาษาอังกฤษ โดยเฉพาะเรื่องคำศัพท์"

"I didn't agree because students in each school had different background. In this school, students weren't good at English especially vocabulary."

(English teacher A, Small School, February 10, 2014)

Excerpt 9:

"คือมันจะไม่ยุติธรรมกับเด็ก เพราะข้อสอบออกมาจากคนที่ไม่ได้สอนเด็ก"

"It was not fair for students because the test was designed by others who didn't teach them."

(English teacher F, Large School, February 26, 2014)

Excerpt 10:

"เด็กที่เรียนเก่งอยู่แล้วมักจะได้คะแนนโอเน็ตสูง"

"High-achieving students always got high O-NET scores."

(English teacher B, Small School, February 11, 2014)

Excerpt 11:

"พี่คิดว่าไม่นะ เด็กบางคนเรียนในชั้นเรียนอย่างดี แต่เวลาเขาทำข้อสอบ เขาบอกพี่ว่าเขาไม่ได้"

"I did not think so. Some students performed very well in class, but when they

took the test, they told me that they could not do it."

(English teacher C, Medium School, February 12, 2014)

The opinions about impact of the O-NET

As shown in Table 20, most teachers (57.3%) had tendency to agree that the O-NET preparation had influence on their teaching in classrooms. However, the tendency of teachers' opinions about goal of teaching English to help students obtained high O-NET scores was varied. The majority of teachers (41.3%) agreed that goal of their teaching was to help students perform well on the O-NET. However, 30.7% disagreed with this statement and 28% of them were not sure with this statement.

For the interview data, regarding the impact of test preparation on teaching, most teachers agreed that the O-NET had influence on their teaching. Excerpt 12 revealed that it had both positive and negative impacts on teaching. Excerpt 13 believed that the O-NET had negative effects on their teaching because she had to spend their regular class for tutoring their students which affected contents and skills to be taught in regular class. Another teacher in Excerpt 14 believed that the O-NET preparation did not have any impact on their teaching. When considering the goal of teaching to improve the O-NET scores, some teachers agreed that their teaching goal was set to help students obtained high O-NET scores. Excerpt 15 said that the O-NET scores could help him to measure the quality of teaching and improved their teaching to match with the curriculum. Excerpt 16 said that it was necessary to set

the goal to enhance students' O-NET scores because the school used the O-NET scores to evaluate the quality of teaching.

Excerpt 12:

"จะมีผลดีต่อการสอนมากกว่า เพราะครูดัดแปลงเนื้อหาให้เข้ากับตัวชี้วัดในหลักสูตร และดัดแปลงเนื้อหาเพื่อให้เด็กเอาไปใช้ในชีวิตประจำวันได้ ส่วนผลเสียครูกังวลเรื่องเวลา เพราะครูมีเวลาสอนไม่เพียงพอต้องรีบจบเนื้อหาปกติก่อนมาติวโอเน็ตให้เด็ก"

"It had more positive impact on my teaching because I applied the lessons to match with the indicators in the curriculum and applied lessons for students to use in their real life situations. For negative impact, I was concerned about the time because I didn't have much time to teach. I hurried to finish my regular lessons before tutoring the O-NET to my students."

(English teacher F, Large School, February 26, 2014)

Excerpt 13:

"อาจจะมีเรื่องของเวลาเพราะเราใช้เวลาของวิชาปกติมาติวโอเน็ต"

"It affected in terms of the time because I used regular class to tutor the O-NET."

(English teacher A, Small School, February 10, 2014)

Excerpt 14:

"ไม่ได้ส่งผลกระทบอะไรต่อเรา แต่เราปรับการสอนให้เข้ากับการสอบมากกว่า เราจะเพิ่มวัตถุประสงค์ขึ้นมาอีกข้อหนึ่งเพื่อยกระดับผลสัมฤทธิ์คะแนนโอเน็ตโดยเราพยายามจะเน้นเนื้อหาบางอย่างมากขึ้นแต่ไม่ได้สอนเยอะขึ้น"

"It didn't affect my teaching, but I adjusted my teaching to match with the test. I added another objective to increase students' O-NET scores. I tried to emphasize more some contents, but I didn't teach more contents."

(English teacher C, Medium School, February 12, 2014)

Excerpt 15:

*"เป้าหมายอย่างหนึ่งของผมคือการช่วยเด็กเพิ่มคะแนนโอเน็ต ผมคิดว่าคะแนนโอเน็ตสามารถ
สะท้อนคุณภาพการสอนได้และทำให้ผมปรับปรุงการสอนเพื่อให้สอดคล้องกับหลักสูตร"*
*"One of my goals was helping students to obtain high O-NET scores. I thought
that the O-NET could reflect the quality of teaching and help me to improve
my teaching to match with the curriculum."*

(English teacher E, Medium School, February 20, 2014)

Excerpt 16:

*"เราจะเพิ่มวัตถุประสงค์ขึ้นมาอีกข้อหนึ่งเพื่อยกระดับผลสัมฤทธิ์คะแนนโอเน็ตเพราะโรงเรียนใช้
คะแนนโอเน็ตในการประเมินคุณภาพการสอน"*
*"We added another objective to increase students' O-NET scores because
school used the O-NET scores to assess the quality of teaching."*

(English teacher C, Medium School, February 12, 2014)

Research Question 2

What are Students' Opinions towards the Ordinary National Educational Test (O-NET)?

      To answer this Research Question, the data were collected using questionnaire and semi-structured interview of Grade 9 students. The participants were 400 Grade 9 students who were asked to rate their opinions towards the O-NET in questionnaires and 60 of them were participated in 12 group interviews. Five students were participated in each group interview; six groups were collected from high-achieving students and other six groups were collected from low-achieving students. The results from student questionnaire were analyzed by using frequency and percentages. The results from group interviews of Grade 9 students were analyzed by using content analysis. They were shown in four main topics as follows: consistency between the O-NET and curriculum, content assessed in the O-NET, the purpose of the O-NET, and the impact of the O-NET.

Table 21

The Frequency and Percentages of Grade 9 Students' Opinions towards the O-NET
(n=400)

Statement	Level of Opinion				
	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
	%(n)	%(n)	%(n)	%(n)	%(n)
1.The contents of the O-NET cover the main indicators of the Basic Education Core Curriculum B.E. 2551.	2(8)	5(20)	36(144)	43.5(174)	13.5(54)
2. The contents of the O-NET are relevent to the contents in English textbooks.	5(20)	14(56)	34(136)	29.8(119)	17.3(69)
3. The O-NET emphasizes English reading comprehension.	3(12)	10(41)	29.3(117)	34.3(137)	23.3(93)
4. The O-NET emphasizes critical thinking skills.	2.3(9)	8.3(33)	27.5(110)	37.3(149)	24.8(99)
5.The O-NET is used to check my language proficiency.	3.3(13)	7(28)	24.3(97)	41.5(166)	24(96)
6.I think it is a good idea to use the O-NET scores as the criterion for exit examination.	4(16)	12(48)	25.5(102)	40.8(163)	17.5(70)

Table 21 (Continued)

Statement	Strongly Disagree %(n)	Disagree %(n)	Not Sure %(n)	Agree %(n)	Strongly Agree %(n)
	Level of Opinion				
7.My O-NET score is an indication of how well I have learned English in classrooms.	4(16)	9.3(37)	27.8(111)	37.8(151)	21.3(85)
8. Goal of teaching English is to help students obtain high scores on the O-NET.	4(16)	8.8(35)	30.5(122)	39(156)	17.8(71)
9. The O-NET preparation has influence on teachers' English language teaching in classrooms.	2.3(9)	8.5(34)	28.3(113)	41(164)	20(80)
10. The O-NET preparation has influence on my English language learning in classrooms.	2.8(11)	10(40)	25.3(101)	41.5(166)	20.5(82)

The opinions about the consistency between the O-NET and curriculum

As shown in Table 21, the tendency of students' opinions about the contents of the O-NET based on the curriculum and the contents of the O-NET related to textbooks were varied. Even though more than half of students agreed that the test was based on the curriculum (57%), some students approximately 36% were not sure with this statement. 7% of them disagreed with this statement. Moreover, the majority of students (47.1%) agreed that the contents of the O-NET were related to the contents in textbooks. There were approximately 34% of teachers who were not sure with this statement. 19% of students disagreed with this statement.

For the interview results, most students said that the contents of the test were not related to the contents in English textbooks. Excerpt 17 said that the contents they learn in textbook were not tested on the O-NET. Excerpt 18 complained about the difficulty of vocabulary and said that no tested vocabulary found in textbook. Regarding the consistency between contents of the test and curriculum, some students in group interviews did not believe that the contents of the test were based on the curriculum because the test emphasized only some skills. Excerpt 19 said that listening and speaking skills were not tested on the O-NET. Another student in Excerpt 20 also showed that the O-NET did not focus on four skills but emphasized critical-thinking skill.

Excerpt 17:
> *"เนื้อหาของข้อสอบยากไปและออกไม่ตรงกับเนื้อหาในหนังสือเรียนเลย"*
> *"The contents of the test were too difficult and were not relevant to the contents in textbooks."*
> (Low-achieving student A, Group 2, Small School, February 10, 2014)

Excerpt 18:

"คำศัพท์ที่สอบไม่มีในหนังสือเรียนเลย"

"There was no tested vocabulary found in the textbook."

(High-achieving student A, Group 7, Large School, February 17, 2014)

Excerpt 19:

"ข้อสอบเน้นการอ่านอย่างเดียวไม่มีการฟังและการพูด"

"The test emphasized reading skills only. There were no listening and speaking skills."

(High-achieving student D, Group 1, Small School, February 10, 2014)

Excerpt 20:

"ผมไม่คิดว่าข้อสอบจะอิงตามหลักสูตร เพราะข้อสอบจะเน้นทักษะการคิดวิเคราะห์ ถ้าวิชาปกติจะเน้นสี่ทักษะ ฟัง พูด อ่าน เขียน"

"I did not think the test based on curriculum because the O-NET focused on critical thinking skills, but the regular class focused on four skills: listening, speaking, reading and writing."

(Low-achieving student B, Group 8, Large School, February 17, 2014)

The opinions about content assessed in the O-NET

As shown in Table 21, most Grade 9 students had tendency to agree that the O-NET was used to check their proficiency (65.5%) and the O-NET emphasized critical-thinking skills (62.1%). This is consistent with the interview results. Most students agreed that the O-NET mainly emphasized critical-thinking skills. For example, Excerpt 21 said that the O-NET focused on critical-thinking skills as well as finding main idea. Regarding using the O-NET to check students' English proficiency, most students agreed that the test helped them to measure their level of English proficiency. Excerpt 24 said that the O-NET could measure their English proficiency. If she got low scores, she should practice more to enhance English proficiency. Student

in Excerpt 23 believed that he could not do the test because he had low level of English proficiency.

Excerpt 21:

"โอเน็ตยากมาก จะเน้นการคิดวิเคราะห์และหาใจความสำคัญ"

"The O-NET is very difficult. It emphasized critical-thinking skills and finding main ideas.

(High-achieving student B, Group 9, Medium School, February 20, 2014)

Excerpt 22:

"ข้อสอบโอเน็ตจะเน้นอ่านและทักษะการคิดวิเคราะห์"

"The O-NET emphasized reading and critical thinking skills."

(Low-achieving student B, Group 8, Large School, February 17, 2014)

Excerpt 23:

"เราทำข้อสอบไม่ได้เลยเพราะเราไม่เก่งอังกฤษ"

"We could not do the test because we were not good at English."

(Low-achieving student A, Group 6, Medium School, February 12, 2014)

Excerpt 24:

"ข้อสอบใช้วัดความสามารถได้ค่ะ ถ้าเราทำข้อสอบไม่ได้แปลว่าเราต้องศึกษาให้มากขึ้น กว่าเดิมค่ะ"

"The test could measure my abilities. If I could not do the test, it meant that I needed to study English more and more."

(High-achieving student C, Group 11, Large School, February 26, 2014)

The opinions about purpose of the O-NET

As shown in Table 21, the tendency of students' opinions about using O-NET scores as criterion for exit examination and using O-NET scores as indication of how well students learned in classrooms were varied. Even though most students (58.3%) agreed and strongly agreed with the idea to use O-NET scores for exit examination. Some of them (25.5%) were not sure with this idea and about 16% disagreed with this idea. Regarding using O-NET scores as indication of how well students learned in classroom, the majority of students (59.1%) agreed that the O-NET scores could indicate how well they learned in classroom. There were approximately 27.8% who were not sure with this statement. 13.3% of them disagreed with this statement.

For the results from group interviews, when considering using the O-NET scores as criterion for exit examination, some students disagreed with the idea. Excerpt 25 said that she was afraid that the O-NET might affect the school grade. Excerpt 26 mentioned that this idea affected her to have more pressure to increase the O-NET scores. Regarding the use of the O-NET scores as indication of how well students learn in classrooms, there were different opinions among students. Some students agreed and said that high-achieving students often reviewed contents related to the O-NET. Excerpt 27 believed that those students who performed well in the class might get higher O-NET scores. Excerpt 28 disagreed that the O-NET scores indicated how they learn English in classrooms. He said that the contents of the O-NET were different from the contents he learned in regular class.

Excerpt 25:

"หนูกลัวคะแนนสอบโอเน็ตจะมีผลต่อเกรดเพราะที่โรงเรียนใช้คะแนนโอเน็ตตั้ง 30%"

"I was afraid that my English grade was affected from the O-NET scores because my school used 30% of the O-NET scores for exit examination."

(HIgh-achieving student D, Group 1, Small School, February 10, 2014)

Excerpt 26:

"หนูไม่เห็นด้วยเพราะรู้สึกกดดันที่ต้องเพิ่มคะแนนโอเน็ตค่ะ"

"I disagreed with this idea because I felt more pressure to increase the scores"

(High-achieving student D, Group 1, Small School, February 10, 2014)

Excerpt 27:

"หนูคิดว่าเพื่อนน่าจะได้คะแนนโอเน็ตสูงเพราะเขาใช้เวลาไปกับการเตรียมตัวสอบเยอะเลย"

"I believed that my friend might get high O-NET scores because she spent a lot of time on the O-NET preparation."

(Low-achieving student D, Group 12, Large School, February 26, 2014)

Excerpt 28:

"ผมไม่คิดว่าวัดได้เพราะเนื้อหาในข้อสอบแตกต่างจากเนื้อหาที่เราเรียนในห้องเรียน"

"I did not think it could measure because the contents of the O-NET were different from the contents that we had learned in classrooms."

(Low-achieving student D, Group 10, Medium School, February 20, 2014)

The opinions about impact of the O-NET

As shown in Table 21, most Grade 9 students had tendency to agree that the O-NET preparation had influence on their English language learning (62%) and English language teaching in classrooms (61%). This is consistent with the results from group interview. When considering the impact of test preparation on learning, Grade 9 students agreed that the test preparation had impact on their learning. Some believed that it had negative impact. Excerpt 29 said that he could not catch up with regular lessons, and didn't understand what teachers had taught in classrooms because teachers skipped some contents in order to prepare him for the O-NET and stopped regular class to tutor the O-NET. However, some students especially high-achieving students believed that the test affected their learning positively. For example, students in Excerpt 30 said that they could review contents they had

learned for 3 years in the lower secondary level. It also encouraged them to be more active in preparing for the test. Regarding the impact of test preparation on teaching, students said that it had influence on their teaching. Most students believed that it affected on their teachers' teaching negatively because teachers could not cover all content within the limited time. Excerpt 31 said that teachers skipped some parts in the textbooks in order to focus on tested contents. Student in Excerpt 32 said that her school had to postpone final exam schedule because teacher could not finish all contents within the regular time. Few students said that it had no impact because their teachers could apply the test-related contents to the regular class as shown in Excerpt 33.

Excerpt 29:

"ส่งผลต่อการเรียนครับ เพราะครูจะเอาเนื้อหาติวมาแทรกในวิชาปกติ ทำให้เราเรียนวิชาปกติ ไม่ทัน"

"It affected my learning because teacher included the O-NET in regular class, so we could not catch up with our regular lessons."

(Low-achieving student E, Group 2, Small School, February 10, 2014)

Excerpt 30:

"It had positive impact on my learning because I could review contents that I have learned for 3 years."

"ส่งผลดีต่อการเรียนครับเพราะเป็นการทบทวนเนื้อหาที่เคยเรียนมาประมาณ 3 ปีไปด้วย "

(High-achieving student B, Group 7, Large School, February 17, 2014)

Excerpt 31:

"ครูสอนเรื่องแกรมม่าครบ แต่ครูข้ามเนื้อหาบางเรื่องในหนังสือไป"

"Teacher taught all content about grammar, but she skipped some parts in the textbooks."

(High-achieving student B, Group 7, Large School, February 17, 2014)

Excerpt 32:

"โรงเรียนของเราเลื่อนวันปิดเทอมค่ะ เพราะครูไม่สามารถสอนเนื้อหาให้ครบภายในเวลาที่
กำหนดได้"

"My school postponed final exam schedule because teachers couldn't teach
all content within the regular time."

(Low-achieving student C, Group 12, Large School, February 26, 2014)

Excerpt 33:

"ไม่ส่งผลครับ เพราะครูจะเชื่อมโยงเนื้อหาการติวเข้ากับการสอนครับ"

"It didn't affect teaching because teacher linked test-related contents to the
regular teaching."

(High-achieving student A, Group 1, Small School, February 10, 2014)

Research Question 3

To what extent does the Ordinary National Educational Test (O-NET) have any washback effects on English language teaching in Grade 9?

To answer this Research Question, the data were collected using questionnaires and interviews. 75 English teachers were asked to rate their frequency of the activities they did when they taught English in the questionnaire. 6 of them were participated in the semi-structured interviews. Moreover, 400 Grade 9 students were asked to rate the frequency of what their teachers did when taught English in the questionnaires. 60 of them were participated in 12 group interviews. The results of teacher and student questionnaires were analyzed by using arithmetic mean (*M*), standard deviation (*SD*), and independent samples t-test. The results of teachers' semi-structured interviews and students' group interviews were analyzed by using content analysis.

The researcher used arithmetic means to analyze the quantitative data. They were interpreted as follows:

The scores between 4.21-5.00 means teachers always did it.

The scores between 3.41-4.20 means teachers often did it.

The scores between 2.61-3.40 means teachers did it sometimes.

The scores between 1.81-2.60 means teachers seldom did it.

The scores between 1.00-1.80 means teachers never did it.

The results were shown in eight areas of teaching as follows: content of teaching, teaching method, teacher-made assessment, teacher talk, time allotment for test preparation, teacher assigned homework, nervousness and anxiety, and atmosphere of the class.

1. Washback effects of the O-NET on content of teaching

Table *22*

The Means, Standard Deviations and Independent Samples T-Test of Content of Teaching

	Perceptions of Participants						T-Test for Equality of Means		
	Teachers (n=75)		Grade 9 Students (n=400)		Total (n=475)				
Content of Teaching	*M*	*SD*	*M*	*SD*	*M*	*SD*	t	df	p
1.1 Teaching English contents and skills based on the Basic Education Core Curriculum B.E. 2551.	4.29	.74	3.77	.93	3.85	.92	-4.6	473	.00
1.2 Teaching English contents and skills which are more likely to appear on the O-NET.	3.97	.78	3.79	.95	3.82	.93	-1.7	118	.08
1.3 Using textbooks to teach English in classrooms.	3.68	.91	3.91	.95	3.87	.95	1.88	473	.06
1.4 Using previous O-NET tests and other O-NET related materials to teach English in classrooms.	3.67	.96	3.88	.94	3.85	.94	1.79	473	.07

*p < .05.

There were no significant differences at .05 level between teachers' and students' perceptions towards teaching contents related to the O-NET, using past O-NET exams and other O-NET related materials in classrooms, and using textbooks to teach in classrooms. However, there were significant differences at .05 level between teachers' and students' perceptions on teaching English contents and skills based on the curriculum.

As shown in Table 22, the questionnaire results showed that teachers often used textbook as main material in classrooms *(M* = 3.87, *SD*= .95)* and they often used previous O-NET tests and other O-NET-related materials to teach in classrooms (*M* = 3.85, *SD*= .94). This is consistent with the interview results. All teachers revealed that they mainly used textbooks to teach in classrooms. Excerpt 34 said that contents of teaching were based on textbook. Grade 9 students in Excerpt 35 said that teachers used textbooks as main material and used other resources from the Internet and provided worksheets. Moreover, the interview results showed that teachers taught contents related to the O-NET and used previous O-NET tests and other O-NET related materials such as pre O-NET to tutor students in classrooms as presented in Excerpts 36-37.

Excerpt 34:

"จะเน้นใช้หนังสือเป็นหลักเพราะเนื้อหาที่สอนจะอิงตามในหนังสือ"

"*I mainly used English textbooks because my teaching contents were based in textbooks.*"

(English teacher F, Large School, February 26, 2014)

Excerpt 35:

"ครูจะใช้หนังสือเรียนและใบงานสอนในชั้น"

"*Teacher used textbooks and worksheets to teach in classrooms.*"

(Low-achieving student D, Group 2, Small School, February 10, 2014)

Excerpt 36:

"มีทบทวนเนื้อหาที่เกี่ยวกับโอเน็ตให้เด็กโดยใช้พวกข้อสอบเก่าและหนังสือติว"

"*I reviewed contents relevant to the O-NET to my students by using previous O-NET tests and tutorial books.*"

(English teacher E, Medium School, February 20, 2014)

Excerpt 37:

"ครูจะเอาข้อสอบเก่าและพรีโอเน็ตมาติวให้"

"Teacher tutored us by using previous O-NET tests and pre O-NET."

(Low-achieving student C, Group 4, Small School, February 11, 2014)

There were significant differences at .05 level between teachers' and students' perceptions on teaching English contents and skills based on the curriculum, t (473) = -4.6, p =.00. The results showed that there were different levels of frequency between teachers' and students' perceptions. the mean scores of teachers had higher than Grade 9 students. Teachers always taught content based on the curriculum (*M*= 4.29, *SD* =.74). Students perceived that teachers often taught content based on the curriculum (*M*= 3.77, *SD* = .93). The interviews of English teachers showed that teachers taught contents based on the curriculum; however, they paid more attention to grammar and vocabulary. For example, Excerpt 38 said that she taught in accordance with the curriculum but mainly emphasized grammar in classrooms. Most Grade 9 students also perceived that their teachers emphasized more grammar and vocabulary. For example, excerpt 39 mentioned that their teacher taught grammar most of the time and sometimes taught conversation based on textbook.

Excerpt 38:

"เนื้อหาของบทเรียนจะอิงตามหลักสูตรค่ะ ปกติจะเน้นไวยากรณ์มากกว่าคำศัพท์ ทักษะการสื่อสารไม่ค่อยได้สอน"
"Contents of lesson were based on the curriculum. I normally emphasized grammar rather than vocabulary. I hardly taught communication skills."

(English teacher A, Small School, February 10, 2014)

Excerpt 39:

"ครูสอนคำศัพท์และไวยากรณ์มากกว่า ครูสอนการสนทนาตามหนังสือเป็นบางครั้ง"

"Teacher focused more on vocabulary and grammar; she sometimes taught conversation based on English textbooks"

(High-achieving student B, Group 3, Small School, February 11, 2014)

Excerpt 40:

"ครูเน้นสอนไวยากรณ์และคำศัพท์ทุกครั้งที่เรียนค่ะ"

"Teacher often taught grammar and vocabulary every time we studied."

(Low-achieving student A, Group 12, Large School, February 26, 2014)

2. Washback effects of the O-NET on teaching method

Table *23*

The Means, Standard Deviations and Independent Samples T-Test of Teaching Method

Teaching Method	Perceptions of Participants						T-Test for Equality of Means		
	Teachers (n=75)		Grade 9 Students (n=400)		Total (n=475)				
	M	*SD*	*M*	*SD*	*M*	*SD*	t	df	p
2.1 Changing teaching methods to help students to succeed on the O-NET.	3.80	.98	3.71	1.00	3.73	1.00	-.69	473	.48
2.2 Teaching test-taking strategies in classrooms.	3.83	.89	3.74	1.03	3.76	1.00	-.65	473	.51
2.3 Using communicative language teaching approach in classrooms.	3.95	.76	3.67	.99	3.71	.96	-2.77	124.8	.00
2.4 Using student-centered approach in classrooms.	4.03	.80	3.56	.99	3.63	.97	-4.45	120.3	.00

*p < .05.

There were no significant differences at .05 level between teachers' and students' perceptions on teaching test-taking strategies and changing methods to help students perform well on the O-NET. In contrast, there were significant differences at .05 level between teachers' and students' perceptions in terms of using communicative language teaching approach and using student-centered approach in classrooms.

As shown in Table 23, teachers often taught test-taking strategies in classrooms (M= 3.76, SD = 1.00). Moreover, they often changed their teaching methods to help students performed well on the O-NET (M= 3.73, SD= 1.00). The interviewed teachers and Grade 9 students said that teachers taught test-taking strategies in classrooms such as guessing words from the context, scanning, skimming, finding main ideas, and reading questions before reading passages as stated in Excerpts 41-44. Moreover, the interview results showed that teachers changed their teaching method with an aim to help students perform well on the test. For example, Excerpt 45 revealed that he normally introduced the lessons, taught the contents, and assigned students to do exercise or homework in the regular teaching. On the other hand, when he tutored students, he firstly asked students to do the previous O-NET by themselves, and then he showed the answers and explained the unclear questions to students.

Excerpt 41:

"ครูบอกเด็กให้อ่านคำถามก่อนแล้วค่อยกลับมาอ่านเนื้อเรื่อง และก็สอนเขาเทคนิคสแกนนิ่ง สคิมมิ่ง และสอนการเดาจากบริบท"

"I told students to read the questions before reading passages. I also taught scanning and skimming techniques and guessing words from the context."

(English teacher B, Small School, February 11, 2014)

Excerpt 42:

"ผมจะบอกเค้าให้หาใจความสำคัญจากประโยคแรกและประโยคสุดท้ายของย่อหน้า   และผมก็
บอกเค้าให้จำคีย์เวิร์ดที่สำคัญ เช่น ความหมายของคำว่า รีเฟอร์ ทู"

"I told them to find the main idea from the first or the last sentences of the
paragraph. I also told them to remember keyword such as the meaning of the
word 'refer to'."

(English teacher E, Medium School, February 20, 2014)

Excerpt 43:

"เขาสอนพวกผมเกี่ยวกับการเดาคำศัพท์จากบริบทครับ"

"She taught us about guessing words from the context."

(Low-achieving student E, Group 2, Small School, February 10, 2014)

Excerpt 44:

"ครูบอกเราให้จำประเภทของคำศัพท์ และก็ให้เราอ่านโจทย์ก่อนแล้วค่อยอ่านเนื้อความทีหลัง"

"Teacher told us to remember the part of speech of vocabulary and read the
questions before reading passages."

(High-achieving student B, Group 5, Medium School, February 12, 2014)

Excerpt 45:

"ผมเปลี่ยนแนวการสอนระหว่างการสอนเนื้อหาปกติกับการสอนติวถ้าสอนปกติผมก็นำเข้าสู่
บทเรียน สอนเนื้อหา และก็ให้เด็กทำแบบฝึกหัด แต่ถ้าสอนติว ผมจะให้เขาทำข้อสอบเก่าและ
จะอธิบายคำถามทีละข้อ"

 "I changed my teaching methods between teaching regular lessons and
teaching tutorial lessons. When I taught regular lessons, I introduced the lesson,
taught the contents, and assigned students to do exercises. In contrast, for
teaching tutorial lessons, I gave students previous O-NET tests and explained
each question in details."

(English teacher E, Medium School, February 20, 2014)

Excerpt 46:

*"ครูจะสอนก่อน แล้วให้ทำใบงานและก็จะมีการสอบเก็บคะแนนด้วยครับในคาบปกติ ตอนติว
ครูจะเอาข้อสอบมาอธิบายให้ฟังทีละข้อ"*

*"Teacher taught us first, and then we did worksheets and quizzes in regular
class. When she tutored us, she used previous O-NET tests and explained each
question to us."*

(Low-achieving student A, Group 2, Small School, Febrauary 10, 2014)

Excerpt 47:

*"ครูสอนไวยากรณ์แล้วให้ตัวอย่าง และให้ทำแบบฝึกหัด แต่ถ้าเป็นติว ครูให้เราลองทำข้อสอบ
เก่าก่อน และจะเฉลยทีละข้อ"*

*"Teacher taught grammar, gave some examples, and assigned us to do
exercises. But, when she tutored us, she had us to do the previous O-NET tests,
and then she gave an answer to each question."*

(High-achieving student C, Group 11, Large School, February 26, 2014)

There were significant differences at .05 level between teachers' and
students' perceptions in terms of using communicative language teaching approach, t
(124)= -2.77, p =.00 and using student-centered approach in classrooms, t (120)= -
4.45, p =.00. The results showed that teachers' and students' perceptions were at
the same level of frequency, but teachers had higher mean scores than Grade 9
students. Teachers often used communicative language teaching approach and used
student-centered approach in classrooms (*M*= 3.95, *SD* = .76; *M*= 4.03, *SD* = .80,
respectively). Grade 9 students also perceived that teachers often used
communicative language teaching approach and student-centered approach (*M*=
3.67, *SD* = .99; *M*= 3.56, *SD* = .99, respectively).

Regarding student-centered approach, the interview results are consistent
with the questionnaire results. Some teachers focused on student-centered

approach. Excerpt 48 said that she tried to encourage students to participate more in learning activities rather than teaching them in front of the class. The interviews of Grade 9 students in Excerpt 50 revealed that teacher used student-centered approach by using various activities in classrooms. Regarding using communicative language teaching approach, the interview results are contradicted with the questionnaire results. The interviews of teachers and Grade 9 students said that teachers did not focus on communicative language teaching approach when they taught regular English course in classrooms. Excerpt 51 said that she did not use this approach in classrooms but taught the basic English conversation.

Excerpt 48:

"พี่จะยึดผู้เรียนเป็นศูนย์กลาง จะให้เขาทำงานกลุ่มเป็นส่วนใหญ่ เพราะถ้าเขาทำงานเป็นกลุ่มเขาจะได้ความรู้เยอะกว่าการที่เราไปยืนสอนเขาอยู่หน้าห้อง"

"I focused on student-centered approach. I often assigned them to work in group because when they worked in group, they gained more knowledge than I taught them in front of the class."

(English teacher D, Large School, February 17, 2014)

Excerpt 49:

"ครูจัดกิจกรรมให้เขาได้เรียนรู้ด้วยตนเอง ถ้าเขาเรียนรู้ด้วยตัวเอง เขาสามารถเพิ่มความรู้ที่นำมาต่อยอดการเรียนของเขาได้"

"I employed various activities in classrooms to help them learned by themselves. If they learned by themselves, they could increase their knowledge which furthered their learning."

(English teacher A, Small School, February 10, 2014)

Excerpt 50:

"ครับ ครูสอนแบบเน้นผู้เรียนเป็นศูนย์กลาง ครูมีกิจกรรมตั้งเยอะให้เล่นระหว่างเรียน และครูก็
พยายามช่วยเราให้เข้าใจบทเรียนถ้าเราไม่เข้าใจ เราสามารถถามได้ตลอดเวลา"

"Yes, teacher used student-centered approach in classrooms. She had a lot of
activities while studying. She tried to help us to understand the lessons. If we
didn't understand, we could ask her any time."

(Low-achieving student E, Group 2, Small School, February 10, 2014)

Excerpt 51:

"แนวการสอนแบบเน้นการสื่อสารไม่ค่อยได้ใช่ค่ะ ครูจะเน้นแค่บทสนทนาพื้นฐานค่ะ"

"Communicative language teaching approach was rarely employed in my class.
I focused only on Basic English conversation."

(English teacher A, Small School, February 10, 2014)

Excerpt 52:

"เราเรียนไวยากรณ์ในวิชาอังกฤษพื้นฐานแต่เรียนการสื่อสารในวิชาอังกฤษเสริมกับครู
ชาวต่างชาติ"

"We studied grammatical rules in Basic English Course, but communicative skills
were taught in additional English course with foreign teacher.

(High-achieving student B, Group 7, Large School, February 17, 2014)

3. Washback effects of the O-NET on teacher-based assessment

Table 24

The Means, Standard Deviations and Independent Sample T-Test of Teacher-Based
Assessment

Teacher-Based Assessment	Perceptions of Participants						T-Test for Equality of Means		
	Teachers (n=75)		Grade 9 students (n=400)		Total (n=475)				
	M	SD	M	SD	M	SD	t	df	p
3.1 Adapting test-items from previous O-NET tests for English tests in classrooms.	3.75	.93	3.66	1.0	3.67	1.00	-.70	473	.48
3.2 Adjusting classroom assessment to match with the formats of the O-NET such as using multiple-choice test to evaluate students' learning.	3.84	.90	3.63	.98	3.66	.97	-1.8	109	.06
3.3 Using performance-based Assessment to evaluate students' English language learning such as Essay writing, pair-work, role-play, group discussion, portfolios, diaries, and self-assessment.	3.71	.85	3.51	1.0	3.54	1.0	-1.7	121	.08
4. Assessing students English ability based on the objectives of the syllabus.	4.00	.78	3.44	1.0	3.52	1.0	-5.3	128	.00

*p<.05.

There were no significant differences at .05 level between teachers' and students' perceptions on adapting test-items from the previous O-NET exams to school assessment and adjusting the classroom assessment to match with the format of the O-NET. In contrast, there were significant differences at .05 level between teachers' and students' perceptions in term of assessing students based on the objectives of the syllabus.

As shown in Table 24, teachers often adapted test items from previous O-NET tests for classroom assessment (M= 3.67, SD = 1.00) and often used multiple-choice questions, which was the same format of the O-NET, to evaluate students' learning (M= 3.66, SD = .97). They are consistent with the qualitative data. The interviews of English teachers revealed that some of them adapted test items from previous O-NET tests and used the same types of questions as well as the O-NET for their school tests as shown in Excerpts 53-54. Some of Grade 9 students perceived that their school tests were similar to the O-NET. For example, Excerpt 56 said that they were similar to the O-NET in terms of type of quesitons. However, others perceived that the O-NET was different from the school tests. For example, Excerpts 55 said that the O-NET emphasized reading and critical-thinking skills which were different from the school tests. When considering using the same test format as well as the O-NET, the interviews of teachers and Grade 9 students said that teachers used multiple-choice questions as the format of their school tests as depicted in Excerpts 57-58.

Excerpt 53:

> *"บางคำถามมีคล้ายกับข้อสอบโอเน็ตบ้างแต่ไม่ใช่ทั้งหมดเพราะนักเรียนอาจรู้สึกว่ายากเกินไปสำหรับเขา"*

> *"Some questions were similar to the O-NET, but it was not all questions based on the O-NET because students might think that it was difficult to them."*

> (English teacher E, Medium School, February 20, 2014)

Excerpt 54:

"คำถามจะคล้ายกับข้อสอบโอเน็ต เช่น พวกสถานการณ์"

"The questions were related to the O-NET such as the situations."

(English teacher D, Large School, February 17, 2014)

Excerpt 55:

"ไม่คิดว่าคล้ายเพราะข้อสอบโอเน็ตจะเน้นอ่านและทักษะการคิดวิเคราะห์ แต่ข้อสอบกลางภาค และปลายภาคจะออกตามที่เราเรียนในหนังสือ"

"I don't think they were similar because the O-NET emphasized reading and critical thinking skills, but the mid-term and final exams were based on what we had learned in the textbooks."

(Low-achieving student B, Group 8, Large School, February 17, 2014)

Excerpt 56:

"ข้อสอบก็คล้ายกับโอเน็ต เพราะมีลักษณะคำถามคล้ายๆกัน เช่น บทสนทนาและแกรมม่า"

"The school tests were similar to the O-NET in terms of the types of questions such as conversation and grammar."

(High-achieving student B, Group 9, Medium School, February 20, 2014)

Excerpt 57:

"ข้อสอบทั้งหมดเป็นกากบาท บางคำถามจะถามเกี่ยวกับบทสนทนา หาใจความสำคัญ หรือเติม คำ"

 All of them were multiple-choice questions. Some questions were conversations, finding the main idea, or filling in the blank."

(English teacher F, Large School, February 26, 2014)

Excerpt 58:

"ข้อสอบจะเป็นกากบาทครับ"

"The test was multiple-choice questions."

(High-achieving student A, Group 7, Large School, February 17, 2014)

There were significant differences at .05 level between teachers' and students' perceptions in term of assessing students based on the objectives of the syllabus, t (128.5)= -5.3, p = .00. The results from teachers and Grade 9 students were at the same level of frequency; however, teachers had higher mean scores than Grade 9 students. Teachers said that they often assessed students based on the objectives of the syllabus (*M*= 4.00, *SD* = .78). Students also perceived that teachers often assessed them based on the objectives of the syllabus (*M*= 3.44, *SD* = 1.0). This is consistent with the qualitative data. The interviewed teachers said that they designed the school tests, which were quizzes, mid-term and final exams, from the contents they taught in classrooms as revealed in Excerpts 59-60. The group interviews of Grade 9 students showed that they were evaluated on what they had learned in classrooms as shown in Excerpts 61-62.

Excerpt 59:

"ข้อสอบก็จะเอาเนื้อหาจากแบบฝึกหัดหรือในบทเรียนที่เราสอนไปมาออก"

"The school tests were based on exercises or the lessons that I had taught in classrooms."

(English teacher E, Medium School, February 20, 2014)

Excerpt 60:

"ข้อสอบจะอิงตามตัวชี้วัดในหลักสูตรเป็นหลัก"

"The test was mainly based on the indicators in the curriculum."

(English teacher F, Large School, February 26, 2014)

Excerpt 61:

"ข้อสอบกลางภาคและปลายภาคจะอิงตามที่เราเรียนค่ะ"

"The mid-term and final exams were based on what we had learned."

(High-achieving student C, Group 1, Small School, February 10, 2014)

Excerpt 62:

"เนื้อหาของข้อสอบจะออกตามบทเรียนที่ครูสอนพวกเรา"

"The contents of the test were based on lessons teachers taught us."

(Low-achieving student A, Group 6, Medium School, February 12, 2014)

4 Washback effects of the O-NET on teacher talk

Table *25*

The Means, Standard Deviations and Independent Samples T-Test of Teacher Talk

Teacher Talk	Perceptions of Participants						T-Test for Equality of Means		
	Teachers (n=75)		Grade 9 Students (n=400)		Total (n=475)				
	M	SD	M	SD	M	SD	t	df	p
1. Using only English when I teach English in classrooms.	3.51	.89	3.44	.97	3.45	.95	-.55	473	.58
2. Using English with occasional Thai explanation when I teach English in classrooms.	3.80	.69	3.80	.98	3.80	.94	-.053	135	.95
3. Using only Thai when I teach English in classrooms.	2.81	1.19	3.23	1.21	3.17	1.20	2.74	473	.00

*p<.05.

There were no significant differences at .05 level between teachers' and students' perceptions on using English and Thai explanation in classrooms and using only English in classrooms. On the other hand, there were significant differences at .05 level between teachers' and Grade 9 students' perceptions towards using only Thai to teach in classrooms.

As shown in Table 25, teachers often used English with occasional Thai explanation in classrooms (*M*= 3.80, *SD* = .94). However, this is not consistent with the qualitative data. The qualitative data from English teachers and Grade 9 students revealed that teachers used both Thai and English as mediums of instruction to teach regular and tutorial lessons. Thai was used as the main language of instruction about 60-80%. However, English was occasionally used when teachers greeted their students, asked questions, pronounced words, and read passages. Furthermore, when teachers taught tutorial lessons, they also used Thai rather than English. English was used only when they pronounced words and read sentences. Excerpt 67 revealed that the amount of time they used English in classrooms depended on their students' English language proficiency.

Excerpt 63:

"ส่วนมากจะใช้ภาษาไทย โดยเฉลี่ย 80% ใช้ภาษาอังกฤษเวลาถามเขาบ้างค่ะ"

"I used Thai on average about 80% and used English when I asked students some questions."

(English teacher A, Small School, February 10, 2014)

Excerpt 64:

"ใช้ทั้งภาษาไทยและอังกฤษค่ะ แต่ปกติจะใช้ภาษาไทยประมาณ 60% โดยเฉพาะตอนอธิบาย แกรมม่าให้เด็ก ภาษาอังกฤษใช้สำหรับทักทายเด็ก"

"I used both Thai and English, but I normally used Thai about 60% especially when I explained grammar to my students. English was used for greeting my students."

(English teacher D, Large School, February 17, 2014)

Excerpt 65:

"ครูใช้ทั้งสองภาษา แต่จะใช้ภาษาไทยเป็นหลักประมาณ 80%"

"Teacher used both Thai and English, but Thai was used about 80% as main medium of instruction."

(High-achieving student C, Group 7, Large School, February 17, 2014)

Excerpt 66:

"ครูจะเน้นภาษาไทยประมาณ 60% ครับ ครูจะพูดภาษาอังกฤษตอนถามคำถาม และครูจะ
อธิบายเป็นภาษาไทยให้ฟัง"

"Teacher mainly used Thai for about 60% as medium of instruction. She used
English when she asked some questions, and then she explained in details in
Thai."

(Low-achieving student E, Group 2, Small School, February 10, 2014)

Excerpt 67:

"ขึ้นอยู่กับห้องค่ะ ถ้าห้องเด็กเก่งก็จะใช้ภาษาอังกฤษมากกว่า ถ้าห้องเด็กอ่อนก็จะใช้ภาษาไทย
มากกว่า."

"It depended on each class. I used English rather than Thai with high-achieving
students, but I used Thai more than English with low-achieving students."

(English teacher C, Medium School, February 12, 2014)

There were significant differences at .05 level between teachers' and Grade 9 students' perceptions towards using only Thai to teach in classrooms, t (473) = 2.74, p =.00. The results from teachers and students were at the same level of frequency; on the other hand, the mean scores of teachers were lower than the mean scores of Grade 9 students. Teachers said that they sometimes used only Thai to teach in classrooms (*M*= 2.81, *SD* = 1.19). Students perceived that teachers sometimes used only Thai to teach in classrooms (*M*= 3.23, *SD* = 1.21). This is not consistent with the interview results. Teachers and Grade 9 students revealed that teachers did not use only Thai to teach in classrooms. They used both Thai and English, but Thai was mainly used in classrooms.

5. Washback effects of the O-NET on time allotment for a test

Preparation

Table 26

The Means, Standard Deviations and Independent Samples T-Test of Time Allotment for a Test Preparation

Time Allotment for Test Preparation	Perceptions of Participants						T-Test for Equality of Means		
	Teachers (n=75)		Grade 9 Students (n=400)		Total (n=475)				
	M	SD	M	SD	M	SD	t	df	p
5.1 Spending time on classroom activities that help students perform well on the O-NET e.g., vocabulary and grammar activities.	3.59	.94	3.51	.95	3.52	.95	-.63	473	.52
5.2 Spending time after class to review contents that are likely to appear on the O-NET to students.	3.41	1.02	3.31	1.15	3.32	1.10	-.74	473	.46
5.3 Spending time on classroom activities that help students improve their English proficiency e.g., listening and speaking activities.	3.80	.80	3.52	1.00	3.56	1.00	-2.6	124	.00

Table 26 (Continued)

Time Allotment for Test Preparation	Perceptions of Participants						T-Test for Equality of Means		
	Teachers (n=75)		Grade 9 Students (n=400)		Total (n=475)				
	M	SD	M	SD	M	SD	t	df	p
5.4 Spending time on classroom activities that help students improve their critical thinking skills.	3.61	.80	3.51	.99	3.53	.96	-.98	120	.328

*p<.05.

There were no significant differences at .05 level on time spending to help students perform well on the O-NET and time spending to improve critical thinking skills. In contrast, there were significant differences at .05 level between teachers and Grade 9 students on time spending for improving students' English proficiency.

As shown in Table 26, teachers often spent time to help students improved their critical thinking skills (M= 3.53, SD = .96). Moreover, they often spent time to help students perform well on the O-NET (M= 3.52, SD = .95). They are similar to the interview results. The interviews of teachers and Grade 9 students revealed that teachers spent time to improve students' critical thinking skills. Student in Excerpt 70 revealed that they enhanced their critical thinking skills when teacher tutored them for the O-NET. Regarding time spending for the O-NET preparation, the interviews of teachers and group interviews of Grade 9 students showed that all of teachers spent time to review contents related to the O-NET especially in the last two or three weeks before students did the test. They used their regular class time to tutor their students. Some of them used other classes for test preparation such sports or

elective classes. Other teachers used extra time such as in the early morning for test-preparation. They were all revealed in Excerpts 71-76.

Excerpt 68:

"ครูก็พยายามฝึกให้เขารู้จักคิดจะได้มีทักษะการคิดวิเคราะห์"

"I tried to practice them to think to enhance their critical-thinking skills."

(English teacher B, Small School, February 11, 2014)

Excerpt 69:

"เขาจะได้ฝึกทั้งการอ่านและทักษะการคิดวิเคราะห์ในชั่วโมงติว"

"They could practice reading as well as critical thinking skills in tutorial class."

(English teacher D, Large School, February 17, 2014)

Excerpt 70:

"ครูสอนเนื้อหาติวที่ช่วยเพิ่มทักษะการคิดวิเคราะห์ให้ผมด้วยครับ"

"Teachers taught tutorial lessons which helped me to enhance critical-thinking skills."

(High-achieving student C, Group 7, Large School, February 17, 2014)

Excerpt 71:

"ในช่วงสัปดาห์ที่แล้วโรงเรียนไปจ้างวิทยากรภายนอกมาติวทุกวิชาประมาณ 4 วัน"

"Last week, the school hired tutors to tutor every subject on the O-NET for four days."

(English teacher C, Medium School, February 12, 2014)

Excerpt 72:

"พี่จะติวเด็กในชั้นเรียนช่วงเดือนสุดท้ายก่อนสอบ แต่พี่จะวางแผนการติวตั้งแต่ต้นเทอมโดยเตรียมแนวข้อสอบเก่าหรือชีทที่เกี่ยวข้องไว้ให้เด็กค่ะ"

"I tutored students in classrooms during last month before students took the test, but I planned my tutoring lessons at the beginning of the semester by finding previous O-NET tests and test-related materials for my students."

(English teacher D, Large School, February 17, 2014)

Excerpt 73:

"ครูเอาเวลาคาบกีฬาหรือคาบชุมนุมมาติวโอเน็ตให้"

"Teachers used sports or elective classes to tutor the O-NET."

(Low-achieving student A, Group 2, Small School, February 10, 2014)

Excerpt 74:

"ครูติว2-3 อาทิตย์สุดท้ายก่อนสอบ"

"Teacher tutored us in the last two or three weeks before testing."

(High-achieving student C, Group 4, Small School, February 11, 2014)

Excerpt 75:

"ครูติวให้เราในช่วงเช้าก่อนที่เราจะเริ่มเรียนวิชาปกติ"

"Teacher tutored us in the early morning before we started the regular class."

(High-achieving student C, Group 5, Medium School, February 12, 2014)

Excerpt 76:

"ครูเริ่มติวตั้งแต่หลังพวกเราสอบกลางภาคเขาสอนทั้งเนื้อหาปกติและเนื้อหาติวในชั้นเรียนโดย เขาบอกล่วงหน้าก่อนว่าคาบหน้าจะเรียนอะไร ถ้าเรียนปกติเขาก็จะบอกให้เราเอาหนังสือเรียน มาด้วย"

"Teacher began tutoring after we took the mid-term exam. He taught regular and tutorial lessons in classrooms. He told us in advance what we had to learn next time. If we learned regular lessons, he asked us to bring the textbooks."

(Low-achieving student B, Group 10, Medium School, February 20, 2014)

There were significant differences at .05 level between teachers and Grade 9 students on time spending for improving students' English proficiency, t (124.2) = -2.6, p =.00. The results from teachers and students were at the same level of frequency; however, teachers had higher mean scores than Grade 9 students. Teachers said that they often spent time on activities that helped students to improve their English proficiency (*M*= 3.80, *SD* = .80). Grade 9 students perceived that their English teachers often spent time to help them improved their language proficiency (*M*= 3.52, *SD* = 1.03). The interviews of English teachers showed that

some of them spent time to enhance students' four skills in regular class including listening, speaking, reading, and writing. However, they emphasized only reading skills in tutorial class such as Excerpt 77. The data from group interviews of Grade 9 students showed that teachers spent time to improve their students' English proficiency especially reading and writing skills such as Excerpt 79.

Excerpt 77:

"พี่สอนทั้งสี่ทักษะนะในคาบปกติ แต่พี่เน้นการอ่านในเนื้อหาติว"

"I taught four skills in regular class, but I emphasized reading skills in tutorial lessons."

(English teacher D, Large School, February 17, 2014)

Excerpt 78:

"ผมสอนฟัง พูด อ่าน เขียน เด็กส่วนใหญ่จะเพิ่มทักษะด้านการอ่านและการเขียน"

"I taught listening, speaking, reading and writing. Most of them improved reading and writing skills".

(English teacher E, Medium School, February 20, 2014)

Excerpt 79:

"ครูสอนทั้งสี่ทักษะ แต่จะเน้นการอ่านและการเขียน"

"Teacher taught four skills but emphasized reading and writing skills".

(High-achieving students D, Group 11, Large School, February 26, 2014)

Excerpt 80:

"ครูเน้นการอ่านโดยเฉพาะตอนที่ครูติวพวกเรา"

"Teacher focused on reading skills especially when she tutored us".

(Low-achieving students E, Group 2, Small School, February 10, 2014)

6. Washback effects of the O-NET on teacher assigned homework

Table *27*

The Means, Standard Deviations, and Independent Samples T-Test of Teacher
Assigned Homework

Teacher Assigned Homework	Perceptions of Participants						T-Test for Equality of Means		
	Grade 9								
	Teachers (n=75)		Students (n=400)		Total (n=475)				
	M	*S.D.*	*M*	*S.D.*	*M*	*S.D.*	t	df	p
6.1 Assigning homework based in English textbooks exercises.	3.69	.95	3.64	1.00	3.65	1.00	-.41	473	.67
6.2 Assigning homework relevant to the O-NET such as practicing the past exam papers or practicing reading comprehension activities.	3.59	.93	3.52	1.00	3.53	1.00	-.54	473	.58
6.3 Assigning group and pair work activities to students.	3.71	.88	3.44	1.00	3.48	1.00	-2.2	118	.02

*p<.05.

There were no significant differences at .05 level in term of teachers' and students' opinions on assigning homework relevant to the O-NET. However, there were significant differences at .05 level between teachers' and students' perceptions on assigning group and pair work activities.

As shown in Table 27, teachers often assigned homework based on the textbooks (*M*= 3.65, *SD*= 1.0). Moreover, they often assigned homework relevant to the O-NET (*M*= 3.53, *SD* = 1.0). The results of questionnaire are consistent with the interview results. For the results of interview, most English teachers assigned

homework based on exercises in textbooks such as Excerpt 81. Excerpt 82 assigned homework based on the contents of the lesson and got students to do exercises in the worksheets. Student in Excerpt 83 perceived that their teachers assigned homework based in textbook exercises. Moreover, the interviews of teachers and Grade 9 students said that teachers assigned homework relevant to the O-NET. For example, Excerpt 85 said that he assigned students to do the previous O-NET tests as their homework.

Excerpt 81:

"พี่จะให้การบ้านอิงตามเนื้อหาของบทเรียน จะให้นักเรียนทำเป็นใบงานหรือแบบฝึกหัดใน หนังสือ"

"I assigned homework based on contents of the lesson. Students were assigned to do worksheets or exercises in textbooks."

(English teacher C, Medium School, February 12, 2014)

Excerpt 82:

"การบ้านอิงตามในหนังสือและในใบงานที่ผมดัดแปลงเนื้อหามาจากแหล่งอื่นครับ"

"I assigned homework based in textbooks and worksheets that I adapted contents from other sources."

(English teacher E, Medium School, February 20, 2014)

Excerpt 83:

"การบ้านจะอิงตามแบบฝึกหัดในหนังสือเรียนครับ"

"Homework was based on exercises in the textbook."

(High-achieving student C, Group 7, Large School, February 17, 2014)

Excerpt 84:

"จะให้เขาทำข้อสอบเก่าที่ห้อง และก็จะสั่งให้กลับไปทำที่บ้านเป็นบางครั้ง"

"They were assigned to do previous O-NET tests in classrooms and I sometimes gave them to do at home."

(English teacher A, Small School, February 10, 2014)

Excerpt 85:

  "ก็มีการบ้านที่เกี่ยวข้องกับข้อสอบครับ คือให้นักเรียนทำข้อสอบเก่าที่บ้าน"

  "I assigned homework related to the O-NET by getting students to do previous

  O-NET tests at home."

            (English teacher E, Medium School, February 20, 2014)

Excerpt 86:

  "ก็มีการบ้านคล้ายๆกับข้อสอบบ้างข้อ เช่น พวกคำศัพท์และไวยากรณ์ค่ะ"

  "There was homework similar to the O-NET such as vocabulary and grammar."

      (Low-achieving student D, Group 12, Large School, February 26, 2014)

There were significant differences at .05 level between teachers' and students' perceptions on assigning group and pair work activities, t (118.5) = -2.2, p =.02. The results from teachers and students are at the same level of frequency; on the other hand, teachers had higher mean scores than Grade 9 students. Teachers said that they often assigned group and pair work activities to students (*M*= 3.71, *SD* = .88). Students perceived that their teachers often assigned group and pair work activities to them (*M*= 3.44, *SD* = 1.00). For the interviews of English teachers, most of teachers assigned group or pair work activities for their students as shown in Excerpts 87-88. Most of Grade 9 students also perceived that teachers assigned them to do pair and group work. Excerpt 89 said that she was assigned to read dialogue in pairs.

Excerpt 87:

  "นักเรียนก็ทำกิจกรรมคู่อยู่ครับ เช่นให้ทำใบงานหรืออ่านบทสนทนาตามในหนังสือ"

  "They did pair-work activities such as doing worksheets or reading dialogues in

  textbooks."

            (English teacher E, Medium School, February 20, 2014)

Excerpt 88:

"ครูให้เขาทำงานเป็นกลุ่ม"

"I assigned them to work in group."

(English teacher D, Large School, February 17, 2014)

Excerpt 89:

"เราทำงานเป็นคู่ท่องศัพท์และฝึกบทสนทนา"

"We worked in pairs to memorise vocabulary and practiced conversation."

(Low-achieving student C, Group 6, Medium School, February 12, 2014)

7. Washback effects of the O-NET on nervousness and anxiety

Table *28*

The Means, Standard Deviations and Independent Samples T-Test of Nervousness
and Anxiety

Nervousness and Anxiety	Perceptions of Participants						T-Test for Equality of Means		
	Grade 9								
	Teachers (n=75)		Students (n=400)		Total (n=475)				
	M	*SD*	*M*	*SD*	*M*	*SD*	t	df	p
7.1 Feeling pressure either from the school or students to improve the students' O-NET scores.	3.65	1.14	3.51	1.00	3.7	4.00	-1.11	74.3	.26
7.2 Feeling nervous and fear the poor test results of students' English ability.	3.82	1.05	3.58	1.00	3.6	1.13	-2.42	473	.01
7.3 Expecting students to perform well on the O-NET.	3.87	.93	3.55	1.00	3.6	1.00	-2.65	112	.00

*p<.05.

There were no significant differences at .05 level in terms of feeling pressure from the external factors to improve students' scores. However, there were significant differences at .05 level between teachers' and students' opinions about nervousness and fear for the poor test results and expecting students to perform well on the O-NET.

As shown in Table 28, teachers often felt pressure either from the schools or students to improve students' O-NET scores (*M*= 3.71, *SD*= 4.00). This is consistent with the interview results. The interviews of teachers and Grade 9 students stated that teachers had pressure from the schools to increase the O-NET scores. Excerpt 92 said that teachers had pressure because the scores affected the quality of schools.

Excerpt 90:

"แน่นอนว่าเราต้องมีความกดดันถ้าเรายังไม่ผ่านการประเมิน"

"Of course, we had pressure if we still hadn't passed the quality assessment."

(English teacher C, Medium School, February 12, 2014)

Excerpt 91:

"รู้สึกกดดันอยู่ค่ะ เพราะคะแนนของเด็กต้องเพิ่มขึ้นในแต่ละปี"

"I felt pressure because the students' scores should be increase in every year."

(English teacher F, Large School, February 26, 2014)

Excerpt 92:

"ครูก็กดดันครับ เขาอยากให้พวกเราทำให้เต็มที่เพราะคะแนนมีผลต่อโรงเรียน"

"Teacher had pressure. She wanted us to do our best because the O-NET scores affected the school."

(High-achieving student C, Group 7, Large School, February 17, 2014)

There were significant differences at .05 level between teachers' and students' opinions about nervousness and fear for the poor test results, t (473) = -2.4, p =.01, and expecting students to perform well on the O-NET, t (112.2) = -2.6, p =.00. The results from teachers and students showed the same level of frequency;

however, teachers had higher mean scores than Grade 9 students. Teachers said that they often expected students to perform well on the O-NET and felt nervous for the poor test results (*M*=3.87, *SD* = .93; *M*=3.82, *SD* = 1.05, respectively). Students perceived that their teachers were often afraid of the test results and expected them to perform well on the O-NET (*M*= 3.58, *SD*= 1.09; *M* = 3.55, *SD* = 1.05, respectively).

For the results of qualitative data, all of teachers expected their students to perform well on the O-NET. Grade 9 students in Excerpt 95 perceived that teachers expected them to do well on the O-NET. When considering the nervousness and fear for the results, Excerpt 96 said that she was worried and feared that her students got the poor test results due to students' low level of English proficiency. Excerpt 97 did not fear for the results because he tried to do their best. Grade 9 students perceived that teachers feared that they received low O-NET scores as shown in Excerpts 98-99.

Excerpt 93:

"ผมคาดหวังให้เขาทำข้อสอบได้"

"I expected them to perform well on the O-NET."

(English teacher E, Medium School, February 20, 2014)

Excerpt 95:

"ครูคาดหวังให้เราทำข้อสอบโอเน็ตได้"

"Teacher expected us to do well on the O-NET."

(High-achieving student B, Group 2, Small School, February 10, 2014)

Excerpt 96:

"ก็กังวลว่าเค้าทำข้อสอบได้ไหมเพราะพื้นความรู้เขามีน้อยเขาไม่เข้าใจอะไรเลย"

"I was worried whether they could do the test because students had little knowledge. They didn't understand anything."

(English teacher B, Small School, February 11, 2014)

Excerpt 97:

"ก็ไม่กังวลครับเพราะทำดีที่สุดแล้ว"

"I was not worried because I tried to do my best."

(English teacher E, Medium School, February 20, 2014)

Excerpt 98:

"ครูก็กังวล เพราะกลัวเด็กได้คะแนนน้อย"

"Teacher was worried because she feared that students would get low O-NET scores."

(High-achieving student D, Group 5, Large School, February 12, 2014)

Excerpt 99:

"ครูก็เครียดที่เด็กไม่เข้าใจ ครูกลัวเด็กจะทำไม่ได้"

"Teacher was stressful that we didn't understand the lessons; she feared that we couldn't do the test."

(Low-achieving student C, Group 12, Large School, February 26, 2014)

8. Washback effects of the O-NET on atmosphere of the class

Table 29

The Means, Standard Deviations and Independent Sample T-Test of Atmosphere of the Class

	Perceptions of Participants						T-test for Equality of Means		
		Grade 9							
	Teachers (n=75)		Students (n=400)		Total (n=475)				
Atmosphere of the Class	M	SD	M	SD	M	SD	t	df	p
8.1 Encouraging students to participate more in English classrooms.	4.12	.67	3.55	1.0	3.64	1.0	-6.0	148.0	.00
8.2 Organizing mock examination to students before taking the O-NET.	3.84	.87	3.64	1.0	3.67	1.0	-1.7	117.3	.08
8.3 Offering information relevant to the O-NET in classrooms.	3.79	.93	3.65	1.0	3.67	1.0	-1.05	473	.29

*p<.05.

There were no significant differences at .05 level between teachers and students in terms of offering information relevant to the O-NET and organizing mock examination to students. Nevertheless, there were significant differences at .05 level between teachers' and students' perceptions on encouraging students to participate in classrooms.

As shown in Table 29, teachers often offered information relevant to the O-NET (*M*= 3.67, *SD*= 1.00) and organized mock examination to students (*M*= 3.67, *SD* = 1.00). This is consistent with the interview results. Teachers said that they provided information relevant to the O-NET in classrooms such as contents of the test, dates,

time, and locations.   Some schools had conducted mock examination before students did the test, which was called pre O-NET.   Students were tested in all subjects by using the same period of time and the same test format as well as the O-NET. Grade 9 students both high-achieving students and low-achieving students perceived that teachers gave them the information about the O-NET such as the contents of the test, dates, and time. Moreover, Excerpt 103 said that teacher organized mock examination to help them familiar with the O-NET

Excerpt 100:

"ชี้แจ้งอยู่ครับ บอกนักเรียนว่ามีประมาณกี่ข้อ ให้เวลาทำกี่นาที"

"Yes, I did. I told my students about the number of questions and the amount of time to do the test."

(English teacher E, Medium School, February 20, 2014)

Excerpt 101:

"โรงเรียนมีพรีโอเน็ตที่ช่วยเตรียมนักเรียนในการสอบโอเน็ตค่ะ"

"My schools used pre O-NET in order to prepare students for the O-NET."

(English teacher A , Small School, February 10, 2014)

Excerpt 102:

"ครูชี้แจ้งเกี่ยวกับ รูปแบบของข้อสอบ สิ่งที่ต้องเตรียม เทคนิคการทำข้อสอบ"

"Teacher explained about format of the test, what should be prepared, and test-taking strategies."

(High-achieving student B, Group 5, Medium School, February 12, 2014)

Excerpt 103:

"พวกเราสอบพรีโอเน็ต โดยจะใช้เวลาสอบและกระดาษคำตอบเหมือนข้อสอบโอเน็ต"

"We did pre O-NET that used the same amount of time and the same answer sheet like the O-NET."

(Low-achieving student A, Group 2, Small School, February 10, 2014)

There were significant differences at .05 level between teachers' and students' perceptions on encouraging students to participate in classrooms, t (148) = -6.0, p =.00. The results from teachers and students were at the same level of frequency; however, teachers had higher mean scores than Grade 9 students. English teachers said that they often encouraged students to participate more in English classrooms (*M*= 4.12, *SD*= .67). Students perceived that their teachers often encouraged them to participate more in classrooms (*M*= 3.55, *SD*= 1.0). For the interviews of English teachers and Grade 9 students, teachers tried to encourage students to participate in various learning activities in classrooms as depicted in Excerpts 104-107.

Excerpt 104:

"ให้นักเรียนมีส่วนร่วมในชั้นเรียน"

"Students were encouraged to participate in class."

(English teacher C, Medium School, February 12, 2014)

Excerpt 105:

"ให้เขามีส่วนร่วมในกิจกรรมในห้องค่ะ"

"I tried to encourage them to participate in classroom activities."

(English teacher D, Large School, February 17, 2014)

Excerpt 106:

"ครูก็ทำอยู่ครับ ครูจะสั่งงานเราและก็ให้เรามาพูดให้เพื่อนฟังหน้าห้อง "

"Yes, she did. She assigned us to do some tasks and then presented to my peers in front of the class."

(Low-achieving student A, Group 8, Large School, February 17, 2014)

Excerpt 107:

"ครูให้เรามีส่วนร่วมในกิจกรรมที่หลากหลายค่ะ"

"She encouraged us to participate in various activities."

(High-achieving student D, Group 11, Large School, February 26, 2014)

Research Question 4

To what extent does the Ordinary National Educational Test (O-NET) have any washback effects on English language learning in Grade 9?

The results from questionnaires and interviews were shown in this part. The participants were English teachers and Grade 9 students. 75 English teachers were asked to rate the frequency of what their students did in questionnaire. 6 of them were participated in the semi-structured interviews. Moreover, 400 Grade 9 students were asked to rate the frequency of what they did when they learned English in the questionnaire. 60 of them participated in 12 group interviews. The results of teacher and student questionnaires were analyzed by using arithmetic mean (*M*), standard deviation (*SD*), and independent samples t-test. The results of teachers' semi-structured interviews and students' group interviews were analyzed by using content analysis.

The researcher used arithmetic means to analyze the quantitative data. They were interpreted as follows:

The scores between 4.21-5.00 means students always did it.

The scores between 3.41-4.20 means students often did it.

The scores between 2.61-3.40 means students did it sometimes.

The scores between 1.81-2.60 means students seldom did it.

The scores between 1.00-1.80 means students never did it.

They were shown in five main areas as follows: content of learning, total time of learning, learning strategies, learning motivation, and test anxiety.

1. Washback effects of the O-NET on content of learning

Table *30*

The Means, Standard Deviations and Independent Samples T-Test of Content of Learning

| Content of Learning | Perceptions of Participants | | | | | | T-Test for Equality of Means | | |
| | Teachers (n=75) | | Grade 9 Students (n=400) | | Total (n=475) | | | | |
	M	*SD*	*M*	*SD*	*M*	*SD*	t	df	p
1.1 Focusing learning on the contents and skills of English that are likely to appear on the O-NET.	3.41	.98	3.34	1.0	3.35	1.00	-.57	473	.56
1.2 Focusing learning communicative English language skills.	3.64	.89	3.47	.90	3.50	.90	-1.4	473	.14
1.3 Focusing learning on some parts in the English textbook even though they are not likely to appear on the O-NET.	3.41	.88	3.31	1.0	3.33	1.00	-.79	473	.43

*p<.05.

As shown in Table 30, there were no significant differences at .05 level between teachers' and students' perceptions on focusing learning on communicative English language skills, t (473) = -.14, p = .14, and focusing learning contents and skills that were likely to appear on the O-NET, t (473) = -.57, p = .56. Students often focused learning on communicative English language skills in classrooms (*M*= 3.50, *SD*= .90), followed by learning contents that were likely to appear on the O-NET (*M*= 3.35, *SD* = 1.00).

This is consistent with the interview results which showed that most students preferred to study communicative English language skills in classrooms rather than contents that were likely to be appeared on the O-NET. Excerpt 108 said that it was more fun and had a lot of activities. Excerpt 109 said that they could use these skills to communicate with foreigners in their real life situations. Some of them especially high-achieving students were interested in learning contents relevant to the O-NET. Excerpt 110 revealed that they wanted to perform well on the O-NET. For the results from English teachers, most teachers perceived that their students were interested in learning communicative English language skills such as Excerpt 112. Some teachers in Excerpt 113 said that students were more interested in learning contents that were likely to be appeared on the O-NET.

Excerpt 108:

"ชอบเรียนทักษะการสื่อสารค่ะเพราะเรียนสนุกกว่ามีกิจกรรมที่หลากหลายบางทีครูก็ให้จับคู่กับเพื่อนและออกมาพูดหน้าห้อง"

"I liked learning communicative English language skills because it was more fun and had various activities. Teachers sometimes assigned us to work in pairs or to speak in front of the class."

(High-achieving student D, Group 11, Large School, February 26, 2014)

Excerpt 109:

"ชอบเรียนการสื่อสารเพราะสามารถเอาไปใช้ในชีวิตประจำวันได้"

"I liked learning communicative English language because it could be used in real lives."

(Low-achieving student C, Group 12, Large School, February 26, 2014)

Excerpt 110:

"สนใจเรียนเนื้อหาที่เกี่ยวข้องกับข้อสอบโอเน็ตเพราะกลัวจะทำข้อสอบไม่ได้"

"I liked learning contents relevant to the O-NET because I was afraid that I could not do the test."

(High-achieving student D, Group 1, Small School February 10, 2014)

Excerpt 111:

"ชอบเรียนเนื้อหาที่มีออกในข้อสอบเพราะอยากได้คะแนนสอบโอเน็ตสูง"

"I liked learning contents that were likely to appear on the O-NET because I wanted to get high O-NET scores."

(Low-achieving student A, Group 2, Small School, February 10, 2014)

Excerpt 112:

"เด็กจะไม่ค่อยสนใจเรียนไวยากรณ์แต่เขาจะชอบเรียนการพูดและการอ่านมากกว่า"

"Students were not interested in learning grammar, but they liked to learn speaking and reading."

(English teacher D, Large School, February 17, 2014)

Excerpt 113:

"ถ้าเราบอกว่าตรงนี้อาจจะมีออกสอบ เด็กก็สนใจเป็นพิเศษ"

"When I said that this part was likely to be tested, students paid close attention to it."

(English teacher B, Small School, February 11, 2014)

2. Washback effects of the O-NET on total time of learning

Table 31

The Means, Standard Deviations and Independent Samples T-Test of Total Time of Learning

| | Perceptions of Participants | | | | | | T-Test for Equality of Means | | |
| | Teachers (n=75) | | Grade 9 Students (n=400) | | Total (n=475) | | | | |
Total Time of Learning	M	SD	M	SD	M	SD	t	df	p
2.1 Spending time in the evenings or weekends for the O-NET preparation in tutorial schools.	2.69	1.20	2.60	1.30	2.61	1.30	-.60	108	.54
2.2 Spending time in the evenings or weekends to improve English proficiency e.g., watching English movies, listening to English songs and reading books.	2.84	1.20	2.96	1.10	2.94	1.10	.81	473	.418
2.3 Spending time practicing previous O-NET tests or reviewing grammar and vocabulary in classrooms.	3.03	1.00	2.80	1.10	2.90	1.10	-1.0	107	.28
2.4 Spending time practicing communicative English language skills in classrooms.	3.37	.98	3.05	1.00	3.10	1.00	-2.3	473	.01

*p<.05.

There were no significant differences at .05 level between teachers' and students' perceptions on time spending for improving their English proficiency in the evening or weekend and time spending for practicing previous O-NET exams in classrooms. However, there were significant differences at .05 levels in terms of teachers' and students' perceptions on spending time for practicing communicative English language skills.

As shown in Table 31, students sometimes spent time to improve their English proficiency (M = 2.94, SD = 1.10). Moreover, they sometimes spent time to practice previous O-NET or reviewed contents that were likely to appear in the O-NET (M = 2.90, SD = 1.10). For the results from the interview, some of high-achieving students and low-achieving students said that they spent their free time improving their English proficiency such as watching movies, listening to music, and reading English books as shown in Excerpts 114-115. For the interviews of English teachers, teachers perceived that some students spent time to improve their English proficiency at home such as listening to music and reading books as depicted in Excerpts 116-117.

Excerpt 114:

"ผมเรียนวิชาภาษาอังกฤษที่สถาบันกวดวิชาในวันเสาร์อาทิตย์ส่วนเวลาว่างๆผมชอบคุยกับ ชาวต่างชาติและอ่านนิยายพวกวิทยาศาสตร์เป็นภาษาอังกฤษ"

"I had studied English at tutorial schools on the weekend. When I had free time, I liked talking with foreigners and reading English science fictions."

(High-achieving student B, Group 7, Large School, February 17, 2014)

Excerpt 115:

"ผมชอบดูหนังภาษาอังกฤษในเวลาว่างครับแต่ผมไม่ได้ทบทวนเนื้อหาที่เกี่ยวข้องกับโอเน็ต ที่บ้าน"

"I liked watching English movies in my free time, but I didn't review contents related to the O-NET at home."

(Low-achieving student A, Group 2, Small School, February 10, 2014)

Excerpt 116:

"บางคนทำนะ เขาชอบฟังเพลงสากล"

"Some students did. They preferred listening English songs."

(English teacher F, Large School, February 26, 2014)

Excerpt 117:

"นักเรียนบางคนก็มีฝึกภาษาอังกฤษที่บ้าน เช่น อ่านหนังสือ ฟังเพลง"

"Some students practiced English at home such as reading books and listening to music."

(English teacher E, Medium School, February 20, 2014)

There were significant differences at .05 levels in terms of teachers' and students' perceptions on spending time for practicing communicative English language skills, conditions; t (473) = -2.3, p =.01. The results from teachers and students showed the same level of frequency; on the other hand, teachers had higher mean scores than Grade 9 students. Grade 9 students said that they sometimes spent time practicing communicative English language skills (*M* = 3.05, *SD* = 1.00). Teachers also perceived that students sometimes spent time to practice communicative English language skills (*M* = 3.37, *SD* = .98). For the qualitative data, the interviews of English teachers and Grade 9 students showed that students in small schools did not have much opportunity to practice communicative skills. For example, Excerpt 119 said that she sometimes spoke English with her teacher in class. Excerpt 121 said that students could not speak English due to their level of English proficiency. In contrast, students in medium and large schools had better opportunities to practice communication skills. Students practiced communication skills with foreign teachers in an additional English course as depicted in Excerpt 118.

Excerpt 118:

*"ในวิชาภาษาอังกฤษทั่วไปเราไม่ค่อยได้ฝึกทักษะการสื่อสาร แต่เราฝึกการพูดกับครูต่างชาติใน
วิชาภาษาอังกฤษเสริม"*

*"We seldom practiced communication skills in regular English class, but we
practiced speaking skills with foreign teacher in additional English class."*

(High-achieving student D, Group 7, Large School, February 17, 2014)

Excerpt 119:

"เราพูดภาษาอังกฤษกับครูเป็นบางครั้ง"

"We sometimes spoke English with teacher."

(High-achieving student B, Group 1, Small School, February 10, 2014)

Excerpt 120:

"เด็กได้เรียนการสื่อสารกับครูชาวต่างชาติในวิชาอังกฤษเสริมค่ะ"

*"They studied communicative skills with foreign teachers in an additional
English course."*

(English teacher C, Medium School, February 12, 2014)

Excerpt 121:

*"นักเรียนพูดภาษาอังกฤษไม่ได้ ตอนที่ครูถามคำถาม เขาก็จะเงียบและก็ไม่ตอบ นักเรียนบาง
คนไม่รู้หนังสือเลยเขาอ่านบทสนทนาในหนังสือไม่ได้ ทำให้ไม่สามารถให้เขาจับคู่และอ่านบท
สนทนาได้"*

*"Students were unable to speak English. When I asked questions, they were
silent and did not answer anything. Also, some of them were illiterate. They
could not read the dialogues in textbooks, so I could not get them to work in
pairs and read the dialogues."*

(English teacher B, Small School, February 11, 2014)

3. Washback effects of the O-NET on learning strategies

Table 32

The Means, Standard Deviations and Independent Samples T-Test of Learning

Strategies

	Perceptions of Participants						T-Test for Equality of Means		
	Grade 9								
	Teachers (n=75)		Students (n=400)		Total (n=475)				
Learning Strategies	*M*	*SD*	*M*	*SD*	*M*	*SD*	t	df	p
1. Learning test-taking strategies for English language tests.	3.40	.98	3.04	1.10	3.09	1.00	-2.6	473	.00
2. Using rote-memorization to prepare for the O-NET.	3.37	1.00	3.19	1.00	3.27	1.00	-1.4	473	.15

*p<.05.

There were no significant differences at .05 level between teachers' and students' perceptions in term of using rote-memorization skills for the O-NET preparation. On the other hands, there were significant differences at .05 level between teachers' and students' perceptions on learning test-taking strategies.

As shown in Table 32, most Grade 9 students sometimes used rote-memorization for the O-NET preparation (*M*= 3.27, *SD* = 1.00). For the qualitative data, most high-achieving students used rote-memorization for test preparation. They remembered grammatical rules and vocabulary. They also reviewed contents related to the O-NET as shown in Excerpts 121-122. However, few of low-achieving students used rote-memorization as well as high-achieving students. For the interviews of English teachers, they perceived that it depended on each student. Some students especially high-achieving students used rote-memorization as their learning strategies. Some students did not have any learning strategies.

Excerpt 121:

"ผมอ่านแกรมม่าและหนังสือติว ท่องศัพท์ เอาที่ครูสอนไปทบทวนด้วยครับ"

"I read English grammar books and tutorial books, memorized vocabulary, and

reviewed contents that I was tutored from teacher."

(High-achieving student B, Group 7, Large School, February 17, 2014)

Excerpt 122:

"จำแกรมม่าและก็จำคำศัพท์"

"I memorized grammar and vocabulary."

(High-achieving student E, Group 11, Large School, February 26, 2014)

Excerpt 123:

"คิดว่าเด็กไม่มีกลยุทธ์ในการเรียนนะ"

"I didn't think they had any learning strategies."

(English teacher B, Small School, February 11, 2014)

Excerpt 124:

"เขาก็มีการทบทวนเนื้อหาที่เกี่ยวข้องกับข้อสอบโอเน็ตเหมือนเขาเตรียมพร้อมอยู่
ตลอดเวลา"

 "They often reviewed contents related to the O-NET as though they prepared

all the time."

(English teacher D, Large School, February 17, 2014)

There were significant differences at .05 level between teachers' and students' perceptions on learning test-taking strategies, t (473) = -2.6, p =.00. The results from teachers and students are at the same level of frequency; however, students had lower mean scores than teachers. Grade 9 students said that they sometimes learned test-taking strategies (*M*= 3.04, *SD*= 1.10). Teachers also perceived that their students sometimes learned test-taking strategies(*M*= 3.40, *SD*= .98). For the qualitative data, high-achieving students said that they learned test-taking strategies such as guessing words from the context and using prefix and suffix.

However, low-achieving student in Excerpt 126 did not learn any test-taking strategies. For the interviews of English teachers, Excerpt 128 said that it depended on individual, but high-achieving students learned test-taking strategies and used those strategies when they took the test rather low-achieving students.

Excerpt 125:

"ผมก็เรียนเทคนิคการทำข้อสอบบางอย่าง เช่น พวกเดาคำศัพท์จากบริบท"

"I learned some test-taking strategies such as guessing from the context. "

(High-achieving student A, Group 7, Large School, February 17, 2014)

Excerpt 126:

"หนูไม่มีเทคนิคการทำข้อสอบ"

"I didn't have any test-taking techniques"

(Low-achieving student A, Group 4, Small School, February 11, 2014)

Excerpt 127:

"ถ้านักเรียนเก่งเขาจะมีเทคนิคการเรียนอยู่แล้ว เช่น ดูโจทย์ก่อนแล้วค่อยมาอ่านเนื้อความทีหลัง"

"For high-achieving students, they had their own learning techniques such as reading questions before reading passages."

(English teacher D, Large School, February 17, 2014)

Excerpt 128:

"มันแล้วแต่คนนะ เด็กที่เรียนเก่งมักจะสนใจเรียนเทคนิคการทำข้อสอบมากกว่า"

"It depended on individual. High-achieiving students paid more attention to learn test-taking strategies.

(English teacher E, Medium School, February 20, 2014)

4. Washback effects of the O-NET on learning motivation

Table 33

The Means, Standard Deviations and Independent Samples T-Test of Learning Motivation

	Perceptions of Participants						T-Test for Equality of Means		
	Teachers (n=75)		Grade 9 Students (n=400)		Total (n=475)		t	df	p
Learning Motivation	M	SD	M	SD	M	SD			
4.1 Studying harder in English in order to develop the ability to use language.	3.47	.99	3.13	1.10	3.18	1.10	-2.4	473	.01
4.2 Studying harder in English in order to get high O-NET scores.	3.39	1.00	3.09	1.10	3.14	1.10	-2.1	473	.03

*p<.05.

As shown in Table 33, there were significantly differences at .05 level in teachers' and students' perceptions towards studying harder in order to develop the ability to use language, t (473) = -2.4, p =.01, and studying harder in order to get high O-NET scores, t (473) = -2.1, p =.03. The results from teachers and students showed the different levels of frequency which teachers had higher mean scores than Grade 9 students. Students said that they sometimes studied harder in English to develop their abilities to use language and to get high O-NET scores (*M*= 3.13, *SD*= 1.12; *M*= 3.09, *SD*= 1.10, respectively). Teachers perceived that their students often studied harder to develop their abilities to use language and their students sometimes studied harder to get high O-NET scores (*M*= 3.47, *SD*= .99; *M*= 3.39, *SD*= 1.00, respectively).

For interview results, most of high-achieving students and low-achieving students studied harder to develop their abilities to use language. Excerpt 129 wanted to use English in their daily lives to communicate with foreigners and to further their studies. Some students especially high-achieving students studied harder in order to perform well on the O-NET because they wanted to increase their grade in English as in Excerpt 132. For the interviews of English teachers, most of them perceived that students were interested in learning English to develop their abilities to use language such as Excerpt 131. One teacher in Excerpt 134 thought that the O-NET scores could motivate students to study English because students in her school had no opportunities to use language in real lives.

Excerpt 129:

"อยากพัฒนาความสามารถการใช้ภาษาครับ เพราะจะได้เอาไว้ใช้ในชีวิตประจำวันได้"

"I wanted to develop my ability to use language in order to use in rea llife."

(High-achieving student E, Group 3, Small School, February 11, 2014)

Excerpt 130:

"ผมเรียนภาษาอังกฤษ เพราะอยากพัฒนาตัวเองครับจะได้สนทนากับครูชาวต่างชาติ และ สามารถใช้ในชีวิตประจำวันได้"

"I learned English because I want to develop my ability to communicate with foreign teachers and use it in my real life."

(Low-achieving student E, Group 6, Medium School, February 12, 2014)

Excerpt 131:

"เขาอยากพูดได้ อยากเข้าใจที่ชาวต่างชาติพูด เขาพยายามจะสื่อสารให้ได้"

"They wanted to speak and understand what foreigners said. They tried to communicate."

(English teacher C, Medium School, February 12, 2014)

Excerpt 132:

"อยากได้คะแนนโอเน็ตสูง จะได้เกรดภาษาอังกฤษดีๆ"

"I wanted to get high O-NET scores in order to get good grades in English."

(High-achieving student D, Group 1, Small School, February 10, 2014)

Excerpt 133:

"ต้องการได้คะแนนโอเน็ตสูง เพราะจะได้มีเกรดเฉลี่ยภาษาอังกฤษที่ดีขึ้น"

"I wanted to get high O-NET scores because I wanted to get better English

GPA."

(Low-achieving student B, Group 2, Small School, February 10, 2014)

Excerpt 134:

"คะแนนสอบก็สามารถกระตุ้นเด็กให้เรียนภาษาอังกฤษได้เพราะเด็กไม่ได้ใช้ภาษาอังกฤษใน
ชีวิตจริงเลย"

"Test scores cauld motivate students to learn English because they did not use

language in their real lives."

(English teacher A, Small School, February 10, 2014)

5. Washback effects of the O-NET on test anxiety

Table *34*

The Means, Standard Deviations and Independent Samples T-Test of Test Anxiety

							T-Test for Equality of Means		
	Perceptions of Participants								
	Teachers (n=75)		Grade 9 Students (n=400)		Total (n=475)				
Test Anxiety	*M*	*SD*	*M*	*SD*	*M*	*SD*	t	df	p
5.1 Feeling anxious while preparing for the O-NET.	4.56	9.80	3.65	1.10	3.80	4.00	-.79	74.3	.42
5.2 Fear for the poor O-NET results in English.	4.60	9.80	3.77	1.00	3.90	4.00	-.72	74.3	.46

*p<.05.

As shown in Table 34, there were no significant differences at .05 level between teachers' and students' perceptions on the fear for the poor test results, t (74.3) = -.72, p = .46, and being anxious for test-preparation, t (74.3) = -.79, p = .42. Grade 9 students often feared for the poor O-NET results and felt anxious while preparing for the O-NET (*M*= 3.90, *SD*= 4.00; *M*= 3.80, *SD*= 4.00, respectively).

For interview results, most of high-achieving students feared of getting low O-NET scores and felt nervous while preparing for the test. Excerpt 135 was afraid because the test scores affected their English grade at schools. Few students did not feel nervous while preparing for the test. For example, Excerpt 137 said that it depended on the preparation for three years. Most low-achieving students were afraid of getting low O-NET scores, but they did not feel anxious while preparing for the test such as Excerpts 138-139. English teachers perceived that some students especially high-achieving students were nervous while preparing for the test and

feared of getting the poor test results as shown in Excerpt 140. One teacher in Excerpt 141 perceived that her students were not affected from test anxiety. She said that she was worried than her students.

Excerpt 135:

"รู้สึกเครียดมากและกลัวว่าจะได้คะแนนโอเน็ตต่ำ เพราะที่โรงเรียนใช้คะแนนโอเน็ต 20% เป็น
ส่วนหนึ่งของเกรดด้วย"

"I was very stressful and feared to get low O-NET scores because my school
used 20% of the O-NET scores as part of my GPAs."

(High-achieving student B, Group 11, Large School, February 26, 2014)

Excerpt 136:

"กังวลมากว่าผลจะออกมาไม่ดี ผมคิดว่าผมแบ่งเวลาไม่ค่อยได้ และไม่มีเวลาให้เตรียมตัวพอ
เพราะมันมีสอบตั้งหลายวิชาและก็การบ้านอีก"

"I was very worried to get the poor test results. I thought that I couldn't
manage my time and didn't have much time to prepare for the test because
there were many subjects to be tested and a lot of homework to do."

(High-achieving student C, Group 7, Large School, February 17, 2014)

Excerpt 137:

"ผมไม่เครียด เพราะคะแนนที่ได้มันขึ้นอยู่กับการเตรียมตัวตั้งแต่ม.1
ถ้าเราเตรียมตัวดี ผลที่ได้มาก็จะดี"

"I was not worried because the O-NET scores were depended on the
preparation since Grade 7. If I prepared well, the results should be good."

(High-achieving student B, Group 7, Large School, February 17, 2004)

Excerpt 138:

"ผมกังวลมาก ผมกลัวว่าจะได้คะแนนต่ำ"

"I was very worried. I was afraid to get low scores."

(Low-achieving student E, Group 6, Medium School, February 12, 2014)

Excerpt 139:

"หนูไม่กลัวถ้าหนูได้คะแนนสอบต่ำค่ะ"

"I did not fear of getting low O-NET scores."

(Low-achieving student E, Group 4, Small School, February 11, 2014)

Excerpt 140:

"นักเรียนกลัวว่าจะได้คะแนนไม่ดี"

"Students feared that they would get poor test scores."

(English teacher F, Large School, February 26, 2014)

Excerpt 141:

"ครูว่านักเรียนรู้สึกเฉยๆ ไม่มีใครเคยถามเกี่ยวกับโอเน็ตเลย มีแต่เรากังวลกว่าเด็กๆ"

"I thought students were inactive. Nobody asked me about the O-NET.

It was me who worried more than them."

(English teacher B, Small School, February 11, 2014
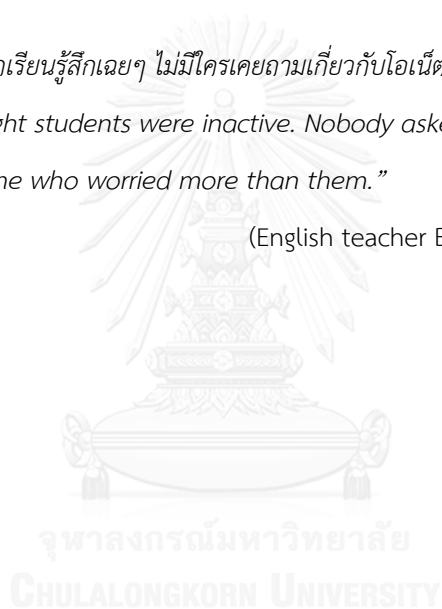
Summary

Chapter 4 shows the important data as follows:

With regard to teachers' opinions towards the O-NET, the majority of English teachers agreed and strongly agreed that the contents of the O-NET emphasized critical-thinking skills and the O-NET preparation had influence on their teaching in classrooms. However, English teachers had varied opinions towards the O-NET in terms of the consistency between the contents of the O-NET and curriculum, the consistency between the contents of the O-NET and contents in textbooks, using the O-NET to check students' language proficiency, using the scores as criterion for exit examination, using scores to indicate how well students learned in classrooms, and setting goal to help students obtained high O-NET scores.

With regard to students' opinions towards the O-NET, the majority of Grade 9 students had tendency to agree that the contents of the O-NET emphasized critical-thinking skills, the O-NET could be used to check students' language proficiency, the O-NET had influence on teaching practices, and the O-NET had influence on learning practices in classrooms. However, some statements showed varied opinions among Grade 9 students in terms of the consistency between the contents of the O-NET and curriculum, the consistency between the contents of the O-NET and contents in textbooks, using the O-NET scores as criterion for exit examination, and using scores to indicate how well students learned in classrooms.

The O-NET had strong washback effects on some areas of language teaching including content of teaching, teacher-based assessment, time allotment for test preparation, teacher assigned homework, nervousness and anxiety, and atmosphere of the class. It was found that the O-NET led to negative washback rather than positive washback on these areas. Teachers were motivated to teach to the test to enhance students' O-NET scores. The results were shown from the increasing focus

on tested contents, using O-NET-related materials, adapting test-items from previous O-NET to school tests, allocating time for test-preparation, assigning homework relevant to the O-NET, and having high test anxiety. For the areas of teaching methods and teacher talk, it was inconclusive whether the O-NET had washback effects because there were different results between quantitative and qualitative data in some statements.

For the areas of language learning, it had weak washback effects on language learning. The test had influence on individuals and varied according to students' levels of English proficiency. Some students were affected by the test. The results showed that it had influence on the learning of high-achieving students rather than low-achieving students. Moreover, the O-NET had both positive and negative washback effects on students' learning. Positive washback happened when students focused learning on communicative skills and studied English harder to enhance their English abilities. Negative washback occurred when students spent time cramming for the test and had high level of test anxiety. Therefore, the O-NET showed both positive and negative directions in this study; however, the O-NET had weak washback on students' learning.

CHAPTER V

DISCUSSION AND CONCLUSION

This chapter is divided into four parts. The first part talks about the summary of the findings. The second part shows the discussions of the findings. The third part is the implication of the findings. For the last part, it points out about the recommendation for further studies.

Summary of the Study

The present study aimed at exploring English teachers' and Grade 9 students' opinions towards the Ordinary National Educational Test (O-NET) and investigating washback effects of the Ordinary National Educational Test (O-NET) on English language teaching and learning. The population was teachers and Grade 9 students at secondary schools under the Secondary Educational Service Area Office 6 in Chachoengsao in Academic Year 2013. There were two groups of participants which were teachers and Grade 9 students. 75 English teachers were asked to fill out the questionnaire and 6 of them were participated in semi-structured interview. Moreover, 400 Grade 9 students were asked to fill out the questionnaire and 60 of them were participated in 12 group interviews. Questionnaires of English teachers and students were analyzed by using means, standard deviation, and independent samples t-test. Content analysis was used to analyze 6 semi-structured interviews and 12 group interviews. Data collection took place in the second semester of the academic year 2013.

The characteristics of the participants for quantitative data were as follows: (1) the majority of English teachers were female. Their ages ranged between 46-55 years old and they obtained a bachelor's degree the most. They had experience in teaching English for16-20 years. Besides, most of them taught English more than 15

hours per week. (2) Most of Grade 9 students were female. They got the GPA between 2.00-2.50 in English subject. More than half of them studied English less than 6 hours per week and did not attend the tutorial schools for the O-NET preparation.

The characteristics of the participants for qualitative data were as follows: (1) most of English teachers participated in the interviews were female. Their ages ranged between 25-35 years old and they obtained a bachelor's degree the most. More than half of them had experience in teaching English for 5-10 years and taught English more than 15 hours per week. (2) Most of Grade 9 students participated in the group interviews were female. Their GPA in English was more than 3.50. More than half of them learned English less than 6 hours per week and did not attend the tutorial schools for test preparation.

The findings were divided into 4 parts based on the objectives of this study. They could be summarized as follows:

1. Teachers' Opinions towards the Ordinary National Educational Test (O-NET)

Teachers had varied opinions in terms of consistency between the O-NET and curriculum as well as consistency between the contents of the O-NET and contents in textbooks. When considering content assessed on the O-NET, most teachers agreed that the O-NET emphasized critical-thinking skills. However, they had varied opinions on using the O-NET to check students' language proficiency. For the purpose of the O-NET, the results showed varied opinions among teachers on using the scores as the criterion for exit examination and using the O-NET as indication of how well students learned in classrooms. Regarding the impact of the O-NET, teachers agreed and strongly agreed that the O-NET preparation had influence on their teaching in classrooms. However, they had varied opinions on setting goal of teaching to help students obtained high O-NET scores.

2. **Grade 9 Students' Opinions towards the Ordinary National Educational Test (O-NET)**

Students had varied opinions in terms of consistency between the O-NET and curriculum as well as consistency between the contents of the O-NET and contents in textbooks. When considering content assessed on the O-NET, most students agreed and strongly agreed that the O-NET could check students' language proficiency. Moreover, they agreed that the O-NET emphasized critical-thinking skills. Regarding the purpose of the O-NET, the results showed varied opinions among students on using the scores as the criterion for exit examination and using the O-NET as indication of how well they learned in classrooms. For the impact of the O-NET, students agreed and strongly agreed that the O-NET preparation had influence on their learning in classrooms. In addition, they agreed that the O-NET preparation had influence on their teachers' teaching in classrooms.

3. **The Washback Effects of the O-NET on English Language Teaching**

Regarding content of teaching, most teachers often used textbooks as main material in classrooms and used previous O-NET and other O-NET related materials to tutor students. For teaching method, they often taught test-taking strategies and changed teaching method to help students perform well on the O-NET. When considering teacher-based assessment, they often adapted test-items from previous O-NET and adjusted the format of the O-NET to match with the school tests. For teacher talk, there were different findings between quantitative and qualitative data. The qualitative data showed that they used both Thai and English as mediums of instruction in regular and tutorial lessons. Thai was mainly used for about 60-80%. For time allotment for test preparation, teachers often spent time to help students improved their critical thinking skills. Moreover, they often spent time to help students prepare for the O-NET. When considering teacher assigned homework, they

often assigned homework based on textbooks and assigned homework relevant to the O-NET. In terms of nervousness and anxiety, teachers often felt pressure either from the schools or students to improve students' O-NET scores. Lastly, for the atmosphere of the class, teachers often offered information relevant to the O-NET and organized mock examination to students

4. The Washback Effects of the O-NET on English Language Learning

Regarding content of learning, most students often focused learning on communicative English language skills in classrooms and they sometimes focused learning on contents that were likely to appear on the O-NET. For total time of learning, they sometimes spent time to improve English proficiency and spent time to practice previous O-NET or reviewed contents related to the O-NET. They sometimes used rote-memorization in terms of learning strategies. For learning motivation, there were different perceptions between teacher and students. The qualitative data showed that most students studied harder to develop their abilities to use language and some of them studied harder to enhance the O-NET scores. Regarding test anxiety, students often feared for the poor O-NET results and felt anxious while preparing for the O-NET.

Discussion of the Findings

The findings are discussed into 3 aspects including: 1) the opinions of English teachers and Grade 9 students towards the O-NET, 2) washback effects of the O-NET on English language teaching, and 3) washback effects of the O-NET on English language learning.

1. **The Opinions of English Teachers and Grade 9 Students towards the O-NET**

The results revealed that English teachers and Grade 9 students similarly agreed and strongly agreed that the O-NET emphasized critical-thinking skills and the O-NET preparation had influence on teachers' teaching in classrooms. They thought that it had more positive impacts of teachers' teaching. Some statements showed varied opinions among teachers and students; however, more than half of them agreed with those items which were: the consistency between the contents of the O-NET and the curriculum, the use of O-NET to check students' language proficiency, and the impact of the O-NET on students' English language learning in classrooms. The reasons why teachers and students agreed with those statements might be because both teachers and students had positive attitudes towards the O-NET. Shih (2007) said that the attitudes of participants towards the test are important to determine washback effects. If they have positive attitudes on the test, they are more willing to change their teaching and learning to match with the test (Burrows, 2004, cited in Pan, 2011). Therefore, positive attitude of teachers and students towards the test could lead to washback effects in classrooms. The present study is consistent with the study of Phanchalaem (2010) about the impacts of the O-NET from stakeholders' perspectives. She found that teachers and students had positive opinions towards the O-NET. Teachers agreed that the O-NET emphasized critical-thinking skills and the contents of the O-NET covered the curriculum. Moreover, they agreed that the O-NET scores could help them to improve their teaching in classrooms and helped schools to increase the quality of education. Most students

agreed that the contents of the test was relevant to teaching and learning in schools and the contents of the test were related to the curriculum. Furthermore, they agreed that the O-NET scores could be used to help schools improve quality of education and helped them to reflect the quality of their learning.

2. Washback Effects of the O-NET on English Language Teaching

The O-NET had negative impacts on some aspects of teaching. In this part, the researcher discussed the negative washback effects on contents of teaching and time allotment for test preparation.

The results showed the negative washback effects of the O-NET on contents of teaching. It was found that English teachers taught contents that were likely to appear on the O-NET and emphasized more on grammatical rules and vocabulary. According to Alderson and Wall (1993), negative washback occurred when teachers narrowed the curriculum to teach only tested skills. The reason why teachers taught contents related to the O-NET and emphasized grammar and vocabulary might be because of teachers' awareness of the importance of the test. The test had impacts on their teaching directly because they were used to reflect the quality of their teaching. If their students got high O-NET scores, they may gain higher academic standing and higher salary. Moreover, it might be because teachers had positive attitudes towards the O-NET which might lead to washback effects of the O-NET in classrooms. Teachers were more willing to change their contents of teaching to match with the contents of the test. In Thailand, Sommit (2009) investigated the impact of the O-NET on teaching practices of upper secondary school teachers. She revealed that teachers emphasized contents relevant to the O-NET and used previous O-NET exams to teach in classrooms. Several studies have revealed the same findings that teachers taught contents that were likely to appear on the test and ignored unrelated contents. Reading, grammatical knowledge, and vocabulary

were the main contents teachers emphasized in classrooms. Moreover, exam-related materials were used to teach in classrooms (Gashaya, 2012; Pan, 2009; Wall & Alderson, 1993; Yunus & Salehi, 2012).

The results showed the negative washback effects of the O-NET on time allotment for test preparation. Pan (2009) addressed that negative washback effects of the test comes from the teachers losing the regular teaching time. The present study showed that teachers spent time helping students perform well on the O-NET in their regular classes. The interviews of teachers showed that all of them prepared students for the test in regular class. Most of them spent 2-3 weeks on test-preparation. The reasons why teachers allocated time for test-preparation might be because of the external pressure from the schools. The O-NET scores could assess the quality assurance of schools and attracted more students to enroll in the schools. Thus, teachers were forced to organize test-preparation course to help students prepare for the O-NET and increase the test scores. Moreover, the quality of their teaching was affected from students' test results which influence their higher academic standing and higher salary. This is consistent with the study of Chen (2002). She found that teachers stopped their regular class in order to prepare their students for the test. She said that teachers focused on the types of questions to be tested even though they may not improve students' learning. Similarly, the study of Hwang (2003) found that teachers allocated their regular class as well as the extra class for tutoring to the test. In Thailand, Sommit (2009) who studied washback of the O-NET on upper secondary school teachers revealed that the upper secondary schools organized extra time for the O-NET preparation for students.

3. Washback effects of the O-NET on English language learning

The O-NET had both positive and negative impact of students' learning. In this part, the researcher discussed the positive washback effects on contents of learning and negative washback on students' test anxiety. They are discussed as follows:

The results showed the positive washback effects of the O-NET on contents of learning. Students were interested in learning communicative skills rather than learning contents that were likely to appear on the test. According to the Ministry of Education (2009), Language for Communication was one of the learning areas of Foreign Languages in the curriculum, which was tested on the O-NET. Bailey (1996) stressed that positive washback happens if students practice communicative skills or use language outside the classrooms. The reason might be because of students' awareness of the importance of English for communication. The group interviews of Grade 9 students mentioned that English for communication was very important for them to communicate with foreigners in their real lives and indirectly helped them to do the O-NET. Moreover, another reason might be because of the preference in learning communication skills in classrooms. The interview data revealed that students found learning communicative skills interesting, fun and knowledgeable. In addition, teachers had various learning activities in classrooms. However, this study contradicted with other studies, which found that the test had negative impact on learning. The study of Gashaya (2012) showed that students were interested in studying grammar and vocabulary rather than contents in the prescribed textbook. Students said that oral communication skills were emphasized in the textbook, but they were not tested in the test. Moreover, the study of Ferman (2004) about the impact of the oral test on Israeli upper secondary students' learning found that students focused more on speaking skills, which were tested. According to Hwang (2003), students studied reading and listening a lot in their classrooms, and they

wanted to learn more on listening skills because they wanted to prepare for the test. Some studies have found no impact of the test on students' learning. For example, the study of Shih (2007). He found that the GEPT had no impact on students' learning even though the test was used as the criterion for graduation. Students did not see the importance of the test and lacked the motivation to prepare for the test.

The results showed the negative washback effects of the O-NET on students' test anxiety. According to Pan (2009), negative washback of the test caused test anxiety among students and decreased their performances. The present study showed that Grade 9 students often feared for the poor test results. Furthermore, they were often anxious while preparing for the test. The reason might be because of the O-NET policy and the external factors from the schools, teachers, and parents. The group interviews of Grade 9 students revealed that the scores directly impacted their future education because they were used as part of students' GPA and for admission into the upper secondary level. Some students were worried that if they got low O-NET scores, they could not enroll in highly competitive schools. Moreover, some students especially high-achieving students had high expectations from parents and teachers to perform well on the O-NET. This is consistent with the study of Xiao et al. (2011), they found that students drilled and practiced doing the exams because they feared losing their scores and they tried to do anything to increase their scores. This is also relevant to the study of Phanchalaem (2010) about the stakeholders' perspectives towards the impact of the reformed O-NET policy. The results showed that school administrators, teachers, parents, and students accepted that the reformed test policy had impact on students' learning as they were stressful and bored while learning in classrooms.

Implementation of the Study

1. The implementation for policy makers

The results showed that the O-NET policy of assessing the quality of teaching and learning caused test anxiety among English teachers and Grade 9 students. Moreover, the policy led teachers to teach contents related to the O-NET and spent their regular teaching for the test preparation. These might bring negative washback effects on teaching and learning in classrooms. Therefore, the policy makers should work with schools to ensure that school provide contents and skills related to the curriculum with an aim to promote students' learning, not to increase students' O-NET scores. Increasing student performances should be the main focus of the school policy.

The results showed that there were varied opinions of teachers and students in terms of the consistency between contents of the O-NET and curriculum. Some of teachers and students were not sure that the contents of the O-NET were based on the curriculum. Some disagreed with this statement. Therefore, the policy makers should work with test developers to develop contents of the O-NET that match with the curriculum in order to promote students' performances and promote positive washback in classrooms.

The results showed that the O-NET policy of assessing the quality of schools led schools to increase O-NET scores by organizing test-preparation course instead of regular English class. The schools also forced teachers to teach to the test. This might lead to negative washback effects in classrooms. Therefore, the policy makers should reconsider the use of the O-NET scores to assess the external quality assessment of school whether it has either positive or negative impact on teaching and learning in classrooms.

2. The implementation for schools and the Secondary Educational Service Area Office

According to Pan (2009), teachers are an important agent to promote positive washback in classrooms. Even though teachers agreed that the test was based on the curriculum, they still believed that the major part of the test was grammar and vocabulary. They taught contents that were likely to appear on the test and allocated their instructional time on test preparation to increase students' test scores. The misperceptions of teachers led to negative washback on teaching practices. Therefore, the Secondary Educational Service Area Office 6 should organize the seminars for teachers to have better understanding about the goals and purposes of the O-NET and suggested teachers about the pedagogical knowledge that promote both students' performances and positive washback in classrooms.

The results showed that teachers were evaluated their quality of teaching from students' test scores. They had high pressure and feared for the poor test results of students. Therefore, the schools should not put a pressure on teachers to increase students' O-NET scores. Teachers should not be evaluated for their effort to prepare students for the test or to increase the scores. They should be evaluated based on their effort in teaching English, which can be shown from the increase of students performances, learning motivation, or the various teaching methods and teaching materials in classrooms.

The results also showed that teachers hardly taught speaking and listening in classrooms. The interview data found that some schools did not have sufficient media and materials for students. Students lacked the opportunities to study oral communication skills. Therefore, schools should support the learning resources especially the media and materials for speaking and listening skills in order to help students practice their oral communication skills in classrooms.

3. The implementation for English teachers

The results showed that teachers taught to the test. Their main focus was grammar and vocabulary. They neglected to teach contents and used teaching methods related to communicative skills in classrooms because they perceived that grammatical knowledge and vocabulary were tested on the O-NET and their students lacked those skills. This might be because teachers' misconceptions about the purpose of the O-NET. Therefore, teachers should analyze the test items to understand the consistency between the test and curriculum and plan syllabus to match with the curriculum to promote positive washback in classrooms. Goal of teaching should focus on teaching contents based on curriculum rather than focusing on teaching the O-NET contents.

Limitation of the study

1. This study used only two main instruments which were questionnaires and semi-semi-structured interviews. The results were based on teachers' and students' perceptions on teaching and learning practices which might not cover the overall actions of teaching practices and students' actions in classrooms.

2. With regards to the participants in this study, the researcher conducted the study only with English teachers and Grade 9 students. However, the researcher did not study the point of views of other stakeholders such as policy makers, school principals, school administrators and parents. There should be further research with other groups of participants to understand the whole picture of this phenomenon.

Recommendations for Further Research

1. The researcher did not investigate the factors influenced washback effects. Further research should investigate factors of washback effects such as test factors, contextual factors or personal factors in order to better understand and get the whole picture of the washback effects in Thailand.

2. This study used two main instruments which were questionnaires and semi-semi-structured interviews. In order to find out more in-depth information, classroom observation and document analysis should be used in further research to see how washback influence teaching and learning practices in classrooms and see the actions of teachers' teaching practices and students' learning in classrooms.

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APPENDICES

Appendix A

The Background Information of Samples for Quantitative Data

Teacher Background Information (n=75)

		Frequency	Percentage
1. Gender	Male	12	16
	Female	63	84
2. Age	Under 25 years old	10	13.3
	25-35 years old	17	22.7
	36-45 years old	19	25.3
	46-55 years old	23	30.7
	Above 55 years old	6	8
3. Educational	Bachelor's degree	46	61.3
Background	Master's degree	28	37.3
	Doctoral degree	1	1.3
4. Number of Years in	Less than 5 years	21	28
Teaching English	5-10 years	11	14.7
	11-15 years	7	9.3
	16-20 years	21	28
	21-25 years	5	6.7
	More than 26 years	10	13.3
5. Number of Hours in	Less than 5 hours	5	6.7
Teaching English	5-10 hours	6	8
	11-15 hours	11	14.7
	More than 15 hours	53	70.7

Student Background Information (n=400)

		Frequency	Percentage
1. Gender	Male	152	38
	Female	248	62
2. GPA of English	Less than 2.00	101	25.3
	2.00 – 2.50	137	34.3
	2.51 – 2.99	59	14.8
	3.00 – 3.50	60	15
	More than 3.50	43	10.8
3. Number of Hours in	Less than 6 hrs.	291	72.8
Learning English Per	6 – 12 hrs.	67	16.8
Week	13 – 18 hrs.	17	4.3
	More than 18 hrs.	25	6.3
4. Number of Times in	None	255	63.8
Attending Tutorial	Once	70	17.5
Schools	Twice	19	4.8
	3-4 times	36	9
	5-6 times	9	2.3
	More than 6 times	11	2.8

Appendix B

The Background Information of Samples for Qualitative Data

The Background Information of the English Teachers in Qualitative Data (n=6)

		Frequency	Percentage
1. Gender	Male	1	16.66
	Female	5	83.33
2. Age	Under 25 years old	-	-
	25-35 years old	4	66.66
	36-45 years old	-	-
	46-55 years old	-	-
	Above 55 years old	2	33.33
3. Educational	Bachelor's degree	4	66.66
Background	Master's degree	2	33.33
	Doctoral degree	-	-
4. Number of Years in	Less than 5 years	-	-
Teaching English	5-10 years	4	66.66
	11-15 years	-	-
	16-20 years	-	-
	21-25 years	-	-
	More than 26 years	2	33.33
5. Number of Hours in	Less than 5 hours	-	-
Teaching English	5-10 hours	-	-
	11-15 hours	-	-
	More than 15 hours	6	100

The Background Information of the Grade 9 Students in Qualitative Data (n=60)

		Frequency	Percentage
1. Gender	Male	26	43.33
	Female	34	54.66
2. GPA of English	Less than 2.00	14	22.58
	2.00 – 2.50	17	28.33
	2.51 – 2.99	1	1.66
	3.00 – 3.50	8	13.33
	More than 3.50	20	33.33
3. Number of Hours in Learning English Per Week	Less than 6 hrs.	49	81.66
	6 – 12 hrs.	11	18.33
	13 – 18 hrs.	-	
	More than 18 hrs.	-	
4. Number of Times in Attending Tutorial Schools	None	52	86.66
	Once time	5	8.33
	Twice times	3	5
	3-4 times	-	-
	5-6 times	-	-
	More than 6 times	-	-

Appendix C

The Construction of Questionnaire

1. The Examples of Items Related to Washback Effects on English
   Language Teaching

No.	Areas	Examples of Items	Theories	Positive/ Negative Questions
4	Content of Teaching	➢ I teach English contents and skills based on the Basic Education Core Curriculum B.E. 2551.	(adapted from Sommit, 2009)	Positive
		➢ I use previous O-NET tests and other O-NET-related materials to teach English in classrooms.	(adapted from Gashaya, 2012)	Negative
4	Teaching Method	➢ I change my teaching methods to help students to succeed on the O-NET.	(adapted from Gashaya, 2012)	Negative
		➢ I use student-centered approach in classrooms.	(constructed from Wall, 2005, cited in Pan, 2011)	Positive
4	Teacher-based Assess-ment	➢ I adjust my classroom assessment to match with the formats of the O-NET such as using multiple-choice test to evaluate students' learning.	(adapted from Gashaya, 2012)	Negative
		➢ I use performance-based assessment to evaluate students' English language learning such as essay writing, pair-work, role-play, group discussion, portfolios, diaries, and self-assessment.	(adapted from Gashaya, 2012)	Positive
3	Teacher Talk	➢ I use only English when I teach English in classrooms.	(adapted from Yunus and Salehi, 2012)	Positive
		➢ I use only Thai when I teach English in classrooms.	(adapted from Yunus and Salehi, 2012)	Negative

No.	Areas	Examples of Items	Theories	Positive/ Negative Questions
3	Teacher Assigned Homework	➢ I assign homework based on English textbook exercises.	(adapted from Yunus and Salehi, 2012)	Positive
		➢ I assign homework relevant to the O-NET such as practicing the past exam papers or practicing reading comprehension activities.	(adapted Gashaya, 2012)	Negative
3	Nervousness and Anxiety	➢ I feel pressure either from the school or students themselves to improve the students' O-NET scores.	(adapted from Gashaya, 2012)	Negative
		➢ I feel nervous and fear for the poor results of students' English ability.	(constructed from Inbar-Lourie, 2008 cited in Ahmad and Rao, 2012)	Negative
3	Atmosphere of the Class	➢ I encourage students to participate more in English classrooms.	(adapted from Yunus and Salehi, 2012)	Positive
		➢ I organize mock examination to students before taking the O-NET.	(constructed from Change, 1998)	Negative

2. The Examples of Items Related to Washback Effects on English Language Learning

No.	Areas		Examples of Items	Theories	Positive/ Negative Questions
3	Content of Learning	➤	I focus learning on the contents and skills of English that are likely to appear in the O-NET.	(adapted from Gashaya, 2012)	Negative
		➤	I focus learning on some parts in the English textbook even though they are not likely to appear on the O-NET.	(adapted from Gashaya, 2012)	Positive
4	Total Time on Learning	➤	I spend my time in the evenings or weekends for the O-NET preparation in tutorial schools.	(adapted from Gashaya, 2012)	Negative
		➤	I spend my time practicing communicative English language skills in classrooms.	(adapted from Gashaya, 2012)	Positive
2	Learning Strategies	➤	I learn test-taking strategies for English language tests.	(constructed from Bailey, 1996)	Negative
		➤	I use rote-memorization to prepare for the O-NET.	(adapted from Gashaya, 2012)	Negative
2	Learning Motivation	➤	I study harder in English in order to develop my ability to use language.	(adapted from Gashaya, 2012)	Positive
		➤	I study harder in English to get high O-NET scores.	(adapted from Yunus & Salehi, 2012)	Negative
2	Test Anxiety	➤	I feel anxious while preparing for the O-NET.	(constructed from Pan, 2009, cited in Ahmad and Rao, 2012)	Negative
		➤	I fear for the poor O-NET results in English.	(constructed from Pan, 2009, cited in Ahmad and Rao, 2012)	Negative

3.The Examples of Items Related to Opinions of Participants towards

  the O-NET

No.	Areas		Examples of Items	Theories	Positive/ Negative Questions
2	Consistency between contents of the O-NET and curriculum	➢	The contents of the O-NET cover the main indicators of the Basic Education Core Curriculum B.E. 2551.	(adapted from Sommit, 2009)	Positive
		➢	The contents of the O-NET are related to the contents in English textbooks.	(adapted from Sommit, 2009)	Positive
3	Content assessed on the O-NET	➢	The O-NET emphasizes English reading comprehension.	(adapted from Yunus & Salehi, 2012)	Negative
		➢	The O-NET emphasizes critical thinking skills.	(adapted from Sommit, 2009)	Positive
		➢	The O-NET is used to check students' language proficiencies.	(adapted from Gashaya, 2012)	Positive
2	Purpose of the O-NET	➢	I think it is a good idea to use the O-NET scores as the criterion for exit examination.	(adapted from Yunus & Salehi, 2012)	Positive
		➢	A student's score on the O-NET is an indication of how well she or he has learned English in classrooms.	(adapted from Yunus & Salehi, 2012)	Positive
3	The Impact of the O-NET	➢	Goal of teaching English is to help students obtain high scores on the O-NET.	(adapted from Sommit, 2009)	Negative
		➢	The O-NET preparation has influence on my English language teaching in classrooms.	(adapted from Sommit, 2009)	Negative
		➢	The O-NET preparation has influence on students' English language learning in classrooms.	(adapted from Yunus & Salehi, 2012)	Negative

Appendix D

Teacher Questionnaire

แบบสอบถามสำหรับครู

> **ผลกระทบของการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐาน**
>
> **ที่มีต่อการเรียนการสอนภาษาอังกฤษในชั้นมัธยมศึกษาปีที่ 3**

คำชี้แจง ผู้ตอบแบบสอบถามนี้คือ ครูผู้สอนวิชาภาษาอังกฤษในโรงเรียนมัธยมศึกษาสังกัดสำนักงาน
เขตพื้นที่การศึกษามัธยมศึกษาเขต 6 จังหวัดฉะเชิงเทรา

คำถามแบ่งออกเป็น 4 ตอน ดังนี้

 ตอนที่ 1 ข้อมูลส่วนตัว

 ตอนที่ 2 ผลกระทบของการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐานที่มีต่อการสอนภาษาอังกฤษของครู

 ตอนที่ 3 ทัศนคติของครูเกี่ยวกับผลกระทบของการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐานที่มีต่อ
 การเรียนภาษาอังกฤษของนักเรียน

 ตอนที่ 4 ความคิดเห็นของครูที่มีต่อการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐาน

แบบสอบถามฉบับนี้มีวัตถุประสงค์เพื่อศึกษาผลกระทบของการทดสอบทางการศึกษาระดับชาติขั้น

พื้นฐานที่มีต่อการเรียนการสอนวิชาภาษาอังกฤษ และสำรวจความคิดเห็นของครูที่มีต่อการทดสอบทางการศึกษา

ระดับชาติขั้นพื้นฐาน ผู้วิจัยขอความกรุณาท่านตอบแบบสอบถามทุกข้อตามความเป็นจริง โดยที่ท่านไม่ต้องระบุชื่อ

ในแบบสอบถามฉบับนี้ ผู้วิจัยจะรักษาคำตอบของท่านเป็นความลับและใช้ในการประมวลผลเพื่องานวิจัยเท่านั้น

<u>ตอนที่ 1: ข้อมูลส่วนตัว</u>

คำชี้แจง โปรดใส่เครื่องหมาย (✓) ลงในช่อง ☐ สำหรับข้อที่ท่านเลือก

1. เพศ

☐ ชาย   ☐ หญิง

2. อายุ

☐ น้อยกว่า25 ปี   ☐ 25-35 ปี   ☐ 36-45ปี

☐ 46-55 ปี   ☐ มากกว่า 55ปี

3. ระดับการศึกษา

☐ ระดับปริญญาตรี   ☐ ระดับปริญญาโท   ☐ ระดับปริญญาเอก

4. ท่านสอนภาษาอังกฤษมาเป็นระยะเวลากี่ปี

☐ น้อยกว่า 5 ปี   ☐ 5-10 ปี   ☐ 11-15 ปี

☐ 16-20 ปี   ☐ 21-25 ปี   ☐ มากกว่า 26 ปี

5. ท่านสอนภาษาอังกฤษสัปดาห์ละกี่ชั่วโมง

☐ น้อยกว่า 5 ชั่วโมง   ☐ 5-10 ชั่วโมง   ☐ 11-15 ชั่วโมง

☐ มากกว่า 15 ชั่วโมง

ตอนที่ 2: ผลกระทบของการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐานที่มีต่อการสอนภาษาอังกฤษของครู

คำชี้แจง   โปรดใส่เครื่องหมาย (✓) ลงในช่อง ☐ สำหรับข้อที่ท่านเลือกให้ตรงกับการปฏิบัติของท่านในการสอน

ภาษาอังกฤษมากที่สุด ซึ่งแบ่งออกเป็น 5 ระดับ

5	หมายถึง	ทุกครั้ง	(ท่านปฏิบัติทุกครั้ง หรือ ประมาณ 81-100%)
4	หมายถึง	บ่อยครั้ง	(ท่านปฏิบัติบ่อยครั้ง หรือ ประมาณ 61-80%)
3	หมายถึง	บางครั้ง	(ท่านปฏิบัติเป็นบางครั้ง หรือ ประมาณ 41-60%)
2	หมายถึง	นานๆครั้ง	(ท่านปฏิบัตินานๆครั้ง หรือ ประมาณ 21-40%)
1	หมายถึง	ไม่เคย	(ท่านไม่เคยปฏิบัติ หรือ ประมาณ 0-20%)

คำถาม	5	4	3	2	1
6. ข้าพเจ้าสอนเนื้อหาและทักษะภาษาอังกฤษตรงตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐานพุทธศักราช 2551					
7. ข้าพเจ้าสอนเนื้อหาและทักษะภาษาอังกฤษที่คาดว่าจะมีในข้อสอบโอเน็ต					
8. ข้าพเจ้าใช้หนังสือเรียนเพื่อสอนภาษาอังกฤษในชั้นเรียน					
9. ข้าพเจ้าใช้ข้อสอบเก่าหรือสื่อที่เกี่ยวข้องกับข้อสอบโอเน็ตเพื่อสอนภาษาอังกฤษในชั้นเรียน					
10. ข้าพเจ้าปรับวิธีการสอนเพื่อช่วยให้นักเรียนทำข้อสอบโอเน็ตได้					
11. ข้าพเจ้าสอนเทคนิคการทำข้อสอบในชั้นเรียน					
12. ข้าพเจ้าใช้แนวการสอนภาษาอังกฤษเพื่อการสื่อสารในชั้นเรียน					
13. ข้าพเจ้าใช้แนวการสอนแบบเน้นผู้เรียนเป็นศูนย์กลางในชั้นเรียน					
14. ข้าพเจ้านำข้อสอบโอเน็ตย้อนหลังมาปรับเพื่อใช้ออกข้อสอบภาษาอังกฤษในชั้นเรียน					
15. ข้าพเจ้าปรับการประเมินผลในชั้นเรียนให้สอดคล้องกับรูปแบบของข้อสอบโอเน็ต เช่น การใช้ข้อสอบปรนัยในการวัดการเรียนรู้ของนักเรียน					
16. ข้าพเจ้าใช้การประเมินผลจากการปฏิบัติในการวัดการเรียนรู้ภาษาอังกฤษของนักเรียน เช่น การเขียนเรียงความ การทำงานคู่ การแสดงบทบาทสมมุติ การอภิปราย ไดอารี่ แฟ้มสะสมผลงาน และการประเมินตนเอง					

คำถาม	5	4	3	2	1
17. ข้าพเจ้าประเมินความสามารถด้านภาษาอังกฤษของนักเรียนโดยอิง ตามวัตถุประสงค์ของประมวลรายวิชา					
18. ข้าพเจ้าใช้ภาษาอังกฤษในการจัดการเรียนการสอนวิชาภาษาอังกฤษ เท่านั้น					
19. ข้าพเจ้าใช้ภาษาอังกฤษและอธิบายเป็นภาษาไทยบางครั้งเวลาที่สอน ภาษาอังกฤษในชั้นเรียน					
20. ข้าพเจ้าใช้ภาษาไทยในการจัดการเรียนการสอนวิชาภาษาอังกฤษ เท่านั้น					
21. ข้าพเจ้าใช้เวลากับกิจกรรมในชั้นเรียนที่ช่วยให้นักเรียนทำข้อสอบ โอเน็ตได้ดี เช่น กิจกรรมเกี่ยวกับคำศัพท์และไวยากรณ์					
22. ข้าพเจ้าใช้เวลานอกเหนือจากเวลาเรียนปกติเพื่อทบทวนเนื้อหาที่ คาดว่าจะมีในข้อสอบโอเน็ตให้นักเรียน					
23. ข้าพเจ้าใช้เวลากับกิจกรรมในชั้นเรียนที่ช่วยนักเรียนพัฒนาการใช้ ภาษาอังกฤษ เช่น กิจกรรมการพูดและการฟัง					
24. ข้าพเจ้าใช้เวลากับกิจกรรมในชั้นเรียนที่ช่วยนักเรียนพัฒนาทักษะ การคิดวิเคราะห์					
25. ข้าพเจ้ามอบหมายการบ้านให้นักเรียนตามแบบฝึกหัดในหนังสือ เรียนภาษาอังกฤษ					
26. ข้าพเจ้ามอบหมายการบ้านที่เกี่ยวข้องกับข้อสอบโอเน็ต เช่น การ ฝึกทำข้อสอบย้อนหลังหรือการฝึกการอ่านเพื่อความเข้าใจ					
27. ข้าพเจ้ามอบหมายกิจกรรมกลุ่มหรือกิจกรรมคู่ให้นักเรียนทำ					
28. ข้าพเจ้ารู้สึกกดดันไม่ว่าจากโรงเรียนหรือจากนักเรียนที่ต้องเพิ่ม ระดับคะแนนโอเน็ตของนักเรียนให้สูงขึ้น					
29. ข้าพเจ้ารู้สึกวิตกกังวลและกลัวว่าผลสอบความสามารถด้าน ภาษาอังกฤษของนักเรียนจะมีระดับต่ำ					
30. ข้าพเจ้าคาดหวังว่านักเรียนจะทำข้อสอบโอเน็ตได้ดี					
31. ข้าพเจ้าสนับสนุนนักเรียนให้มีส่วนร่วมในชั้นเรียนภาษาอังกฤษมากขึ้น					
32. ข้าพเจ้าให้นักเรียนลองทำข้อสอบที่ใกล้เคียงกับข้อสอบจริงก่อนสอบ โอเน็ต					
33. ข้าพเจ้าให้ข้อมูลที่เกี่ยวข้องกับการสอบโอเน็ตในชั้นเรียน					

ตอนที่ 3: ทัศนคติของครูเกี่ยวกับผลกระทบของการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐานที่มีต่อการเรียน

ภาษาอังกฤษของนักเรียน

คำชี้แจง โปรดใส่เครื่องหมาย (✓) ลงในช่อง☐สำหรับข้อที่ท่านเลือกให้ตรงกับการปฏิบัติของนักเรียนในการ

เรียนภาษาอังกฤษซึ่งแบ่งออกเป็น 5 ระดับ

5	หมายถึง	ทุกครั้ง	(นักเรียนปฏิบัติทุกครั้ง หรือ ประมาณ 81-100%)
4	หมายถึง	บ่อยครั้ง	(นักเรียนปฏิบัติบ่อยครั้ง หรือ ประมาณ 61-80%)
3	หมายถึง	บางครั้ง	(นักเรียนปฏิบัติเป็นบางครั้ง หรือ ประมาณ 41-60%)
2	หมายถึง	นานๆครั้ง	(นักเรียนปฏิบัตินานๆครั้ง หรือ ประมาณ 21-40%)
1	หมายถึง	ไม่เคย	(นักเรียนไม่เคยปฏิบัติ หรือ ประมาณ 0-20%)

คำถาม	5	4	3	2	1
34. นักเรียนสนใจเรียนเนื้อหาและทักษะภาษาอังกฤษที่มักจะปรากฏใน ข้อสอบโอเน็ต					
35. นักเรียนสนใจเรียนทักษะที่ใช้ในการสื่อสาร					
36. นักเรียนสนใจเรียนเนื้อหาบางส่วนในหนังสือเรียนภาษาอังกฤษแม้ว่า จะไม่มีในข้อสอบโอเน็ต					
37. นักเรียนใช้เวลาหลังเลิกเรียนหรือวันหยุดเสาร์อาทิตย์ในการเตรียมตัว สอบโอเน็ตที่สถาบันกวดวิชา					
38. นักเรียนใช้เวลาหลังเลิกเรียนหรือวันหยุดเสาร์อาทิตย์ในการพัฒนา ความสามารถการใช้ภาษาอังกฤษ เช่น การดูหนังภาษาอังกฤษ การ ฟังเพลงภาษาอังกฤษและการอ่านหนังสือภาษาอังกฤษ					
39. นักเรียนใช้เวลาในการฝึกทำข้อสอบโอเน็ตย้อนหลังหรือทบทวน ไวยากรณ์และคำศัพท์ในชั้นเรียน					
40. นักเรียนใช้เวลาในการฝึกทักษะทางการสื่อสารภาษาอังกฤษในชั้นเรียน					
41. นักเรียนเรียนเทคนิคในการทำข้อสอบสำหรับการสอบวิชา ภาษาอังกฤษ					
42. นักเรียนใช้ทักษะการจำในการเตรียมตัวสอบโอเน็ต					
43. นักเรียนเรียนวิชาภาษาอังกฤษหนักขึ้นเพื่อพัฒนาความสามารถในการ ใช้ภาษาอังกฤษ					
44. นักเรียนเรียนวิชาภาษาอังกฤษหนักขึ้นเพื่อให้ได้คะแนนโอเน็ตสูง					

คำถาม	5	4	3	2	1
45. นักเรียนมีความกังวลในขณะที่เตรียมตัวสอบโอเน็ต					
46. นักเรียนกลัวทำคะแนนสอบโอเน็ตวิชาภาษาอังกฤษได้ต่ำ					

ตอนที่ 4: ความคิดเห็นของครูที่มีต่อการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐาน (โอเน็ต)

คำชี้แจง โปรดใส่เครื่องหมาย (✓) ลงในช่อง ☐ สำหรับข้อที่ตรงกับระดับความคิดเห็นของท่าน

ซึ่งแบ่งออกเป็น 5 ระดับ ได้แก่

5	หมายถึง	เห็นด้วยอย่างยิ่ง
4	หมายถึง	เห็นด้วย
3	หมายถึง	เฉยๆ
2	หมายถึง	ไม่เห็นด้วย
1	หมายถึง	ไม่เห็นด้วยอย่างยิ่ง

คำถาม	5	4	3	2	1
47. เนื้อหาในข้อสอบโอเน็ตครอบคลุมตัวบ่งชี้หลักในหลักสูตรแกนกลาง การศึกษาขั้นพื้นฐานพุทธศักราช 2551					
48. เนื้อหาในข้อสอบโอเน็ตมีความเชื่อมโยงกับเนื้อหาในหนังสือเรียนวิชา ภาษาอังกฤษ					
49. ข้อสอบโอเน็ตเน้นการอ่านภาษาอังกฤษเพื่อความเข้าใจ					
50. ข้อสอบโอเน็ตเน้นทักษะการคิดวิเคราะห์					
51. ข้อสอบโอเน็ตใช้วัดความสามารถการใช้ภาษาอังกฤษของนักเรียน					
52. ข้าพเจ้าคิดว่าการใช้คะแนนโอเน็ตเป็นเกณฑ์ในการทดสอบความรู้ก่อน จบการศึกษาเป็นความคิดที่ดี					
53. คะแนนสอบโอเน็ตของนักเรียนเป็นเครื่องบ่งชี้ว่านักเรียนเรียน ภาษาอังกฤษได้ดีแค่ไหนในชั้นเรียน					
54. เป้าหมายของการสอนภาษาอังกฤษคือการช่วยนักเรียนให้ได้คะแนน สอบโอเน็ตสูง					
55. การเตรียมตัวสอบโอเน็ตมีอิทธิพลต่อการสอนภาษาอังกฤษของข้าพเจ้า ในชั้นเรียน					
56. การเตรียมตัวสอบโอเน็ตมีอิทธิพลต่อการเรียนภาษาอังกฤษของนักเรียน ในชั้นเรียน					

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ขอขอบคุณเป็นอย่างยิ่งสำหรับการตอบแบบสอบถาม

Teacher Questionnaire in English Version

Washback Effects of the Ordinary National Educational Test (O-NET)

on English Language Teaching and Learning in Grade 9

Instructions: The respondents in this questionnaire are English teachers who are

teaching in the secondary schools under the Secondary Educational

Service Area Office 6 in Chachoengsao province.

  This questionnaire is divided into four parts:

Part 1: Background Information.

Part 2: Washback Effects on English Language Teaching.

Part 3: Teachers Perception on Washback Effects on English Language Learning.

Part 4: Teachers' Opinions towards the Ordinary National Educational Test

(O-NET).

This questionnaire is designed to investigate washback effects of Ordinary National Educational Test (O-NET) on English language teaching and learning as well as teachers'opinions towards the test. Your name will be kept anonymous, and all answers will be used for research purposes only.

Part 1: Background Information

Instruction: Please put a tick (✔) in the provided box ☐ for the item you choose.

1. Gender

☐ Male   ☐ Female

2. Age

☐ Under 25 years old   ☐ 25-35 years old   ☐ 36-45 years old

☐ 46-55 years old   ☐ Above 55 years old

3. Educational Background

☐ Bachelor's degree   ☐ Master's degree

☐ Doctoral degree

4. How many years do you teach English?

☐ Less than 5 years   ☐ 5-10 years   ☐ 11-15 years

☐ 16-20 years   ☐ 21-25years   ☐ More than 26 years

5. How many hours do you teach English per week?

☐ Less than 5 hours   ☐ 5-10 hours   ☐ 11-15 hours

☐ More than 15 hours

Part 2: Washback Effects on English Language Teaching

Instruction: Please rate the frequency in your English language teaching by putting a tick (✓)in the provided table ☐ for the item you choose.

The criteria are   5   means   always   (81-100% of the time)

     4   means   often   (61-80% of the time)

     3   means   sometimes   (41-60% of the time)

     2   means   seldom   (21-40% of the time)

     1   means   never   (0-20% of the time)

Questions	5	4	3	2	1
6. I teach English contents and skills based on the Basic Education Core Curriculum B.E. 2551.					
7. I teach English contents and skills which are more likely to appear on the O-NET.					
8. I use textbooks to teach English in classrooms.					
9. I use previous O-NET tests and other O-NET– related materials to teach English in classrooms.					
10. I change my teaching methods to help students to succeed on the O-NET.					
11. I teach test-taking strategies in classrooms.					
12. I use communicative language teaching approach in classrooms.					
13. I use student-centered approach in classrooms.					
14. I adapt test items from previous O-NET tests for my English tests in classrooms.					
15. I adjust my classroom assessment to match with the formats of the O-NET such as using multiple-choice test to evaluate students' learning.					
16. I use performance-based assessment to evaluate students' English language learning such as essay writing, pair-work, role-play, group discussion, portfolios, diaries, and self-assessment.					

Questions	5	4	3	2	1
17. I assess students English ability based on the objectives of the syllabus.					
18. I use only English when I teach English in classrooms.					
19. I use English with occasional Thai explanation when I teach English in classrooms.					
20. I use only Thai when I teach English in classrooms.					
21. I spend time on classroom activities that help students perform well on the O-NET e.g., vocabulary and grammar activities.					
22. I spend time after class to review contents that are likely to appear on the O-NET to students.					
23. I spend time on classroom activities that help students improve their English proficiency e.g., listening and speaking activities.					
24. I spend time on classroom activities that help students improve their critical thinking skills.					
25. I assign homework based on English textbook exercises.					
26. I assign homework relevant to the O-NET such as practicing the past exam papers or practicing reading comprehension activities.					
27. I assign group and pair work activities to students.					
28. I feel pressure either from the school or students themselves to improve the students' O-NET scores.					
29. I feel nervous and fear for the poor results of students' English ability.					
30. I expect students to perform well on the O-NET.					
31. I encourage students to participate more in English classrooms.					

Questions	5	4	3	2	1
32. I organize mock examination to students before taking the O-NET.					
33. I offer information relevant to the O-NET in classrooms.					

Part 3: Teachers Perception on Washback Effects on English Language Learning

Instruction: Please rate the frequency in your students' English language learning by putting a tick (✓) in the provided table ☐ for the item you choose.

The criteria are

	5	means	always	(81-100% of the time)
	4	means	often	(61-80% of the time)
	3	means	sometimes	(41-60% of the time)
	2	means	seldom	(21-40% of the time)
	1	means	never	(0-20% of the time)

Questions	5	4	3	2	1
34. Students focus learning on the contents and skills of English that are likely to appear on the O-NET.					
35. Students focus learning on communicative English language skills.					
36. Students focus learning on some parts in the English textbook even though they are not likely to appear on the O-NET.					
37. Students spend their time in the evenings or weekends for the O-NET preparation in tutorial schools.					
38. Students spend their time in the evenings or weekends to improve their English proficiency e.g., watching English movies, listening to English songs and reading English books.					

Questions	5	4	3	2	1
39. Students spend their time practicing previous O-NET test or reviewing grammar and vocabulary in classrooms.					
40. Students spend their time practicing communicative English language skills in classrooms.					
41. Students learn test-taking strategies for English language tests.					
42. Students use rote-memorization to prepare for the O-NET.					
43. Students study harder in Englishih order to develop their ability to use language.					
44. Students study harder in English to get high O-NET scores.					
45. Students feel anxious while preparing for the O-NET.					
46. Students fear for the poor O-NET results in English.					

Part 4: Teachers' Opinions towards the Ordinary National Educational Test (O-NET)

Instruction: Please rate your opinions by putting a tick (✓) in the provided table ☐ for the item

you choose.

The criteria are   5   means   strongly agree

4   means   agree

3   means   undecided

2   means   disagree

1   means   strongly disagree

Questions	5	4	3	2	1
47. The contents of the O-NET cover the main indicators of the Basic Education Core Curriculum B.E. 2551.					
48. The contents of the O-NET are related to the contents on English textbooks.					
49. The O-NET emphasizes English reading comprehension.					
50. The O-NET emphasizes critical thinking skills.					

Questions	5	4	3	2	1
51. The O-NET is used to check students' language proficiency.					
52. I think it is a good idea to use the O-NET scores as the criterion for exit examination.					
53. A student's score on the O-NET is an indication of how well she or he has learnedEnglish in classrooms.					
54. Goal of teaching English is to help students obtain high scores on the O-NET.					
55. The O-NET preparation has influence on my English language teaching in classrooms.					
56. The O-NET preparation has influence on students' English language learning in classrooms.					

Suggestion

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Thank you very much for your kind cooperation

Appendix E
Student Questionnaire
แบบสอบถามสำหรับนักเรียน

> ### ผลกระทบของการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐาน
> ### ที่มีต่อการเรียนการสอนภาษาอังกฤษในชั้นมัธยมศึกษาปีที่ 3

คำชี้แจง ผู้ตอบแบบสอบถามนี้คือ นักเรียนชั้นมัธยมศึกษาปีที่ 3 ในโรงเรียนมัธยมศึกษาสังกัด

สำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 6 จังหวัดฉะเชิงเทรา

คำถามแบ่งออกเป็น 4 ตอน   ดังนี้

ตอนที่ 1   ข้อมูลส่วนตัว

ตอนที่ 2   ผลกระทบของการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐานที่มีต่อการเรียน
ภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 3

ตอนที่ 3   ทัศนคติของนักเรียนเกี่ยวกับผลกระทบของการทดสอบทางการศึกษาระดับชาติ
ขั้นพื้นฐานที่มีต่อการสอนภาษาอังกฤษของครู

ตอนที่ 4   ความคิดเห็นของนักเรียนที่มีต่อการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐาน

แบบสอบถามฉบับนี้มีวัตถุประสงค์เพื่อศึกษาผลกระทบของการทดสอบทางการศึกษาระดับชาติขั้น

พื้นฐานที่มีต่อการเรียนการสอนวิชาภาษาอังกฤษ และสำรวจความคิดเห็นของนักเรียนชั้นมัธยมศึกษาปีที่ 3 ที่มีต่อ

การทดสอบการศึกษาระดับชาติขั้นพื้นฐาน ผู้วิจัยขอความกรุณาท่านตอบแบบสอบถามทุกข้อตามความเป็นจริง

โดยท่านไม่ต้องระบุชื่อในแบบสอบถามฉบับนี้ ผู้วิจัยจะรักษาคำตอบของท่านเป็นความลับและใช้ในการประมวลผล

เพื่องานวิจัยเท่านั้น

<u>ตอนที่ 1: ข้อมูลส่วนตัว</u>

คำชี้แจง โปรดใส่เครื่องหมาย (✓) ลงในช่อง ☐ สำหรับข้อที่ท่านเลือก

1. เพศ

☐ ชาย   ☐ หญิง

2. เกรดเฉลี่ยวิชาภาษาอังกฤษ

☐ น้อยกว่า 2.00   ☐ 2.00-2.50   ☐ 2.51-2.99

☐ 3.00-3.50   ☐ มากกว่า 3.50

3. ท่านเรียนภาษาอังกฤษกี่ชั่วโมงต่อสัปดาห์

☐ น้อยกว่า6 ชั่วโมง   ☐ 6-12 ชั่วโมง   ☐ 13-18 ชั่วโมง

☐ มากกว่า 18 ชั่วโมง

4.ท่านเรียนภาษาอังกฤษที่สถาบันกวดวิชากี่ครั้งต่อสัปดาห์

☐ ไม่ได้เข้าเรียน   ☐ 1 ครั้ง   ☐ 2 ครั้ง

☐ 3-4 ครั้ง   ☐ 5-6 ครั้ง   ☐ มากกว่า 6 ครั้ง

ตอนที่ 2: ผลกระทบของการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐานที่มีต่อการเรียนภาษาอังกฤษของ

นักเรียนชั้นมัธยมศึกษาปีที่ 3

คำชี้แจง โปรดใส่เครื่องหมาย (✓) ลงในช่อง☐ สำหรับข้อที่ท่านเลือกให้ตรงกับการปฏิบัติของท่านในการเรียน

ภาษาอังกฤษมากที่สุด ซึ่งแบ่งออกเป็น 5 ระดับ

5	หมายถึง	ทุกครั้ง	(ท่านปฏิบัติทุกครั้ง หรือ ประมาณ 81-100%)
4	หมายถึง	บ่อยครั้ง	(ท่านปฏิบัติบ่อยครั้ง หรือ ประมาณ 61-80%)
3	หมายถึง	บางครั้ง	(ท่านปฏิบัติเป็นบางครั้ง หรือ ประมาณ 41-60%)
2	หมายถึง	นานๆครั้ง	(ท่านปฏิบัตินานๆครั้ง หรือ ประมาณ 21-40%)
1	หมายถึง	ไม่เคย	(ท่านไม่เคยปฏิบัติ หรือ ประมาณ 0-20%)

คำถาม	5	4	3	2	1
5. ฉันสนใจเรียนเนื้อหาและทักษะภาษาอังกฤษที่มักจะปรากฏใน ข้อสอบโอเน็ต					
6. ฉันสนใจเรียนทักษะที่ใช้ในการสื่อสาร					
7. ฉันสนใจเรียนเนื้อหาบางส่วนในหนังสือเรียนภาษาอังกฤษแม้ว่า จะไม่มีในข้อสอบโอเน็ต					
8. ฉันใช้เวลาหลังเลิกเรียนหรือวันหยุดเสาร์อาทิตย์ในการเตรียมตัว สอบโอเน็ตที่สถาบันกวดวิชา					
9. ฉันใช้เวลาหลังเลิกเรียนหรือวันหยุดเสาร์อาทิตย์ในการพัฒนา ความสามารถการใช้ภาษาอังกฤษ เช่น การดูหนังภาษาอังกฤษ การฟังเพลงภาษาอังกฤษ และการอ่านหนังสือภาษาอังกฤษ					
10. ฉันใช้เวลาในการฝึกทำข้อสอบโอเน็ตย้อนหลังหรือทบทวน ไวยากรณ์และคำศัพท์ในชั้นเรียน					
11. ฉันใช้เวลาในการฝึกทักษะทางการสื่อสารภาษาอังกฤษในชั้นเรียน					
12. ฉันเรียนเทคนิคในการทำข้อสอบสำหรับการสอบวิชาภาษาอังกฤษ					
13. ฉันใช้ทักษะการจำในการเตรียมตัวสอบโอเน็ต					
14. ฉันเรียนวิชาภาษาอังกฤษหนักขึ้นเพื่อพัฒนาความสามารถในการ ใช้ภาษาอังกฤษ					
15. ฉันเรียนวิชาภาษาอังกฤษหนักขึ้นเพื่อให้ได้คะแนนโอเน็ตสูง					

คำถาม	5	4	3	2	1
16. ฉันมีความกังวลในขณะที่เตรียมตัวสอบโอเน็ต					
17. ฉันกลัวทำคะแนนสอบโอเน็ตวิชาภาษาอังกฤษได้ต่ำ					

ตอนที่ 3: ทัศนคติของนักเรียนเกี่ยวกับผลกระทบของการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐานที่มีต่อการสอนภาษาอังกฤษของครู

คำชี้แจง โปรดใส่เครื่องหมาย (✓) ลงในช่อง ☐ สำหรับข้อที่ท่านเลือกให้ตรงกับการปฏิบัติของครูในการสอนภาษาอังกฤษซึ่งแบ่งออกเป็น 5 ระดับ

5	หมายถึง	ทุกครั้ง	(ครูปฏิบัติทุกครั้ง หรือ ประมาณ100%)
4	หมายถึง	บ่อยครั้ง	(ครูปฏิบัติบ่อยครั้ง หรือ ประมาณ 75%)
3	หมายถึง	บางครั้ง	(ครูปฏิบัติเป็นบางครั้ง หรือ ประมาณ 50%)
2	หมายถึง	นานๆครั้ง	(ครูปฏิบัตินานๆครั้ง หรือ ประมาณ 25%)
1	หมายถึง	ไม่เคย	(ครูไม่เคยปฏิบัติ หรือ ประมาณ 0%)

คำถาม	5	4	3	2	1
18. ครูสอนเนื้อหาและทักษะภาษาอังกฤษตรงตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐานพุทธศักราช 2551					
19. ครูสอนเนื้อหาและทักษะภาษาอังกฤษที่คาดว่าจะมีในข้อสอบโอเน็ต					
20. ครูใช้หนังสือเรียนเพื่อสอนภาษาอังกฤษในชั้นเรียน					
21. ครูใช้ข้อสอบเก่าหรือสื่อที่เกี่ยวข้องกับข้อสอบโอเน็ตเพื่อสอนภาษาอังกฤษในชั้นเรียน					
22. ครูปรับวิธีการสอนเพื่อช่วยให้ฉันทำข้อสอบโอเน็ตได้					
23. ครูสอนเทคนิคการทำข้อสอบในชั้นเรียน					
24. ครูใช้แนวการสอนภาษาอังกฤษเพื่อการสื่อสารในชั้นเรียน					
25. ครูใช้แนวการสอนแบบเน้นผู้เรียนเป็นศูนย์กลางในชั้นเรียน					
26. ครูนำข้อสอบโอเน็ตย้อนหลังมาปรับเพื่อใช้ออกข้อสอบภาษาอังกฤษในชั้นเรียน					

คำถาม	5	4	3	2	1
27. ครูปรับการประเมินผลในชั้นเรียนให้สอดคล้องกับรูปแบบของ ข้อสอบโอเน็ต เช่น การใช้ข้อสอบปรนัยในการวัดการเรียนรู้ ของฉัน					
28. ครูใช้การประเมินผลจากการปฏิบัติในการวัดการเรียนรู้ ภาษาอังกฤษของฉัน เช่น การเขียนเรียงความ การทำงานคู่ การ แสดงบทบาทสมมุติ การอภิปราย แฟ้มสะสมผลงาน ไดอารี่ และ การประเมินตนเอง					
29. ครูประเมินความสามารถด้านภาษาอังกฤษของฉันโดยอิงตาม วัตถุประสงค์ของประมวลรายวิชา					
30. ครูใช้ภาษาอังกฤษในการจัดการเรียนการสอนวิชาภาษาอังกฤษ เท่านั้น					
31. ครูใช้ภาษาอังกฤษและอธิบายเป็นภาษาไทยบางครั้งเวลาที่สอน ภาษาอังกฤษในชั้นเรียน					
32. ครูใช้ภาษาไทยในการจัดการเรียนการสอนวิชาภาษาอังกฤษ เท่านั้น					
33. ครูใช้เวลากับกิจกรรมในชั้นเรียนที่ช่วยให้ฉันทำข้อสอบโอเน็ตได้ดี เช่น กิจกรรมเกี่ยวกับคำศัพท์และไวยากรณ์					
34. ครูใช้เวลานอกเหนือจากเวลาเรียนปกติเพื่อทบทวนเนื้อหาที่คาด ว่าจะมีในข้อสอบโอเน็ตให้ฉัน					
35. ครูใช้เวลากับกิจกรรมในชั้นเรียนที่ช่วยฉันพัฒนาการใช้ ภาษาอังกฤษ เช่น กิจกรรมการพูดและการฟัง					
36. ครูใช้เวลากับกิจกรรมในชั้นเรียนที่ช่วยนักเรียนพัฒนาทักษะการ คิดวิเคราะห์					
37. ครูมอบหมายการบ้านให้นักเรียนตามแบบฝึกหัดในหนังสือเรียน ภาษาอังกฤษ					
38. ครูมอบหมายการบ้านที่เกี่ยวข้องกับข้อสอบโอเน็ต เช่น การฝึก ทำข้อสอบย้อนหลังหรือการฝึกการอ่านเพื่อความเข้าใจ					
39. ครูมอบหมายกิจกรรมกลุ่มหรือกิจกรรมคู่ให้ฉันทำ					
40. ครูรู้สึกกดดันไม่ว่าจากโรงเรียนหรือจากนักเรียนที่ต้องเพิ่มระดับ คะแนนโอเน็ตของนักเรียนให้สูงขึ้น					
41. ครูรู้สึกวิตกกังวลและกลัวว่าผลสอบความสามารถด้าน ภาษาอังกฤษของนักเรียนจะมีระดับต่ำ					
42. ครูคาดหวังว่าฉันจะทำข้อสอบโอเน็ตได้ดี					

คำถาม	5	4	3	2	1
43. ครูสนับสนุนฉันให้มีส่วนร่วมในชั้นเรียนภาษาอังกฤษมากขึ้น					
44. ครูให้ฉันลองทำข้อสอบที่ใกล้เคียงกับข้อสอบจริงก่อนสอบโอเน็ต					
45. ครูให้ข้อมูลที่เกี่ยวข้องกับการสอบโอเน็ตในชั้นเรียน					

<u>ตอนที่ 4: ความคิดเห็นของนักเรียนที่มีต่อการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐาน</u>

คำชี้แจง   โปรดใส่เครื่องหมาย (✓) ลงในช่อง ☐ สำหรับข้อที่ตรงกับระดับความคิดเห็นของท่าน

ซึ่งแบ่งออกเป็น 5 ระดับ

5	หมายถึง	เห็นด้วยอย่างยิ่ง
4	หมายถึง	เห็นด้วย
3	หมายถึง	เฉยๆ
2	หมายถึง	ไม่เห็นด้วย
1	หมายถึง	ไม่เห็นด้วยอย่างยิ่ง

คำถาม	5	4	3	2	1
46. เนื้อหาในข้อสอบโอเน็ตครอบคลุมตัวบ่งชี้หลักสูตรแกนกลางการศึกษาขั้นพื้นฐานพุทธศักราช 2551					
47. เนื้อหาในข้อสอบโอเน็ตมีความเชื่อมโยงกับเนื้อหาในหนังสือเรียนวิชาภาษาอังกฤษ					
48. ข้อสอบโอเน็ตเน้นการอ่านภาษาอังกฤษเพื่อความเข้าใจ					
49. ข้อสอบโอเน็ตเน้นทักษะการคิดวิเคราะห์					
50. ข้อสอบโอเน็ตใช้วัดความสามารถการใช้ภาษาอังกฤษของฉัน					
51. ฉันคิดว่าการใช้คะแนนโอเน็ตเป็นเกณฑ์ในการทดสอบความรู้ก่อนจบการศึกษาเป็นความคิดที่ดี					
52. คะแนนสอบโอเน็ตของฉันเป็นเครื่องบ่งชี้ว่าฉันเรียนภาษาอังกฤษได้ดีแค่ไหนในชั้นเรียน					

คำถาม	5	4	3	2	1
53. เป้าหมายของการสอนภาษาอังกฤษคือการช่วยนักเรียนให้ได้ คะแนนสอบโอเน็ตสูง					
54. การเตรียมตัวสอบโอเน็ตมีอิทธิพลต่อการสอนภาษาอังกฤษของครู ในชั้นเรียน					
55. การเตรียมตัวสอบโอเน็ตมีอิทธิพลต่อการเรียนภาษาอังกฤษของ ฉันในชั้นเรียน					

ข้อเสนอแนะอื่นๆ

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ขอขอบคุณเป็นอย่างยิ่งสำหรับการตอบแบบสอบถาม

Student Questionnaire in English Version

Washback Effects of the Ordinary National Educational Test

(O-NET) on English Language Teaching and Learning in Grade 9

Instructions: The respondents in this questionnaire are Grade 9 students in the

secondary schools under the Secondary Educational Service Area Office

6 in Chachoengsao province.

This questionnaire is divided into four parts:

Part 1: Background Information.

Part 2: Washback Effects on English Language Learning.

Part 3: Students Perception on Washback Effects on English Language Teaching.

Part 4: Students' Opinions towards the Ordinary National Educational Test

(O-NET).

This questionnaire is designed to investigate washback effects of the O-NET on English language teaching and learning as well as students' opinions towards a test. Your name will be kept anonymous, and all answers will be used for research purposes only.

Part 1: Background Information

Instruction: Please put a tick (✔) in the provided box ☐ for the item you choose.

1. Gender

☐ Male   ☐ Female

2. GPA in English(last semester)

☐ Less than 2.00   ☐ 2.00-2.50   ☐ 2.51-2.99

☐ 3.00- 3.50   ☐ More than 3.5

3. How many hours per week do you learn English?

☐ Less than 6 hours   ☐ 6-12 hours   ☐ 13-18 hours

☐ More than 18 hours

4. How many times per week do you attend tutorial schools?

☐ None   ☐ Once time   ☐ Twice times

☐ 3-4 times   ☐ 5-6 times   ☐ More than 6 times

Part 2: Washback Effects on English Language Learning

Instruction: Please rate the frequency in your English language learning by putting a tick (✔) in

the provided table☐ for the item you choose.

The criteria are	5	means	always	(81-100% of the time)
	4	means	often	(61-80% of the time)
	3	means	sometimes	(41-60% of the time)
	2	means	seldom	(21-40% of the time)
	1	means	never	(0-20% of the time)

Questions	5	4	3	2	1
5. I focus learning on the contents and skills of English that are likely to appear on the O-NET.					
6. I focus learning on communicative English language skills.					
7. I focus learning on some parts in the English textbook even though they are not likely to appear on the O-NET.					
8. I spend my time in the evenings or weekends for the O-NET preparation in tutorial schools.					
9. I spend my time in the evenings or weekends to improve my English proficiency e.g., watching English movies, listening to English songs and reading English books.					
10. I spend my time practicing previous O-NET tests or reviewing grammar and vocabulary in classrooms.					
11. I spend my time practicing communicative English language skills in classrooms.					
12. I learn test-taking strategies for English language tests.					
13. I use rote-memorization to prepare for the O-NET.					
14. I study harder in English in order to developmy ability to use language.					
15. I study harder in English to get high O-NET scores.					
16. I feel anxious while preparing for the O-NET.					
17. I fear for the poor O-NET results in English.					

Part 3: Students Perception on Washback Effects on English Language Teaching

Instruction: Please rate the frequency in your teachers' English language teaching by putting a tick (✓) in the provided table ☐ for the item you choose.

The criteria are
	5	means	always	(81-100% of the time)
	4	means	often	(61-80% of the time)
	3	means	sometimes	(41-60% of the time)
	2	means	seldom	(21-40% of the time)
	1	means	never	(0-20% of the time)

Questions	5	4	3	2	1
18. Teachers teach English contents and skills based on the Basic Education Core Curriculum B.E. 2551.					
19. Teachers teach English contents and skills which are more likely to appear on the O-NET.					
20. Teachers use textbook to teach English in classrooms.					
21. Teachers use previous O-NET tests and other O-NET-related materials to teach English in classrooms.					
22. Teachers change their teaching methods to help me to succeed in the O-NET.					
23. Teachers teach test-taking strategies in classrooms.					
24. Teachers use communicative language teaching approach in classrooms.					
25. Teachers use student-centered approach in classrooms.					
26. Teachers adapt test items from previous O-NET tests for their English tests in classrooms.					
27. Teachers adjust their classroom assessment to match with the formats of the O-NET such as using multiple-choice test to evaluate my learning.					

Questions	5	4	3	2	1
28. Teachers use performance-based assessment to evaluate my English language learning such as essay writing, pair-work, role-play, group discussion, portfolios, diaries, and self-assessment.					
29. Teachers assess my English ability based on the objectives of the syllabus.					
30. Teachers use only English when they teach English in classrooms.					
31. Teachers use English with occasional Thai explanation when they teach English in classrooms.					
32. Teachers use only Thai when they teach English in classrooms.					
33. Teachers spend time on classroom activities that help me perform well on the O-NET e.g., vocabulary and grammar activities.					
34. Teachers spend time after class to review contents that are likely to appear on the O-NET to me.					
35. Teachers spend time on classroom activities that help me improve my English proficiency e.g., listening and speaking activities.					
36. Teachers spend time on classroom activities that help me improve my critical thinking skills.					
37. Teachers assign homework based on English textbook exercises.					
38. Teachers assign homework relevant to the O-NET such as practicing the past exam papers or practicing reading comprehension activities.					
39. Teachers assign group and pair work activities to me.					
40. Teachers feel pressure either from the school or students themselves to improve their students' O-NET scores.					
41. Teachers feel nervous and fear for the poor results of their students' English ability.					
42. Teachers expect me to perform well on the O-NET.					
43. Teachers encourage me to participate more in English classrooms.					

Questions	5	4	3	2	1
44. Teachers organize mock examination to me before taking the O-NET.					
45. Teachers offer information relevant to the O-NET in classrooms.					

Part 4:Students' Opinions towards the Ordinary National Educational Test (O-NET)

Instruction: Rate your opinions by putting a tick (✓) in the provided table ☐ for the item you choose.

The criteria are   5   means   strongly agree

                           4   means   agree

                           3   means   undecided

                           2   means   disagree

                           1   means   strongly disagree

Questions	5	4	3	2	1
46. The contents of the O-NET cover the main indicators of the Basic Education Core Curriculum B.E. 2551.					
47. The contents of the O-NET are related to the contents on English textbooks.					
48. The O-NET emphasizes English reading comprehension.					
49. The O-NET emphasizes critical thinking skills.					
50. The O-NET is used to check my language proficiency.					
51. I think it is a good idea to use the O-NET scores as the criterion for exit examination.					
52. My O-NET score is an indication of how well I have learned English in classrooms.					
53. Goal of teaching English is to help students obtain high scores on the O-NET.					
54. The O-NET preparation has influence on teachers' English language teaching in classrooms.					
55. The O-NET preparation has influence on my English language learning in classrooms.					

Suggestion

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Thank you very much for your kind cooperation

Appendix F

The Construction of Interview Questions

1. The Examples of Teacher Interview Questions

Questions	Area of teaching	Area of learning	Theories
5. Did you review contents that were likely to appear on the O-NET to students? and How?	Content of Teaching	-	(adapted from Gashaya, 2012; Sommit, 2009)
6. In your opinions, did your students focus to learn contents that were likely to appear on the O-NET? and How?	-	Content of Learning	(adapted from Gashaya, 2012; Sommit, 2009)
7. Did you teach students test-taking strategies of the O-NET? and How?	Teaching Methods	-	(adapted from Shih, 2007)
8. In your opinions, what techniques did your students use for the O-NET preparation?	-	Learning Strategies	(adapted from Maniruzzaman and Hoque, 2010)
9. Did your students go to tutorial schools or hire a tutor for the O-NET preparation?	-	Total Time on Learning	(adapted from Shih, 2007)
10. Had any students ever asked you to teach to the O-NET in class? Did you make changes of your lesson on the basis of the student's request?	-	Learning Motivation	(adapted from Gashaya, 2012)
11. How did you feel about the O-NET preparation? Anxiety?	Anxiety	-	(adapted from Gashaya, 2012)
12. In your opinions, how did your students feel about the O-NET preparation?	-	Anxiety	(adapted from Gashaya, 2012)

Questions	Area of teaching	Area of learning	Theories
13. What language did you use when you taught English in classrooms? and How?	Teacher Talk	-	(adapted from Yunus and Salehi, 2012)
14. Were students' assignments related to the O-NET? and How?	Teacher Assigned Homework	-	(adapted from Yunus and Salehi, 2012; shih,2007)
15. Were test items of quizzes, mid-term exam, and final exam similar to those of the O-NET? and How?	Teacher-Based Assessment	-	(adapted from Shih, 2007)
16. Had you ever provided extra class to review contents that were likely to appear on the O-NET to students? and How?	Time Allotment for Test Preparation	-	(adapted from Sommit, 2009)

2. The Example of Grade 9 Student Group Interview Questions

Questions	Area of teaching	Area of learning	Theories
3. Did teachers offer you information relevant to the O-NET in classrooms? and How?	Atmosphere of the Class	-	(adapted from Shih, 2007)
4. Did teachers teach test-taking strategies of the O-NET? and How?	Teaching Method	-	(adapted from Shih, 2007)
5. Did teachers review contents that were likely to appear on the O-NET? and How?	Content of Teaching	-	(adapted from Gashaya, 2012; Sommit, 2009)
6. What language did teachers use when they taught English in classrooms?	Teacher Talk	-	(adapted from Yunus and Salehi, 2012)
7. Were assignments related to the O-NET? and How?	Teacher Assigned Homework	-	(adapted from Yunus and Salehi, 2012)

Questions	Area of teaching	Area of learning	Theories
8. Were test items of quizzes, mid-term and final exam similar to those of the O-NET? and How?	Teacher-Based Assessment	-	(adapted from Shih, 2007)
10. Had you ever asked teachers to teach to the O-NET in class?	-	Learning motivation	(adapted from Gashaya, 2012)
11. Did you focus to learn contents that were likely to appear on the O-NET? and Why?	-	Content of learning	(adapted from Gashaya, 2012; Sommit, 2009)
12. What techniques did you use for the O-NET preparation?	-	Learning strategies	(adapted from Maniruzzaman and Hoque, 2010)
13. Did you go to tutorial schools or hire a tutor for the O-NET preparation?	-	Total time on learning	(adapted from Shih, 2007)
14. How did you feel about the O-NET preparation? Anxiety?	-	Anxiety	(adapted from Gashaya, 2012)
15. How did teachers feel about the O-NET preparation?	Anxiety	-	(adapted from Gashaya, 2012)

Appendix G

Teacher Interview Questions in Thai Version

No.	Questions
1	นักเรียนเพิ่งทำข้อสอบโอเน็ตผ่านพ้นไป คุณครูคิดอย่างไรเกี่ยวกับเนื้อหาและทักษะที่ออกใน ข้อสอบโอเน็ต
2	คุณครูคิดว่ามีส่วนไหนของข้อสอบโอเน็ตที่ควรปรับปรุงบ้างหรือไม่
3	การสอบโอเน็ตมีความสำคัญกับตัวของคุณครูหรือไม่ และมีความสำคัญอย่างไร
4	คุณครูชี้แจงข้อมูลที่เกี่ยวข้องกับการสอบโอเน็ตในชั้นเรียนหรือไม่ และชี้แจงอย่างไร
5	คุณครูทบทวนเนื้อหาที่คาดว่าจะมีในข้อสอบโอเน็ตให้นักเรียนบ้างหรือไม่ และทบทวนอย่างไร
6	ในความคิดของคุณครู นักเรียนสนใจเรียนเนื้อหาที่คาดว่าจะมีในข้อสอบโอเน็ตหรือไม่และสนใจ อย่างไร
7	คุณครูสอนเทคนิคการทำข้อสอบโอเน็ตให้นักเรียนบ้างหรือไม่ และสอนอย่างไร
8	ในความคิดของคุณครู นักเรียนใช้เทคนิคอะไรในการเตรียมตัวสอบโอเน็ต
9	นักเรียนไปเรียนเสริมที่โรงเรียนกวดวิชาหรือจ้างติวเตอร์เพื่อเตรียมตัวสอบโอเน็ตหรือไม่
10	มีนักเรียนเคยขอให้คุณครูสอนหรือติวข้อสอบโอเน็ตในชั้นเรียนบ้างหรือไม่ และคุณครูปรับ บทเรียนตามที่นักเรียนร้องขอหรือไม่
11	คุณครูมีความรู้สึกอย่างไรในการเตรียมตัวสอบโอเน็ต รู้สึกวิตกกังวลหรือไม่
12	ในความคิดของคุณครู นักเรียนรู้สึกอย่างไรในการเตรียมตัวสอบโอเน็ต
13	คุณครูใช้ภาษาอะไรเวลาที่สอนวิชาภาษาอังกฤษในชั้นเรียน และใช้อย่างไร
14	การบ้านของนักเรียนมีความเกี่ยวข้องกับข้อสอบโอเน็ตบ้างหรือไม่ และเกี่ยวข้องอย่างไร
15	ในข้อสอบย่อยข้อสอบกลางภาคและข้อสอบปลายภาคมีลักษณะคำถามคล้ายกับข้อสอบโอเน็ต หรือไม่ และมีลักษณะคล้ายอย่างไร
16	คุณครูเคยมีการสอนเพิ่มเติมนอกเวลาเรียนเพื่อทบทวนเนื้อหาที่คาดว่าจะมีในข้อสอบโอเน็ตให้ นักเรียนหรือไม่ และสอนอย่างไร
17	คุณครูคิดว่าการเตรียมตัวสอบโอเน็ตส่งผลต่อการเรียนภาษาอังกฤษของนักเรียนในชั้นเรียน หรือไม่ และส่งผลอย่างไร
18	ความสามารถการใช้ภาษาอังกฤษของนักเรียนเพิ่มขึ้นจากการเตรียมตัวสอบโอเน็ตหรือไม่และ เพิ่มขึ้นอย่างไร
19	คุณครูคิดว่าการเตรียมตัวสอบโอเน็ตส่งผลต่อการสอนภาษาอังกฤษของตนเองหรือไม่และส่งผล อย่างไร

Teacher Interview Questions in English Version

No.	Questions
1	Your students had just taken the O-NET. What did you think about the contents and tested skills of the O-NET?
2	Could you think of any aspect of the O-NET that needed to be improved?
3	How important was the O-NET to you?
4	Did you offer students information relevant to the O-NET in classrooms? and How?
5	Did you review contents that were likely to appear on the O-NET to students? and How?
6	In your opinion, did your students focus to learn contents that were likely to appear on the O-NET? and How?
7	Did you teach students test-taking strategies of the O-NET? and How?
8	In your opinions, what techniques did your students use for the O-NET preparation?
9	Did your students go to tutorial schools or hire a tutor for the O-NET preparation?
10	Had any students ever asked you to teach to the O-NET in class? Did you make changes of your lesson on the basis of the student's request?
11	How did you feel about the O-NET preparation? Anxiety?
12	In your opinions, how did your students feel about the O-NET preparation?
13	What language did you use when you taught English in classrooms? and How?
14	Were students' assignments related to the O-NET? and How?
15	Were test items of quizzes, mid-term exam, and final exam similar to those of the O-NET? and How?
16	Had you ever provided extra class to review contents that were likely to appear in the O-NET to students? and How?
17	Do you think the O-NET preparation affected students' English language learning in classrooms? and How?
18	Did they improve their English proficiencies from the O-NET preparation? and How?
19	Do you think the O-NET preparation affected your English language teaching? and How?

Appendix H
Grade 9 Student Interview Questions in Thai Version

No.	Questions
1	นักเรียนเพิ่งทำข้อสอบโอเน็ตผ่านพ้นไป นักเรียนคิดอย่างไรเกี่ยวกับเนื้อหาและทักษะที่ออกใน ข้อสอบโอเน็ต
2	นักเรียนคิดว่ามีส่วนไหนของข้อสอบโอเน็ตที่ควรปรับปรุงบ้างหรือไม่
3	ครูได้ชี้แจงข้อมูลที่เกี่ยวข้องกับการสอบโอเน็ตในชั้นเรียนหรือไม่ และชี้แจงอย่างไร
4	ครูได้สอนเทคนิคการทำข้อสอบโอเน็ตบ้างหรือไม่ และสอนอย่างไร
5	ครูได้ทบทวนเนื้อหาที่คาดว่าจะมีในข้อสอบโอเน็ตบ้างหรือไม่ และทบทวนอย่างไร
6	ครูใช้ภาษาอะไรเวลาที่สอนในชั้นเรียน
7	การบ้านที่นักเรียนทำมีความเกี่ยวข้องกับข้อสอบโอเน็ตบ้างหรือไม่ และมีความเกี่ยวข้องอย่างไร
8	ข้อสอบย่อยข้อสอบกลางภาคและข้อสอบปลายภาคคล้ายกับข้อสอบโอเน็ตบ้างหรือไม่ และมีลักษณะคล้ายอย่างไร
9	ครูมีการสอนเพิ่มเติมนอกเวลาเรียนเพื่อทบทวนเนื้อหาที่คาดว่าจะมีในข้อสอบโอเน็ตบ้างหรือไม่ และทบทวนอย่างไร
10	นักเรียนเคยขอให้ครูสอนหรือติวข้อสอบโอเน็ตในชั้นเรียนบ้างหรือไม่
11	นักเรียนสนใจเรียนเนื้อหาที่คาดว่าจะมีในข้อสอบโอเน็ตหรือไม่เพราะเหตุใด
12	นักเรียนมีเทคนิคอะไรบ้างที่ใช้ในการเตรียมตัวสอบโอเน็ต
13	นักเรียนไปเรียนเสริมที่โรงเรียนกวดวิชาหรือจ้างติวเตอร์เพื่อเตรียมตัวสอบโอเน็ตหรือไม่
14	นักเรียนมีความรู้สึกอย่างไรในการเตรียมตัวสอบโอเน็ต รู้สึกวิตกกังวลหรือไม่
15	แล้วคุณครูรู้สึกอย่างไรในการเตรียมตัวสอบโอเน็ต
16	การเตรียมตัวสอบโอเน็ตส่งผลต่อการเรียนภาษาอังกฤษในชั้นเรียนของนักเรียนหรือไม่และ ส่งผลอย่างไร
17	นักเรียนคิดว่าความสามารถการใช้ภาษาอังกฤษของตัวเองเพิ่มขึ้นจากการเตรียมตัวสอบโอเน็ต หรือไม่ เพราะเหตุใด
18	ในความคิดของนักเรียน การเตรียมตัวสอบโอเน็ตส่งผลต่อการสอนภาษาอังกฤษของครูหรือไม่ และส่งผลอย่างไร

Appendix I
List of Experts

1. Associate Professor Sumalee Chinokul, Ph.D.

   Faculty of Education, Chulalongkorn University

2. Assistant Professor Jirada Wudthayagon, Ph.D.

   Chulalongkorn University Language Institution, Chulalongkorn University

3. Assistant Professor Angkana Tongpoon-Patanasorn, Ph.D.

   Faculty of Humanities and Social Science, Khon Kaen University

4. Tanyaporn Arya, Ph.D.

   Chulalongkorn University Language Institution, Chulalongkorn University

5. Ms. Weena Sricharoen

   Head of Foreign Languages Department, Saint Louis Chachoengsao School
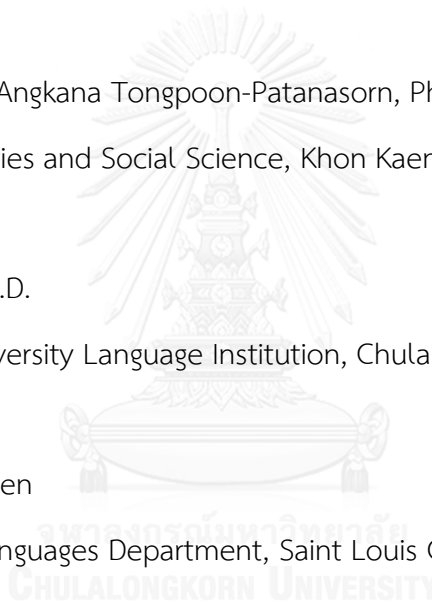
Appendix J
The Validity of Teacher Questionnaire

Washback effects on English language teaching

Statement	Expert					IOC	Results
	1	2	3	4	5		
I teach English contents and skills based on the Basic Education Core Curriculum B.E.2551. ฉันสอนเนื้อหาและทักษะภาษาอังกฤษตรงตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐานพุทธศักราช 2551	+1	+1	+1	+1	+1	1	Reserved
I teach English contents and skills which are more likely to appear on the O-NET. ฉันสอนเนื้อหาและทักษะภาษาอังกฤษที่คาดว่าจะมีในข้อสอบโอเน็ต	+1	+1	+1	+1	+1	1	Reserved
I use textbooks to teach in classrooms. ฉันใช้หนังสือเรียนเพื่อสอนในชั้นเรียน	+1	0	+1	0	+1	0.6	Reserved
I use past O-NET exams and other O-NET- related materials to teach in classrooms. ฉันใช้ข้อสอบเก่าหรือสื่อที่เกี่ยวข้องกับข้อสอบโอเน็ตเพื่อสอนในชั้นเรียน	+1	+1	+1	+1	+1	1	Reserved
I change my teaching methods to help students to succeed on the O-NET. ฉันเปลี่ยนวิธีการสอนเพื่อช่วยให้นักเรียนทำข้อสอบโอเน็ตได้	+1	+1	+1	0	+1	0.8	Reserved
I teach test-taking strategies in classrooms. ฉันสอนเทคนิคการทำข้อสอบในชั้นเรียน	+1	+1	+1	+1	+1	1	Reserved
I use communicative approach in classrooms. ฉันใช้แนวการสอนภาษาอังกฤษเพื่อการสื่อสารในชั้นเรียน	+1	+1	+1	+1	0	0.8	Reserved

Statement	Expert					IOC	Results
	1	2	3	4	5		
I use student-centered approach in classrooms. ฉันใช้แนวการสอนแบบเน้นผู้เรียนเป็นศูนย์กลางในชั้นเรียน	+1	+1	+1	+1	+1	1	Reserved
I adapt test items from previous O-NET exams for my classroom tests. ฉันนำข้อสอบโอเน็ตย้อนหลังมาปรับเพื่อใช้ออกข้อสอบในชั้นเรียน	+1	+1	+1	+1	+1	1	Reserved
I adjust my classroom assessment to match with the formats of the O-NET such as using multiple-choice test to evaluate students' learning. ฉันปรับการประเมินผลในชั้นเรียนให้สอดคล้องกับรูปแบบของข้อสอบโอเน็ต เช่น การใช้ข้อสอบปรนัยในการวัดการเรียนรู้ของนักเรียน	+1	+1	+1	+1	+1	1	Reserved
I use performance assessment to evaluate students learning such as essay writing, pair-work, role-play, group discussion, portfolios, diaries, and self-assessment and so on. ฉันใช้การประเมินผลจากการปฏิบัติในการวัดการเรียนรู้ของนักเรียน เช่น การเขียนเรียงความ การทำงานคู่ การแสดงบทบาทสมมุติ การอภิปราย แฟ้มสะสมผลงาน ไดอารี่ และการประเมินตนเอง และอื่นๆ	+1	+1	+1	+1	0	0.8	Reserved
I assess students based on the objectives of the syllabus. ฉันประเมินนักเรียนโดยอิงตามวัตถุประสงค์ของประมวลรายวิชา	+1	+1	0	+1	+1	0.8	Reserved
I use English only when I teach in classrooms. ฉันใช้ภาษาอังกฤษอย่างเดียวเวลาที่สอนในชั้นเรียน	+1	+1	0	+1	+1	0.8	Reserved
I use English with occasional Thai explanation when I teach English in classrooms. ฉันใช้ภาษาอังกฤษและอธิบายเป็นภาษาไทยบางครั้งเวลาที่สอนในชั้นเรียน	+1	0	+1	+1	+1	0.8	Reserved

Statement	Expert					IOC	Results
	1	2	3	4	5		
I use Thai only when I teach in classrooms. ฉันใช้ภาษาไทยอย่างเดียวเวลาที่สอนในชั้นเรียน	+1	+1	+1	+1	+1	1	Reserved
I spend time on classroom activities that help students perform well on the O-NET e.g., vocabulary and grammar activities. ฉันใช้เวลากับกิจกรรมในชั้นเรียนที่ช่วยให้นักเรียนทำ ข้อสอบโอเน็ตได้ดี เช่น กิจกรรมเกี่ยวกับคำศัพท์และ ไวยากรณ์	+1	+1	+1	+1	+1	1	Reserved
I spend time after class to review contents that are likely to appear on the O-NET to students. ฉันใช้เวลานอกเหนือจากเวลาเรียนปกติเพื่อทบทวนเนื้อหา ที่คาดว่าจะมีในข้อสอบโอเน็ตให้นักเรียน	+1	+1	+1	+1	+1	1	Reserved
I spend time on classroom activities that help students improve their English proficiency e.g., listening and speaking activities. ฉันใช้เวลากับกิจกรรมในชั้นเรียนที่ช่วยนักเรียนพัฒนาการ ใช้ภาษาอังกฤษ เช่น กิจกรรมการพูดและการฟัง	+1	+1	+1	+1	+1	1	Reserved
I assign homework based on textbook exercises. ฉันมอบหมายการบ้านให้นักเรียนตามแบบฝึกหัดในหนังสือ เรียน	+1	0	+1	+1	+1	0.8	Reserved
I assign homework relevant to the O-NET such as practicing the past exam papers or practicing reading comprehension activities. ฉันมอบหมายการบ้านที่เกี่ยวข้องกับข้อสอบโอเน็ต เช่น การฝึกทำข้อสอบย้อนหลังหรือการฝึกการอ่านเพื่อความ เข้าใจ	+1	+1	+1	+1	+1	1	Reserved
I assign group and pair work activities to students. ฉันมอบหมายกิจกรรมกลุ่มหรือกิจกรรมคู่ให้นักเรียนทำ	+1	+1	+1	+1	+1	1	Reserved

Statement	Expert					IOC	Results
	1	2	3	4	5		
I feel pressure either from the school or students themselves to improve the students' O-NET scores. ฉันรู้สึกกดดันไม่ว่าจากโรงเรียนหรือจากนักเรียนที่ต้อง เพิ่มระดับคะแนนโอเน็ตของนักเรียนให้สูงขึ้น	+1	+1	+1	+1	+1	1	Reserved
I feel nervous and fear the poor results of students. ฉันรู้สึกวิตกกังวลและกลัวผลสอบของนักเรียนมีระดับต่ำ	+1	+1	+1	+1	0	0.8	Reserved
I expect students to perform well on the O-NET. ฉันคาดหวังว่านักเรียนจะทำข้อสอบโอเน็ตได้ดี	+1	+1	+1	+1	+1	1	Reserved
I encourage students to participate more in classrooms. ฉันสนับสนุนนักเรียนให้มีส่วนร่วมในชั้นเรียนมากขึ้น	0	+1	+1	+1	+1	0.8	Reserved
I organize mock examination to students before taking the O-NET. ฉันให้นักเรียนลองทำข้อสอบที่ใกล้เคียงกับข้อสอบจริง ก่อนสอบโอเน็ต	0	+1	+1	+1	+1	0.8	Reserved
I offer information relevant to the O-NET in classrooms. ฉันให้ข้อมูลที่เกี่ยวข้องกับการสอบโอเน็ตในชั้นเรียน	0	+1	+1	+1	+1	0.8	Reserved

Teachers Perception on Washback Effects on English Language Learning

Statement	Expert					IOC	Results
	1	2	3	4	5		
Students focus learning on the contents and skills that are likely to appear on the O-NET. นักเรียนสนใจเรียนเนื้อหาและทักษะที่มักจะปรากฏในข้อสอบโอเน็ต	+1	+1	+1	+1	-1	0.6	Reserved
Students focus learning on communicative skills. นักเรียนสนใจเรียนทักษะที่ใช้ในการสื่อสาร	+1	+1	+1	+1	-1	0.6	Reserved
Students focus learning on some parts in the English textbook even though they are not likely to appear on the O-NET. นักเรียนสนใจเรียนเนื้อหาบางส่วนในหนังสือเรียนภาษาอังกฤษ แม้ว่าจะไม่มีในข้อสอบโอเน็ต	+1	+1	+1	+1	-1	0.6	Reserved
Students spend their time in the evenings or weekends for the O-NET preparation in tutorial schools. นักเรียนใช้เวลาหลังเลิกเรียนหรือวันหยุดเสาร์อาทิตย์ในการเตรียมตัวสอบโอเน็ตที่สถาบันกวดวิชา	+1	+1	+1	+1	-1	0.6	Reserved
Students spend their time practicing previous O-NET exams or reviewing grammar and vocabulary in classrooms. นักเรียนใช้เวลาในการฝึกทำข้อสอบโอเน็ตย้อนหลังหรือทบทวนไวยากรณ์และคำศัพท์ในชั้นเรียน	+1	+1	+1	+1	+1	1	Reserved
Students spend their time practicing communicative skills. นักเรียนใช้เวลาในการฝึกทักษะทางการสื่อสาร	+1	+1	+1	+1	+1	1	Reserved
Students learn test-taking strategies. นักเรียนเรียนกลวิธีในการทำข้อสอบ	+1	+1	+1	+1	-1	0.6	Reserved

Statement	Expert					IOC	Results
	1	2	3	4	5		
Students use rote-memorization skill to prepare for the O-NET. นักเรียนใช้ทักษะการจำในการเตรียมตัวสอบโอเน็ต	+1	+1	+1	+1	-1	0.6	Reserved
Students focus to learn language in order to develop their ability to use language. นักเรียนสนใจเรียนภาษาเพื่อพัฒนาความสามารถในการใช้ภาษาอังกฤษ	+1	+1	+1	+1	-1	0.6	Reserved
Students study harder to get high O-NET scores. นักเรียนเรียนหนักขึ้นเพื่อให้ได้คะแนนโอเน็ตสูง	+1	+1	+1	+1	-1	0.6	Reserved
Students feel anxiety to prepare for the O-NET. นักเรียนมีความกังวลในการเตรียมตัวสอบโอเน็ต	+1	+1	+1	+1	+1	1	Reserved
Students fear the poor test results. นักเรียนกลัวทำคะแนนสอบโอเน็ตได้ต่ำ	+1	+1	+1	+1	0	0.8	Reserved

Teachers' Opinions towards the Ordinary National Educational Test (O-NET)

Statement	Expert					IOC	Results
	1	2	3	4	5		
The contents of the O-NET cover the Basic Education Core Curriculum B.E. 2551. เนื้อหาในข้อสอบโอเน็ตครอบคลุมหลักสูตรแกนกลางการศึกษาขั้นพื้นฐานพุทธศักราช 2551	+1	+1	+1	+1	-1	0.6	Reserved
The contents of the O-NET are based in textbooks. เนื้อหาในข้อสอบโอเน็ตออกตามเนื้อหาในหนังสือเรียน	+1	+1	+1	+1	+1	1	Reserved
The O-NET emphasizes reading comprehension. ข้อสอบโอเน็ตเน้นการอ่านเพื่อความเข้าใจ	+1	+1	+1	+1	+1	1	Reserved
The O-NET emphasizes critical thinking skills. ข้อสอบโอเน็ตเน้นทักษะการคิดวิเคราะห์	+1	+1	+1	+1	+1	1	Reserved
The O-NET is used to check students' language proficiency. ข้อสอบโอเน็ตใช้วัดความสามารถการใช้ภาษาอังกฤษของนักเรียน	+1	+1	+1	+1	+1	1	Reserved
I think it is a good idea to use the O-NET scores as the criterion for exit examination. ฉันคิดว่าการใช้คะแนนโอเน็ตเป็นเกณฑ์ในการทดสอบความรู้ก่อนจบการศึกษาเป็นความคิดที่ดี	+1	+1	+1	+1	+1	1	Reserved
A student's score on the O-NET is an indication of how well she or he has learned in classrooms. คะแนนสอบโอเน็ตของนักเรียนเป็นเครื่องบ่งชี้ว่านักเรียนเรียนได้ดีแค่ไหนในชั้นเรียน	+1	+1	+1	+1	+1	1	Reserved
Goal of teaching English is to help students obtain high scores on the O-NET. เป้าหมายของการสอบภาษาอังกฤษคือการช่วยนักเรียนให้ได้คะแนนสอบโอเน็ตสูง	+1	+1	+1	+1	+1	1	Reserved

Statement	Expert					IOC	Results
	1	2	3	4	5		
The O-NET has influence on my teaching in classrooms. ข้อสอบโอเน็ตมีอิทธิพลต่อการสอนของฉันในชั้นเรียน	+1	+1	+1	+1	+1	1	Reserved
The O-NET has influence on students' learning in classrooms. ข้อสอบโอเน็ตมีอิทธิพลต่อการเรียนของนักเรียนในชั้นเรียน	+1	+1	+1	+1	+1	1	Reserved

Appendix K

The Validity of Interview Questions

The Validity of English Teacher Interview Questions

Questions	Expert					IOC	Results
	1	2	3	4	5		
Your students have just taken the O-NET. What do you think about the contents and tested skills of the O-NET? นักเรียนเพิ่งทำข้อสอบโอเน็ตผ่านพ้นไป คุณครูคิดอย่างไร เกี่ยวกับเนื้อหาและทักษะที่ออกในข้อสอบโอเน็ต	+1	+1	+1	-1	+1	0.6	Reserved
Could you think of any aspect of the O-NET that needs to be improved? คุณครูคิดว่ามีส่วนไหนของข้อสอบโอเน็ตที่ควรปรับปรุง บ้างหรือไม่	+1	+1	+1	+1	+1	1	Reserved
How important is the O-NET to you? การสอบโอเน็ตมีความสำคัญกับตัวเองไหม	+1	+1	+1	-1	+1	0.6	Reserved
Did you offer students information relevant to the O-NET in classrooms? and Why? คุณครูชี้แจงข้อมูลที่เกี่ยวข้องกับการสอบโอเน็ต ในชั้นเรียนหรือไม่เพราะเหตุใด	+1	+1	+1	+1	+1	1	Reserved
Did you review contents that are likely to appear on the O-NET to students? and Why? คุณครูทบทวนเนื้อหาที่คาดว่าจะมีในข้อสอบโอเน็ตให้ นักเรียนบ้างหรือไม่ เพราะเหตุใด	+1	+1	+1	+1	+1	1	Reserved
In your opinion, did your students focus to learn contents that are likely to appear on the O-NET? and How? ในความคิดของคุณครู นักเรียนสนใจเรียนเนื้อหา ที่คาดว่าจะมีในข้อสอบโอเน็ตหรือไม่อย่างไร	+1	+1	+1	+1	+1	1	Reserved

Questions	Expert					IOC	Results
	1	2	3	4	5		
Did you teach students test-taking strategies of the O-NET? and Why? คุณครูสอนเทคนิคการทำข้อสอบโอเน็ตให้นักเรียน บ้างหรือไม่เพราะเหตุใด	+1	+1	+1	+1	+1	1	Reserved
In your opinions, what techniques did your students use for the O-NET preparation? ในความคิดของคุณครูนักเรียนใช้เทคนิคอะไร ในการเตรียมตัวสอบโอเน็ต	+1	+1	+1	+1	+1	1	Reserved
Did your students go to tutorial schools or hire a tutor for the O-NET preparation? นักเรียนไปเรียนเสริมที่โรงเรียนกวดวิชาหรือจ้างติว เตอร์เพื่อเตรียมตัวสอบโอเน็ตหรือไม่	+1	+1	+1	+1	+1	1	Reserved
Had any students ever asked you to teach to the O-NET? Did you make changes on the basis of the student's request? มีนักเรียนเคยขอให้คุณครูสอนหรือติวข้อสอบโอเน็ต บ้างหรือไม่และคุณครูทำตามที่นักเรียนร้องขอหรือไม่	+1	0	+1	+1	0	0.6	Reserved
How did you feel about the O-NET preparation? Anxiety? คุณครูมีความรู้สึกอย่างไรในการเตรียมตัวสอบโอเน็ต รู้สึกวิตกกังวลหรือไม่	+1	+1	+1	+1	+1	1	Reserved
In your opinions, how did your students feel about the O-NET preparation? ในความคิดของคุณครูนักเรียนรู้สึกอย่างไร ในการเตรียมตัวสอบโอเน็ต	+1	+1	+1	+1	+1	1	Reserved

Questions	Expert					IOC	Results
	1	2	3	4	5		
What language do you use when you teach in classrooms? and Why?	+1	+1	+1	+1	+1	1	Reserved
คุณครูใช้ภาษาอะไรเวลาที่สอนในชั้นเรียนเพราะเหตุใด	+1	+1	+1	+1	+1	1	Reserved
Were students' assignments related to the O-NET? and Why? การบ้านของนักเรียนมีความเกี่ยวข้องกับข้อสอบโอเน็ตบ้างหรือไม่เพราะเหตุใด							
Were test items of quizzes, mid-term exam, and final exam similar to those of the O-NET? and Why? ในข้อสอบย่อยข้อสอบกลางภาคและข้อสอบปลายภาคมีลักษณะคำถามคล้ายกับข้อสอบโอเน็ตหรือไม่เพราะเหตุใด	+1	+1	+1	+1	+1	1	Reserved
Had you ever provided extra class to review contents that are likely to appear on the O-NET to students? and Why? คุณครูเคยมีการสอนเพิ่มเติมนอกเวลาเรียนเพื่อทบทวนเนื้อหาที่คาดว่าจะมีในข้อสอบโอเน็ตให้นักเรียนหรือไม่ เพราะเหตุใด	+1	+1	+1	+1	+1	1	Reserved
Do you think the O-NET affects students' English language learning in classrooms? and How? คุณครูคิดว่าการสอบโอเน็ตส่งผลต่อการเรียนภาษาอังกฤษของนักเรียนในชั้นเรียนหรือไม่ อย่างไร	+1	+1	+1	+1	+1	1	Reserved

Questions	Expert					IOC	Results
	1	2	3	4	5		
Do they improve their English proficiencies from the O-NET preparation? and How? ความสามารถการใช้ภาษาอังกฤษของนักเรียน เพิ่มขึ้นจากการเตรียมตัวสอบโอเน็ตหรือไม่ อย่างไร	+1	+1	+1	+1	+1	1	Reserved
Do you think the O-NET affect your English language teaching? and Why? คุณครูคิดว่าการสอบโอเน็ตส่งผลต่อการสอนภาษา อังกฤษของตนเองหรือไม่ เพราะเหตุใด	+1	+1	+1	+1	+1	1	Reserved

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

The Validity of Grade 9 Students Group Interview Questions

Questions	Expert					IOC	Results
	1	2	3	4	5		
You have just taken the O-NET. What do you think about the contents and tested skills of the O-NET? คุณเพิ่งทำข้อสอบโอเน็ตผ่านพ้นไป คุณคิดอย่างไรเกี่ยวกับเนื้อหาและทักษะที่ออกใน ข้อสอบโอเน็ต	+1	+1	+1	+1	+1	1	Reserved
Could you think of any aspect of the O-NET that needs to be improved? คุณคิดว่ามีส่วนไหนของข้อสอบโอเน็ตที่ควรปรับปรุง บ้างหรือไม่	+1	+1	+1	+1	+1	1	Reserved
Did teachers offer you information relevant to the O-NET in classrooms? and How? ครูชี้แจงข้อมูลที่เกี่ยวข้องกับการสอบโอเน็ตในชั้น เรียนหรือไม่ อย่างไร	+1	+1	+1	+1	+1	1	Reserved
Did teachers teach test-taking strategies of the O-NET? and How? ครูได้สอนเทคนิคการทำข้อสอบโอเน็ตบ้างหรือไม่ อย่างไร	+1	+1	+1	+1	+1	1	Reserved
Did teachers review contents that are likely to appear on the O-NET? and How? ครูได้ทบทวนเนื้อหาที่คาดว่าจะมีในข้อสอบโอเน็ต บ้างหรือไม่อย่างไร	+1	+1	+1	+1	+1	1	Reserved
What language did teachers use when teach in classrooms? ครูใช้ภาษาอะไรเวลาที่สอนในชั้นเรียน	+1	+1	+1	+1	+1	1	Reserved
Were assignments related to the O-NET? and How? การบ้านที่คุณทำมีความเกี่ยวข้องกับข้อสอบโอเน็ต บ้างหรือไม่อย่างไร	+1	+1	+1	+1	+1	1	Reserved

Questions	Expert					IOC	Results
	1	2	3	4	5		
Were test items of quizzes, mid-term and final exam similar to those of the O-NET? and How? ข้อสอบย่อยข้อสอบกลางภาคและข้อสอบปลายภาค คล้ายกับข้อสอบโอเน็ตบ้างหรือไม่ อย่างไร	+1	+1	+1	+1	+1	1	Reserved
Did teachers provide extra class to review contents that are likely to appear on the O-NET? and How? ครูมีการสอนเพิ่มเติมนอกเวลาเรียนเพื่อทบทวนเนื้อหาที่ คาดว่าจะมีในข้อสอบโอเน็ตบ้างหรือไม่ อย่างไร	+1	+1	+1	+1	+1	1	Reserved
Had you ever asked teachers to teach to the O-NET? คุณเคยขอให้ครูสอนหรือติวข้อสอบโอเน็ตบ้างหรือไม่	+1	0	+1	+1	+1	0.8	Reserved
Did you focus to learn contents that are likely to appear on the O-NET? and Why? คุณสนใจเรียนเนื้อหาที่คาดว่าจะมีในข้อสอบโอเน็ต หรือไม่เพราะเหตุใด	+1	+1	+1	+1	+1	1	Reserved
What techniques did you use for the O-NET preparation? คุณมีเทคนิคอะไรบ้างที่ใช้ในการเตรียมตัวสอบโอเน็ต	+1	+1	+1	+1	+1	1	Reserved
Did you go to tutorial schools or hire a tutor for the O-NET preparation? คุณไปเรียนเสริมที่โรงเรียนกวดวิชาหรือจ้างติวเตอร์ เพื่อเตรียมตัวสอบโอเน็ตหรือไม่	+1	+1	+1	+1	+1	1	Reserved
How did you feel about the O-NET preparation? Anxiety? คุณมีความรู้สึกอย่างไรในการเตรียมตัวสอบโอเน็ตรู้สึก วิตกกังวลหรือไม่	+1	+1	+1	+1	+1	1	Reserved
How did teachers feel about the O-NET preparation? แล้วคุณครูรู้สึกอย่างไรในการเตรียมตัวสอบโอเน็ต	+1	+1	+1	+1	+1	1	Reserved

Questions	Expert					IOC	Results
	1	2	3	4	5		
Do the O-NET affect your English language learning in classrooms? and Why? การสอบโอเน็ตส่งผลต่อการเรียนภาษาอังกฤษในชั้นเรียนของนักเรียนหรือไม่ เพราะเหตุใด	+1	+1	+1	+1	+1	1	Reserved
Do you think that your English proficiency had improved due to the O-NET preparation? and Why? คุณคิดว่าความสามารถการใช้ภาษาอังกฤษของตัวเองเพิ่มขึ้นจากการเตรียมตัวสอบโอเน็ตหรือไม่ เพราะเหตุใด	+1	+1	+1	+1	+1	1	Reserved
In your opinions, do the O-NET affect teachers' English language teaching? and How? ในความคิดของคุณการสอบโอเน็ตส่งผลต่อการสอนภาษาอังกฤษของครูในชั้นเรียนหรือไม่ อย่างไร	+1	+1	+1	+1	+1	1	Reserved

Appendix L

Teacher Questionnaire Item Revisions

Washback Effects on English Language Teaching

No.	Statement	Revized Statement
8	I use textbooks to teach in classrooms. ฉันใช้หนังสือเรียนเพื่อสอนในชั้นเรียน	I use textbooks to teach English in classrooms. ข้าพเจ้าใช้หนังสือเรียนเพื่อสอนภาษาอังกฤษในชั้นเรียน
9	I use past O-NET exams and other O-NET–related materials to teach in classrooms. ฉันใช้ข้อสอบเก่าหรือสื่อที่เกี่ยวข้องกับข้อสอบโอเน็ต เพื่อสอนในชั้นเรียน	I use previous O-NET tests and other O-NET–related materials to teach English in classrooms. ข้าพเจ้าใช้ข้อสอบเก่าหรือสื่อที่เกี่ยวข้องกับข้อสอบโอเน็ต เพื่อสอนภาษาอังกฤษในชั้นเรียน
10	ฉันเปลี่ยนวิธีการสอนเพื่อช่วยให้นักเรียนทำข้อสอบ โอเน็ตได้	ข้าพเจ้าปรับวิธีการสอนเพื่อช่วยให้นักเรียนทำข้อสอบ โอเน็ตได้
12	I use communicative approach in classrooms . ฉันใช้แนวการสอนภาษาอังกฤษเพื่อการสื่อสาร ในชั้นเรียน	I use communicative language teaching approach in classrooms. ข้าพเจ้าใช้แนวการสอนภาษาอังกฤษเพื่อการสื่อสารในชั้น เรียน
14	I adapt test items from previous O-NET exams for my classroom tests. ฉันนำข้อสอบโอเน็ตย้อนหลังมาปรับเพื่อใช้ออก ข้อสอบในชั้นเรียน	I adapt test items from previous O-NET tests for my English tests in classrooms. ข้าพเจ้านำข้อสอบโอเน็ตย้อนหลังมาปรับเพื่อใช้ออก ข้อสอบภาษาอังกฤษในชั้นเรียน
16	I use performance assessment to evaluate students' learning such as essay writing, pair-work, role-play, group discussion, portfolios, diaries, self assessment and so on. ฉันใช้การประเมินผลจากการปฏิบัติในการวัดการเรียนรู้ ของนักเรียน เช่น การเขียนเรียงความ การทำงานคู่ การแสดงบทบาทสมมุติ การอภิปราย แฟ้มสะสมผลงาน ไดอารี่ การประเมินตนเอง และอื่นๆ	I use performance-based assessment to evaluate students' English language learning such as essay writing, pair-work, role-play, group discussion, portfolios, diaries, and self-assessment. ข้าพเจ้าใช้การประเมินผลจากการปฏิบัติในการวัดการ เรียนรู้ภาษาอังกฤษของนักเรียน เช่น การเขียนเรียงความ การทำงานคู่ การแสดงบทบาทสมมุติ การอภิปราย แฟ้ม สะสมผลงาน ไดอารี่ และการประเมินตนเอง

No	Statement	Revized Statement
17	I assess students based on the objectives of the syllabus. ฉันประเมินนักเรียนโดยอิงตามวัตถุประสงค์ของประมวลรายวิชา	I assess students English ability based on the objectives of the syllabus. ข้าพเจ้าประเมินความสามารถด้านภาษาอังกฤษของนักเรียนโดยอิงตามวัตถุประสงค์ของประมวลรายวิชา
18	I use English only when I teach in classrooms. ฉันใช้ภาษาอังกฤษอย่างเดียวเวลาที่สอนในชั้นเรียน	I use only English when I teach Englishin classrooms. ข้าพเจ้าใช้ภาษาอังกฤษในการจัดการเรียนการสอนวิชาภาษาอังกฤษเท่านั้น
19	I use English with occasional Thai explanation when I teach in classrooms. ฉันใช้ภาษาอังกฤษและอธิบายเป็นภาษาไทยบางครั้งเวลาที่สอนในชั้นเรียน	I use English with occasional Thai explanation when I teach English in classrooms. ข้าพเจ้าใช้ภาษาอังกฤษและอธิบายเป็นภาษาไทยบางครั้งเวลาที่สอนภาษาอังกฤษในชั้นเรียน
20	I use Thai only when I teach in classrooms. ฉันใช้ภาษาไทยอย่างเดียวเวลาที่สอนในชั้นเรียน	I use only Thai when I teach English in classrooms. ข้าพเจ้าใช้ภาษาไทยในการจัดการเรียนการสอนเท่านั้น
25	I assign homework based on textbook exercises. ฉันมอบหมายการบ้านให้นักเรียนตามแบบฝึกหัดในหนังสือเรียน	I assign homework based on English textbook exercises. ข้าพเจ้ามอบหมายการบ้านให้นักเรียนตามแบบฝึกหัดในหนังสือเรียนภาษาอังกฤษ
29	I feel nervous and fear the poor results of students. ฉันรู้สึกวิตกกังวลและกลัวผลสอบของนักเรียนมีระดับต่ำ	I feel nervous and fear for the poor results of students' English ability. ข้าพเจ้ารู้สึกวิตกกังวลและกลัวว่าผลสอบความสามารถด้านภาษาอังกฤษของนักเรียนจะมีระดับต่ำ
31	I encourage students to participate more in classrooms. ฉันสนับสนุนนักเรียนให้มีส่วนร่วมในชั้นเรียนมากขึ้น	I encourage students to participate more in English classrooms. ข้าพเจ้าสนับสนุนนักเรียนให้มีส่วนร่วมในชั้นเรียนภาษาอังกฤษมากขึ้น

Teachers Perception on Washback Effects on English Language Learning

No.	Questions	Revized Questions
34	Students focus learning on the contents and skills that are likely to appear on the O-NET. นักเรียนสนใจเรียนเนื้อหาและทักษะที่มักจะปรากฎในข้อสอบโอเน็ต	Students focus learning on the contents and skills of English that are likely to appear on the O-NET. นักเรียนสนใจเรียนเนื้อหาและทักษะภาษาอังกฤษที่มักจะปรากฎในข้อสอบโอเน็ต
35	Students focus learning on communicative skills. 	Students focus learning on communicative English language skills.
36	Students focus learning on some parts in the textbook even though they are not likely to appear on the O-NET. นักเรียนสนใจเรียนเนื้อหาบางส่วนในหนังสือเรียนแม้ว่าจะไม่มีในข้อสอบโอเน็ต	Students focus learning on some parts in the English textbook even though they are not likely to appear on the O-NET. นักเรียนสนใจเรียนเนื้อหาบางส่วนในหนังสือเรียนภาษาอังกฤษแม้ว่าจะไม่มีในข้อสอบโอเน็ต
40	Students spend their time practicing communicative skills. นักเรียนใช้เวลาในการฝึกทักษะทางการสื่อสาร	Students spend their time practicing communicative English language skills in classrooms. นักเรียนใช้เวลาในการฝึกทักษะทางการสื่อสารภาษาอังกฤษในชั้นเรียน
41	Students learn test-taking strategies. นักเรียนเรียนกลวิธีในการทำข้อสอบ	Students learn test-taking strategies for English language tests. นักเรียนเรียนเทคนิคในการทำข้อสอบสำหรับการสอบวิชาภาษาอังกฤษ
43	Students focus to learn language in order to develop their ability to use language. นักเรียนสนใจเรียนภาษาเพื่อพัฒนาความสามารถในการใช้ภาษาอังกฤษ	Students study harder in English in order to develop their ability to use language. นักเรียนเรียนวิชาภาษาอังกฤษหนักขึ้นเพื่อพัฒนาความสามารถในการใช้ภาษาอังกฤษ
44	Students study harder to get high O-NET scores. นักเรียนเรียนหนักขึ้นเพื่อให้ได้คะแนนโอเน็ตสูง	Students study harder in English to get high O-NET scores. นักเรียนเรียนวิชาภาษาอังกฤษหนักขึ้นเพื่อให้ได้คะแนนโอเน็ตสูง

No.	Questions	Revized Questions
45	Students feel <u>anxiety to prepare</u> for the O-NET. นักเรียนมีความกังวลในการเตรียมตัวสอบโอเน็ต	Students feel <u>anxious while preparing</u> for the O-NET.
46	Students fear <u>the poor test results.</u> นักเรียนกลัวทำคะแนนสอบโอเน็ตได้ต่ำ	Students fear <u>for the poor O-NET results in English.</u> นักเรียนกลัว<u>ทำคะแนนสอบโอเน็ตวิชาภาษาอังกฤษได้ต่ำ</u>

Teachers' Opinions towards the Ordinary National Educational Test (O-NET)

No.	Questions	Revized Questions
47	The contents of the O-NET cover the Basic Education Core Curriculum B.E. 2551. เนื้อหาในข้อสอบโอเน็ตครอบคลุมหลักสูตรแกนกลางการศึกษาขั้นพื้นฐานพุทธศักราช 2551	The contents of the O-NET cover <u>the main indicators</u> of the Basic Education Core Curriculum B.E. 2551. เนื้อหาในข้อสอบโอเน็ตครอบคลุม<u>ตัวบ่งชี้หลัก</u>ในหลักสูตรแกนกลางการศึกษาขั้นพื้นฐานพุทธศักราช 2551
48	The contents of the O-NET <u>are based in</u> textbooks. เนื้อหาในข้อสอบโอเน็ตออกตามเนื้อหาในหนังสือเรียน	The contents of the O-NET <u>are related to the contents</u> in <u>English</u> textbooks. เนื้อหาในข้อสอบโอเน็ตมีความเชื่อมโยงกับเนื้อหาในหนังสือเรียน<u>วิชาภาษาอังกฤษ</u>
49	The O-NET emphasizes reading comprehension. ข้อสอบโอเน็ตเน้นการอ่านเพื่อความเข้าใจ	The O-NET emphasizes <u>English</u> reading comprehension. ข้อสอบโอเน็ตเน้นการอ่าน<u>ภาษาอังกฤษ</u>เพื่อความเข้าใจ
52	ฉันคิดว่าการใช้คะแนนโอเน็ตเป็นเกณฑ์ในการทดสอบความรู้ก่อนจบการศึกษาเป็นความคิดที่ดี	<u>ข้าพเจ้า</u>คิดว่าการใช้คะแนนโอเน็ตเป็นเกณฑ์ในการทดสอบความรู้ก่อนจบการศึกษาเป็นความคิดที่ดี

Appendix M

Interview Questions Revision

Teacher Interview Questions Revisions

No.	Questions	Revized Questions
1	Your students have just taken the O-NET. What do you think about the contents and tested skills of the O-NET?	Your students had just taken the O-NET. What did you think about the contents and tested skills of the O-NET?
2	Could you think of any aspect of the O-NET that needs to be improved?	Could you think of any aspect of the O-NET that needed to be improved?
3	How important is the O-NET to you? การสอบโอเน็ตมีความสำคัญกับตัวเองไหม	Is the O-NET important to you? and How? การสอบโอเน็ตมีความสำคัญกับตัวของคุณครูหรือไม่ และมีความสำคัญอย่างไร
4	Did you offer students information relevant to the O-NET in classrooms? and Why? คุณครูชี้แจงข้อมูลที่เกี่ยวข้องกับการสอบโอเน็ต ในชั้นเรียนหรือไม่ เพราะเหตุใด	Did you offer students information relevant to the O-NET in classrooms? and How? คุณครูชี้แจงข้อมูลที่เกี่ยวข้องกับการสอบโอเน็ต ในชั้นเรียนหรือไม่และชี้แจงอย่างไร
5	Did you review contents that are likely to appear on the O-NET to students? and Why? คุณครูทบทวนเนื้อหาที่คาดว่าจะมีในข้อสอบ โอเน็ตให้นักเรียนบ้างหรือไม่เพราะเหตุใด	Did you review contents that were likely to appear on the O-NET to students? and How? คุณครูทบทวนเนื้อหาที่คาดว่าจะมีในข้อสอบโอเน็ต ให้นักเรียนบ้างหรือไม่ และทบทวนอย่างไร
6	In your opinions, did your students focus to learn contents that are likely to appear on the O-NET? and How?	In your opinions, did your students focus to learn contents that were likely to appear in the O-NET? and How?
7	Did you teach student test-taking strategies of the O-NET? and Why? ครูสอนเทคนิคการทำข้อสอบโอเน็ตให้นักเรียน บ้างหรือไม่เพราะเหตุใด	Did you teach student test-taking strategies of the O-NET? and How? ครูสอนเทคนิคการทำข้อสอบโอเน็ตให้นักเรียนบ้าง หรือไม่ และสอนอย่างไร

No.	Questions	Revized Questions
10	Had any students ever asked you to teach to the O-NET? Did you make changes on the basis of the student's request? มีนักเรียนเคยขอให้<u>คุณครู</u>สอนหรือติวข้อสอบโอเน็ตบ้างหรือไม่และ<u>คุณครู</u>ทำตามที่นักเรียนร้องขอหรือไม่	Had any students ever asked you to teach to the O-NET <u>in class?</u> Did you make changes <u>of your lesson </u>on the basis of the student's request? มีนักเรียนเคยขอให้<u>คุณครู</u>สอนหรือติวข้อสอบโอเน็ต<u>ในชั้นเรียน</u>บ้างหรือไม่และ<u>คุณครูปรับบทเรียน</u>ตามที่นักเรียนร้องขอหรือไม่
13	What language <u>do</u> you use when <u>you teach in classrooms?</u> <u>and Why?</u> คุณครูใช้ภาษาอะไรเวลาที่สอนในชั้นเรียน เพราะเหตุใด	What language <u>did</u> you use when <u>you taught English in classrooms? and How?</u> คุณครูใช้ภาษาอะไรเวลาที่สอนวิชาภาษาอังกฤษในชั้นเรียนและใช้อย่างไร
14	Were students' assignments related to the O-NET? <u>and Why?</u> การบ้านของนักเรียนมีความเกี่ยวข้องกับข้อสอบโอเน็ตบ้างหรือไม่ <u>เพราะเหตุใด</u>	Were students' assignments related to the O-NET? <u>and How?</u> การบ้านของนักเรียนมีความเกี่ยวข้องกับข้อสอบโอเน็ตบ้างหรือไม่ <u>และมีความเกี่ยวข้องอย่างไร</u>
15	Were test items of quizzes, mid-term exam, and final exam similar to those of the O-NET? <u>and Why?</u> ในข้อสอบย่อย ข้อสอบกลางภาค และข้อสอบปลายภาคมีลักษณะคำถามคล้ายกับข้อสอบโอเน็ตหรือไม่<u>เพราะเหตุใด</u>	Were test items of quizzes, mid-term exam, and final exam similar to those of the O-NET? <u>and How?</u> ในข้อสอบย่อย ข้อสอบกลางภาค และข้อสอบปลายภาคมีลักษณะคำถามคล้ายกับข้อสอบโอเน็ตหรือไม่ <u>และมีลักษณะคล้ายอย่างไร</u>
16	Had you ever provided extra class to review contents that <u>are </u>likely to appear on the O-NET to students? <u>and Why?</u> คุณครูเคยมีการสอนเพิ่มเติมนอกเวลาเรียนเพื่อทบทวนเนื้อหาที่คาดว่าจะมีในข้อสอบโอเน็ตให้นักเรียนหรือไม่ <u>เพราะเหตุใด</u>	Had you ever provided extra class to review contents that <u>were </u>likely to appear on the O-NET to students? <u>and How?</u> คุณครูเคยมีการสอนเพิ่มเติมนอกเวลาเรียนเพื่อทบทวนเนื้อหาที่คาดว่าจะมีในข้อสอบโอเน็ตให้นักเรียนหรือไม่ <u>และสอนอย่างไร</u>
17	Do you think <u>the O-NET affect</u> students' English language learning in classrooms? and How? คุณครูคิดว่าการสอบโอเน็ตส่งผลต่อการเรียนภาษาอังกฤษของนักเรียนในชั้นเรียนหรือไม่อย่างไร	Do you think <u>the O-NET preparation affected</u> students' English language learning in classrooms? and How? คุณครูคิดว่า<u>การเตรียมตัว</u>สอบโอเน็ตส่งผลต่อการเรียนภาษาอังกฤษของนักเรียนในชั้นเรียนหรือไม่ และส่งผลอย่างไร

No.	Questions	Revized Questions
18	<u>Do</u> they improve their English proficiencies from the O-NET preparation? and How?	<u>Did</u> they improve their English proficiencies from the O-NET preparation? and How?
19	Do you think <u>the O-NET affect</u> your English language teaching? <u>and Why?</u> คุณครูคิดว่า<u>การสอบโอเน็ต</u>มีผลต่อการสอนภาษาอังกฤษของตนเองหรือไม่ <u>เพราะเหตุใด</u>	Do you think <u>the O-NET preparation affected</u> your English language teaching? <u>and How?</u> คุณครูคิดว่า<u>การเตรียมตัวสอบโอเน็ต</u>มีผลต่อการสอนภาษาอังกฤษของตนเองหรือไม่ <u>และส่งผลอย่างไร</u>

Grade 9 Students Group Interview Questions Revisions

No.	Questions	Revized Questions
1	You <u>have just taken</u> the O-NET. What <u>do</u> you think about the contents and tested skills of the O-NET? <u>คุณ</u>เพิ่งทำข้อสอบโอเน็ตผ่านพ้นไป <u>คุณ</u>คิดอย่างไรเกี่ยวกับเนื้อหาและทักษะที่ออกในข้อสอบโอเน็ต	You <u>had just taken</u> the O-NET. What <u>did</u> you think about the contents and tested skills of the O-NET? <u>นักเรียน</u>เพิ่งทำข้อสอบโอเน็ตผ่านพ้นไป <u>นักเรียน</u>คิดอย่างไรเกี่ยวกับเนื้อหาและทักษะที่ออกในข้อสอบโอเน็ต
2	Could you think of any aspect of the O-NET that <u>needs</u> to be improved?	Could you think of any aspect of the O-NET that <u>needed</u> to be improved?
5	Did teachers review contents that <u>are</u> likely to appear on the O-NET? and How?	Did teachers review contents that <u>were</u> likely to appear on the O-NET? and How?
6	What language did teachers use <u>when teach</u> in classrooms?	What language did teachers use when <u>they taught</u> English in classrooms?
9	Did teachers provide extra class to review contents that <u>are</u> likely to appear on the O-NET? and How?	Did teachers provide extra class to review contents that <u>were</u> likely to appear in the O-NET? and How?
10	Had you ever asked teachers to teach to the O-NET? <u>คุณ</u>เคยขอให้ครูสอนหรือติวข้อสอบโอเน็ตบ้างหรือไม่	Had you ever asked teachers to teach to the O-NET <u>in class</u>? <u>นักเรียน</u>เคยขอให้ครูสอนหรือติวข้อสอบโอเน็ต<u>ในชั้นเรียน</u>บ้างหรือไม่

No.	Questions	Revized Questions
11	Did you focus to learn contents that <u>are</u> likely to appear on the O-NET? and Why?	Did you focus to learn contents that <u>were</u> likely to appear on the O-NET? and Why?
16	<u>Do the O-NET</u> affect your English language learning in classrooms? <u>and Why?</u> <u>การสอบโอเน็ต</u>ส่งผลต่อการเรียนภาษาอังกฤษในชั้นเรียนของคุณหรือไม่<u>เพราะเหตุใด</u>	<u>Did the O-NET preparation</u> affect your English language learning in classrooms? <u>and How?</u> <u>การเตรียมตัวสอบโอเน็ต</u>ส่งผลต่อการเรียนภาษาอังกฤษในชั้นเรียนของนักเรียนหรือไม่ <u>และส่งผลอย่างไร</u>
18	In your opinions, <u>do the O-NET</u> affect teachers' English language teaching? and How? ในความคิดของคุณ <u>การสอบโอเน็ต</u>ส่งผลต่อการสอนภาษาอังกฤษของครูหรือไม่อย่างไร	In your opinions, <u>did the O-NET preparation</u> affect teachers' English language teaching? and How? ในความคิดของนักเรียน<u>การเตรียมตัวสอบโอเน็ต</u>ส่งผลต่อการสอนภาษาอังกฤษของครูหรือไม่และส่งผลอย่างไร

Appendix N

Internal Consistency

The Internal Consistency of Teacher Questionnaire

Factors	Number of Questions	Reliability
Part 2: The Washback Effects on English Language Teaching	28	.843
Part 3: Teachers' Perceptions on English Language Learning	13	.870
Part 4: The Opinions of Teachers towards the Ordinary National Educational Test (O-NET)	10	.722
Total	51	.907

Part 2: The Washback Effects on English Language Teaching

Factors	Number of Questions	Reliability
Content of Teaching	4	.529
Teaching Method	4	.717
Teacher-Made Assessment	4	.512
Teacher Talk	3	.495
Time Allotment for Test Preparation	4	.732
Teacher Assigned Homework	3	.612
Nervousness and Anxiety	3	.583
Atmosphere of the Class	3	.426

Part 3: Teachers' Perception on English Language Learning

Factors	Number of Questions	Reliability
Content of Learning	3	.733
Total Time on Learning	4	.838
Learning Strategies	2	.879
Learning Motivation	2	.772
Test Anxiety	2	.981

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