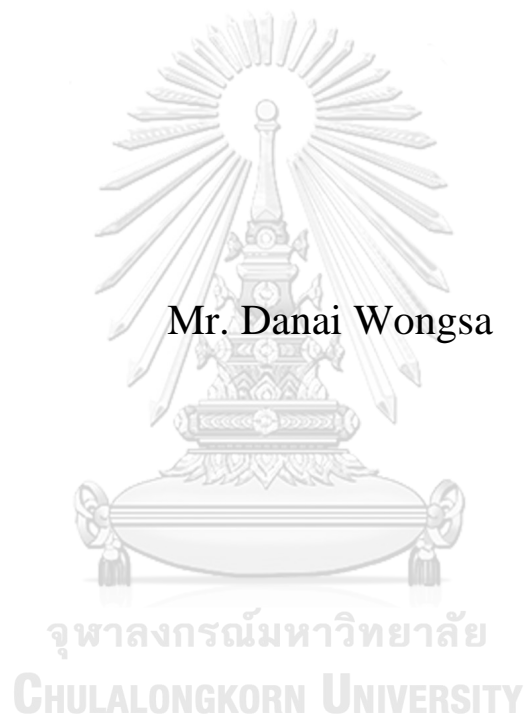


THE RELATIONSHIP BETWEEN ATTITUDES TOWARD
THE TEST OF ENGLISH FOR INTERNATIONAL
COMMUNICATION (TOEIC) AND SCORES OF THAI TEST
TAKERS



Mr. Danai Wongsu

A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Arts in English as an International Language
Inter-Department of English as an International Language
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ความสัมพันธ์ระหว่างทัศนคติที่มีต่อข้อสอบโทอิกและคะแนนของผู้สอบคนไทย



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ทัศนคติมีบทบาทสำคัญที่ส่งผลกระทบต่อการเรียนรู้ภาษาอังกฤษเท่านั้น แต่ก็ยังรวมถึงการบรรลุผลสำเร็จในการทดสอบทางภาษาด้วย (test performance) มีงานศึกษาวิจัยจำนวนหนึ่งเปิดเผยว่าทัศนคติของนักเรียนที่เรียนภาษาอังกฤษนั้นเชื่อมโยงกับความสามารถในการสอบภาษาอังกฤษและคะแนนสอบของพวกเขาอย่างสำคัญ การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาทัศนคติของผู้สอบชาวไทยที่มีต่อข้อสอบโทอิก (TOEIC) และสำรวจความสัมพันธ์ระหว่างทัศนคติของผู้สอบชาวไทยที่มีต่อข้อสอบโทอิกและคะแนนสอบของพวกเขา งานวิจัยนี้ใช้วิธีการเก็บข้อมูลเชิงปริมาณและเชิงคุณภาพเพื่อวิเคราะห์ข้อมูลภายใต้กรอบวิจัยที่ถูกปรับมาจากทฤษฎีทัศนคติของโซโลมอน (Solomon, 2010) และทฤษฎีชิฟแมน (Schiffman and Kanuk, 2004) กลุ่มตัวอย่างในงานวิจัยนี้เป็นผู้สอบโทอิกชาวไทยจำนวน 389 คน ซึ่งถูกสุ่มโดยใช้การเลือกกลุ่มตัวอย่างแบบเจาะจงให้ทำแบบสอบถามทัศนคติ การวิเคราะห์ข้อมูลเชิงปริมาณใช้สถิติพรรณนา และผู้สอบโทอิกชาวไทยจำนวน 10 คนซึ่งเป็นตัวแทนของแต่ละระดับความสามารถทางภาษาอังกฤษที่ต่างกันเข้ารับการสัมภาษณ์ การวิเคราะห์ข้อมูลเชิงคุณภาพใช้การวิเคราะห์เนื้อหา (content analysis) ผลการวิจัยทั้งเชิงปริมาณและเชิงคุณภาพจะนำมาอธิบายในสามด้าน ได้แก่ ด้านความรู้สึก ด้านพฤติกรรม และด้านการรับรู้ ทัศนคติโดยรวมของกลุ่มตัวอย่างที่มีต่อข้อสอบโทอิกเป็นเชิงบวก ยิ่งไปกว่านั้นพบว่ามีความสัมพันธ์เชิงบวกอย่างมีนัยยะสำคัญระหว่างทัศนคติของผู้สอบกับคะแนนสอบของพวกเขา โดยสรุปผลการวิจัยครั้งนี้จะสนับสนุนการเรียนการสอนภาษาอังกฤษ โดยเฉพาะอย่างยิ่งสำหรับข้อสอบโทอิก ที่จะทำให้ผู้สอบบรรลุเป้าหมายในการสอบของพวกเขาได้

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Danai Wongsas : THE RELATIONSHIP BETWEEN ATTITUDES
 TOWARD THE TEST OF ENGLISH FOR INTERNATIONAL
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Attitudes have played a pivotal role affecting not only English language learning but also language test performance. There have been some studies exhibiting that students' attitudes in English language learning were significantly related to their English test proficiency and their scores. The objectives of this study were to examine Thai test takers' attitudes toward the Test of English for International Communication (TOEIC) and explored the relationship between Thai test takers' attitudes toward the TOEIC and their scores. This study used quantitative and qualitative methods to collect and analyze the data under the research framework adapted from the ABC model of Attitudes (Solomon, 2010) and the CAC model (Schiffman and Kanuk, 2004). The participants were 389 Thai TOEIC test takers who were sampled by the purposive sampling technique. Descriptive statistics were used in the analysis of the quantitative part. Ten voluntary participants representing different levels of the English proficiency were interviewed to explore the in-depth information. The qualitative data were analyzed by content analysis. The findings from both qualitative and quantitative data analysis illustrated the Thai test takers' attitudes toward the Test of English for International Communication (TOEIC) in three aspects that were affective, behavioral, and cognitive components. The overall attitudes of the participants toward the TOEIC test were positive. Moreover, there was a weak significant positive relationship between attitudes and the test takers' TOEIC scores. Overall, the results of this study will contribute to teaching and learning English, especially for the TOEIC test that will lead test takers to achieve their goal.

Field of Study:	English as an International Language	Student's Signature
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Chapter 1

Introduction

Chapter 1 provided an introduction to the current research regarding the Test of English for International Communication (TOEIC) and test takers' attitudes toward the test. Described in the details were the background of the study, statements of problems, research questions, objectives of the study, and a brief summary of the chapter.

1.1 Background of the study

It is undeniable that globalization has made English a lingua franca in the international community. English has become and served as a common language for various purposes including business, advertising, education, media, and numerous other fields (Crystal, 2003).

With the collaboration of the ASEAN Economic Community (AEC) in 2015, ten Southeast Asian nations emerged as a regional alliance. This alliance was envisioned as a single market in a highly competitive region, with an equitable economic development that is fully integrated into the global economy. Because of a wide variety of languages spoken by the ASEAN residents such as Filipino, Indonesian, Khmer, Laos, Malay, Thai, and others, English is adopted as their working language (Waelateh, 2016).

English is presently the primary language for communication in multiple aspects of international activities. These include trading, communicating, exchanging knowledge and technology, and engaging in activities done by ASEAN member

countries. In Thailand, people do not use English on a daily basis; however, English is considered a necessity for career opportunity, educational purposes, and communication among people who do not speak the same language (Resurreccion, 2015). The proficiency of English for communicative purposes in Thailand is very important in current business settings as well as in the workplace environment. With the ever increasing pressures of international competitiveness, the proficiency of English is considered to be an essential component for those who will participate in the global economy (Wedell, 2008; Warschauer, 2000). Therefore, most employers and companies seek candidates who possess an adequate command of the English language. Obviously, one of the requirements for job applicants is that they achieve a certain level of English proficiency for a particular position. This requirement is met by associating specific TOEIC scores with certain jobs. These companies can streamline their business practices and save financial resources in the hiring process by exploiting the TOEIC test to ensure that newly hired employees have an adequate level of English proficiency to perform their jobs and responsibilities efficiently which could help eliminate costly mistakes, miscommunication, and poor job performance (Educational Testing Service, 2007).

The Test of English for International Communication (TOEIC) Listening and Reading Comprehension is one of the most widely used international tests administered by ETS. It has become the standard for evaluating the English proficiency and communicative skills of nonnative speakers. Gaining a high score on the TOEIC can lead to a better job and/or promotion in the workplace (Jee & Kim, 2013). With the increasing demand for a better command of the English language (especially in business), there has been a trend among universities to use the TOEIC

test as a means to measure students' English ability (Mori, 2007). Most of the previous studies concerning the TOEIC focused on university students, namely Japanese, Korean, Chinese, and Thai students who are planning to prepare for job applications after their graduation. For example, the minimum TOEIC score of 390 out of 990 is required in order to graduate from Prince of Songkla University. Some faculties, e.g. the Faculty of Hospitality and Tourism at Phuket campus, require a higher score of at least 630. Similarly, as a requirement, students majoring in Airline Business from International College, Suan Sunandha Rajabhat University have to submit their TOEIC score of at least 600. Also, the Language Center, International College for Sustainability Studies, Srinakharinwirot University recently officially announced that its first-year students who have a TOEIC score of at least 750 or scores from other English standardized tests such as Srinakharinwirot University Standardized English Test (SWU-SET) with the minimum score of 68, TOEFL (iBT) with the minimum score of 75, and IELTS with the minimum score of 5.5 will be exempted from required language courses that are English for Effective Communication I (SWU121) and English for Effective Communication II (SWU122).

When compared with other standardized tests like TOEFL, and IELTS which are academic English tests used for the admission to universities, the TOEIC test, a communicative English test, is also used as a graduation requirement because the institutions especially the faculties in tourism and hospitality, business studies, want to ensure that their graduates could communicate English effectively and efficiently when they perform their jobs after graduation. It is clear that the TOEIC is playing a significant role in both the competitive labor market as well as at the tertiary level in Thailand. It should be noted, however, that there has been a limited number of studies

that focus on the TOEIC test in the Thai context such as the use of the TOEIC scores for job applications and job promotions considerations. Consequently, this study yielded more insights into the use of the TOEIC in the local context.

In the field of learning the English language, Eshghinejad and Gritter (2016) stated that attitude is considered an essential factor that influences language performance and it has received considerable attention from both first and second language researchers. In addition, the study of Puengpipattrakul, Chiramanee, and Sripetpun (2007) found that students' attitudes in English language learning were significantly related to their English proficiency. In congruence with Mori's study in 2007, students' attitudes toward the TOEIC was found to be the only significant predictor of gain scores (Mori, 2007).

This leads to the focus of this study which is to investigate the relationship between attitudes toward the Test of English for International Communication (TOEIC) of Thai test takers and their scores. Moreover, their background, genders, and fields of expertise were also investigated. The findings of this study were beneficial to English language teachers, instructors, and lecturers of all levels. Further comprehensive understanding in test takers' attitudes could be useful in providing more efficient TOEIC teaching for their students.

As previously mentioned, there has been no consensus on the relationship between students' attitudes and test performance. Some researchers confirmed the relationship between test takers and their test performance on the TOEIC score (Liu, 2014; Nguyen, 2016; Apichatrojanakul, 2011). However, other research such as in Mori (2007) reported that test takers' attitudes did not directly affect to the scores.

Based on such empirical research, the research questions, the objectives of study and the statement of hypothesis were formulated as follows.

1.2 Research questions

This study aimed to answer the following research questions:

1. What are Thai test takers' attitudes toward the TOEIC test?
2. Is there any relationship between Thai test takers' attitudes and their scores on the TOEIC test?

1.3 Objectives of the study

The primary objectives of the study were as follows:

1. To investigate Thai test takers' attitudes toward the TOEIC test
2. To examine the relationship between Thai test takers' attitudes and their scores on the TOEIC test

1.4 Statement of hypothesis

1. Test takers have different attitudes toward the TOEIC test.
2. There is a relationship between Thai test takers' attitudes and their TOEIC scores.

1.5 Scope of the study

The focus of the study was mainly on the attitudes of the group of test takers on the TOEIC Reading and Listening test and their scores. However, the TOEIC Speaking and Writing scores were not included in the study due to the limited number of test takers in Thailand. The sample groups represented the population of the study comprising students, workers, and unemployed who have taken the TOEIC test at

least one time during the period from 2016 – 2018. Other variables such as gender, education background, occupations were included and investigated in this study as well. The instruments used in the study were based on the ABC Model of Attitudes (Solomon, 2010), CAC Model (Schiffman and Kanuk, 2004), and Model of the attitude-behavior process (Fazio et al., 1989). Therefore, the results cannot be generalized to other contexts.

1.6 Definition of terms

1. Attitudes

According to the Cambridge Advanced Learner's Dictionary (Cambridge University Press, 2013), attitudes are “a feeling or opinion about something or someone, or a way of behaving that is caused by this.”

Attitudes have been brought into attentions of many experts from various fields of study, Allport (1935, p. 810), for instance, defined that attitudes as “a mental and neural state of readiness organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.” Also, attitudes are “a favorable or unfavorable evaluative reaction toward something or someone, exhibited in one's beliefs, feelings, or behavior” (Myers, 1983, p.130). At present, Brown (2007) used the term attitudes to refer to a person's convictions in relation to their customs and manners, while Zeinivanda, Azizifara, and Gowhar (2015) defined attitudes as internal aspects or expressions which contain some degree of favorable/unfavorable or positive/negative responses toward something or someone.

In this study, attitudes refer to Thai test takers' ideas, opinions, or beliefs specifically about the TOEIC test they take in terms of difficulty, comprehensibility, and sufficiency. The data were gained from the questionnaire that was developed by using the framework of attitude models of Solomon (2010) and Schiffman and Kanuk (2004). The attitudes in this study, therefore, included affect, behavior, and cognition.

Affect is defined as an emotional reaction that a person has toward an attitude object.

Behavior is defined as an action that a person behaves in a particular way when exposed to an attitude object.

Cognition is defined as a belief, a thought, and knowledge that a person acquires by combining their direct experience with the attitude object and related information.

2. TOEIC

The Test of English for International Communication (TOEIC) is a global standardized test for English communication skill assessment specifically designed by the Educational Testing Service (ETS) which has been adopted widely in more than 150 countries. The TOEIC test is composed of two separated tests: Listening and Reading and Speaking and Writing. While the Listening and Reading Test is a paper-based exam, the Speaking and Writing Test is a computer-based exam.

In this study, the TOEIC test refers to the TOEIC Listening and Reading Comprehension Test with the total score of 990. In Thailand, the TOEIC has been gaining popularity because many firms and institutions have accepted TOEIC scores

as an initial assessment admission and some educational institutions have required students' TOEIC score as one of graduation and admission requirements.

3. Scores

Scores refer to received test scores which are a summary of the outcome reflecting a test taker's responses to the test items that are related to the constructs being measured. Normally, they are indicated as a number, that conveys the performance of a test taker on a test (Thissen and Wainer, 2001).

In this study, scores refer to the scores which test takers obtained from the TOEIC exam from August 2016 to August 2018 ranging from 10 to 990. These scores had been converted and officially endorsed from raw scores (200 question items in the entire exam paper) by Educational Testing Service (ETS).

4. Test takers

According to the Cambridge Advanced Learner's Dictionary (Cambridge University Press, 2013), a test taker, also known as examinee, is someone who is taking an examination.

In this study, test takers are defined as individuals who are Thai residents living in Thailand whose first language is not English. They have taken the TOEIC Listening and Reading Comprehension exam for different purposes at Center for Professional Assessment (Thailand) in Bangkok, the official TOEIC organizer in Thailand, at least one time. In case that the test takers have taken the TOEIC test for several times, their latest score was used in this study.

1.7 Significance of the study

The significance of this proposed study can be viewed from two aspects.

1. Theoretical contribution

This study will be able to confirm the previous studies concerning the relationship of attitudes and performance of test takers on a test, especially in the Thai context where there has been an increase in the use of TOEIC for high-stakes decisions. The proposed model of attitudes in this study will be adapted from the ABC Model of Attitudes (Solomon, 2010), CAC Model (Schiffman and Kanuk, 2004), and Model of the attitude-behavior process (Fazio et al., 1989), which will be beneficial for those who want to conduct the research studies in this area.

2. The pedagogical contribution

The findings from the study will contribute to teaching and learning not only for the TOEIC test, but also for other standardized tests. The study will reveal students' attitudes toward taking the TOEIC test and will confirm if students' attitudes and their performance are related (Zhao and Cheng, 2010). This will help teachers plan appropriate TOEIC lessons and teaching that will lead them to achieve their goal.

In summary, Chapter 1 introduces the background and the significance of the study regarding The TOEIC test and test taker's attitudes including research questions, statement of hypothesis, scope of the study, and definition of terms used in this thesis. The next chapter will review the crucial and relevant concepts in regards to the study of the TOEIC test and scores.

Chapter 2

Literature Review

This chapter reviewed the literature available in relevant fields about the Test of English for International Communication (TOEIC). To begin with, a description and characteristics of the TOEIC test including its history, types of the test, TOEIC scoring and descriptors, and the TOEIC test situations in Thailand were described in details to give some understanding about the test. In the following part, theoretical grounds of attitudes were thoroughly explored to see how they related to the field of English language learning, teaching, and testing. At the end of this chapter, criticism of the TOEIC test as a high-stakes test and previous studies on Test Takers' applications of the TOEIC test were explored.

2.1 Test of English for International Communication (TOEIC)

Test of English for International Communication (TOEIC) is an English proficiency test with the global standard organized by Educational Testing Service (ETS). It is specifically designed for assessing English proficiency of examinees in business settings. For more than 30 years, the TOEIC test has been widely accepted by many leading companies around the world because it helps the department of human resources recruit new staff members and classify the English level of their staff effectively and efficiently. Nowadays, apart from the benefits for working adults in their career paths, TOEIC has also been used by students who want to increase their chances of admission into a university or a company (The Institute for International Business Communication, 2016, p. 5).

2.2 History

Educational Testing Service (ETS) developed the TOEIC test to measure achievement in using English in a business setting. Beginning in the 1970s, Yasuo Kitaoka, a representative of the Japanese team, believed that to participate in international business successfully, we needed to be able to communicate by using English language (The Institute for International Business Communication, 2009). Therefore, he initiated and negotiated with ETS to create a global standardized test of English communication to measure the proficiency of English used in Japan. In 1977, ETS spent two years developing a new test and the test was handled for the first time in Sapporo, Tokyo, Nagoya, Osaka, and Fukuoka by World Economic Information Services (WEIS). For the first TOEIC Secure Program (SP) test in December 1979, the total population of test takers was 2,773 people who were 1,929 men, and 844 women (The Institute for International Business Communication, 2016). Then, in 1981 TOEIC Institutional Program was launched including listening and reading sessions which was used for gauging the employees' proficiency of English. Later on, many universities have adopted and utilized this test as well. Since 1982, the test has been used widely in other regions around the world including Asia, the Middle East, Europe and South America.

After remaining the continuous success, TOEIC Bridge test was administrated for the first time in November 2001 to meet an increasing demand for the standardized test for a beginning level and an intermediate level of English users. In 2006, ETS enhanced and implemented a new version of the test named the Redesigned TOEIC with two features: more authenticity, and various English accents from U.S., Britain, Canada, Australia, and New Zealand. The objective was to

promote the authenticity of the test by adding English required for the actual communication in the real world.

To continue the tremendous and continuous success of the test, the TOEIC Speaking and Writing test was launched in January 2007. The tests, a computer-based test, were specifically designed to reach the goal of efficient verbal and written abilities of test takers. In the same year, it was reported that around five million people took the test worldwide in 90 countries. At the present, TOEIC test scores are used by nearly 14,000 companies, government agencies and English language learning programs in 150 countries, and more than seven million TOEIC tests were administered in 2013.

In 2016, the TOEIC system changed its format for the first time in 10 years to reflect the increasing use of online communication in the modern society by adding text types and contents from online chat discussions. However, this new test format has initially operated only in Japan and South Korea since May 2016. The other countries still use the same format they use before which is described in the next section.

2.3 Types of TOEIC tests

The TOEIC test has gained popularity due to the increasing demands of English competence assessment for non-native speakers who communicate in everyday work situations. The test has been recognized by corporations and institutions to see how well the test takers understand spoken and written English and to see how well they speak and write English. The test itself can be divided into several types as shown in the picture below:

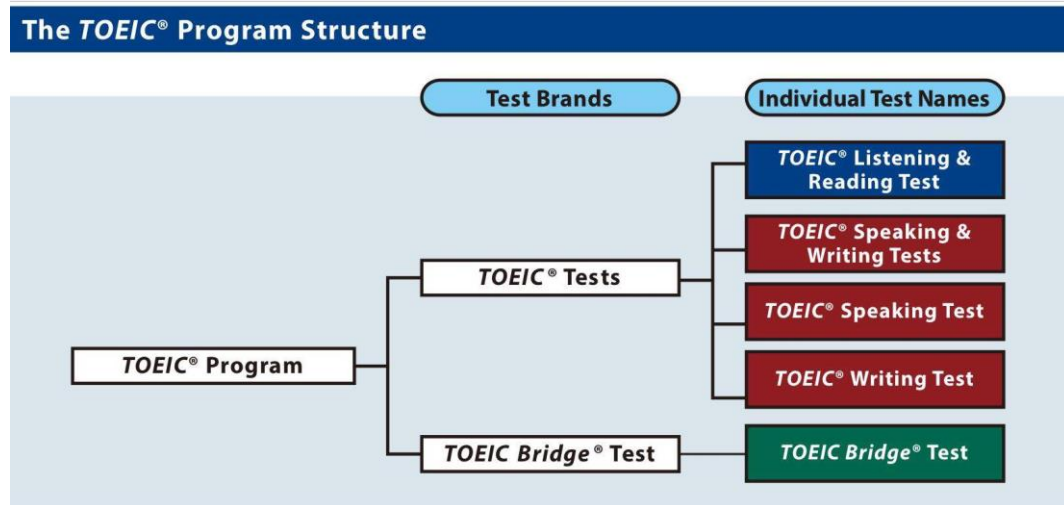


Figure 2.1: Types of The TOEIC Test

(The Institute for International Business Communication, 2016, p. 2)

As illustrated by the table, the whole TOEIC program structure consists of two test brands which are TOEIC Tests and TOEIC Bridge Test. TOEIC Tests have its four umbrella brands: TOEIC Listening and Reading Test, TOEIC Speaking and Writing Tests, TOEIC Speaking Test, and TOEIC Writing Test. Unlike TOEIC Bridge Test brand, there is only one test under this brand, TOEIC Bridge Test. All of the five TOEIC umbrella brands are currently operated by Educational Testing Service (ETS). It is also noted that the TOEIC Listening and Reading and the TOEIC Speaking and Writing cannot be taken on the same day. While TOEIC Speaking and Writing Tests can be taken either on the same day or separately on different days. Detailed information of each test name is provided as follows:

2.3.1 The TOEIC Listening and Reading Test

The TOEIC Listening and Reading test is a two-hour multiple-choice test that consists of 200 questions divided into 100 questions each in listening comprehension and reading comprehension. Each candidate receives

independent marks on a scale from 5 to 495 points. The total score for the TOEIC Listening and Reading test is 990 points.

The TOEIC Listening test is conducted by audio component, a question booklet together with a machine-readable answer sheet. For the reading test, test takers will read reading passages and question items together with answer choices in the same question booklet. The test takers are allowed to use 2B pencils to blacken the provided areas on the answer sheet.

The TOEIC Listening and Reading Test takes approximately 2 hours 30 minutes to complete.

- Listening section 45 minutes
- Reading section 75 minutes

Before taking the test, TOEIC test takers are asked to spend another 30 minutes filling out an answer sheet with personal details and some survey questions. Then, they will receive a test booklet. Multiple-choice format is used in both sections: Listening and Reading for all 200 question items. Test takers will make each answer by blackening in the circle on their answer sheets.

As the aforementioned, there have been two formats of TOEIC Listening and Reading since 2016. From Figure 2.2, the left table demonstrates the Redesigned TOEIC Listening and Reading formats which have been launched since 2006 and widely used in many countries until now, while the right table shows the new version of TOEIC Listening and Reading launched in 2016 that has been implemented in Japan and South Korea only. In Thailand, the format on the left table is currently conducted.

By analyzing the differences between Before Change and After Change formats currently operated in Japan and Korea, it has been found minor changes in both listening section and reading section. In the new format of the listening section, test takers are explicitly required to perform their integrated skills by including visual images into parts 3 and 4. The test takers will not only listen to short conversations and talks, but also have to consider the information on visual images to choose their answer for each question. In the new format of the reading section, double passages in part 7 has changed to multiple passages due to the number and various types of messages used in the current situations in real life. This means that three passages or more with relevant situations such as a conference schedule and instructions and a text message are used for one set of five question items. In addition to these minor changes, the level of authenticity of the new version of TOEIC has also been increased by adding current text sources from mobiles, tablets, and online chat web boards. However, this new version of TOEIC is available only in Japan and Korea. For other countries, there will be no changes until the TOEIC test center in their country release an official announcement for any changes.

Overview of Changes to Question Formats

Before Change			After Change		
Part	Name of each part	No. of questions	Part	Name of each part	No. of questions
Listening section (approx. 45 mins)					
1	Photographs	10	1	Photographs	6
2	Question-Response	30	2	Question-Response	25
3	Conversations	30 (3 × 10)	3	Conversations (with and without a visual image)	39 (3 × 13)
4	Talks	30 (3 × 10)	4	Talks (with and without a visual image)	30 (3 × 10)
Reading section (75 mins)					
5	Incomplete Sentences	40	5	Incomplete Sentences	30
6	Text Completion	12 (3 × 4)	6	Text Completion	16 (4 × 4)
7	Single passages Double passages	28 20	7	Single passages Multiple passages	29 25

Note: Changes are in red font.

* We will change to the Institutional Program (IP) test administered by companies, organizations, and schools in April 2017.

Figure 2.2: TOEIC Listening and Reading Test Formats
(The Institute for International Business Communication, 2016, p. 4)

2.3.2 The TOEIC Speaking and Writing Test

For the Speaking and Writing test, the test is administered on a computer. Test takers are required to complete each task by using the provided microphone or typing their responses. More importantly, they are not allowed to go back, retype, and rerecord any task responses that they have done earlier.

The TOEIC Speaking and Writing Test takes approximately 1 hour 20 minutes to complete.

- Speaking section 20 minutes
- Writing section 60 minutes

In Table 2.1, the TOEIC speaking test is the first part on the computer-based Speaking and Writing test. The Speaking section is composed of the total of 11 questions. Each question is set up in different types of speaking tasks related to everyday information and the test lasts about 20 minutes.

Task	Number of items	Response time	General outline of task
Read a text aloud	2	45 secs. per item (Prep time: 45 secs. per item)	Test-taker reads aloud a short text, such as an announcement or advertisement.
Describe a picture	1	45 secs.	Test-taker gives a verbal description of a photograph.
Respond to questions	3	15 or 30 secs. (Prep time: none)	Test-taker responds to questions on a commonplace topic, as if responding in an interview.
Respond to questions using information provided	3	15 or 30 secs. (Prep time: none)	Test-taker responds to questions based on written information (such as a schedule of events) that appears on the screen.
Propose a solution	1	60 secs. (Prep time: 30 secs.)	Test-taker listens to a voice mail message describing a problem and gives a response. In the response, the test-taker indicates recognition of the problem and proposes a solution.
Express an opinion	1	60 secs. (Prep time: 15 secs.)	Test-taker expresses an opinion about a specific topic and the reasons for that opinion.

Table 2.1: TOEIC Speaking Test Formats

In Table 2.2, The TOEIC Writing test includes eight questions that measure different aspects of your writing ability and takes about one hour. For each type of question, you will be given specific directions, including the time allowed for writing.

Task	Number of items	Response time	General outline of task
Write a sentence based on a picture	5	8 min. for 5 items	Test-taker writes one sentence based on a picture, using the two words or phrases provided.
Respond to a written request	2	10 min. for each item	Test-taker reads an e-mail message which is about 25 to 50 words long, and writes an e-mail in response.
Write an opinion essay	1	30 min.	Test-taker writes an essay expressing an opinion on the topic providing, giving reasons or examples to support the opinion.

Table 2.2: TOEIC Writing Test Formats

2.3.3 TOEIC Bridge Test

ETS administers a simplified version of the TOEIC test called TOEIC Bridge due to the increasing demand of high school students and people with the beginning or lower-intermediate level of English proficiency. The TOEIC Bridge test emphasizes the more basic skills used in everyday communication and the contents in the TOEIC Bridge are easier than those appearing in the TOEIC Listening and Reading test. For novice English speakers, the TOEIC Bridge test is considered a stepping stone to the higher level of English proficiency required in business and academia. Currently, the number of test takers for the TOEIC Bridge test reaches approximately 180,000 worldwide each year.

	Task	Number of items	Response Time
Listening	Photographs	15	25 min
	Question-response	20	
	Short conversations or talks	15	
Reading	Incomplete sentences	30	35 min
	Reading comprehension	20	

Table 2.3: TOEIC Bridge Test Formats

It can be seen from Table 2.3 that the TOEIC Bridge test consists of 100 multiple-choice questions or 50 question items for the listening and the reading section. Most parts in the test are similar to those appearing in the TOEIC Listening and Reading test but there is one part called Text completion in the reading section that is excluded in the TOEIC Bridge test. Moreover, Short conversations and Talks are combined into one part. The allotted test time is one hour (60 minutes), 25 minutes for the listening section and 35 minutes for the reading section. The scores of the TOEIC

Bridge test are shown in the range from 20 to 180. In other words, the scores from 10 to 90 for the Listening section and another 10 to 90 for the Reading section. These scores are interpreted by using a statistical process.

2.4 Scoring

2.4.1 Test scores

Test taker's scores on the TOEIC Listening and Reading test are composed of both scores on the listening and reading sections. The total score ranges from 10 to 990 or 5 to 495 for each section. The score is valid only two years from the date on which the score reports are launched. The official TOEIC scores which are indicated in the score reports are calculated from the number of correct answers converted to a scaled score. Generally, all forms of the test papers are comparable in the aspect of the level of difficulty. However, there are few minor variations in each test form which could make results vary. In other words, test takers may get higher or lower raw scores in each test form and their ability remains the same (Educational Testing Service, 2015). Each test form is reused several times at other TOEIC test centers around the world, so for security reasons ETS has a strict policy not to release the test forms, including a conversion table used for calculating the scaled scores.

2.4.2 Score descriptors

The score report lists test takers' Listening, Reading and total scores in an easy-to-understand format with both a scaled score (an official score generally used for test takers' various purposes) and the score descriptors to show the interpretation of the listening and reading scores separately that test

takers obtain. The description points out both strengths as well as weaknesses which will be beneficial for test takers' improvement in the future. It can be divided into seven levels of the score as follows.

TOEIC® Listening Score Descriptors		
Level	Strengths	Weaknesses
400	<p>Test takers who score around 400 <i>typically</i> have the following strengths:</p> <ul style="list-style-type: none"> ■ They can infer the central idea, purpose, and basic context of <i>short</i> spoken exchanges across a broad range of vocabulary, even when conversational responses are indirect or not easy to predict. ■ They can infer the central idea, purpose, and basic context of <i>extended</i> spoken texts across a broad range of vocabulary. They can do this even when the information is not supported by repetition or paraphrase and when it is necessary to connect information across the text. ■ They can understand details in <i>short</i> spoken exchanges, even when negative constructions are present, when the language is syntactically complex, or when difficult vocabulary is used. ■ They can understand details in <i>extended</i> spoken texts, even when it is necessary to connect information across the text and when this information is not supported by repetition. They can understand details when the information is paraphrased or when negative constructions are present. 	<p>Test takers who receive a score at this level <i>typically</i> have weaknesses only when uncommon grammar or vocabulary is used.</p>
300	<p>Test takers who score around 300 <i>typically</i> have the following strengths:</p> <ul style="list-style-type: none"> ■ They can sometimes infer the central idea, purpose, and basic context of <i>short</i> spoken exchanges, especially when the vocabulary is not difficult. ■ They can understand the central idea, purpose, and basic context of <i>extended</i> spoken texts when this information is supported by repetition or paraphrase. ■ They can understand details in <i>short</i> spoken exchanges when easy or medium-level vocabulary is used. ■ They can understand details in <i>extended</i> spoken texts when the information is supported by repetition and when the requested information comes at the beginning or end of the spoken text. They can understand details when the information is slightly paraphrased. 	<p>Test takers who score around 300 <i>typically</i> have the following weaknesses:</p> <ul style="list-style-type: none"> ■ They have difficulty understanding the central idea, purpose, and basic context of <i>short</i> spoken exchanges when conversational responses are indirect or difficult to predict or when the vocabulary is difficult. ■ They do not understand the central idea, purpose, and basic context of <i>extended</i> spoken texts when it is necessary to connect information within the text or when difficult vocabulary is used. ■ They do not understand details in <i>short</i> spoken exchanges when language is syntactically complex or when difficult vocabulary is used. They do not usually understand details that include negative constructions. ■ They do not understand details in <i>extended</i> spoken texts when it is necessary to connect information across the text or when the information is not supported by repetition. They do not understand most paraphrased information or difficult grammatical constructions.
200	<p>Test takers who score around 200 <i>typically</i> have the following strengths:</p> <ul style="list-style-type: none"> ■ They can understand <i>short</i> (single-sentence) descriptions of the central idea of a photograph. ■ They can sometimes understand the central idea, purpose, and basic context of <i>extended</i> spoken texts when this information is supported by a lot of repetition and easy vocabulary. ■ They can understand details in <i>short</i> spoken exchanges and descriptions of photographs when the vocabulary is easy and when there is only a small amount of text that must be understood. ■ They can understand details in <i>extended</i> spoken texts when the requested information comes at the beginning or end of the text and when it matches the words in the spoken text. 	<p>Test takers who score around 200 <i>typically</i> have the following weaknesses:</p> <ul style="list-style-type: none"> ■ They do not understand the central idea, purpose, or basic context of <i>short</i> spoken exchanges, even when the language is direct and no unexpected information is present. ■ They do not understand the central idea, purpose, and basic context of <i>extended</i> spoken texts when it is necessary to connect information across the text or when the vocabulary is somewhat difficult. ■ They do not understand details in <i>short</i> spoken exchanges when somewhat difficult vocabulary is used or when the language is syntactically complex. They do not understand details that include negative constructions. ■ They do not understand details in <i>extended</i> spoken texts when the requested information is heard in the middle of the text. They do not understand paraphrased information or difficult grammatical constructions.

Table 2.4: TOEIC Listening Score Descriptors

(Educational Testing Service, 2017a, p. 1)

TOEIC® Reading Score Descriptors		
Level	Strengths	Weaknesses
450	<p>Test takers who score around 450 <i>typically</i> have the following strengths:</p> <ul style="list-style-type: none"> ■ They can infer the central idea and purpose of a written text, and they can make inferences about details. ■ They can read for meaning. They can understand factual information, even when it is paraphrased. ■ They can connect information across an entire text, and they can make connections between two related texts. ■ They can understand a broad range of vocabulary, unusual meanings of common words, and idiomatic usage. They can also make distinctions between the meanings of closely related words. ■ They can understand rule-based grammatical structures. They can also understand difficult, complex, and uncommon grammatical constructions. 	<p>Test takers who score around 450 <i>typically</i> have weaknesses only when the information tested is particularly dense or involves difficult vocabulary.</p>
350	<p>Test takers who score around 350 <i>typically</i> have the following strengths:</p> <ul style="list-style-type: none"> ■ They can infer the central idea and purpose of a written text, and they can make inferences about details. ■ They can read for meaning. They can understand factual information, even when it is paraphrased. ■ They can connect information across a small area within a text, even when the vocabulary and grammar of the text are difficult. ■ They can understand medium-level vocabulary. They can sometimes understand difficult vocabulary in context, unusual meanings of common words, and idiomatic usage. ■ They can understand rule-based grammatical structures. They can also understand difficult, complex, and uncommon grammatical constructions. 	<p>Test takers who score around 350 <i>typically</i> have the following weaknesses:</p> <ul style="list-style-type: none"> ■ They do not connect information across a wide area within a text. ■ They do not consistently understand difficult vocabulary, unusual meanings of common words, or idiomatic usage. They usually cannot make distinctions between the meanings of closely related words.
250	<p>Test takers who score around 250 <i>typically</i> have the following strengths:</p> <ul style="list-style-type: none"> ■ They can make simple inferences based on a limited amount of text. ■ They can locate the correct answer to a factual question when the language of the text matches the information that is required. They can sometimes answer a factual question when the answer is a simple paraphrase of the information in the text. ■ They can sometimes connect information within one or two sentences. ■ They can understand easy vocabulary, and they can sometimes understand medium-level vocabulary. ■ They can understand common, rule-based grammatical structures. They can make correct grammatical choices, even when other features of language, such as difficult vocabulary or the need to connect information, are present. 	<p>Test takers who score around 250 <i>typically</i> have the following weaknesses:</p> <ul style="list-style-type: none"> ■ They do not understand inferences that require paraphrase or connecting information. ■ They have a very limited ability to understand factual information expressed as a paraphrase using difficult vocabulary. They often depend on finding words and phrases in the text that match the same words and phrases in the question. ■ They usually do not connect information beyond two sentences. ■ They do not understand difficult vocabulary, unusual meanings of common words, or idiomatic usage. They usually cannot make distinctions between the meanings of closely related words. ■ They do not understand more-difficult, complex, or uncommon grammatical constructions.
150	<p>Test takers who score around 150 <i>typically</i> have the following strengths:</p> <ul style="list-style-type: none"> ■ They can locate the correct answer to a factual question when not very much reading is necessary and when the language of the text matches the information that is required. ■ They can understand easy vocabulary and common phrases. ■ They can understand the most-common, rule-based grammatical constructions when not very much reading is necessary. 	<p>Test takers who score around 150 <i>typically</i> have the following weaknesses:</p> <ul style="list-style-type: none"> ■ They cannot make inferences about information in written texts. ■ They do not understand paraphrased factual information. They rely on matching words and phrases in the text to answer questions. ■ They are often unable to connect information even within a single sentence. ■ They understand only a limited range of vocabulary. ■ They do not understand even easy grammatical constructions when other language features, such as difficult vocabulary or the need to connect information, are also required.

Table 2.5: TOEIC Reading Score Descriptors

(Educational Testing Service, 2017a, p. 2)

2.4.3 The TOEIC Scores of Thai Test Takers

In accordance with 2017 Report on Test Takers Worldwide (Educational Testing Service, 2017b), it was reported in Table 2.6 that the average TOEIC score of Thai test takers for the listening section, the reading section, and the total score were 278, 204, and 482 respectively. They can be classified into the

Common European Framework of Reference for Language (CEFR) as B1 for listening skill, A2 for reading skill, and A2 for the both skills. For Independent user - Threshold or B1 in listening, the test takers can understand the main points of standard speech which they could find at work, school, and leisure. They can understand the main point of many radio or TV programs on current topics of personal or professional interests when the articulation is slow and clear enough. For reading, the test takers in this level can understand short and simple texts which contain high frequency everyday or job-related language (Council of Europe, 2001). The average TOEIC total scores of Thai test taker were A2.

Test section	Full Score	Average score by ETS	CEFR Level
Listening section	495	278	B1
Reading section	495	204	A2
Total (Listening and Reading)	990	482	A2

Table 2.6: The average TOEIC score of Thai test takers in 2017
(Educational Testing Service, 2017b)

2.5 TOEIC in Thailand

The TOEIC test was introduced in Thailand in 1988 (The Institute for International Business Communication, 2009). Since the inception, there have been one version for TOEIC Speaking and Writing test and two versions for TOEIC Listening and Reading tests constituting The TOEIC Classic which was not used for testing anymore, and The TOEIC Redesigned, and The TOEIC Bridge Test. The TOEIC Redesigned (Listening and Reading) is the most popular one in Thailand. Most of test takers in Thailand use TOEIC scores for job applications and promotions.

In addition, some education institutions have accepted TOEIC scores for their admission and also used it as a requirement for the graduation. It was estimated that a number of TOEIC test takers in Thailand reached 90,000 in 2008 (The Institute for International Business Communication, 2009). The Center for Professional Assessment (CPA) is an official TOEIC test administrator in Thailand. It regularly offers the testing from Monday through Saturday at 9:00AM and 1:00PM. The center provides all four skills of the TOEIC test to test takers which are the TOEIC Listening and Reading test (daily except Sunday) and the TOEIC Speaking and Writing test (monthly). In this study, it focused on the TOEIC Listening and Reading test due to the popularity of the test and the various purposes it serves in Thailand while the number of test takers of the TOEIC Speaking and Writing test is limited and the test is administered only one time a month. The TOEIC Listening and Reading test currently and officially operated by CPA is The TOEIC Redesigned test which is a two-hour multiple-choice test that consists of 200 questions divided into 100 questions each section (See Appendix A).

For the listening section, the test takers have to deal with 100 questions which consists of four parts in total including 1) Photographs, 2) Question-response, 3) Conversations, and 4) Talks. The test measures proficiency of test takers' comprehension of English sentences, questions, conversations, and talks. The listening test lasts approximately 45 minutes and the listening audio will be played only one time.

For the reading section, the test takers have to deal with 100 questions comprising three parts in total: Part 5) Incomplete sentences, 6) Text completions and

7) reading comprehension (single passages and double passages). This section takes 75 minutes.

2.6 The TOEIC test as a high-stakes test

English is considered as one of the most important skills for workers and students who are planning to change or apply for jobs after graduation (Waelateh, 2016). As living in a global community, English can be utilized for trading, educating, traveling, communicating among people. Carreira and Armengol (2001) also mentioned that people who possess the proficiency of foreign languages are probably able to pursue better career opportunities. Therefore, English proficiency tests have played an indispensable role for their lives (Uysal, 2010). These language proficiency tests such as IELTS, TOEFL, TOEIC can be defined as high-stakes tests. Luxia (2005) stated that high-stakes tests are the tests whose results immediately influence the decisions of all stakeholders involved. Test takers can use the scores from the tests for pursuing vital opportunities in their studying and working lives which are directly related to test takers, employers, teachers. In an effort to pursue a high score from the high-stakes tests, test takers will put more emphasis on performing well on the tests for their benefits and further opportunities in their lives (Suryaningsih, 2014). Moreover, it can be noticed that English language tests such as TOEIC have recently gained popularity because some employers and employees believe that the test score would reflect a real level of the applicants' English proficiency (Ito, Kawaguchi, & Ohta, 2005).

The proficiency of English language determined by testing has become the determining factor in the ability to get ahead both academically and professionally.

International firms as well as domestic businesses tremendously value English language proficiency as one of vital criteria for personnel recruitment and promotion (Puengpipattrakul, Chiramanee, & Sripetpun, 2007). Similarly, Bachman and Purpura (2008) identified that language tests are utilized not only for career opportunities but also educational purposes such as program admissions. It can be clearly seen that the English language tests and their scores have become powerful which could affect people's lives in society in many aspects. The tests and their scores themselves can classify test takers into different groups by the different levels of language proficiency: for instance, beginner, intermediate, advanced, and so on. Definitely, the higher score test takers obtain, the more opportunity they could get a job as well.

In Thailand, the TOEIC (Test of English for International Communication) has been widely used in the country for several purposes. For communicative purposes, many employers in Thailand require the TOEIC scores from job applicants. Its scores have been accepted and determined as a basic requirement for new staff recruitment in various industries in Thailand comprising of manufacturing, service, tourism, electricity, education and other relevant sectors. Every year Thai Airways International Public Company Limited recruited an average of 100 - 150 new flight attendants with a minimum TOEIC score of 500, which qualify them for additional interviewing and testing (Educational Testing Service, 2007a). The reason behind this can be explained that English language is essential to perform their duties adequately. While some positions at PTT Exploration and Production Public Company Limited requires job applicants to submit their application with a minimum TOEIC score of 750. Apparently, it can be concluded that TOEIC is viewed as a high-stakes test because it can determine whether a person would pass an initial screening for Human

Resource preliminary step or fail before the interview process. Therefore, test takers would try hard to take the test until they are satisfied with the scores they gain.

For educational purposes, some of the universities and many educational institutions in Thailand have recently used TOEIC scores as a graduation requirement. For instance, Prince of Songkla University requires the minimum TOEIC score of 390 out of 990 before graduation (Prince of Songkla University, 2016). Some faculties e.g. the Faculty of Hospitality and Tourism at Phuket campus requires a higher score of at least 630. At Suan Sunandha Rajabhat University, students majoring in Airline Business have to submit their TOEIC score of at least 600 to the university (International College Suan Sunandha Rajabhat University, 2017). Due to these trends and the growth in implementing the TOEIC test for the graduation benchmark by universities, some secondary schools in Thailand also use TOEIC tests to measure their students' English listening and reading proficiency. In this way, it is believed that tomorrow's business and academic leaders are developed in a large part through education at the high school and university level and the TOEIC is a major component.

2.7 Attitudes, language learning and testing

It has been widely recognized that learning a language is influenced by numerous factors. One of these indispensable factors which researchers have paid attention is learners' attitudes. The majority of scholars reported that their evaluation of the target language speakers, cultures and the learning settings directly influence their success in learning a language (Hosseini & Pourmandnia, 2013). This part will provide

the observation to review some theoretical grounds in attitudes and relevant factors which finally lead to language learning and testing.

2.7.1 Attitudes

According to Cambridge Advanced Learner's Dictionary (Cambridge University Press, 2013), the meaning of attitudes is defined as "a feeling or opinion about something or someone, or a way of behaving that is caused by this." It can also be interpreted as a disposition to react or give a respond toward a certain thing which is probably a person, an object, or an event in a positive, negative, or uncertain way.

The definitions of attitude are proposed by scholars in various ways. In 1935, Allport stated that attitude refers to "a mental and neural state of readiness organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (p. 810). This can be implied that attitude is a strong belief that a person possesses toward topics he found it interesting. Then, he forms and develops his opinion to like or dislike, favor or disfavor to everything around which is a common process in a human life (Underwood, 2009). While Al-Mamun, Rahman, Rahman, and Hossaim (2012) believed in a related link between attitudes and behaviors, so they defined attitudes as a psychological construct which could explicate an individual's behavior. Consequently, attitudes could affect and determine the way we live, a choice we made, what we do because it is about how a person evaluate objects, events, ideas, even people. In other words, this could be interpreted that attitudes are based upon experiences and

closely related to a person's beliefs and the way of thinking both positive and negative ways.

Dating back to the early history of attitudes, there have been several renowned and interesting models of attitudes proposed by different scholars. In 1972, Calder and Lutz developed and introduced the Vector model. In their approach, cognitive structure consists of two dimensions which were an affective component (liking or favorableness) and a cognitive component (likely or probable). An individual's belief toward an object was characterized by a value on each of an affective component and a cognitive component. It can be noticeable that in the early history of attitudes, several models of attitudes came up with a simple form of two components or factors. Nevertheless, when they were widely used in many fields of study such as psychology, marketing, and language learning. These two-dimensional models may be inadequate to deeply understand and comprehensively predict individuals' feelings, behaviors, and beliefs toward an attitude object. Therefore, some models of attitudes were introduced in a more holistic form.

The tripartite theory or the attitude model with three components - affect, cognition, and behavior - was developed and explained in detail by subsequent researchers (Breckler, 1984). In 1991, Wenden proposed that affection, behavior, and cognition are the three primary elements of an emotional reaction which refers to attitudes. Likewise, Baker (1992) specified that attitude consists of three core elements which are cognitive, affective and conative (readiness for action). Moreover, attitudes are not inherited from

ancestors or genetically pass on later generations but they can be learned. Interestingly, Brown (2007) proposed that attitudes can be learned, it is probably influenced by parents' and peers' attitudes.

One of the most cited (Eagly & Chaiken 1998) tripartite models of attitudes is the ABC Model of Attitudes. Rosenberg and Hovland (1960) identified that the ABC Model of Attitudes consists of affective, behavioral, and cognitive components. However, ABC models of attitudes have been adopted and modified in various ways. In Figure 2.3, Solomon (2010) underlined that three elements of ABC models, which are feel (affect), do (behavior), and know (cognition) are interrelated and a person needs to balance this interrelationship in his life.

First of all, affect refers to human feelings or emotions such as happiness, sadness, disappointment which links to an object, an issue, or a person; for example, one test taker may feel nervous about taking an exam every time. Therefore, feeling nervous is his attitude toward the exam. In other words, affect represents sensory experiences (physical feelings) and it can be measured by verbal statement of affect. This means that a person may possess positive or negative attitudes toward the affect object.

Secondly, behavior refers to the behavioral intention of the plan of action, past behaviors or experiences regarding an object, an issue, or a person. The behavioral component is measurable because it is overt and can be observed. For instance, the test taker who dislikes taking an exam may try to avoid taking the exam. This is the way he acts or behaves toward to the exam.

From the example, it can be concluded that this component is more easily identified than affect or cognition (Berger, 2002).

Lastly, beliefs, thoughts, values, decision-making, and perceptions make up the cognition. These are associated with an object, an issue, or a person. In this case, the test taker probably forms his own belief or knowledge that taking an exam is unfavorable. Fishbein and Ajzen (1975) expressed that belief is information about an object which a person has collected from the past and the cognitive component is the storage section. Then, the information is organized and kept in that storage.

Apart from the three key components, there are other stimuli such as individuals, social issues, social group, and objects which could directly influence to attitudes. All of these elements are correlatively associated as illustrated below (Rosenberg & Hovland, 1960).

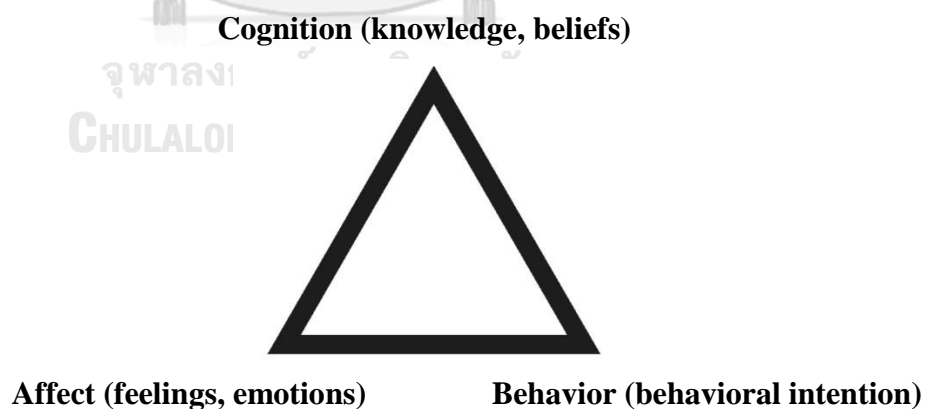


Figure 2.3: The ABC model of attitude adapted from Solomon (2010)

Schiffman and Kanuk (2004) proposed the CAC Model of Attitude which has been used widely in the field of marketing and consumer behaviors

because they want to understand how customers respond to the advertisement or how customers make a decision to purchase a product. Therefore, they want to find out the components of attitudes. In Figure 2.4, attitudes in the CAC Model are constructed from three primary components; cognition, affect, and conation. The cognition is defined as the knowledge and perceptions that are acquired by an individual's experience toward attitude object together with related information. Therefore, it becomes a belief which leads to specific results. Belief is information that an individual has to a person, an object, or an event (Fishbein & Ajzen, 1975). The cognitive component acts as the storage section where the individual uses for organizing all information he has. The affect is defined as emotions, feelings, conviction toward an attitude object. It can be generated when an individual forms his judgement or evaluation of an object, a person, or an event. This evaluation can be positive/negative, liking/disliking, favorable/unfavorable, or good/bad. However, attitudes toward an object cannot be determined simply by individual's beliefs about that object since emotions or feelings work simultaneously with the cognitive process about the attitude object (Jain, 2014). The last component is conation which is defined as a behavior, likelihood, or tendency that an individual will respond to a specific event or do something in a particular way to the attitude object. The conative component may include the actual beliefs itself (Schiffman and Kanuk, 2004). It can also be found that there is the correlation among these three components to construct attitudes. Moreover, cognition and affect positively cause a strongly conative component that could rule an individual's behavior. Generally, CAC model is similar to the ABC model of

attitude structure. They are different only in the way the models are presented. The term “conation” in the CAC Model is similar in meaning to the term “behavior” in the ABC model. This can be concluded that the models of attitudes have been widely used and applied in various fields of knowledge. Attitudes determine how an individual feels, believes, and behaves.

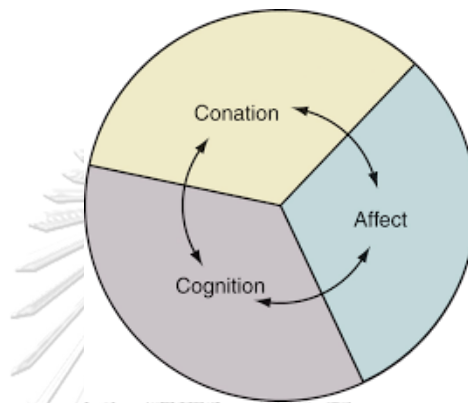


Figure 2.4: Tricomponent Attitude Model (Schiffman & Kanuk, 2004)

It can be seen that the three-dimensional pattern has been a popular form extensively used to describe the construction of attitudes; however, there is one model illustrated the attitude-behavior process described in a linear pattern to observe the spontaneous processing model. In Figure 2.5, Fazio et al.,(1989) highlighted that a number of steps must take place for behavior toward an object to be influenced in an automatic manner by one's attitude. In other words, the person's attitudes could affect the behavior with several steps taking place automatically. The most important step begins when an individual confronts the attitude object, the attitude is immediately activated. This circumstance will occur when the object and an individual's evaluation are strongly connected in memory. Specifically, if a positive attitude is activated, the individual will be able to notice, attend to, and continue the positive values to the

immediate event. On the other hand, if a negative attitude is activated, the individual will convey the negative values to that immediate event. Consequently, selective perceptions generate immediate perceptions of the attitude object in the second and the third step. Then, the definition of the event occurs and leads to the final step which determines an individual's behavior. Moreover, norms could affect the definition of the event and lead to behavior at last. In the last step, positive behaviors occur when the individual possess positive perceptions from a definition of the event. And it could be negative behaviors due to a negative definition of the event. It is also noted that deliberate reflection or reasoning are not necessary to be included in this entire process. Overall, this model provides a comprehensive view and process how an attitude is transformed to behavior which could tremendously help understand what individuals believe, think, and behave and how an attitude becomes positive and negative that finally lead to approach and avoidance behaviors.

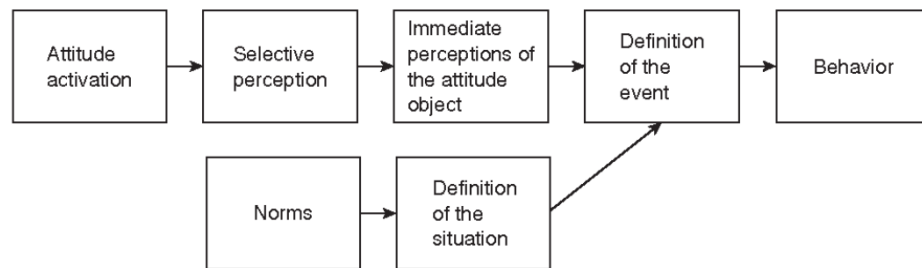


Figure 2.5: A schematic diagram of Fazio's (1989) model of the attitude-behavior process
(Fazio et al., 1989)

2.7.2 Attitudes and motivation

When studying about attitudes, it is undeniable that motivation is also important and useful for researchers to investigate along with attitudes because the behavioral component of attitude toward an object can also be determined

by the degree of the individual motivation (Oxford & Shearin, 1994). In other words, the individuals' motivation has an effect on their attitudes. Dornyei (2001) concluded that language learner's goals can be categorized into two groups. First, integrative orientation refers to the positive disposition toward the L2 group. The individuals in the L2 group desire to learn a language or become similar to members in that community while the second aspect, instrumental orientation, is the way that learning language linked to practical gains or benefits of learners such as job promotion at workplaces, or a better grade at schools. Gardner (1985, p. 10) proposed that "motivation has a very distinct characteristic and a clear link with the language learning process." More specifically, in Gardner's theory, the concept of integrative motive offered more complex details how motivation relates to the process of language learning in the three dimensions as follows:

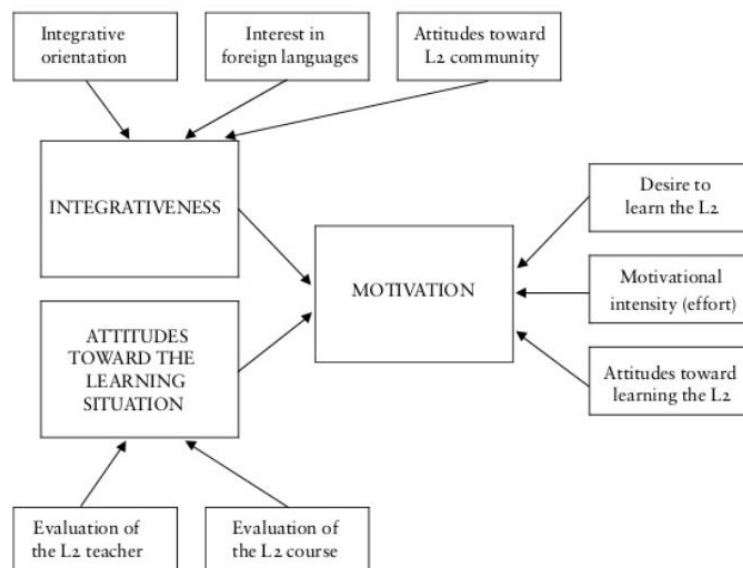


Figure 2.6 Gardner's conceptualization of the integrative motive
cited in Dornyei (2001, p. 17)

As illustrated in Figure 2.14, there are three main dimensions of the integrative motive; integrativeness, motivation, and attitudes toward the learning situation.

- Integrativeness is defined as a component that language learners possess when they learn foreign languages, for example, integrative orientation (a positive disposition toward the L2 group and the desire to learn a language or become similar to members in that community), their interest in foreign languages, and attitudes toward the L2 community.
- Attitudes toward the learning situation is defined as foreign language learners' attitudes or evaluation toward their teachers and the course.
- Motivation is constructed from foreign language learners' desire to learn the language, their efforts or motivational intensity, and their attitudes toward learning the language.

In brief, it can be noticed that, to generate motivation, attitudes have played an essential role in all dimensions of the models. This can be implied that when language learners possess positive attitudes toward L2 community, the learning situation, and L2 learning, it will increase their motivation to learn a language.

According to Ushida's study in 2005, the research concerning the role of students' motivation and attitudes on the study of French or Spanish online language courses was interestingly conducted. The findings revealed that students' motivation and attitudes toward learning French and Spanish were

relatively positive. It might result from the fact that the students in this study are familiar and confident when they use computers, Internet, online chatting, for example. Moreover, they also evaluated the teachers and courses positively. It was reported that this positive motivation and attitudes lasted over the semester (a 15-week period). Referring the role of motivation, the findings indicated that students with positive motivation and attitudes toward language study not only participated actively in online sessions, but also performed well on the module test. This has proved that positive motivation and attitudes foster students and test takers to achieve their goals. Furthermore, positive motivation and attitudes could change students' behavior in learning and regularly practicing foreign languages and preparing themselves for coming exams productively.

To summarize, attitudes in common deal with a mental and neural state of readiness related to what we believe, experience, feel, and react in both action and words spoken out to others while the model of the attitude-behavior process shows us how a behavior forms, maintains, continues from the first stage to the last one.

2.7.3 Attitudes in Language learning and Testing

In the field of language learning, attitude has been mentioned and studied in various aspects. Gardner (1985) claimed that attitude and other affective variables are as important as aptitude for language achievement. Learners' positive attitudes were widely and significantly viewed by researchers as a vital factor leading language learners to achieve their goals of second

language acquisition (Alaga, 2016). To enhance the proficiency of a second language, learners' attitudes and perceptions toward the target language along with the mental competence or, language skills have played an important role (Gardner & Lambert, 1972). Stern (1983, pp.376-7) clarifies "three types of attitudes in second language learning situation: (1) attitudes toward the community and a group of people who speak the L2, (2) attitudes toward learning the language concerned; and (3) attitudes toward languages and language learning in general".

Apart from those scholars, Stoneman (2006) insists language learners' attitudes toward the stakes of the test influenced the strength of the test. For instance, test takers may spend more time allotment in handling the high-stakes test than in using the time for the lower-stakes test. To support Stoneman's study, Lamb (2004) concluded that once test takers set their goals to achieve the desired score, it substantially affects their reactions to the test. For example, one language learner planned to prepare himself for a job market after graduation. He set his goal to obtain the TOEIC score of at least 650. Then, his goal will definitely impact his way of living. He may include his study time into his daily routine schedule and he will follow that list of study activities strictly. This indicates that the tie between test takers' goals and their reactions as the behavioral component of attitudes to the test are indispensable. Apparently, test takers have a strong intention to complete proficiency tests due to their benefits constituting job applications, position promotions, communicative improvements, and a possibility of living overseas. Aside from mentioned purposes, some test takers complete proficiency tests because they

want to assess their performance in a foreign language. Barron and Harackiewicz (2000) summarized their research on college students and revealed that the test takers with a strong intention to complete the language proficiency tests (mastery goals) are more likely to enjoy doing the tests, while the test takers with a strong intention to assess their performance in a foreign language (performance goals) are more likely to perform well at it. This also confirms a similar result in Ushida's study (2005) who mentioned that motivated test takers with positive attitudes toward the language tests tend to be successful in their module tests. These case studies showed the evident relationship between attitudes and the test scores.

The theory that attitudes play a pivotal role in language learning success has been shown with in-depth studies that have been conducted exploring the relationship between the two. According to Brown (2007), positive attitudes are advantageous to L2 learners. On the contrary, negative attitudes may cause a reduced motivation in them. This can be inferred that in the field of learning a language, especially English, the integrative motivation which is an important part of second language progress can be formed and developed when L2 learners maintain their positive attitudes (Hosseini & Pourmandnia, 2013).

There are some studies investigating different attitudes between male and female students. Fakeye (2010) revealed that there were no differences in the attitudes of male and female students toward English language and their achievement in English language. Even though in the Eshghinejad and Gritter's study (2016) it was found that female students had higher positive

attitudes toward English, especially in cognitive and affective aspects, the difference was not significant. In brief, it is apparent from these findings that attitude is not gender – related because there were no significant differences in the attitudes of male and female students.

In the next section, the effects of attitude associated with the proficiency test performance are obviously illustrated through some studies from other researchers.

2.8 Previous studies on the effects of attitudes toward of the TOEIC test

2.8.1 Effects of attitudes on test takers' learning

The previous studies revealed that any possible English teaching techniques and learning activities should be utilized to create and develop learners' positive attitudes and intrinsic motivation for their success in English language learning and subsequently their higher level of English language proficiency (Puengpipattrakul, Chiramanee, & Sripetpun, 2007).

Liu (2014) in Taiwan conducted a survey with different population from the studies mentioned above, Liu was interested in adult learners' attitudes toward the TOEIC test. Adult learners possess unique characteristics from other groups of learners. They may have challenges, and responsibilities such as their career duties, roles in their family which can affect their attitudes and learning style for the TOEIC test. These factors can both benefit and obstruct their learning process. Fifteen adult learners were included in her study that was conducted in a qualitative type of research by using an interview to gain deep understanding and insights of adult learners. The findings revealed that adult

learners' attitudes toward the influence of the TOEIC exam in their lives significantly impacts the way of their learning and the way to approach the exam. Even adult learners improved their receptive skills (listening and reading) after finishing a TOEIC preparation class, they also express the need of strengthening their productive skills (speaking and writing). The TOEIC test encouraged them to learn and pay more attention on lessons. Adult learners tend to find the correct answers by asking people or through reference books when they encounter unclear matters in some grammatical points. Instead of having negative attitudes constituting fear, pressure or anxiety, these adult learners could handle well when learning, and taking the test. The TOEIC test itself acted as a stimulant to generate the motivation in learning English of adult learners and triggered them to adapt their learning behaviors to carry out the test. Furthermore, these learners have their own learning strategies for the TOEIC test not only during the class but also after class because they believe that taking TOEIC test can help improve their self-belief. As a publicly-recognized standardized test, the score report is a highly reliable measurement which they can present it to their supervisors at the workplaces as a valid evidence to prove their English language proficiency.

In the same way, Nguyen (2016) found a close relation between motivation and attitudes of university students in Vietnam toward the TOEIC scores. She explored 170 non-English majored university students in Vietnam whether attitudes affect learner's TOEIC score achievement. The findings revealed that participants in the survey had positive feelings for learning TOEIC which greatly affects learner's TOEIC scores. In addition, it is

interesting to note that the high motivation and positive attitudes lead to solid preferences for a high TOEIC scores. As a result, students will contribute themselves to learning in TOEIC classes. Especially for those who passed the test in one time, they have both motivation and positive attitudes to study for the TOEIC test. Thus, it is crucial that TOEIC instructors generate, maintain and develop a test takers' attitudes and motivation which could affect their test outcomes.

In Thailand, it is reported that low proficiency of English language must be considered a barrier to Thai university graduate's career prospects, since more jobs demand an ability to communicate in English, particularly in the workplaces where English is a required language (Puengpipattrakul, Chiramane, & Sripetpun, 2007). Moreover, Thai learners' English proficiency, as their average scores in TOEIC, was lower than that of some ASEAN nationalities such as Filipino, Malaysian, and Vietnamese (Educational Testing Service, 2017b).

Consequently, there has been remarkably extensive attention in studies concerning the TOEIC test with Thai learners and test takers. Apichatrojanakul (2011) found that the TOEIC teachers should provide students with practical measures such as pair work and group activities. By implementing this way, not only learners' positive attitudes would increase but their negative attitudes also decrease. It helps change their attitudes toward the TOEIC test and subsequently lead them to higher scores, but if they have negative attitudes, it can reduce their test score (Apichatrojanakul, 2011).

2.8.2 Effects of attitudes to test takers' performance on the test

In Korea, Jee and Kim (2013) conducted a study exploring (1) Attitude toward English, (2) Purpose of studying the TOEIC, and (3) Problem preventing high scores on the TOEIC. They found that nearly 60% of survey respondents wanted to be a good English speaker. Additionally, the majority of the respondents believed that the TOEIC test encouraged them to improve their English proficiency. This includes the students who were in the low-scoring group. All of them also understood the primary purposes of the TOEIC test such as to graduate and gain a good job (77.2%). The students also recognized that listening proficiency of test takers was the biggest problem leading to low score in the TOEIC listening comprehension test and the vocabulary was the most difficult problem leading to low score in the TOEIC reading comprehension test.

Interestingly, Siriboon (2008) examined the attitudes of the employees at TOYOTA Motor Thailand toward the TOEIC test. Eighty-three per cent of the total number of TOYOTA Motor Thailand employees were included in this study. The pre TOEIC test and the post TOEIC test were administered to compare their scores after the TOEIC course provided by the company. To obtain the attitudinal insights of the test takers, the employees were required to complete a questionnaire through their company's personal emails. It was found that the post-test TOEIC scores of the employees significantly increased. It was reported 87% of the survey participants gained higher scores. Moreover, the language skills and the TOEIC scores of the employees who had positive attitudes toward learning English also improved. This can be explained that positive attitudes generate both increased TOEIC scores and overall English improvement of the test takers.

However, a few studies concluded that there was no any relationship between test takers' attitudes and their TOEIC gain scores (Mori 2007). Mori collected data from 97 first-year university non-English major students from three different classes taught by the researcher. The English proficiency of these students was at the same level. All of them took a pre-test and a post-test of TOEIC as well as a Likert scale questionnaire which was specially designed to investigate motivations and attitudes of the test takers. The results indicated an interesting point that students who like studying English and possess an interest in English speaking cultures may unnecessarily be interested in gaining a high score on The TOEIC test and vice versa.

In the other words, the attitudinal aspects can be one predictor of the scores which test takers probably gain, but it does not explain all cases of students' performance on the test. The statistical evidence in Mori's study revealed that desire to learn English and interest in English speaking cultures do not necessarily correlate with high TOEIC scores. The findings show that disinterest in the target culture could also drive students to achieve a higher score.

In summary, several previous studies observed test takers' attitudes toward the TOEIC test in various aspects. Most of them were solely conducted with a specific group of population such as university students, adult learners, and company employees which may not represent the whole population of the TOEIC test takers. Moreover, some of the studies used only one research instrument, for example, a questionnaire, an interview, or a focus group. To mend the gaps that can be found in those studies, this study uses both quantitative and qualitative

methods to collect the data from a heterogeneous group of TOEIC test takers classified by their levels of English proficiency.

After reviewing various definitions and models of attitudes and motivation, a comparison is made to find similarities and differences before the conceptual framework for this study is created.

Name of the model	Year	Components		
ABC Model of Attitudes Solomon M.R.	2010	1. Affect emotions, feelings	2. Behavior actions	3. Cognition beliefs, knowledge
CAC Model Schiffman and Kanuk	2004	1. Affect liking, preference	2. Conation actions, doing	3. Cognition perceptions, awareness
Model of the attitude-behavior process Fazio et al.	1989	Attitude activation	Behaviors	Selective perceptions Immediate perceptions

Table 2.7: comparison of models of attitudes

As seen in Table 2.7, the models of attitudes are included in the table to compare and find out some significant attributes they have in common. The models presented in this table are:

1. ABC Model of Attitudes (Solomon, 2010)
2. CAC Model (Schiffman and Kanuk, 2004)
3. Model of the attitude-behavior process (Fazio et al., 1989)

Like the ABC model, CAC consists of three dimensions. The only different aspect between both models is the different terms they use which are behavior in the ABC model and conation in the CAC model. However, if the meaning and definition of the terms “behavior” and “conation” in both models are closely examined, it can be found that both terms refer to the same

attribute which is the intention of the action plan, or past experience of the attitude object that is measurable and can be observed. After reviewing and making comparison between these three models of attitudes, the three components namely affect, behavior, and cognition could explain how the individual's attitudes are formed. These two frameworks have been widely adapted and proved in other fields; for example, in marketing, the researchers use these frameworks to investigate how a customer makes a decision to buy a product and to explore what the costumer's attitudes toward the brand are. Therefore, by utilizing these two frameworks, it could also help explain the test takers' attitude formation comprehensively.

When Model of the attitude-behavior process was analyzed, it was found that this model described the relationship between the individual's attitudes and behaviors in the form of the process. This model illustrated that attitudes could determine an individual's doing or action and the components seen in this model were similar to the ABC model of attitudes, and the CAC model which were behaviors, and cognitions (perceptions).

Given is a brief illustration of relevant theoretical grounds regarding learners' attitudes in the second language acquisition together with some previous studies contributed to English language, language learning, and language testing. It is clear from these observations that attitude is an indispensable construct which has a tremendous influence on English language test takers toward the high-stakes and standardized tests. This highlights the fact that test takers use their affective, behavioral, and cognitive components to

make any decision when taking a test. Therefore, the three frameworks – the ABC Model of Attitudes (Solomon, 2010), CAC Model (Schiffman and Kanuk, 2004), and Model of the attitude-behavior process (Fazio et al., 1989) – fit this study because it was obvious that attitudes which were composed of feelings, behaviors, and cognitions had the interrelated process which test takers needed to balance and control this interrelationship before taking the test, during taking the test, and after taking the test. As exhibited in Table 2.7, this research was formulated by utilizing the frameworks to form a theoretical framework used in this study (Figure 2.15). The research methodology which will be provided in the next chapter with details.

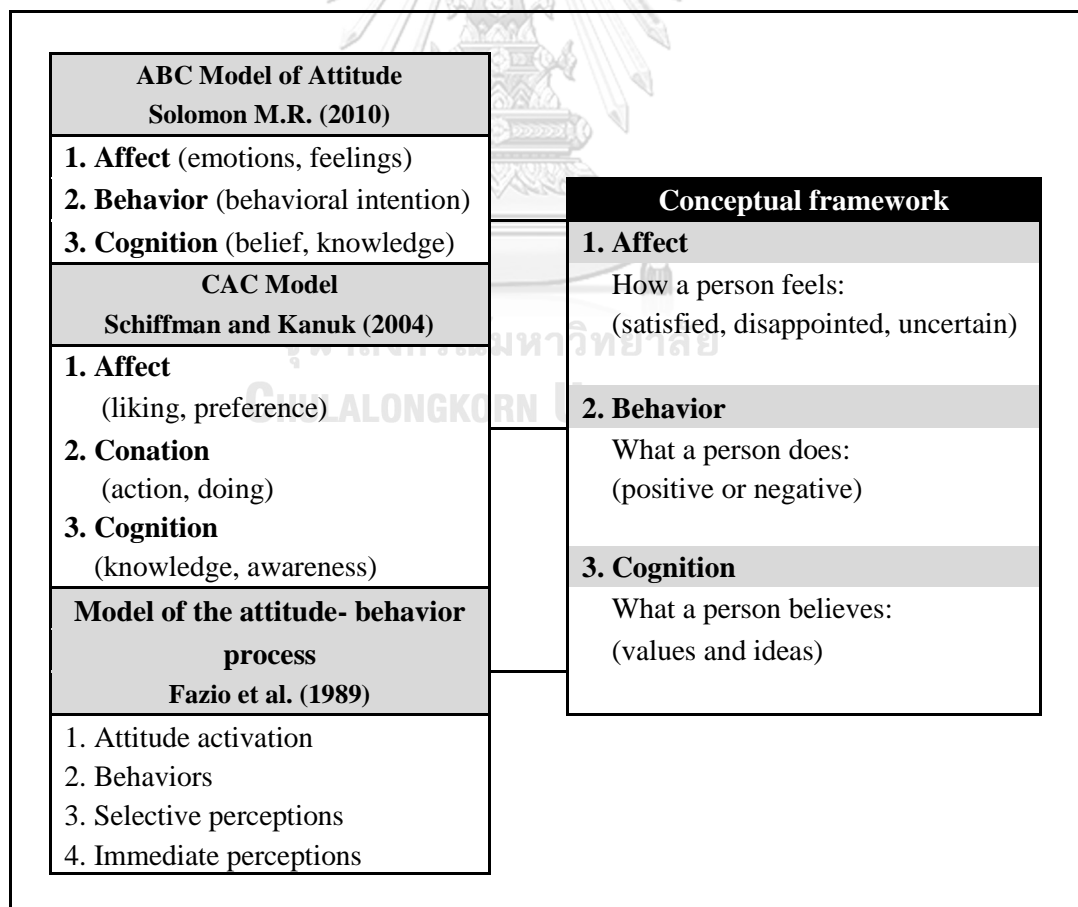


Figure 2.7 Attitude theoretical framework used in this study

2.9 Chapter summary

In Chapter 2, the review of literature provides a few highlights to give readers more understanding of this study. To begin with, the TOEIC tests were first reviewed in several aspects such as its history, types of the TOEIC test currently available for test takers, scoring and score descriptors, the current situation of TOEIC in Thailand, test format and examples of TOEIC question items. After reviewing the basic information of the test, the next part presented is the discussion on TOEIC test as a high-stakes test which allows readers to realize how important the TOEIC test is to our studies and career. Next, attitudes and their framework were discussed in details linking to language learning and testing along with previous studies on the effects of attitudes toward of the TOEIC test. It can be seen that attitudes play an important role in language learning success which has been shown with in-depth studies that have been conducted exploring the relationship between them.

From the review, it can be summarized that the relationship between test takers' attitudes positively affect the TOEIC scores that they gained from the test. However, it was found the contrary on a study which claimed that there was no relationship between test takers' attitudes and their TOEIC score. Though test takers' attitudes do not provide any guarantee in any learning and test performance success, it is still important and useful for further studies because several evident studies found a promising positive relationship between test takers' attitudes and the TOEIC score.

Chapter 3

Methodology

The primary aim of this chapter was to describe the procedure of the research methodology implemented in this study. Other details such as research design, population and participants, instruments, data collection procedures, data analysis, transcriptions, were also explicated in this chapter following by a summary at the end of the chapter.

3.1 Research design

The purpose of the study was to explore and investigate the attitudes of Thai test takers toward the TOEIC test. This study combined the use of both quantitative and qualitative research methods to investigate Thai test takers' attitudes toward the TOEIC test and to examine the relationship between Thai test takers' attitudes and their scores on the TOEIC test. By utilizing these methods, the results of the study gained more reliability and validity.

3.2 Population and participants

3.2.1 Population

It has been estimated that there were more than 90,000 candidates, mostly Thai citizens, taking the TOEIC test in Thailand each year (The Institute for International Business Communication, 2009). They were workers in various industries, students, and new graduates preparing for job applications.

3.2.2 Participants

Based on Yamane's formula of sample size calculation for the quantitative research, 389 Thai test takers whose first language was Thai with different ages, educational backgrounds, a number of years in learning English, and careers were included as participants in this study. To ensure that the participants in this study represented all groups of Thai TOEIC test takers, students, and employees working in various industries were included. They were those who took the TOEIC classes at a private tutoring school in Bangkok, and those who were subscribers of two Facebook pages, i.e., (Tutor Minho, and Kru Tono TOEIC 990). By collecting information from the students at a private tutoring school and the social networks, it helped ensure that all information did not only come from a specific group of test takers, but combined the participants who represented the real population of Thai TOEIC test takers because there were many groups of TOEIC test takers in Thailand who had different background, spent various years in learning English, came from different parts of the country, and so on. The two Facebook pages used as the sources for collecting the data were the online channels intentionally created for those who were interested in taking the TOEIC test. In these pages, they contained the test information, guidelines, techniques in tackling the test. Thus, the subscribers would visit the pages to gain knowledge, do some test exercises, and share their ideas about the TOEIC test. Moreover, all of the participants have taken the TOEIC test before at least one time, so they all had an experience in taking the TOEIC test within the two years at the headquarter of Center for Professional Assessment (Thailand) or CPA in Bangkok, the

official center offering regularly scheduled testing for the test of English for International Communication (TOEIC) in Thailand. In case the participants took the TOEIC test several times during the two years, their latest scores were only used in this study. Their TOEIC scores from 389 participants selected by using the convenient sampling technique were collected and analyzed to find out the relationship with their attitudes obtained from a self-administered questionnaire which were described in details in this chapter. To gain more details, 10 test takers selected by using the purposive sampling technique from the group of the participants were given for an individual interview. They represented all levels of the total TOEIC scores which were classified into five distinguished groups (two participants for each level) based on the Common European Framework of Reference for Language (CEFR).

The Common European Framework of Reference for Language or CEFR is an international standard for describing language abilities. It is described on a six-point scale, from A1 which refers to beginners, up to C2 which are those who have mastered a language. It is appropriate to use the CEFR in this study because the CEFR itself can clearly classify the individual's language proficiency into different levels, namely basic user, independent user, and proficient user, while the TOEIC score descriptors provide only the strengths and weaknesses of test takers at each score level. In other words, they show only can-do statements in the area of communicative English for their further improvement. Therefore, in this study the CEFR was employed to explore the proficiency level of the participants before the relationship between their attitudes and their TOEIC scores were investigated.

CEFR level		Listening skill	Reading skill	Total (Combined)
Proficient user – Effective Operational Proficiency	C1	490	455	945
Independent user - Vantage	B2	400	385	785
Independent user - Threshold	B1	275	275	550
Basic user - Waystage	A2	110	115	225
Basic user - Breakthrough	A1	60	60	120

Table 3.1: Mapping the TOEIC score on the Common European Framework Reference

(Educational Testing Service, 2005, p. 2)

The table gained from Educational Testing Service (ETS) shows the TOEIC Listening and Reading scores mapped with the CERF levels. For the listening section, A1 is equal to the TOEIC score of 60 to 109; A2 is equal to the TOEIC score of 110 to 274; B1 is equal to the TOEIC score of 275 to 399; B2 is equal to the TOEIC score of 400 – 489, and C1 is equal to the TOEIC score of 490 to 495.

For the reading section, A1 is equal to the TOEIC score of 60 to 114; A2 is equal to the TOEIC score of 115 to 274; B1 is equal to the TOEIC score of 275 to 384; A2 is equal to the TOEIC score of 385 – 454, and C1 is equal to the TOEIC score of 455 to 495.

For the combined skills or the total scores from both listening and reading section, A1 is equal to the TOEIC score of 120 to 224; A2 is equal to the TOEIC score of 225 to 549; B1 is equal to the TOEIC score of 550 to 784; A2 is equal to the TOEIC score of 785 – 944; and C1 is equal to the TOEIC score of 945 to 990.

Nevertheless, it is noted that C2 which is the highest level of CEFR is not included in the mapping table because the highest score of the TOEIC which is 990 can be mapped to C1 level in the CEFR.

3.3 Research instruments

The two instruments used in the study were the attitude questionnaire and a semi-structured interview.

3.3.1 A Five Likert-Scale questionnaire

The attitude questionnaire was developed based on the past literature. Over 80 questions and Likert-scale items from 5 questionnaires regarding test takers' attitudes toward proficiency tests of English (Mori, 2007; Educational Testing Service, 2017b; Gedde, 2016; Liu, 2014; Jee & Kim, 2013) were reviewed, adapted and categorized under 1) affect, 2) behavior, and 3) cognition.

The questionnaire consisted of two types of formats:

- Closed-ended questions with multiple choices
- Five Likert-scale question items

Overall, the questionnaire was comprised of two parts which included 36 questions:

Part 1: Personal information (12 closed-ended question items with multiple choices)

This part was designed to collect the demographic information from the participants to examine the characteristics of Thai TOEIC test takers. All 12 closed-ended question items with multiple choices were adapted from the demographic questionnaire of Educational Testing Service (2017b). The participants were required to fill in their personal information including gender, age, background of education,

major, occupation, types of industry that test takers represented, the number of years in studying English, other English proficiency tests which the participants have taken before, purposes of taking the test, their latest TOEIC scores (listening section, reading section, and total score) in the space provided in the table. Their scores must be valid within two years from the day on which their scores are officially announced by CPA to the day when they complete the survey form. These scores collected from the participants were later used to group the test takers according to the CEFR levels.

Part 2: Test takers' attitudes toward the TOEIC test (24 five-Likert-scale question items)

The five Likert scale questionnaire was based on levels of test takers' agreement on each attitudinal factor toward the TOEIC test. From Table 3.2, 1 is Strongly disagree, 2 is Slightly disagree, 3 is Neutral, 4 is Slightly agree, and 5 is Strongly agree. The participants' responses were interpreted in three aspects. Strongly agree (5) and slightly agree (4) were considered as positive attitudes, and strongly disagree (1), and slightly disagree (2) were defined as negative attitudes, while neutral (3) referred to uncertain (Eshghinejad & Gritter, 2016; Jee & Kim, 2013; Siriboon 2008).

Number	Description
5	Strongly agree
4	Slightly agree
3	Neutral
2	Slightly disagree
1	Strongly disagree

Table 3.2: Likert-scale description

In this part, all 24 five-Likert-scale question items were adapted from Mori (2007), Gedde (2016), and Liu (2014), which were categorized into three components of the attitude model based on the theoretical framework used in this study constituting Affective component (Items 1 to 8), Behavioral component (Items 9 to 16), and Cognitive component (Items 17 to 24). The purpose of this section was to measure the levels of their attitudinal factors. Therefore, all relevant elements to attitudes (affective, behavioral, and cognitive components) toward TOEIC Listening and Reading test such as anxiety, acceptance, expectancy, and etc. were included in this part.

All of the question items and the Likert-type items were initially written in English and then translated into Thai (the first language of the participants). By implementing this, it helped increase the level of understanding to low-proficiency participants like those in A1 and A2 of the CEFR, who may have a limited ability in understanding English texts. (See Appendix B for the English version and Appendix C for the Thai version). The translated version of the questionnaire was validated by three professors in the field of English language teaching. From the validation by three experts, a few items were changed to ensure that all statements in the questionnaire would be clear enough to gain the insights into participants' attitudes. In addition, one statement was amended because it was unclear that it should be categorized as the affective or the cognitive components. Aside from changing and amending, some statements in Thai versions needed to be corrected because it could cause the misinterpretation to the questionnaire respondents. Therefore, they were improved by using simple and understandable Thai language. Two statements were eliminated because they were invalidated.

As aforementioned, three aspects of attitudes were included in the questionnaire designed for exploring and investigating the different levels of attitudinal factors of Thai test takers toward the TOEIC test. It can be described as follows:

A. Affective component

This aspect was purposively designed to gauge test takers' emotional attitudes toward the TOEIC test. Nine items representing various aspects of feelings toward the test such as expectation, pressure, fear, anxiety from the test preparation and external factors, disappointment and etc., were included in this section. The participants were asked to rate each statement according to their level of agreement: 5 = Strongly agree, 4 = Slightly agree, 3 = Neutral, 2 = Slightly disagree, 1 = Strongly disagree. The score higher than 3 was considered as positive attitudes and the score lower than 3 was negative attitudes (Eshghinejad & Gritter, 2016; Jee & Kim, 2013; Siriboon 2008). Their rating scales for this section were sum up with a range of 10 to 50 (interval data). All statements in this section were listed below.

1. I feel enjoyable when I take the TOEIC test.
2. I feel that the TOEIC test has caused pressure for me.
3. Studying for the TOEIC test leads to anxiety.
4. I took the TOEIC test because I received external pressure from work or school.
5. I feel comfortable when taking the TOEIC Listening test.
6. I feel comfortable when taking the TOEIC Reading test.
7. I feel disappointed when I get a lower score than the score I previously expected.
8. I am happy with the TOEIC score I have achieved.

B. Behavioral component

This part was created to measure TOEIC test takers' behavioral attitudes toward the test. Eight statements reflected the way test takers behaved or how the TOEIC test influences to their actions in several aspects including the time spending in learning English, the way to prepare for the test, their actions after taking the test and etc. The participants were asked to rate each statement according to their level of agreement: 5 = Strongly agree, 4 = Slightly agree, 3 = Neutral, 2 = Slightly disagree, 1 = Strongly disagree. The score higher than 3 was considered as positive attitudes and the score lower than 3 was negative attitudes (Eshghinejad & Gritter, 2016; Jee & Kim, 2013; Siriboon 2008). All statements in this section were listed below.

9. The TOEIC test has motivated me to spend more time learning English.
10. The TOEIC test has pushed me harder to study English.
11. The TOEIC test has made me listen more attentively when I study for the test.
12. The TOEIC test has made me read more attentively when I study for the test.
13. I have to take the TOEIC test again for a higher score than my previous test score.
14. I will not study English for the TOEIC test if possible.
15. The TOEIC test has an impact to current lifestyle.
16. I use other learning methods for preparing the TOEIC test such as watching movies, listening to the music.

C. Cognitive component

The test takers' cognitive attitudes toward the TOEIC test was also important to observe as part of the three components of attitudes. It could affect the test takers' beliefs, values and ideas. Like sections A and B, the Likert-scale questionnaire was used in section C. Eight statements were created to survey how test takers believed or perceived about the

TOEIC test which covered its usefulness, listening and reading improvement in English. The participants were asked to rate each statement according to their level of agreement: 5 = Strongly agree, 4 = Slightly agree, 3 = Neutral, 2 = slightly disagree, 1 = Strongly disagree. The score higher than 3 was considered as positive attitudes and the score lower than 3 was negative attitudes (Eshghinejad & Gritter, 2016; Jee & Kim, 2013; Siriboon 2008). All statements in this section were listed below.

17. I believe that the TOEIC score will be useful for my job application in the future.

18. I believe that my listening has been improved through preparing and taking the TOEIC tests.

19. I believe that my reading has been improved through preparing and taking the TOEIC tests.

20. I believe the TOEIC Listening score I received reflects my actual listening proficiency.

21. I believe the TOEIC Reading score I received reflects my actual reading proficiency.

22. The TOEIC test has a vital effect on my self-image.

23. I believe that studying for the TOEIC test will help me understand people from all over the world.

24. I have a positive view toward the TOEIC test.

3.3.2 A set of questions used in a semi-structured interview

An individual interview was also used to elicit more in-depth information from the participants. By conducting an individual interview, it encouraged participants to share their attitudes and in-depth information about the test they

experienced which was not able to express in the questionnaire. It was a semi-structured interview which comprised 10 questions. All of the interview questions were adapted from the questionnaires regarding test takers' attitudes toward proficiency tests of English (Mori, 2007; Educational Testing Service, 2017b; Gedde, 2016; Liu, 2014; Jee & Kim, 2013). All interview questions designed into the conceptual framework of attitudes were written in English and then translated into Thai language to help increase the level of understanding to low-proficiency participants (See Appendix D for the English version and Appendix E for the Thai version). Both English and Thai versions of the interview questions were validated by three professors in the field of English language teaching. In the revised version, the sequence of the questions were arranged to help the interviewees follow and understand the questions easily. The words in several translated questions were changed to be more understandable. They were listed below.

- **Interview Questions**

1. How did you feel before taking the TOEIC test?
2. Did you have any pressure or worry from taking the TOEIC test? Explain.
3. Did you have any difficulty when taking the TOEIC test? Explain.
4. And how did you deal with the difficulty you faced?
5. How long did you prepare for the TOEIC test? How did you prepare for the TOEIC test?
6. After taking the TOEIC test, will you continue to prepare and be eager to take the TOEIC test in the near future to get a higher score?
7. Do you think preparing for the TOEIC test helps improve your overall English skills? How?

8. In what way do you think that the TOEIC score can affect or influence your career paths or your job application in the future?

9. What are your attitudes toward the TOEIC test? And why?

10. In your opinion, how could positive attitudes affect your way of learning, preparing for the TOEIC test including the score that you obtained?

This set of questions was also translated into Thai to ensure understanding. As a result, these questions were translated, and proofread by three experts (See Appendix F) in the field of English language teaching to check the accuracy of translation.

3.4 Data collection

To answer the first research question, the information concerning test takers' attitudes was collected from the attitudes questionnaire (Part II) that was given to 389 students by using the convenient sampling technique. The test takers' TOEIC scores were gained from the scores that they reported in the questionnaire (Part I). The questionnaire was distributed to students enrolling in the TOEIC classes at the private tutoring school who possessed the two primary requirements which were 1) Thai citizen whose first language is Thai, and 2) Their valid TOEIC scores. For the participants who did not enroll in the classes, but were followers of the two Facebook pages, the questionnaire was sent via email to the voluntary participants with the same requirements as specified for students in the TOEIC class. Furthermore, the semi-structured interview was conducted with 10 voluntary participants representing each proficiency level based on the CEFR. The purposive sampling was also used to select 10 interviewees: voluntary participants representing each score level. To collect data, the researcher conducted an individual interview at their convenience.

For the second research question, the data concerning test takers' attitudes were collected from the attitude questionnaire. The questionnaire was distributed to students enrolling in the TOEIC classes at the private tutoring school and subscribers from the TOEIC Facebook pages which were Tutor Minho, and Kru Tono TOEIC 990.

No.	Research Questions	Instruments
1	What are Thai test takers' attitudes toward the TOEIC test?	1. The attitudes questionnaire 2. The semi-structured interview
2	Is there any relationship between Thai test takers' attitudes and their scores on the TOEIC test?	1. The attitudes questionnaire

3.5 Data analysis

To answer the two research questions;

1. What are Thai test takers' attitudes toward the TOEIC test?
2. Is there any relationship between Thai test takers' attitudes and their scores on the TOEIC test?

In accordance with the research question number one, the data obtained from the questionnaire and the interview were calculated and analyzed by using both quantitative and qualitative methods. Descriptive statistics that were frequency, mean, and standard deviation, were used in the analysis of the quantitative part. The data obtained from the interviews were transcribed and analyzed based on the ABC Model of Attitudes (Solomon, 2010), the CAC Model (Schiffman and Kanuk, 2004), and Model of the attitude-behavior process (Fazio et al., 1989).

Referring to the research question number two, the Pearson correlation coefficient was used to find the relationship between the two variables which were TOEIC test takers' attitudes and their TOEIC scores. The relationship between each component, namely affect, behavior, and cognition and test takers' performance on the TOEIC test was also explored.

3.6 Chapter summary

This chapter provides the methodology of the study. The quantitative and qualitative method design was implemented to investigate test takers' attitudes toward the TOEIC test.

In the first phase, the data were collected by using a questionnaire as a primary research instrument. The participants were selected based on two criteria; 1) Thai citizens whose first language is Thai, 2) participants with a valid TOEIC score. The participants were classified by their CEFR levels so that they could represent each proficiency level. The data from the questionnaire were analyzed by using descriptive statistics.

In the second phase, the individual interviews were given to 10 selected voluntary participants representing each CEFR level of the English proficiency. The interview recordings were transcribed to explore the test takers' in-depth information related to their attitudes toward the TOEIC test.

Moreover, the details about the development of the research instruments, data collection and data analysis were included in this chapter. For the next chapter, the results from the research was illustrated.

Chapter 4

Results

This research intended to explicate the relationship between attitudes toward the Test of English for International Communication (TOEIC) and the scores of Thai test takers. Based on the analysis of the data gathered from the questionnaire and the individual interview, the results were illustrated and explained to answer two research questions:

1. What are Thai test takers' attitudes toward the TOEIC test?
2. Is there any relationship between Thai test takers' attitudes and their scores on the TOEIC test?

4.1 The attitude questionnaire

The findings from the attitude questionnaire constituted two main sections; personal information of Thai test takers and Thai test takers' attitudes toward the Test of English for International Communication (TOEIC). The questionnaire was validated by three experts (See Appendix F) to assure face validity and construct validity. From the pilot survey, the questionnaire was evaluated by using Cronbach Alpha. The reliability value was 0.787.

4.1.1 Personal information

The demographic information was obtained from three hundred eighty-nine participants from two primary sources which were from the students and the employees working in various industries who took TOEIC classes at a private tutoring school in Bangkok and subscribers on two Facebook pages, i.e., Tutor Minho, and

Kru Tono TOEIC 990. Based on the data collected, the information concerning the participants can be concluded as follows:

Gender	Number	Percentage
Female	255	65.55
Male	134	34.45
Total	389	100.00

Table 4.1: Numbers and percentage of the participants classified by genders

It can be seen from the table that there were 225 female participants (65.55%) and 134 male participants (34.45%).

Ages	Number	Percentage
21 – 25 years old	184	47.30
26 – 30 years old	100	25.71
31 – 35 years old	46	11.83
36 – 40 years old	36	9.25
Over 40 years old	17	4.37
Under 20 years old	6	1.54
Total	389	100.00

Table 4.2: Numbers and percentage of the participants classified by age groups

As illustrated in Table 4.2, it can be concluded that the majority (47.30%, n = 184) of the participants were in the age range between 21 and 25 years old, followed by the 26 – 30-year-old group (25.71%, n = 100), and the 31 – 35-year-old group (11.83%, n = 46). Obviously, the majority of the participants were first-time job seekers after graduation, and some had a few years of working experience.

Educational levels	Number	Percentage
Bachelor's Degree	315	80.98
Higher than Bachelor's Degree	65	16.71
Below Bachelor's Degree	8	2.05
Vocational Certificate	1	0.26
High Vocational Certificate	0	0.00
Total	389	100.00

Table 4.3: Numbers and percentages of the participants classified by educational levels

From Table 4.3, the majority of the participants held bachelor's degree (80.98%, n = 315) followed by those with higher than bachelor's degree (16.71%, n = 65). It is apparent from the data that the participants with a bachelor's degree were the majority group who took the TOEIC test.

Majors	Number	Percentage
Languages	89	22.88
Business studies	60	15.42
Tourism and hospitality	44	11.31
Engineering	41	10.54
Sciences	35	9.00
Communication	28	7.20
Education	24	6.17
Social studies	23	5.91
Medical and health related	15	3.86
Economics	11	2.83
Arts	8	2.06
Laws	5	1.29
Other	5	1.29
Architecture	1	0.26
Total	389	100.00

Table 4.4: Numbers and percentages of the participants classified by majors

According to Table 4.4, the educational background of the majority of the participants were in Language (22.88%, n = 89), Business studies (15.42%, n = 60), Tourism and hospitality (11.31%, n = 44), and Engineering (10.54%, n = 41) respectively. When considering the major of languages, most of the participants studied English, followed by Chinese, Japanese, Thai, French, German, and Korean, respectively. On the whole, there was a significant demand in taking the TOEIC Listening and Reading test among the participants from various fields of study.

Occupations	Number	Percentage
Private organization employee	224	57.58
Unemployed	68	17.48
Student	29	7.46
Government officer/ State Enterprise Employee	27	6.94
Freelancer	24	6.17
Self-Employed	16	4.11
Other	1	0.26
Total	389	100.00

Table 4.5: Numbers and percentage of the participants classified by occupations

Table 4.5 illustrates that private organization employees ranked the highest number of the participants taking the TOEIC test with 57.58% (n = 224) which was more than three times the percentage of the unemployed, the second highest number of the participants (17.48%, n = 68). The rest including students, government officer/state enterprise employees, freelancers, and self-employed accounted for a smaller proportion ranging from 4.11% - 7.46%.

Types of industry	Number	Percentage
Unemployed	75	19.28
Services	64	16.45
Tourism and hospitality	47	12.08
Education	42	10.80
Energy	42	10.80
Information technology	24	6.17
Manufacturing	21	5.40
Automobile	13	3.34
Medical and health related	12	3.08
Entrepreneur	11	2.83
Finance & banking	11	2.83
Other	8	2.06
Telecommunication	5	1.29
Import & export	4	1.03
Accounting	3	0.77
Construction	3	0.77
Real estate	3	0.77
Agriculture related	1	0.26
Total	389	100.00

Table 4.6: Numbers and percentage of the participants classified by types of industry

Table 4.6 reveals that 19.28% (n = 75) of the participants were unemployed. Other participants represented different types of industries in which 16.45% of the participants (n = 64) were in the service industry; 12.08% (n = 47) were in the tourism and hospitality industry; 10.80% (n = 42) were in education; 10.80% (n = 42) were in the energy industry; 6.17% (n = 24) were in information technology (IT); 5.40% (n = 21) were in manufacturing; 3.34% (n = 13) were in the automobile study; 3.08% (n = 12) were in the medical and health related

industry; 2.83% (n = 11) were entrepreneur; 2.83% (n = 11) were in finance and banking, 1.29% (n = 5) were in telecommunication; 1.03% (n = 4) were in import and export; 0.77% (n = 3) were in accounting; 0.77% (n = 3) were in construction; 0.77% (n = 3) were in real estate; and 0.26% (n = 1) were in the agriculture related industry. Additionally, others (2.06%, n = 8) as shown in the table refers to those who worked in the chemical industry (n = 4), advertising (n = 3), and government agency (n = 1).

Years spent studying English	Number	Percentage
More than 9 years	295	75.84
0 - 3 years	32	8.23
7 – 9 years	32	8.23
4 – 6 years	30	7.71
Total	389	100.00

Table 4.7: Numbers and percentage of the participants classified by the number of years spent studying English

As shown in Table 4.7, there were 295 participants constituting 75.84% who spent more than nine years studying English. In other words, this accounted for three quarters of the total number of the participants.

Times for taking the TOEIC test	Number	Percentage
More than three times	124	31.88
Twice	107	27.51
Once	101	25.96
Three times	57	14.65
Total	389	100.00

Table 4.8: Numbers and percentage of the participants classified by the number of times test takers took the TOEIC test

From the data shown in Table 4.8, it presented the numbers of times which the participants have taken the TOEIC test. The greatest proportion of times for taking the TOEIC test was more than three times at 31.88% (n = 124), followed by twice at 27.51% (n = 107), and once at 25.96% (n = 101). At the bottom end was three times, representing 14.65% (n = 57).

Purpose for taking the TOEIC test	Number	Percentage
For Job application	264	67.87
For proficiency evaluation	64	16.45
For promotion	30	7.71
For graduation	16	4.11
For improving English	13	3.34
Other	2	0.51
Total	389	100.00

Table 4.9: Numbers and percentage of the participants classified by purposes for taking the TOEIC test

Among the five main purposes for taking the TOEIC test, as seen in Table 4.9, more than half of the participants took the TOEIC test for job application (67.87%, n = 264) while the participants taking the TOEIC test with the proficiency evaluation purpose came second (16.45%, n = 64). The rest was for promotion (7.71%, n = 30), graduation (4.11%, 16), and improving English (3.34, n = 13), respectively. Two participants took the TOEIC test for university admission, and a wage raise at his company. Overall, Thai TOEIC test takers took the test for various purposes mainly related to their careers and education.

The TOEIC Listening and Reading scores (Total score) classified into CEFR levels	TOEIC score range	Number	Percentage	
Proficient user – Effective Operational Proficiency	C1	945 - 990	19	4.88
Independent user - Vantage	B2	785 - 944	88	22.62
Independent user - Threshold	B1	550 - 784	179	46.02
Basic user - Waystage	A2	225 - 549	99	25.45
Basic user - Breakthrough	A1	120 - 224	4	1.03
Total			389	100.00

Table 4.10: Numbers and percentage of the participants classified by their TOEIC Listening and Reading scores (Total score) into CEFR levels

As shown in Table 4.10 by using their TOEIC Listening and Reading scores (combined scores), the participants were categorized into five groups based on the Common European Framework of Reference for Languages (CEFR). In this study, the TOEIC scores referred to the scores which test takers received from the TOEIC exam from August 2016 to August 2018. These scores had been converted and officially endorsed from raw scores (200 question items in the entire exam paper) by Educational Testing Service (ETS). It is noticeable that C2 - the highest level of CEFR - was not included in the mapping table because the highest score of the TOEIC which was 990 can be mapped to C1 level in the CEFR.

From the table, the biggest proportion of the participants was considered Independent user (46.02%, n = 179) – Threshold or B1 which was equal to the TOEIC scores ranging from 550 to 784. It was almost a half of the participants in this study. The second largest group was called Basic user (25.45%, n = 99) – Waystage or A2 (the TOEIC scores ranging from 225 to 549), and Independent user (22.26%, n = 88) – Vantage or B2 (the TOEIC scores ranging from 785 to 944). The two lowest

percentages were placed by Proficient user (n = 19) – Effective Operational Proficiency or C1 (the TOEIC scores ranging from 945 to 990), and Basic user (n = 4) – Breakthrough or A1 (the TOEIC scores ranging from 120 to 224), at 4.88%, and 1.03% respectively.

The TOEIC Listening scores classified into CEFR levels	CEFR level	TOEIC score range	Number	Percentage
Proficient user - Effective Operational Proficiency	C1	490 - 495	38	9.77
Independent user - Vantage	B2	400 - 489	135	34.70
Independent user - Threshold	B1	275 - 399	149	38.30
Basic user - Waystage	A2	110 - 274	65	16.71
Basic user - Breakthrough	A1	60 - 109	2	0.51
Total			389	100.00

Table 4.11: Numbers and percentage of the participants classified by their TOEIC Listening into CEFR levels

It can be seen from Table 4.11, the figures described the numbers and percentage of the participants classified by their TOEIC Listening into CEFR levels. Independent user (n = 149) - Threshold or B1 took the biggest proportion, representing 38.30% followed by Independent user (n = 135) - Vantage or B2, accounting for 34.70%. The lesser amounts were Basic user (n = 65) - Waystage or A2 at 16.71%, and Proficient user (n = 38) - Effective Operational Proficiency or C1 at 9.77%. At the bottom end was Basic user (n = 2) – Breakthrough or A1, representing 0.51%.

The TOEIC Reading scores classified into CEFR levels		TOEIC score range	Number	Percentage
Proficient user – Effective Operational Proficiency	C1	455 - 495	22	5.66
Independent user - Vantage	B2	385 - 454	64	16.45
Independent user - Threshold	B1	275 - 384	164	42.16
Basic user - Waystage	A2	115 - 274	129	33.16
Basic user - Breakthrough	A1	60 - 114	10	2.57
Total			389	100.00

Table 4.12: Numbers and percentage of the participants classified by their TOEIC Reading into CEFR levels

According to the data provided from Table 4.12, it shows the number and percentage of participants divided into CEFR levels by their TOEIC Reading. The highest proportion of the participants was Independent user (n = 164) - Threshold or B1 at 42.16%. There was 33.16% of the total participants who were Basic user (n = 129) - Waystage or A2 coming in the second place. Independent user (n = 64) - Vantage or B2 was ranked the third at 16.45%. The two lowest amounts among all CEFR levels were Proficient user (n = 22) - Effective Operational Proficiency (C1), and Basic user (n = 10) - Breakthrough (A1), constituting 5.66% and 2.57% respectively.

Obviously, most of the participants possessed the intermediate level of English listening and reading proficiency since Independent user – Threshold (B1) took the majority of the total score, the listening score, and the reading score.

Test section	Full Score	Average score
Listening section	495	367
Reading section	495	301
Total	990	668

Table 4.13: The average TOEIC scores of the participants

The figures shown in Table 4.13 were the average scores for the listening section, the reading section, and the total score gained from both sections. In average, the participants obtained the total score of 668 out of 990. In addition, the average scores for the listening section and the reading section were 367 and 301 respectively. Overall, all three scores were considered as Independent user – Threshold (B1) in the CEFR levels.

Section	Parts	Number	Percentage
Listening	Part 1: Photographs	4	1.03
	Part 2: Question-response	18	4.63
	Part 3: Conversations	15	3.86
	Part 4: Talks	45	11.57
Reading	Part 5: Incomplete Sentences	108	27.76
	Part 6: Text Completion	51	13.11
	Part 7: Single and Double Passages	148	38.11
Total		389	100.00

Table 4.14: Numbers and percentage of the participants classified by their perceptions in the most difficult parts of the TOEIC Reading and Listening test

It is evident from Table 4.14 that Part 7: Single and Double Passages was perceived as the most difficult part in the TOEIC test accounting for 38.11% (n = 148), followed by Part 5: Incomplete sentences at 27.76% (n = 108). Part 6: Text completion and Part 4: Talks took 13.11% (n = 51), and 11.57% (n = 45) respectively. In addition, At the bottom ends were Part 2: Question-response, Part 3: Conversations, and Part 1: Photographs, representing 4.63% (n = 18), 3.86% (n = 15), and 1.03% (n = 4) respectively.

It is noticeable that most of the participants perceived the reading section of the TOEIC test as more difficult than the listening section because all three most difficult parts presented in the table represented the reading section.

The experience in taking other English proficiency tests	Number	Percentage
Yes	188	48.33
Never	201	51.67
Total	389	100.00

Table 4.15: Numbers and percentage of the participants who have taken other English proficiency tests and those who have never take any English proficiency tests

Based on Table 4.15, the number of the participants who had experience in taking other English proficiency tests was at 48.33% (n = 188) which was almost a similar proportion of those who have never taken any English proficiency tests at 51.67% (n = 201).

Other English proficiency tests	Number	Percentage
CU-TEP	118	40.55
TU-GET	59	20.27
IELTS	49	16.84
TOEFL	44	15.12
SAT English	15	5.15
Other	6	2.06
Total	291	100.00

Table 4.16: Numbers and percentages of participants classified by their experience in taking other English proficiency tests

(the participants can choose more than one answer)

When considering in the detail of the other English proficiency tests that the participants took before from Table 4.16, it indicated that the majority ($n = 118$) of the participants constituting 40.55% took Chulalongkorn University Test of English Proficiency (CU-TEP), an academic English proficiency test developed by Chulalongkorn University in listening, reading, and writing skills which has been widely used for academic admissions at both undergraduate and graduate levels. Apart from CU-TEP, Thammasat University General English Test or TU-GET took the second highest number of the participants taking English proficiency tests at 20.27% ($n = 59$), followed by the two major standardized tests of English proficiency namely The International English Language Testing System (IELTS) at 16.84% ($n = 49$), and Test of English as a Foreign Language (TOEFL) at 15.12% ($n = 44$). Both tests are international standardized tests of English language proficiency for non-native English language speakers, mostly used for enrolling in English-speaking universities and international programs in some countries. SAT English, a standardized test of English language initiated by College Board widely used for college admissions in the United States, accounted for 5.15% ($n = 15$). Moreover, it was also found that other proficiency tests that the participants used to take were Chiang Mai University Electronic Test of English for Graduate Studies (CMU-eTEGS), and NIDA Test of English for Academic Purposes (NIDA TEAP), representing as other at 2.06% ($n = 6$).

Apparently, almost a half of the participants had some experiences in taking English proficiency tests especially for academic purposes. More interestingly, some of them have taken more than one test. However, among these tests, TOEIC was a major test of English proficiency for communicative purposes.

4.1.2 TOEIC test takers' attitudes toward TOEIC Listening and Reading Tests

This section was specifically designed to explore Thai test takers' attitudes toward the TOEIC test and it is divided into the three primary aspects following the theoretical framework used in this study: affect, behavior, and cognition. The five Likert scales used in this study referred to different levels of test takers' agreement on each attitudinal item toward the TOEIC test which 1 is Strongly disagree, 2 is Slightly disagree, 3 is Neutral, 4 is Slightly agree, and 5 is Strongly agree. The score higher than 3 was considered as positive attitudes and the score lower than 3 was negative attitudes (Eshghinejad & Gritter, 2016; Jee & Kim, 2013; Siriboon 2008).

For the interpretation of the mean values, the Weight Mean Score (WMS) method (Yamane, 1973), the criteria for interpreting the results were as listed below.

4.21 – 5.00	=	Strongly agree
3.41 – 4.20	=	Slightly agree
2.61 – 3.40	=	Neutral
1.81 – 2.60	=	Slightly disagree
1.00 – 1.80	=	Strongly disagree

Moreover, to gain more understanding from low-proficiency participants who may have a restricted ability in understanding English texts, each item in the questionnaire was translated into Thai language and validated by three professors in the field of English language teaching.

Components of Attitude		Number	Percent	Mean	Total mean	SD
Affective component	Female	255	65.55%	2.99	2.95	1.288
	Male	134	34.45%	2.87		

Components of Attitude		Number	Percent	Mean	Total mean	SD
Behavioral component	Female	255	65.55%	3.66	3.69	1.270
	Male	134	34.45%	3.73		
Cognitive component	Female	255	65.55%	3.62	3.66	1.189
	Male	134	34.45%	3.73		

Table 4.17: Overall results of means and standard deviation (SD):

genders and three components of attitude

Regarding the first research question, the results of descriptive analysis as illustrated in Table 4.17 demonstrated the overall mean figures of each attitudinal component: Affect at 2.95 (SD = 1.288), Behavior at 3.69 (SD = 1.270), and Cognition at 3.66 (SD = 1.189). It was interpreted that the participants had the positive behavior and cognition toward the TOEIC test, except affect which had the mean score below 3 on the five Likert scales. When the attitudinal components were investigated by focusing on gender, there was a similar trend for both male and female participants that they had the mean values of the behavioral and the cognitive components higher than the mean values of the affective component.

Levene's Test Equality of Variances			
		F	Sig.
TOEICscore	Equal variances assumed	1.688	.195

Table 4.18: Levene's Test equality of variances for the different proportion of male and female participants

It can be seen from Table 4.17 that there were the different number of female and male participants in this study which were 225 (65.55%) and 134 (34.45%) respectively, Levene's Test equality of variances was conducted to assess the equality

of the variances. From Table 4.18, there was no the significant difference between the score of both female and male participants.

Part 1 Affective component

There are eight statements included in this part. All affective statements illustrated both positive and negative feelings. Statements 1, 5, 6, and 8 represent enjoyment, comfort, and happiness. On the contrary, statements 2, 3, 4, and 7 exhibit pressure, anxiety, and disappointment.

Affective component	Mean	S.D.	Strongly disagree	Slightly disagree	Neutral	Slightly agree	Strongly agree	Inter-pretation
			1	2	3	4	5	
1. I feel enjoyable when I take the TOEIC test.	3.25	1.081	30 7.71%	56 14.40%	133 34.19%	126 32.39%	44 11.31%	Neutral
2. I feel that the TOEIC test has caused pressure for me.	2.39	1.221	29 7.46%	43 11.05%	92 23.65%	112 28.79%	113 29.05%	Slightly disagree
3. Studying for the TOEIC test leads to anxiety.	2.79	1.352	60 15.42%	58 14.91%	95 24.42%	92 23.65%	84 21.59%	Neutral
4. I took the TOEIC test because I received external pressure from work or school.	3.19	1.487	116 29.82%	58 14.91%	66 16.97%	82 21.08%	67 17.22%	Neutral
5. I feel comfortable when taking the TOEIC Listening test.	3.46	1.099	21 5.40%	47 12.08%	129 33.16%	116 29.82%	76 19.54%	Slightly agree
6. I feel comfortable when taking the TOEIC Reading test.	2.81	1.061	49 12.60%	92 23.65%	152 39.07%	74 19.02%	22 5.66%	Neutral
7. I feel disappointed when I get a lower score than the score I previously expected.	2.49	1.323	46 11.83%	34 8.74%	102 26.22%	88 22.62%	119 30.59%	Slightly disagree
8. I am happy with the TOEIC score have achieved.	3.19	1.212	46 11.83%	59 15.17%	117 30.08%	109 28.02%	58 14.91%	Neutral

Table 4.19: Means and standard deviation (SD) of affective component of attitude

According to Table 4.19, most statements in the affective component had the mean values from 2.39 to 3.46 which means that in general the participants possessed both positive and negative attitudes. From the result, the four highest mean values of this emotional aspect include the following:

Statement 5 I feel comfortable when taking the TOEIC Listening test.

(mean = 3.46, SD = 1.099, Slightly agree)

Statement 1 I feel enjoyable when I take the TOEIC.

(mean = 3.25, SD = 1.081, Neutral)

Statement 8 I am happy with the TOEIC score I have achieved.

(mean = 3.19, SD = 1.212, Neutral)

Statement 4 I took the TOEIC test because I received external pressure from work or school.

(mean = 3.19, SD = 1.487, Neutral)

It is apparent that the participants felt comfortable when taking the TOEIC Listening test (mean = 3.46, SD = 1.099, Slightly agree), followed by Statement 1 “I feel enjoyable when I take the TOEIC.” (mean = 3.25, SD = 1.081, Neutral), and. “The participants feel happy with the TOEIC score they have achieved.” (mean = 3.19, SD = 1.212, Neutral). Apart from the positive attitudes, the test takers, accepted that they took the TOEIC test because they received external pressure from work or school (mean = 3.19, SD = 1.487, Neutral).

Part 2 Behavioral component

There are eight statements which reflected the way test takers behaved or how the TOEIC test influences to their actions in several aspects including the time spending in learning English, the way to prepare for the test, their actions after taking the test and etc.

Behavioral component	Mean	S.D.	Strongly disagree	Slightly disagree	Neutral	Slightly agree	Strongly agree	Inter-pretation
			1	2	3	4	5	
9. The TOEIC test has motivated me to spend more time learning English.	3.75	1.1	21 5.40%	29 7.46%	84 21.59%	149 38.30%	106 27.25%	Slightly agree
10. The TOEIC test has pushed me harder to study English.	3.74	1.123	21 5.40%	33 8.48%	85 21.85%	139 35.73%	111 28.53%	Slightly agree
11. The TOEIC test has made me listen more attentively when I study for the test.	4.00	0.992	12 3.08%	19 4.88%	62 15.94%	160 41.13%	136 34.96%	Slightly agree
12. The TOEIC test has made me read more attentively when I study for the test.	3.84	1.03	13 3.34%	24 6.17%	93 23.91%	143 36.76%	116 29.82%	Slightly agree
13. I have to take the TOEIC test again for a higher score than my previous test score.	4.14	1.23	32 8.23%	11 2.83%	45 11.57%	83 21.34%	218 56.04%	Slightly agree
14. I will not study English for the TOEIC test if possible.	3.33	1.516	132 33.93%	57 14.65%	85 21.85%	37 9.51%	78 20.05%	Neutral
15. The TOEIC test has an impact to current lifestyle.	2.78	1.423	108 27.76%	58 14.91%	95 24.42%	66 16.97%	62 15.94%	Neutral
16. I use other learning methods for preparing the TOEIC test such as watching movies, listening to the music.	3.91	1.113	22 5.66%	16 4.11%	79 20.31%	129 33.16%	143 36.76%	Slightly agree

Table 4.20: Means and Standard Deviation (SD) of behavioral component of attitude

Based on Table 4.20, the figures in Statements 9 – 16 indicate the positive and negative behavioral attitude. The three highest mean values were reported as follows:

Statement 13 I have to take the TOEIC test again for a higher score than my previous test score.

(mean = 4.14, SD = 1.230, Slightly agree)

Statement 11 The TOEIC test has made me listen more attentively when I study for the test.

(mean = 4.00, SD = 0.992, Slightly agree)

Statement 16 I use other learning methods for preparing the TOEIC test such as watching movies, listening to the music.

(mean = 3.91, SD = 1.113, Slightly agree)

As shown in the table, 56.04% of the participants strongly agreed and only 8.23% strongly disagree that they have to take the TOEIC test again for a higher score than the previous one they obtained in Statement 13 (mean = 4.14, SD = 1.230, Slightly agree). The participants agreed that The TOEIC test has made them listen more attentively when they study for the test as shown in Statement 11 (mean = 4.00, SD = 0.992, Slightly agree). Apart from the typical learning methods, the participants also utilized other ways of learning to support their preparation for the TOEIC test such as watching movies, listening to the music as stated in Statement 16 (mean = 3.91, SD = 1.113, Slightly agree). The lowest and only negative one from the table was taken by Statement 15 “The TOEIC test has an impact to current lifestyle.” with the mean of 2.78 (SD = 1.423, Neutral). Obviously, the participants, in terms of the behavioral component, did not perceive the preparation for the test and the test itself had any adverse impacts or obstacles to their lifestyle.

Part 3 Cognitive component

Eight statements were created to survey how test takers believed or perceived about the TOEIC test which covered its usefulness, listening and reading improvement in English.

Cognitive component	Mean	S.D.	Strongly disagree	Slightly disagree	Neutral	Slightly agree	Strongly agree	Inter-pretation
			1	2	3	4	5	
17. I believe that the TOEIC score will be useful for my job application in the future.	4.52	0.827	5 1.29%	7 1.80%	33 8.48%	81 20.82%	263 67.61%	Strongly agree
18. I believe that my listening has been improved through preparing and taking the TOEIC tests.	3.86	1.113	18 4.63%	27 6.94%	82 21.08%	126 32.29%	136 34.96%	Slightly agree
19. I believe that my reading has been improved through preparing and taking the TOEIC tests.	3.72	1.109	20 5.14%	33 8.48%	90 23.14%	140 35.99%	106 27.25%	Slightly agree
20. I believe the TOEIC Listening score I received reflects my actual listening proficiency.	3.75	1.059	16 4.11%	26 6.68%	105 26.99%	135 34.70%	107 27.51%	Slightly agree
21. I believe the TOEIC reading score I received reflects my actual listening proficiency.	3.54	1.056	17 4.37%	41 10.54%	122 31.36%	133 34.19%	76 19.54%	Slightly agree
22. The TOEIC test has a vital effect on my self-image.	3.55	1.225	34 8.74%	39 10.03%	97 24.94%	117 30.08%	102 26.22%	Slightly agree
23. I believe that studying for the TOEIC test will help me understand people from all over the world.	2.58	1.251	102 26.22%	80 20.57%	123 31.62%	49 12.60%	35 9.00%	Slightly disagree
24. I have a positive view toward the TOEIC test.	3.75	0.941	10 2.57%	18 4.63%	119 30.59%	155 39.85%	87 22.37%	Slightly agree

Table 4.21: Means and Standard Deviation (SD) of cognitive component of attitude

For the cognitive component, the statistics revealed the beliefs which the participants had toward the test. Statements 17 to 24 received positive and negative cognitive attitudes as shown in Table 4.21. From the result, the four highest mean values of this cognitive aspect include the following:

Statement 17 I believe that the TOEIC score will be useful for my job application in the future.

(mean = 4.52, SD = 0.827, Strongly agree)

Statement 18 I believe that my listening has been improved through preparing and taking the TOEIC tests.

(mean = 3.86, SD = 1.113, Slightly agree)

Statement 20. I believe the TOEIC Listening score I received reflects my actual listening proficiency.

(mean = 3.75, SD = 1.059, Slightly agree)

Statement 24 I have a positive view toward the TOEIC test.

(mean = 3.75, SD = 0.941, Slightly agree)

It is evident from the data in the table that most participants probably believed in the importance of the TOEIC score which will be beneficial to their job applications (mean = 4.52, SD = 0.827, Strongly agree). The participants expressed their positive attitudes to the TOEIC Listening section in Statements 18 “I believe that my listening has been improved through preparing and taking the TOEIC tests (mean = 3.86, SD = 1.113, Slightly agree) and Statement 20 “I believe the TOEIC Listening score I received reflects my actual listening proficiency.” (mean = 3.75, SD = 1.059, Slightly agree). These were higher than the mean values of the TOEIC Reading section in Statements 19 “I believe that my reading has been improved through

preparing and taking the TOEIC tests.” (mean = 3.72, SD = 1.109, Slightly agree) and Statements 21 “I believe the TOEIC Reading score I received reflects my actual reading proficiency.” (mean = 3.54, SD = 1.056). It was found that the participants possessed the positive views to the TOEIC test (mean = 3.75, SD = 0.941, Slightly agree).

It can be seen in the cognitive component that the participants also responded to most of the statements positively, except Statement 23 “I believe that studying for the TOEIC test will help me understand people from all over the world.” in which the mean value was lower than neutral at 2.58% (SD = 1.059, Slightly disagree).

The aforementioned figures were the overall Thai test takers’ attitudes toward the TOEIC test. In the tables below, the test takers’ attitudes were categorized based on test takers’ CEFR levels.

CEFR levels	Mean	SD	Strongly disagree	Slightly disagree	Neutral	Slightly agree	Strongly agree
			1	2	3	4	5
Proficient user – Effective Operational Proficiency or C1 (TOEIC score 945 – 990)			n = 19				
Affect	3.96	1.201	7 4.61%	15 9.87%	25 16.45%	35 23.03%	70 46.05%
Behavior	2.88	1.515	47 28.95%	13 7.89%	34 22.37%	28 19.08%	30 21.71%
Cognition	3.05	1.457	33 21.71%	25 16.45%	29 19.08%	32 21.05%	33 21.71%
Independent user - Vantage or B2 (TOEIC score 785 - 944)			n = 88				
Affect	3.57	1.207	48 6.82%	93 13.21%	165 23.44%	209 29.69%	189 26.85%
Behavior	3.80	1.378	104 14.63%	75 10.37%	136 19.32%	195 27.89%	194 27.70%
Cognition	3.68	1.182	47 6.68%	60 8.52%	175 24.86%	208 29.55%	214 30.40%
Independent user - Threshold or B1 (TOEIC score 550 - 784)			n = 179				
Affect	2.86	1.180	218 15.22%	322 22.49%	474 33.10%	282 19.69%	136 9.50%

CEFR levels	Mean	SD	Strongly disagree	Slightly disagree	Neutral	Slightly agree	Strongly agree
			1	2	3	4	5
Behavior	3.80	1.192	104 7.26%	94 6.56%	284 19.83%	455 31.77%	495 34.57%
Cognition	3.65	1.160	94 6.56%	126 8.80%	357 24.93%	462 32.26%	393 27.44%
Basic user - Waystage or A2 (TOEIC score 225 - 549)							n = 99
Affect	2.39	1.231	248 31.31%	190 23.99%	209 26.39%	89 11.24%	56 7.07%
Behavior	3.88	1.169	50 6.31%	45 5.68%	159 20.08%	234 29.55%	304 38.38%
Cognition	3.76	1.169	48 6.06%	57 7.20%	197 24.87%	222 28.03%	268 33.84%
Basic user - Breakthrough or A1 (TOEIC score 120 - 224)							n = 4
Affect	2.34	0.971	8 25.00%	8 25.00%	13 40.63%	3 9.38%	0 0.00%
Behavior	3.38	0.833	2 6.25%	0 0.00%	15 46.88%	14 43.75%	1 3.13%
Cognition	3.53	0.842	0 0.00%	3 9.38%	13 40.63%	12 37.50%	4 12.50%

Table 4.22: Means and standard deviation (SD) of attitudinal components classified by the CEFR levels

According to Table 4.22, all mean values of affect, behavior, and cognition in all CEFR levels were positive and negative which ranged from 2.34 to 3.96. The participants from all levels including A1 (n = 4), A2 (n = 99), B1 (n = 179), and B2 (n = 88), except C1 (n = 19) had the lowest mean values of the affective component among the other two components which accounted for 2.34 (SD = 0.971), 2.39 (SD = 1.231), 2.86 (SD = 1.180), and 3.57 (SD = 1.207) respectively. Whereas, C1, Proficient user – Effective Operational Proficiency (n = 19), was the only group which had the affective component as the highest amount, representing 3.96 (SD = 1.201) and the behavioral component as the lowest amount, constituting 2.88 (SD = 1.515).

For Basic user - Breakthrough or A1 (n = 4), the mean values of the affect, behavior, cognition accounted for 2.34 (SD = 0.971), 3.38 (SD = 0.833), and 3.53 (SD = 0.842) respectively.

For Basic user – Waystage or A2 (n = 99), the mean values of the affect, behavior, cognition were 2.39 (SD = 1.231), 3.88 (SD = 1.169), and 3.76 (SD = 1.169) respectively.

Based on Independent user – Threshold or B1 (n = 179), the mean values of the affect, behavior, cognition represented 2.86 (SD = 1.180), 3.80 (SD = 1.192), and 3.65 (SD = 1.160).

As can be seen for Independent user - Vantage or B2 (n = 88), the mean values of the affect, behavior, cognition constituted 3.57 (SD = 1.207), 3.80 (SD = 1.378), 3.68 (SD = 1.182) respectively.

For Proficient user – Effective Operational Proficiency or C1 (n = 19), the mean values of affect, behavior, cognition were 3.96 (SD = 1.201), 2.88 (SD = 1.515), and 3.05 (SD = 1.457) respectively.

CEFR levels				Strongly disagree	Slightly disagree	Neutral	Slightly agree	Strongly agree
		Mean	SD	1	2	3	4	5
C1 n=19	Proficient user – Effective Operational Proficiency (TOEIC score 945 – 990)	3.29	1.474	87 19.08%	53 11.62%	88 19.30%	95 20.83%	133 29.17%
B2 n=88	Independent user - Vantage (TOEIC score 785 - 944)	3.56	1.263	199 9.42%	228 10.80%	476 22.54%	612 28.98%	597 28.27%
B1 n=179	Independent user - Threshold (TOEIC score 550 - 784)	3.44	1.248	416 9.68%	542 12.62%	1,115 25.95%	1,199 27.91%	1,024 23.84%
A2 n=99	Basic user - Waystage (TOEIC score 225 - 549)	3.34	1.369	346 14.56%	292 12.29%	565 23.78%	545 22.94%	628 26.43%
A1 n=4	Basic user - Breakthrough (TOEIC score 120 - 224)	3.08	1.023	10 10.42%	11 11.46%	41 42.71%	29 30.21%	5 5.21%
Total		3.43	1.300	1,058 11.33%	1,126 12.06%	2,285 24.48%	2,480 26.56%	2,387 25.57%

Table 4.23: Means and standard deviation (SD) of test takers' overall attitudes classified by the CEFR levels

As illustrated in Table 4.23, the overall mean value of all participants was 3.43 (SD 1.300) which was considered as positive. Looking into the detail of each CEFR level, Independent user – Vantage or B2 (n = 88) had the highest mean value at 3.56 (SD = 1.263), followed by Independent user – Threshold or B1 (n = 179), (mean = 3.44, SD = 1.248), Basic user – Waystage or A2 (n = 99), (mean = 3.34, SD = 1.369), Proficient user – Effective Operational Proficiency or C1 (n = 19), (mean = 3.29, SD = 1.474) and Basic user – Breakthrough or A1 (n = 4), (mean = 3.08, SD = 1.023). All mean values of the participants in all CEFR levels were considered positive.

To summarize, affect, behavior, and cognition have played an important role in determining the overall attitudes of the participants. Obviously, most of the positive attitudes have been reported through all of the three components. In the next section, the correlation between the test takers' attitudes and their scores were explored.

4.1.3 The relationship between TOEIC test takers' attitudes and their scores

To answer the second research question, this study was specifically designed for exploring the relationship between Thai test takers' attitudes toward the TOEIC test and their scores by using the statistic instrument, Pearson correlation coefficient.

Pearson correlation coefficient is a statistic measure of the strength of the linear correlation between two variables to draw a line of best fit. In this section, the TOEIC test takers' components of attitudes: affect, behavior, and cognition and their TOEIC Listening and Reading scores were served as the two variables to detect a linear relationship formation.

		TOEIC Score	Total attitude	Attitude components		
				Affect	Behavior	Cognition
TOEIC score	Pearson Correlation	1	0.124	0.596	-0.290	-0.164
	Sig. (2-tailed)		0.014	0.000	0.000	0.001
	N	389	389	389	389	389

Table 4.24: Results of the Pearson correlation coefficient between Thai test takers' attitude and their TOEIC scores

Size of Coefficient, r		Interpretation
Positive	Negative	
0.90 to 1.00	-0.90 to -1.00	Very high correlation
0.70 to 0.90	-0.30 to -0.50	Very correlation
0.50 to 0.70	-0.50 to -0.07	Moderate correlation
0.30 to 0.50	-0.30 to -0.50	Low correlation

Size of Coefficient, r		Interpretation
Positive	Negative	
0.00 to 0.30	-0.00 to -0.30	Very weak correlation

Table 4.25: The levels of strength of association of coefficient value
(Hinkle, Wiersma, & Jurs 2003)

From Table 4.24 it was reported that there was a significant positive relationship between the total attitude and the TOEIC score ($r = 0.124$) which indicated that there was a very weak correlation between the two variables (see Table 4.25).

When each component of attitude was analyzed, there were both positive and negative trends for all three attitudinal components. The Pearson correlation values of affect, behavior, and cognition were 0.596, -0.290 and -0.164, respectively. This means that there was a positive relationship between the participants' feelings or emotions and the TOEIC test with a moderate correlation whereas both of the behavior and the cognition held a very weak negative correlation. This means that positive feelings toward the TOEIC test could lead to a high score, but the participants who obtained a high score might not have a positive behavior or cognition toward the test and vice versa. For example, some participants may not prepare for the test but they received a high score due to their strong English background.

4.2 The semi-structured interview

To explicate the holistic and in-depth attitudes of Thai test takers toward the TOEIC Listening and Reading test, the qualitative approach was adopted in this study. Based on the analysis, the participants' attitudinal data gained from the individual interview were analyzed into these three primary components: affect, behavior and

cognition. Ten voluntary participants with their TOEIC total scores representing each proficiency level based on the CEFR were selected for the semi-structured interview with the set of 10 questions specially designed according to the framework used in this study. In addition, this set of questions was also translated into Thai to ensure understanding of the participants (See Appendix E).

The set of questions used in the individual interview consisted of 10 questions which were classified into each attitudinal component as illustrated in Table 4.26.

Affective component
1. How did you feel before taking the TOEIC test?
2. Did you have any pressure or worry from taking the TOEIC test? Explain.
3. Did you have any difficulty when taking the TOEIC test? Explain.
Behavioral component
4. And how did you deal with the difficulty you faced?
5. How long did you prepare for the TOEIC test? How did you prepare for the TOEIC test?
6. After taking the TOEIC test, will you continue to prepare and be eager to take the TOEIC test in the near future to get a higher score?
Cognitive component
7. Do you think preparing for the TOEIC test helps improve your overall English skills? How?
8. In what way do you think that the TOEIC score can affect or influence your career paths or your job application in the future?
9. What are your attitudes toward the TOEIC test? And why?
10. In your opinion, how could positive attitudes affect your way of learning, preparing for the TOEIC test including the score that you obtained?

Table 4.26: The set of interview question categorized into the components of attitudes

4.2.1 Affective component

Question 1: How did you feel before taking the TOEIC test?

In the interview, all participants had several feelings toward the TOEIC test when they took the test. The majority (50.00%, n = 5) felt worried about the test format and the score they would get. One of the participants was worried whether she would complete all question items within the limited time. Interestingly, worries were expressed not only by the beginner test takers, but also from those in other levels, including intermediate and advanced. Some of them also described how they felt after taking the test. Some said they were relieved, and some said they were worried about the test score. The excerpts below show what the majority said about their negative feelings before they took the test.

Test taker 2: Before taking the test, I felt worried about the test format, time allotment and the test result. After the test, I also felt the same as before.

(CEFR level: Basic user - Breakthrough or A1)

Test taker 3: Before taking the test, I was worried about the test score I would obtain. After the test, I felt relieved because it was not very difficult as I previously thought.

(CEFR level: Basic user - Waystage - A2)

Test taker 7: Before taking the TOEIC test, I was stressed out and pressured. After the test, I was worried about the score I would get.

(CEFR level: Independent user – Vantage - B2)

Test taker 9: Before taking the TOEIC test, I was worried whether I could complete all question items within the limited time or not, but after the test I felt relieved.

(CEFR level: Proficient user – Effective Operational Proficiency - C1)

Question 2: Did you have any pressure or worry from taking the TOEIC test? Explain.

Eight participants (80.00%, n = 8) from all CEFR levels accepted that they had the pressure from taking the TOEIC test including the pressure related to job applications and external pressures from their workplaces, their colleagues, and their peers. They also added the reason causing their pressure that they needed to meet or exceed the minimum score required by their workplaces or their supervisors for a job offer or a promotion consideration including a salary increase. In addition to their required scores, two of the eight participants were given the deadline to submit the test result to the company within two weeks. It is apparent that the TOEIC test was considered a high-stake test for the test takers because it could determine their career paths in the future. However, there were two test takers who had no pressure from the TOEIC test. One of them said the score she had was enough for the job requirement but the reason to retake the test was because she wanted to get full score on the TOEIC test but it was not an obligation. Another said the purpose to take the TOEIC test was because his supervisor asked him to take the test and if his score was equal or higher than 550, he would get a salary increase. On the contrary, if his score was lower than 550, he wouldn't get any

impact from it. The excerpts below illustrate different pressure and concerns most of the test takers encountered in various aspects.

Test taker 2: Besides the pressure from taking the test, I am also facing the external pressure from my friends. My TOEIC score will be compared with their TOEIC scores. I feel like this is not only the score comparison among my friends but also a competition with them that who will get a job from a recognized company. This means that if I get a good score, I will have a chance to get an employment offer from several recognized companies.

(CEFR level: Basic user - Breakthrough or A1)

Test taker 4: I had pressure because of the minimum score that I have to get. After taking the test, I felt less pressured, but I was still worried because I just graduated and wanted to get a job as soon as possible. Moreover, most of the companies I wish I worked for require the TOEIC score with the minimum of 500.

(CEFR level: Basic user - Waystage - A2)

Test taker 7: I had the feeling of pressure because I needed to submit the TOEIC score for the position I applied for. I had only two weeks before the deadline of the score submission. If I hadn't gotten the score of 750, I would have lost this job as my qualification doesn't meet the requirement.

(CEFR level: Independent user – Vantage - B2)

Test taker 8: I was seriously pressured because it was the last chance that I had to submit the score to the company by the deadline. I already got a full-time employment offer, but the only evidence to complete the recruitment process was the TOEIC score of 850. Without the score, I would be considered unqualified to work there. The company gave me two weeks.

(CEFR level: Independent user - Vantage - B2)

Test taker 9: I had some pressure from taking the test because the TOEIC score could determine the growth opportunity in my career path.

(CEFR level: Proficient user – Effective Operational Proficiency - C1)

Aside from the pressure and concerns, one of the participants mentioned that he did not get any negative impact from pressure or concern when taking the test as shown in the excerpt below.

Test taker 5: I had no any pressure from taking the TOEIC test for the last time. As mentioned before, the company paid for the test fee. I could do the test without any concern. However, my supervisor had a minimum score of 550. If I could get 550 or higher, I would get a salary increase. On the other hand, if my score was lower than the requirement, it wouldn't affect my job in a negative way and I wouldn't lose anything.

(CEFR level: Independent user - Threshold - B1)

Question 3: Did you have any difficulty when taking the TOEIC test?

Explain.

Based on the interview data obtained from all test takers, there were several difficulties such as test takers' limited English proficiency, their negative feelings, the equipment in the test room, etc. which the participants felt that these difficulties could reduce their test performance. The participants gave more than one answer which included the limited time to prepare for the test (40%, n = 4), the equipment in the test room (30%, n = 3), the limited amount of test takers' vocabulary (30%, n = 3), the test takers' low level of reading proficiency (20%, n = 2), the boredom in preparing and doing for the test (10%, n = 1) and the grammar of English language (10%, n = 1). Two test takers considered negative feelings - pressure and fear - as the difficulties when taking the test. Apart from their emotional responses, some of the participants felt that the equipment in the test room such as the speakers, was one of the obstacles which could reduce their test performance. Listed below are some examples of the difficulties they mentioned when taking the TOEIC test.

Test taker 1: Before taking the test, I didn't have enough time to prepare for the test because of my busy work schedule. Moreover, I have the limited amount of test takers' vocabulary. Therefore, I hardly caught up what the speakers spoke and I read very slowly. When the test time was over, I had many question items undone.

(CEFR level: Basic user - Breakthrough or A1)

Test taker 4: I think my obstacle was the limited time in preparing for the test.

My work has kept me busy all the time. I have to work on some weekends, so I can't study for the TOEIC test continuously. For the listening section, I was not familiar with the accent of native speakers. They spoke very fast, so I can't catch up the main idea and the details of the conversations. For the reading section, the only problem was that I didn't know much vocabulary used in the test.

(CEFR level: Basic user - Waystage - A2)

Test taker 5: The problem I found during taking the test was my seat which I was not able to choose. It was far from the speakers. When I could not hear the dialogues clearly, I couldn't focus on listening. Therefore, seating is important for the test takers because it could affect the test takers' scores on the listening test.

(CEFR level: Independent user - Threshold - B1)

Test taker 8: The obstacle during the test was the poor-quality speakers in some test rooms which the test takers can't choose the room, even the seat with good position to hear the audio more clearly.

(CEFR level: Independent user – Vantage - B2)

Test taker 2: English vocabulary, grammar, and listening.

(CEFR level: Basic user - Breakthrough or A1)

Test taker 6: The obstacle is my anxiety. I feared that I was not able to do the test. I lacked the confidence and I hardly prepared for the test. So, I couldn't stay focused when doing the test.
(CEFR level: Independent user - Threshold - B1)

To sum up, taking the TOEIC test could tremendously impact the test takers' affects (emotions) in several ways and at any points: before taking the TOEIC test, during the test, or after the test. For example, some participants felt worried before taking the test and became relieved after the test. In some cases, their feeling of worry might still remain after taking the test because they had to wait until their score reports were issued, which can be very stressful. Even though they possessed different levels of English proficiency, they similarly shared both positive and negative feelings such as worries, pressure, nervousness, and so on. This could prove that not only test takers with the basic proficiency felt worried when they took the test, but those with the intermediate and advance levels could also feel the same as the basic proficiency ones did.

4.2.2 Behavioral component

Question 4: And how did you deal with the difficulty you faced?

This question was asked after Question 3 to know how the test takers dealt with the difficulties they faced. All participants had their own solutions to solve their difficulties. Most of them (90%, n = 9) focused on studying and practicing harder, for example, listening to various types of English accents and getting familiar with the speed of the speakers in the audio clips, reviewing the TOEIC lessons from the test preparation books frequently and

doing a mock test and so on. The excerpts below exhibit what the participant said about their solutions.

Test taker 2: I am taking a TOEIC course at a tutoring school with Thai tutors as well as a general course at the language school with native English teachers.

(CEFR level: Basic user - Breakthrough or A1)

Test taker 4: I practiced the listening section by listening to various types of English accents and tried to get familiar with the speed of the conversations in parts 3 and 4 of the test.

(CEFR level: Basic user - Waystage - A2)

Test taker 6: Reviewed the lessons frequently and do the mock test. I also time myself when doing the reading section to make sure that I can finish all readings in the given time. I had no special strategy for the listening part, only practiced as much as possible.

(CEFR level: Independent user - Threshold - B1)

Apart from the various difficulties given above, one participant had a different point of view from others mentioning changing her attitudes to be positive. She stated that being optimistic toward the test could help encourage her to put more attempt to prepare for the test. By doing this, she would get a higher score.

Test taker 9: For me, I think it's all about my attitudes. When I changed my attitudes to be positive, I would put more effort to achieve the goal. Moreover, my English skills improved too. For the

difficulty about the restricted time, I practiced more by spending less time completing the reading section.

(CEFR level: Proficient user – Effective Operational Proficiency - C1)

Question 5: How long did you prepare for the TOEIC test? How did you prepare for the TOEIC test?

Overall, it was found that three participants (30%, n = 3) spent one week on preparing for the test while there were two participants did not prepare before taking the test (20%, n = 2). The longest time that the participants spent on preparing for the test was six months.

According to the preparation methods for the TOEIC test, the most popular method used among the participants (40%, n = 4) was studying from the TOEIC test preparation books, followed by watching movies, TV programs using English as a communication language (n = 2). The other methods were mentioned including watching TOEIC teaching clips from Youtube, taking a TOEIC preparation class at a tutoring school, studying with a private tutor, memorizing the word lists often used in the TOEIC test, listening to English songs and doing listening practices every day. These excerpts below are the examples of what the participants did to prepare for the test.

Test taker 3: I allocated my time after work each day to study for the TOEIC test by watching a teaching clip from Youtube.

(CEFR level: Basic user - Waystage - A2)

Test taker 6: I studied for the TOEIC test with a private tutor. Moreover, I watched some movies with English subtitle, listened to English songs, and translated the meaning of the lyrics. By doing these, I learned many new English words from both movies and songs.

(CEFR level: Independent user - Threshold - B1)

Test taker 7: I studied from a few TOEIC test preparation books. I allocated time for two hours after work to study almost every day. Before the test date, I took a leave from work for reviewing the lessons and doing the mock tests.

(CEFR level: Independent user - Vantage - B2)

Test taker 9: First, I evaluated my English language level by doing the test in a test preparation book. For the listening section, I tried to watch TV programs with English subtitle to practice the listening skill. In addition, I also did some listening practices to test my understanding.

(CEFR level: Proficient user – Effective Operational Proficiency - C1)

Question 6: After taking the TOEIC test, will you continue to prepare and be eager to take the TOEIC test in the near future to get a higher score?

More than half of the participants (60%, n = 6) replied that they planned to retake the TOEIC test in the near future and some of them would take the test again when they have an opportunity to apply for a new job or when there is a promotion consideration at their workplaces. For those who were eager to take the test again (50%, n = 5), their reasons were because it

was an opportunity to improve their English abilities. A few of them expected to continue improving the speaking and writing skills after achieving their TOEIC desired score and also hoped to be able to use English in their daily life and working life effectively in the future. There were some of the participants who commented that the test fee was quite expensive, so they would not take the test if unnecessary and another one who planned to take the test again would contribute more time for the test preparation to ensure that he would obtain a higher score than his previous one. Listed below are the examples of the participants who planned to the test in the near future.

Test taker 1: I don't want to take the TOEIC test but I have to do it due to my supervisor's requirement.

(CEFR level: Basic user - Breakthrough or A1)

Test taker 2: I will study harder to achieve my ultimate goals which are both the TOEIC score of 700 and the improvement of my English skills. I would like to master the listening, reading, speaking and writing skills so that I can use English efficiently and effectively in my daily life and working life.

(CEFR level: Basic user - Breakthrough or A1)

Test taker 5: I am going to take the test again in the near future, but I also need some time to prepare for the test. The test fee is quite expensive, so I must ensure that I will obtain a higher score than the previous score I got.

(CEFR level: Independent user - Threshold - B1)

There were some participants (40%, $n = 4$) who would not retake the TOEIC test in the near future. The excerpts show the example of the participants who would not retake the test

Test taker 4: I don't think so. I currently have a stable job. I don't have to use the TOEIC score for now.

(CEFR level: Basic user - Waystage - A2)

Test taker 8: I don't think that I will take the test again if I don't look for a new job or get a promotion because the test fee is expensive.

(CEFR level: Independent user - Vantage - B2)

On the whole, taking the TOEIC test had a significant effect on their behaviors in preparing for the test with their own learning styles, and dealing with the difficulties they encountered. It is apparent that they did not rely on one learning method alone, but they used many preparation methods for the test. One interesting fact gained from the interview was that some participants considered the TOEIC test as an important factor for the job application and the promotion consideration; therefore, they would not prepare and take the test again if there were no job opportunity.

4.2.3 Cognitive component

Question 7: Do you think preparing for the TOEIC test helps improve your overall English skills? How?

Based on the interview, all participants (100.00%, $n = 10$) believed that preparing for the TOEIC test helped improve their overall English skills. Besides brushing up their overall English skills, one of the participants responded that

preparing for the TOEIC test increased his confidence in using English language for communicative purposes. In addition to the positive attitudes toward the test preparation, there was one interesting comment about the improvement. He stated that preparing for the TOEIC test was a short-term improvement of test takers' English proficiency. For instance, he knew more vocabulary from the preparation for the TOEIC test which increased efficiency in his listening and reading skills. However, he did not often use English in his work. Finally, he forgot what he had learned from his preparation. He agreed that he got improved from preparing for the TOEIC test, but this may not be a good way for a long-term improvement. The following excerpts show the test takers' opinions about the language improvement from the TOEIC test preparation.

Test taker 1: For me, preparing for the TOEIC test is important because I need to know what I have to do during the test. I think if I have some time like 2 or 3 months to prepare for the test, my English skills will be better than before.

(CEFR level: Basic User - Breakthrough or A1)

Test taker 8: Preparing for the TOEIC test helped improve my English skills temporarily. I knew some more vocabulary. My listening and reading skills got better. However, this is beneficial for a short term. When I worked at the office, I didn't have a chance to use English. Finally, I forget what I have learned. Therefore, from my point of view, the TOEIC test was not the answer for improving English language in a long term.

(CEFR level: Independent user – Vantage - B2)

Test taker 10: Yes, I agree. Especially I got improved a lot in speeding up my listening and reading.

(CEFR level: Proficient user – Effective Operational Proficiency - C1)

Question 8: In what way do you think that the TOEIC score can affect or influence your career paths or your job application in the future?

The majority of the participants (90%, n = 9) perceived the TOEIC score had a significant impact on their current and future career paths in various aspects such as their job promotions, work performances, off-the-job training opportunities in foreign countries, and new career applications in the future in many recognized companies. However, there was one participant who got a freelance teaching job saying that the score hardly affected her career because her valid score was high enough for working as a teacher. The only reason to take the test was to update the test contents to develop her teaching methods and materials. Some responses from the participants to this question were shown in the excerpts below.

Test taker 1: As previously mentioned, I took the test for the promotion.

Although my supervisor said that the test score didn't take a big role for my promotion consideration, I believed at least he expected that I would be able to meet the minimum score he set. If I had gotten a lower score, that would impact my promotion, I guess.

(CEFR level: Basic user - Breakthrough or A1)

Test taker 5: The TOEIC score can affect my job applications. If my score doesn't meet the minimum requirement, I won't be able to submit my application forms to the position for which I want to apply. This means my opportunities in getting a job would be lessened.
(CEFR level: Independent user - Threshold - B1)

Test taker 10: It doesn't affect my career path because my current score is high enough for working as a teacher. However, I still keep taking the test for updating the latest contents and the grammar points used in the test to improve my teaching methods and materials.
(CEFR level: Proficient user – Effective Operational Proficiency - C1)

Question 9: What are your attitudes toward the TOEIC test? And why?

Most of the participants (90%, n = 9) possessed positive attitudes toward the TOEIC test. Four of the nine participants thought the TOEIC test could drive them study harder to improve their English skills and another three participants from the same group perceived that The TOEIC test was a reliable instrument to measure their levels of English proficiency. They took the test to know their strengths and weaknesses, so this helped them their English skills improve in the future. However, two participants identified the drawback of the TOEIC test. They said the test time in the reading section was not suitable for the number of passages, and the question items which the test takers had to complete. This obstacle prevented test takers from delivering their actual performance during the test. On the contrary, the only participant (Basic user - Breakthrough or A1) accepted that he had a negative attitude toward the TOEIC. He did not work with foreigners or use English language in his work

routine, so he did not understand why he had to take and submit the TOEIC score for his promotion consideration. The excerpts below are examples of what the participants said.

Test taker 1: My attitude was quite negative. I don't use English in my current job. Consequently, I don't know why I have to take the test and my company shouldn't use the TOEIC score for the promotion consideration in some positions which English is not used when working.

(CEFR level: Basic user - Breakthrough or A1)

Test taker 2: I have a positive attitude toward the TOEIC test because the test itself is a reliable measure of English skills. The test can illustrate the actual level of my English proficiency in both listening and reading. Moreover, it shows my weaknesses which I need to get improved.

(CEFR level: Basic user - Breakthrough or A1)

Test taker 10: Positive. The TOEIC test is good for everyone especially those who plan to work for international organizations. When they work they must be able to read emails every day, so practicing the TOEIC exercises regularly helps them get familiar with vocabulary, phrases, and various kinds of reading materials used at the workplace such as emails, announcements, conference schedules, advertisement, and so on. Due to the restricted time for the test, I, however, think that the TOEIC test can't measure the real English performance of each test taker in a short time.

Some may read more efficiently and effectively if they have more time to read.

(CEFR level: Proficient user – Effective Operational Proficiency - C1)

Question 10: In your opinion, how could positive attitudes affect your way of learning, preparing for the TOEIC test including the score that you obtained?

After review the responses of all participants, there were two answers: agree (90%, n = 9), and partly agree (10%, n = 1). A majority believed that positive attitudes could affect the way of learning, preparing for the TOEIC test including the score. It stimulated the learners to practice more frequently, pushed them to deliver their efforts to get across all difficulties, generated the can-do mindset and encouraged them to continue studying for the speaking and writing in the future. One (10%) said when the test taker opened their mind to learn English for the TOEIC test without negative feelings, the knowledge he gained would not only be useful for the TOEIC test, but also beneficial for their daily life and work. Two participants (20%) perceived that the positive attitudes probably helped increase the TOEIC scores. However, one (10%) reported that although he did not get a high score, he still maintained positive attitudes because he looked beyond the score that he obtained. He wanted to improve his English skills and used them in his working life efficiently. For the participant (10%, n = 1) who partly agreed responded that the positive attitude was not a key factor affecting the test takers' score. He accepted that the positive attitude could influence the way a test taker thinks, the quality in preparing for the test, the test takers' behavior in handling the test but not for the TOEIC score. He added that a test taker

with a positive attitude may get a low score, while another test taker with a negative attitude may receive a high score. It depended more on their English proficiency levels. The excerpts below illustrate the examples of the participants' responses to this question.

Test taker 2: Positive attitudes toward the test stimulated me to practice more frequently. Apart from studying from the test preparation books, I used other learning methods to support my studying like watching English-speaking movies, listening to English songs, joining an English club and so on. Also, positive attitudes encouraged me to continue studying for the speaking and writing in the future.

(CEFR level: Basic user - Breakthrough or A1)

Test taker 4: Definitely, when I have positive attitudes toward the thing which I want to learn, the obvious effects I can notice is that I am more open to learn that thing without any bias or negative feelings. From my own experience, when I had to take the TOEIC test, I thought about it negatively. Thus, I didn't want to study, and tried to avoid preparing myself for the test. Finally, I ignored everything about English language at that time.

(CEFR level: Basic user - Waystage - A2)

Test taker 6: In my opinion, the positive attitude is not the factor affecting the test takers' score. However, the positive attitude will influence the way a test taker thinks, the quality in preparing for the test, the test takers' behavior in handling the test.

(CEFR level: Independent user - Threshold - B1)

Test taker 7: Having a positive attitude motivates me to do the test to achieve the desired score. If I think in a negative way, I will feel discouraged and depressed. On the contrary, if I think it is easy, I will not feel depressed. This could impact my test performance, I believe that.

(CEFR level: Independent user – Vantage - B2)

Test taker 10: Positive attitudes can generate the can-do mindset which encourages me to pay more attention to preparing for the test and when I found a problem, I would try to use other methods to deal with the thing that I didn't understand. For example, I didn't know the word "acquisition" in the business term. Thus, I asked my friend who studied business studies major. This made me study harder without boredom because I wanted to get a high score.

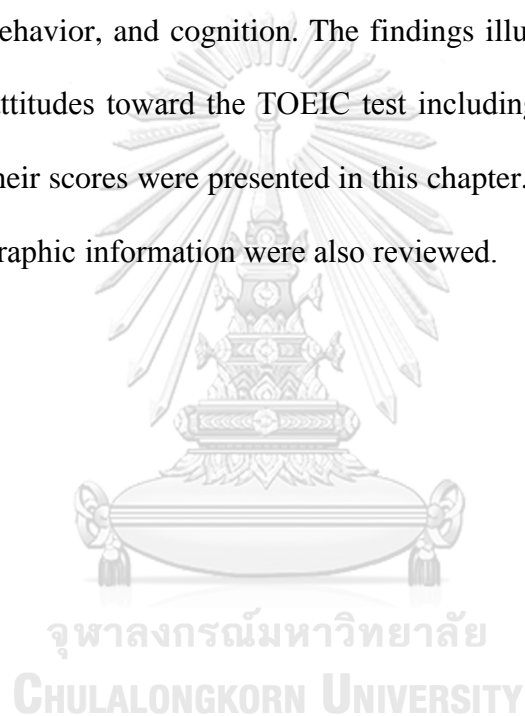
(CEFR level: Proficient user – Effective Operational Proficiency - C1)

It can be seen that taking the TOEIC test had a significant effect on the test takers' cognitions in various aspects. The basic proficiency test takers believed that the positive attitude could change their ways of thinking and encourage them to put more effort in learning English, and preparing for the TOEIC test. All of these could lead to a better TOEIC score they said. While some test takers may not obtain a high TOEIC score, they still keep their attitudes positive because they believed in the intrinsic value of learning English language. They did not want only the high TOEIC score, but they also hope to be able to use English for communication. This means

that some test takers would continue studying English to improve their speaking and writing skills afterward.

4.3 Chapter summary

To conclude, the questionnaire and the set of questions for a semi-structured interview used in this study were developed from the ABC Model of Attitudes, the CAC Model, and Model of the attitude-behavior process. It mainly composed of three aspects – affect, behavior, and cognition. The findings illustrating various aspects of Thai test takers’ attitudes toward the TOEIC test including the relationship between the attitudes and their scores were presented in this chapter. Other related data such as test takers’ demographic information were also reviewed.



Chapter 5

Discussion and Conclusion

In this chapter, background of the study, literature review, findings, discussion, the implications of this study, the limitations, and recommendations for future studies are concluded.

5.1 Conclusion of the study

This study aims at investigating the relationship between attitudes toward the Test of English for International Communication (TOEIC) and TOEIC scores of Thai Test Takers.

The study attempts to answer the following two research questions:

1. What are Thai test takers' attitudes toward the TOEIC test?
2. Is there any relationship between Thai test takers' attitudes and their scores on the TOEIC test?

This study used both quantitative and qualitative research methods to investigate Thai test takers' attitudes toward the TOEIC test and to examine the relationship between Thai test takers' attitudes and their scores on the TOEIC test. The attitude theoretical framework used in this study was formed by three models of attitudes, namely ABC Model of Attitudes (Solomon, 2010), CAC Model (Schiffman and Kanuk, 2004), and Model of the attitude-behavior process (Fazio et al., 1989). Attitudes in this model consists of affect, behavior, and cognition.

Affect is defined as an emotional reaction that a person has toward an attitude object.

Behavior is defined as an action that a person behaves in a particular way when exposed to an attitude object.

Cognition is defined as a belief, a thought, and knowledge that a person acquires by combining their direct experience with the attitude object and related information.

For the quantitative research, 389 Thai test takers with different ages, educational backgrounds, a number of years in learning English, and professions were included as participants in this study by using the convenient sampling technique. They were those who took the TOEIC classes at a private tutoring school in Bangkok, and those who were subscribers of two Facebook pages, i.e., (Tutor Minho, and Kru Tono TOEIC 990).

To gain qualitative data, the purposive sampling technique was used. Ten test takers from the group of the participants were invited for an individual interview (a semi-structured interview). They represented all levels of TOEIC Listening and Reading scores which were classified into five distinguished groups based on the Common European Framework of Reference for Language (CEFR).

The two instruments used in the study were the attitude questionnaire and a semi-structured interview which were adapted from the questionnaires regarding test takers' attitudes toward proficiency tests of English (Mori, 2007; Educational Testing Service, 2017b; Gedde, 2016; Liu, 2014; Jee & Kim, 2013). The questions in the questionnaire and the semi-structured interview were validated by three experts, and changes were made accordingly.

Concerning the data analysis, the Pearson correlation coefficient, content analysis, descriptive statistics including frequency, mean, and standard deviation,

were used in the study. The analysis was based on the adapted ABC Model of Attitudes.

5.2 Conclusion of the results

For the summary of the results, the majority of TOEIC test takers in this study were first-time job applicants and some employees with certain years of working in several industries. Most of them needed to take the TOEIC test for various purposes mainly related to their careers and education. Apparently, the TOEIC test was viewed as a high-stakes test because it can determine whether a person would pass a screening process before the interview process. For educational purposes, some of the universities and many educational institutions in Thailand use TOEIC scores as a graduation requirement.

For the TOEIC test, the participants perceived the reading section was more difficult than the listening section because all three most difficult parts they reported were in the reading section. The reason behind this was that they accepted they did not know much vocabulary. Therefore, they read slowly and could not complete all question items within the test time.

Based on the TOEIC scores of the participants categorized into the CEFR levels, it was found that the majority represented Independent user – Threshold or B1 for the listening, reading sections and the total score. This means that in terms of the listening ability, the participants were able to understand the main idea of everyday speech with familiar contents in leisure, work, and school settings. For the reading ability, they can understand texts that are used everyday or job-related language. Also, they can understand the description of events, feelings and wishes in personal letters.

The quantitative approach indicated that the male and female participants had positive affective, behavioral, and cognitive attitudes toward the TOEIC test. Furthermore, it was found that there was no significant difference between males' and females' attitudes. Not only did the mean values of the overall attitudes from both male and female participant appear in the similar amounts, but each attitudinal component – affect, behavior, and cognition – also showed no significant difference. Therefore, gender was not a significant factor for the different feelings, actions, and beliefs seen in the test takers.

The qualitative approach highlighted that even the participants who had the low score, they together with those in the higher level of English proficiency still had the positive attitudes toward both the TOEIC test and English language learning because they perceived the intrinsic value of English language. Therefore, attitudes were considered the fundamental factor which motivated the test takers to improve their English skills both in a short term and a long period.

Concerning the affective component, most of the participants from all levels of English proficiency expressed their positive feeling such as comfortable, happy, and enjoyable. It was noticeable that the participants can handle the TOEIC Listening section with positive feeling while there was a reverse trend with the TOEIC Reading section. Based on the semi-structured interview, the participants had chances to listen English language in everyday life such as watching TV programs, listening to English songs which used English as a communication language. While the limited vocabulary and the restricted time to complete all question items in the reading section were the most difficult problems leading to low score in the TOEIC reading section.

From the data collected from the interview, the participants showed their negative feeling related to the TOEIC test. They were worried about the test format, the score they would get and the limited time to complete all questions. Apart from the feelings toward the TOEIC test and the external stakeholders, a few test takers felt that the equipment in the test room such as the speakers, was one of the obstacles which could reduce their test performance such as the poor-quality speakers in some test rooms, the seat position which is near or far from the speakers and so on.

For the behavioral component, it was evident that the test takers preferred to retake the TOEIC test again to gain a higher score than the previous one they had obtained. Additionally, the test takers handled the listening section better than the reading section. For the test preparation, they utilized different ways of learning such as watching movies, listening to the music to support their preparation for the test. They did not solely rely on the typical learning methods such as studying from the test preparation books, attending a class at schools, and so on.

According to the semi-structured interview, more than half of the participants replied that they planned to retake the TOEIC test in the near future and some of them would take the test again only if they had an opportunity to apply for a new job or for the promotion consideration at their workplace. For those who are eager to take the test again, they mentioned the opportunity for improving their English abilities.

For the cognitive component, the participants perceived the importance of the TOEIC score that would be beneficial to their job applications as an evidence to show their language proficiency. Moreover, the majority of the participants strongly believed that their listening has improved through preparing and taking the TOEIC

test. Moreover, they believed that the TOEIC Listening score they received reflected their actual listening proficiency.

Based on the individual interview, all participants from all levels of English proficiency agreed that preparing for the TOEIC test helped improve their overall English proficiency in several ways such as brushing up on their grammar, improving their listening and reading skills which are beneficial for their work as well as increasing their confidence in using the English language in daily life and working life.

For the relationship between Thai Test Takers' attitudes toward the TOEIC test and their scores, overall, there was a significant positive relationship between the attitudes and the TOEIC score which was considered a very low correlation. When each component of attitudes – affect, behavior, and cognition – was analyzed, there was a moderate positive correlation between the affective component and the test takers' scores, and a very weak negative correlation between the behavioral and cognitive components and the test takers' scores. The Pearson correlation values of affect, behavior, and cognition were 0.596, -0.290 and -0.164, respectively. This could be interpreted that the test takers who did not pay attention to improve their English skills, or did not believe in the usefulness of the TOEIC test may not necessarily receive a high TOEIC score and vice versa.

5.3 Discussion

This study aims at exploring Thai test takers' attitudes toward the TOEIC test as well as the relationship between their attitudes and scores. The results gained from the study will be discussed in relation with the past literature.

5.3.1 Demographic information and attitudes of Thai test takers toward the TOEIC test

The findings indicated that overall the participants had positive attitudes toward the TOEIC test. The participants had different traits, background and came from a wide range of age groups. They also had different educational background, represented different industries, spent different number of years on studying English, distinct proficiency levels of English and TOEIC scores. These showed that even with various demographic information, they positively perceived the usefulness of taking the TOEIC test which was similar to the result found by Jee and Kim (2013), stating that even in the low-scoring group, the test takers still held positive attitudes toward the TOEIC test.

Moreover, the test takers had different objectives in taking the TOEIC test, primarily for job applications, proficiency evaluation, promotion, graduation, and etc. In Bachman and Purpura's study (2008), they also found that test takers mainly took language tests for career opportunities and educational purposes, in which was also confirmed by Jee and Kim (2013).

It was also found that gender was not a factor leading to different levels of attitudes. Even though the number of the female ($n = 255, 65.55\%$) and male ($n = 134, 34.45\%$) participants was different, there was no the significant difference between the score of both female and male participants based on the Levene's test equality of variances ($F = 1.688$).

Similarly, Fakeye (2010) found a significant relationship between the attitudes of the students and their achievement in English Language, but there

was no any statistically significant difference in the attitudes of male and female students reported. This result was also in line with the previous study from Eshghinejad and Gritter (2016) which found that both male and female students had similar attitudes toward learning English language in all three aspects according to the ABC model of Attitudes.

5.3.2 Test takers' levels of English proficiency and their TOEIC scores

The average English proficiency level of the participants in this study was Independent user – Threshold or B1 for both listening, reading skills. For the listening skill, the test takers in this level can understand the central idea, purpose, and basic context of short-spoken exchanges concerning familiar matters regularly experienced in workplaces, schools, leisure, and so on. They also can understand straightforward factual information about common everyday or job-related topics, with a generally familiar accent. For the reading skills, the test taker can infer the main purpose of reading materials, and can make inferences about details. Additionally, they can understand medium-level vocabulary with some difficult vocabulary in context, including unusual meanings of common words, and idioms. (Council of Europe, 2001; Educational Testing Service, 2017a)

Concerning the proficiency level of the students, this result disagreed with the data shown in the 2017 Report on Test Takers Worldwide by Educational Testing Service (2017b). According to Table 4.1, the average total scores in this study for both listening and reading parts were higher than those reported by ETS. In this study, Thai test takers were Independent user –

Threshold or B1, while ETS reported that Thai test takers were Basic user – Waystage or A2. The average listening scores from this study and ETS (2017) were at the same level which was Independent user – Threshold or B1. The average total score and the reading score in this study can be grouped as Independent user – Threshold or B1, while the average total score and the reading scores reported by ETS were categorized as Basic user – Waystage or A2. The reason that all average score and the average reading score in this study were higher than those indicated by ETS might be because the participants all enrolled in the TOEIC preparation course. The majority in this study have studied English language for more than nine years and most of them have a Bachelor’s degree which means that they took some English classes at their colleges and universities before graduation. Moreover, this can also be implied that Thai test takers tended to handle the listening section better than the reading section. This result was similar to the 2017 Report on Test Takers Worldwide by Educational Testing Service (2017b) that in terms of the listening proficiency, Thai test takers were categorized as Independent user – Threshold or B1.

Test section	Full Score	Average score in this study	CEFR Level in this study	Average score by ETS	CEFR Level by ETS
Listening section	495	367	B1	278	B1
Reading section	495	301	B1	204	A2
Total (Listening and Reading)	990	668	B1	482	A2

Table 5.1: The average TOEIC scores in this study compared to the average TOEIC score collected by ETS

5.3.3 Test takers' attitudes toward the TOEIC test

1) Affective component

Regarding the affective component, the participants showed their positive emotions about the TOEIC test. For example, they felt comfortable when taking the TOEIC listening test, enjoyable when taking the test, and happy when they obtained the score they desired. Despite the positive feelings, it can be seen from the interview that most of the participants from all levels of English proficiency in the interview shared the same feeling of pressure which was related to their working life including job applications, promotion considerations, opportunities for the workshops overseas. The TOEIC test is, therefore, defined as a high-stakes test because the test results cause anxiety and influence the decisions of all stakeholders involved. Similarly, Liu (2014) reported that TOEIC test takers were pressured by their supervisors, colleagues, and friends. In addition, the speakers and the seat position were considered as an obstacle when taking the test. These directly caused test takers to have the negative feelings which could reduce their test performance when taking the test

(Apichatrojanakul, 2011)

2) Behavioral component

It was found that taking the TOEIC test had an impact on the participants' behavior. The findings disclosed that each participant had their own preparation methods for the TOEIC test with the hope to

increase efficiency in their studies or to improve their test scores. The participants did not solely rely on studying from the TOEIC test preparation books, but they used other learning methods such as watching movies and TV programs, listening to English songs, taking classes at a tutoring school to support their studies. As revealed in Apichatrojanakul (2011) and Liu (2014), learners' positive attitudes could significantly impact the methods of preparation and the approach they use when taking the test. Lamb (2004) stated that when test takers set their goals to achieve the desired score, it substantially affects their reactions to the test. Jee and Kim (2013) stated that even though the participants in basic user levels obtained low scores, they were eager to study hard to achieve the score they preferred. Therefore, they may not have negative attitudes toward the TOEIC test. Furthermore, they also plan to improve their speaking and writing skills after receiving the TOEIC scores they wanted. In brief, the test takers' attitudes directly drive their behaviors which could lead to a higher score and conversely the TOEIC test itself could trigger the test takers to adapt their learning behaviors to carry out the test and expand their preference for further study in productive skills (Liu, 2014).

3) Cognitive component

Based on the interview, all participants believed that preparing for the TOEIC test helped improve their overall English proficiency in several ways such as brushing up on their grammar, improving their

reading and listening skills which are beneficial for their work as well as increasing their confidence in using the English language. Most of the participants strongly agreed that the TOEIC test would be useful for their job applications in the future and they had positive attitudes toward the TOEIC test even though they got low scores. The low-ability test takers believed in the intrinsic value in taking the TOEIC test. Besides their expected scores, they also expected to be able to use English in their daily life and working life efficiently. Some of them were motivated to improve their speaking and writing skills or the productive skills in the future, which corresponded to what Liu (2014) said. The researcher stated that the TOEIC test generated motivation in learning English for the test takers in a long run.

Overall, the participants' attitudes were positive toward the TOEIC test although some of their answers were neutral. When all three components were compared, it was apparent that the affective component had the lowest mean value while the cognitive and behavioral components took the higher mean values. It might be because behavior was related to action, which was overt and could be observed, while feelings and beliefs were internal and might not be salient or conscious. It might not be salient, even to the test takers themselves. The result was supported by Berger (2002) who found that behavior was more easily identified than affect or cognition.

5.3.4 The relationship between the test takers' attitudes and their TOEIC scores

Concerning the significant positive relationship between the test takers' attitudes and their TOEIC scores ($r = 0.124$) which was considered a very weak correlation between the two variables. Looking into each attitudinal component, the Pearson correlation values of affect, behavior, and cognition were 0.596, -0.290 and -0.164, respectively. There was a moderate positive correlation between the affective component and the test takers' scores, and a very weak negative correlation between the behavioral and cognitive components and the test takers' scores.

The findings indicated that there was a significant relationship between the test takers' attitudes and their TOEIC scores. When the test takers possessed positive attitudes toward the TOEIC test, it is probable that they would get a high score. This finding supported several previous studies in which the relationship between the test takers' attitudes and their TOEIC scores were found. Nguyen (2016) confirmed a close relation between motivation and attitudes of university students toward their TOEIC scores. Her study revealed that the high motivation and positive attitudes could lead to solid preferences for a high TOEIC score. The similar results can also be seen in the Ushida's study (2005) that the test takers with positive attitudes toward language tests tend to be successful in their module tests. This means that the test takers who had a strong intention to assess their performance in a foreign language (performance goals) are more likely to perform well at their language proficiency test (Barron and Harackiewicz, 2000). Like the Liu's

study (2014), TOEIC test takers attitudes toward the TOEIC test significantly influence their learning methods and preparation including the way to handle the test which could lead them to obtain the score that they desired. In brief, it is apparent that several scholars have found the relationship of test takers' attitudes and their language performance along with their test scores.

Looking into each attitudinal component, there was a moderate positive correlation between the affect of the test takers and their TOEIC scores. In Nguyen's study (2016), she revealed that the test takers who had positive feelings for learning TOEIC would contribute themselves to learning in TOEIC classes and this could lead them to achieve the scores they desired.

However, there was a very weak negative correlation between behavior and cognition and the test takers' scores of TOEIC. These two attitudinal components and test scores were not significantly interrelated. This could be explained with some reasons. Based on the semi-structured interviews, for the behavioral component a few of the participants did not prepare before taking the test because they had not enough time to get prepared or they already got high scores every time they took the test. Therefore, the test takers' scores may not be directly affected by their test preparation. For the cognitive component, some participants did not believe that positive attitudes lead to the high scores that the participants expected, but they got a high score because of their strong English proficiency level.

This finding is in line with the Mori's study (2007) that the attitudinal components were not interrelated with the test takers' TOEIC scores. The test

takers who like studying English, improve their English skills, and persevered in learning the TOEIC in class may not necessarily be interested in receiving a high score on the TOEIC test and vice versa. Moreover, the data from the semi-structured interview revealed that the test takers did not believe that the positive attitudes was not a key factor affecting the test takers' scores. He accepted that the positive attitudes could impact a test taker's thought, the quality in preparing for the test, the test takers' behavior in handling the test but not for the TOEIC score. The test takers may receive a high or low score. It depended on their English proficiency levels.

5.3.5 Implication for teaching to the TOEIC test and test preparation

It was observed from the findings that the test takers had positive attitudes toward the TOEIC test and there was a relationship between the two variables. This means that the more positive attitudes the test takers have, the more possibilities they could gain a higher score. Therefore, TOEIC teachers should help increase their positive attitudes in the TOEIC class because positive attitudes could generate both increased scores and overall English improvement of the test takers (Siriboon, 2008).

In terms of affect (feelings, and emotions), the TOEIC teachers may build students' positive feelings and decrease negative feelings such as worries, pressure, nervousness which could prevent them from gaining knowledge in the TOEIC class as the negative feelings could negatively affect their performance when taking the TOEIC test (Apichatrojanakul, 2011). From the interview, due to their worries about the test format, the score they would get, and the limited time to complete all questions, it is a good idea if

the TOEIC teachers provide some information about the test format and the test administration to their students including conducting a mock test to them. When they feel familiar with the test and they know how to approach the test, their negative feelings will decrease (Liu 2014). Moreover, it was found from the quantitative data that the test takers felt the reading section was difficult. Therefore, the teachers could carefully plan the reading lessons. For example, the teacher may begin with simple passages, teach them to understand the purposes of reading, and clarify the different types of the reading questions. By doing this, it helps the test takers understand the test, manage their test time efficiently, and decrease the negative feelings toward the test (Puengpipattrakul, Chiramanee, & Sripetpun, 2007).

In terms of behavior (test preparation, and learning methods), from the findings, each student had their own ways to prepare and approach the test. In addition, these learning styles can be influenced by their attitudes. Apart from relying on the text books, the TOEIC teachers can use various learning activities during the class such as pair work, group activities, and games to support the TOEIC class (Liu, 2014). Moreover, according to the interview the teachers should introduce their students other learning methods for preparing for the TOEIC test which they can use out of their class such as watching movies, listening to the music and so on. Due to the different traits of test takers, the teachers may try other new learning methods to teach their students. By implementing this, the students will learn that there many interesting learning methods for the test preparation which could help them not only increase their TOEIC score, but also motivate them to improve their productive skills

(speaking and writing) in the future which was mentioned by the participants in the interview.

Regarding cognition (beliefs, and perceptions), from the finding it was found that the test takers including the low-scoring group believed that the TOEIC score was useful for their job application and the preparation for the TOEIC test helped improve their overall English proficiency. It is suggested that the teachers raise not only students' interest in English language, and improve their TOEIC scores, but also their perceived value of the TOEIC test (Mori, 2007). In the TOEIC class, the teachers should also promote the intrinsic value in learning English language along with increasing their scores. As the TOEIC test was created to measure the learners' ability of English language for communicative purposes, the teachers should add some speaking and writing through the TOEIC listening and reading lessons to encourage them to learn productive skills. When the TOEIC teachers comprehend students' cognitions comprehensively, they could find a way to help the test takers increase their TOEIC scores and motivate them to improve their English speaking and writing skill in the future.

In conclusion, although test takers' attitudes do not provide any guarantee in learning and test performance success, positive attitudes are still important and should be promoted because positive attitudes could determine and change how test takers feel, what they do, and what they believe. This would probably lead them to achieve their expected scores (Nguyen, 2016 and Ushida, 2005).

5.4 Implications

5.4.1 Theoretical implications

This study confirmed the previous studies concerning the relationship of attitudes and performance of test takers on a test, especially in the Thai context where there has been an increase in the use of TOEIC for high-stakes decisions. According to the results, there is a relationship between the attitudes of Thai test takers toward the TOEIC test and their scores, corresponding to several previous studies including Ushida (2005), Puengpipattrakul, Chiramane, and Sripetpun, (2007), Siriboon (2008), and Nguyen (2016). Moreover, this study also made a contribution to examine the effects of the ABC model of Attitudes toward the test outcomes. The test takers who possessed the positive attitudes could impact their feelings, behaviors, and cognition (Liu, 2014). The present results in this study extended our understanding that all attitudinal components were interrelated.

Furthermore, this result contributed to various areas of knowledge, such as variables in English language learning, teaching, and testing, and attitude research related language test takers in Thai contexts.

5.4.2 Pedagogical implications

There are several pedagogical implications can be drawn from the findings. The findings of this study could contribute to teaching and learning not only for the TOEIC test, but also for other standardized tests. When teachers understand the nature of their students and test takers, they would be able to plan appropriate TOEIC lessons and teaching that will lead them to achieve their goal. By providing insights into how Thai test takers perceived

the TOEIC test, the findings from the study would help TOEIC teachers understand the test takers' attitudes in affective, behavioral, and cognitive aspects which would help the teachers solve the problem when teaching. For example, if the teachers can change the test takers' attitudes to be more positive, this will change their way in the test preparation which could lead them to higher scores (Apichatrojanakul,2011).

5.5 Limitations

The participants in the study were a group of Thai TOEIC test takers who took the test at the headquarters of the Center for Professional Assessment (CPA) in Bangkok. The participants were taken from two sources. The first group was the students, and employees working in various industries who took TOEIC classes at a private tutoring school in Bangkok. The second group was those who subscribed on two Facebook pages, i.e., Tutor Minhø, and Kru Tono TOEIC 990. The convenient sampling technique was used in this study; therefore, it might not be able to generalize the findings to the entire population of Thai TOEIC test takers. Moreover, the study investigated only the attitudes of the participants and whether there was a relationship between their attitudes and their TOEIC scores.

5.6 Recommendations for future studies

For further studies, some recommendations were mentioned as follows.

First, this study involved participants with different traits and different background. Therefore, it would be beneficial for researchers to conduct research with a specific group of the participants such as teachers, flight attendants, government

officers, etc. Researchers would clearly see a significant trend of attitudes that a homogeneous group of participants share in common.

Second, apart from test takers' attitudes, researchers could explore other relevant variables such as motivation, perceptions, washback, etc. as the participants in this study also mentioned these factors in the interview.

Third, more participants included in further studies could yield more valid results. This will help researchers clearly see the trend of test takers' attitudes toward the TOEIC test.

To sum up, this research studied the relationship between attitudes toward the Test of English for International Communication (TOEIC) and scores of Thai test takers by using the adapted ABC model of attitudes in three components which were affect, behavior, and cognition including the demographic information of the test takers. The results indicated participants' both positive and negative aspects of attitudes toward the TOEIC test, the CEFR levels of their English proficiency as well as the relationship between the test takers' attitudes and their scores. Besides the research results, the theoretical and pedagogical implication, and recommendations for future studies were also included.

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APPENDICES

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Appendix A: The TOEIC Listening and Reading test format

TOEIC Listening Section

Part 1: Photographs (10 questions)

Question type: Test takers will see photographs and hear four statements. Then, choose the statement which best describes the photo.

Question 1

You will see:

1.



You will hear:

1. Look at the picture marked number 1 in your test book.

- (A) He's checking his watch.
- (B) He's wearing a jacket.
- (C) He's adjusting his tie.
- (D) He's folding his clothes.

Figure 1: Sample question of Part 1 (Educational Testing Service, 2015, p. 9)

Part 2: Question-Response (30 questions)

Question type: Test takers will hear questions and statements and three possible responses for each question or statement. Then, choose the most appropriate response to the question or statement.

Example

You will hear: Where is the meeting room?

You will also hear: (A) To meet the new director.
(B) It's the first room on the right.
(C) Yes, at two o'clock.

The best response to the question "Where is the meeting room?" is choice (B), "It's the first room on the right," so (B) is the correct answer. You should mark answer (B) on your answer sheet.

Figure 2: Sample question of Part 2 (Educational Testing Service, 2015, p. 10)

Part 3: Conversations (30 questions)

(10 conversations with 3 questions each)

Question type: Test takers will hear a conversation and three questions for each. Then, answer the main idea, detail, and inference questions in conversations given.

<i>You will read:</i>	41. Why is the woman going to the city? (A) To attend a sale (B) To go to a meeting (C) To get her car repaired (D) To go on a tour	<p>SAMPLE QUESTIONS</p> <p><i>You will hear:</i> Questions 41 through 43 refer to the following conversation:</p> <p><i>(Woman)</i> I think I'll have to take the train to the regional sales meeting up in the city next week.</p> <p><i>(Man)</i> Don't you usually drive when you go to those meetings? I thought you didn't like to take the train.</p> <p><i>(Woman)</i> I don't, but the highway's being repaired, and I'm afraid I might be late if I have to make a detour through an area I don't know very well.</p> <p><i>(Man)</i> You're right. And it'll be expensive to park up there, too.</p>
<i>You will hear:</i>	42. How will she get there?	
<i>You will read:</i>	42. How will she get there? (A) By car (B) By bus (C) By train (D) By airplane	
<i>You will hear:</i>	43. What is the problem?	
<i>You will read:</i>	43. What is the problem? (A) The trains are often late. (B) The meeting may be canceled. (C) The tour is expensive. (D) The roads are being fixed.	

Figure 3: Sample question of Part 3 (Educational Testing Service, 2015, p. 10)

Part 4: Talks (30 questions)

(10 talks with 3 questions each)

Question type: Test takers will hear talks and answer comprehension questions about them. Then, answer the main idea, detail, and inference questions in talks given.

SAMPLE QUESTIONS

You will hear: Questions 71 through 73 refer to the following announcement.

(Woman) Thank you for calling Central Electric Services, your local power company. We are still experiencing problems with power failures caused by the recent storm. We expect service to be back up in most areas early this evening, although some homes in the northwest will be without electricity until tomorrow morning, and it may be tomorrow evening before service is fully restored in all areas. We apologize for the inconvenience this has caused our customers, and we thank you for your continued patience as we work to resolve these problems. This service announcement will be updated throughout the day. It was last updated at 6:00 A.M. on Sunday, April third.

You will then hear: 71. Where would this announcement be heard?

You will read: 71. Where would this announcement be heard?

- (A) On the television
- (B) On the radio
- (C) Over the telephone
- (D) In a company meeting

You will hear: 72. What is the purpose of the announcement?

You will read: 72. What is the purpose of the announcement?

- (A) To tell people about an approaching storm
- (B) To provide information about electric services
- (C) To apologize for staffing shortages
- (D) To describe the reorganization of a company

You will hear: 73. When is the problem expected to be completely resolved?

You will read: 73. When is the problem expected to be completely resolved?

- (A) This morning
- (B) This evening
- (C) Tomorrow morning
- (D) Tomorrow evening

Figure 4: Sample question of Part 4 (Educational Testing Service, 2015, p. 11)

TOEIC Reading Section

Part 5: Incomplete sentences (40 questions)

Question type: Test takers have to find a missing word that will complete each sentence.

101. A late fee will be applied to your account _____ payment is not received by March 31.
- (A) and
 - (B) whether
 - (C) but
 - (D) if
102. The award is given to an individual who has made _____ contributions to the community through volunteer work.
- (A) detailed
 - (B) significant
 - (C) secure
 - (D) updated
103. Last year, Andrea Choi _____ the Choi Economic Research Center at Upton University.
- (A) to establish
 - (B) established
 - (C) was established
 - (D) establishing
104. Ms. Ikeda and Mr. Arroyo are the final candidates under _____ for the position of director of development.
- (A) consideration
 - (B) elimination
 - (C) recognition
 - (D) confirmation

Figure 5: Sample question of Part 5 (Educational Testing Service, 2015, p. 12)

Part 6: Text Completion (12 questions)

Question type: Test takers have to find the missing word or phrase in the text given.

To: All Employees
 From: Camille Raynes Date: December 14
 Re: Performance bonus
 Dear Employees,
 As you know, the past year was a great success for us. To reward you for your excellent performance, the Board of Directors has approved a bonus for all employees. This bonus will be _____ in your next paycheck.

141. (A) involved (B) joined
 (C) composed (D) included

_____, we are now calculating wage increases for the upcoming year. Each employee's performance

142. (A) Instead (B) In addition
 (C) Beforehand (D) Otherwise

will be examined carefully as we determine the appropriate increase. All full-time employees are eligible for this increase. Your supervisor _____ you of the amount of your increase during the first week of January.

143. (A) informed (B) to inform
 (C) will inform (D) was informing

Thank you again for making last year such a success!
 Sincerely,
 Camille Raynes
 Human Resources

Figure 6: Sample question of Part 6 (Educational Testing Service, 2015, p. 12)

Part 7: Passage Reading (48 questions)

Question type: Test takers have to read texts from the real world: magazines, newspaper articles, letters, notices, invoices, schedules, menus, documents and advertisements. In single passages, there are totally 28 questions. Test takers will have to read and answer a few comprehension questions for each text given. In double passages, there are four double passages with 20 comprehension questions in total. Test takers will have to read two passages at a time and answer comprehension questions. The two passages are related to each other. For example, one text might be an e-mail

written to make an appointment and another might me an e-mail accepting or rejecting the appointment.

SAMPLE QUESTIONS

Questions 153–154 refer to the following notice:

ATTENTION ART ENTHUSIASTS

Becksvoort Gallery is holding a
PUBLIC SALE
 in the Grand Ballroom at the Hotel Luxe
 299 Norman Street, Melbourne

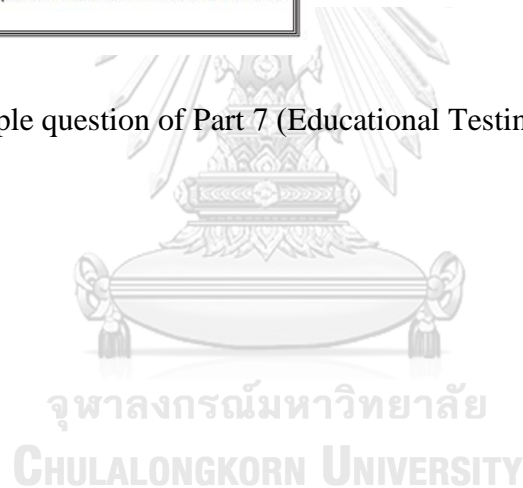
Come and see our range of exquisite pieces.
 Original oils * Watercolors * Tapestries * Crafts

Friday, July 15
8:30 A.M. – 4:00 P.M.

For descriptions and pictures of select items
 visit our Web site at <http://www.becksvoort.com/market>.

153. What is the purpose of the notice?
- (A) To announce a sale of artwork
 - (B) To advertise the opening of a hotel
 - (C) To offer a discount on painting lessons
 - (D) To publicize a photography exhibition
154. According to the notice, what can people do online?
- (A) Purchase selected items
 - (B) Order tickets to an event
 - (C) Register for art classes
 - (D) View some pieces of art

Figure 7: Sample question of Part 7 (Educational Testing Service, 2015, p. 13)



Questions 181–185 refer to the following letter and document.

January 15
 Jeanne Sokol
 14 Jubilee Street
 Brighton

Dear Ms. Sokol:

I have received your letter of January 7 concerning your recent visit to our restaurant in London. I am very sorry that you did not have an enjoyable experience. I agree that you should not have had to wait over thirty minutes for a table when you had made a reservation in advance. Please know that this was an isolated incident and that our customers usually remark on the promptness of our staff.

In an attempt to remedy this unfortunate situation, I am sending you a complimentary voucher for use at any of our restaurants. I encourage you to try us again and experience our award-winning cuisine. If there is any way in which I can be of further assistance, please do not hesitate to contact me by telephone or mail.

Sincerely,

Simon Jenkins
 Director
 Guest Relations

181. Why did Simon Jenkins write to Jeanne Sokol?
- (A) To thank her for visiting a restaurant
 (B) To apologize for poor service
 (C) To inquire about her dining experience
 (D) To invite her to an awards dinner
182. In the letter, the word "reservation" in paragraph 1, line 5, is closest in meaning to
- (A) hesitation
 (B) supply
 (C) doubt
 (D) appointment
183. What is suggested about Jeanne Sokol?
- (A) She has recently traveled to Manchester.
 (B) She spoke to Simon Jenkins on the telephone.
 (C) She wrote a letter of complaint.
 (D) She frequently dines in London.
184. What is Simon Jenkins offering?
- (A) A refund on a previous purchase
 (B) A discount on a future purchase
 (C) Replacement of a damaged product
 (D) Special assistance in ordering a product
185. Where does Simon Jenkins most likely work?
- (A) In Manchester
 (B) In Brighton
 (C) In Birmingham
 (D) In London

Winchester Falls Café
 The finest dining in Britain!

The bearer of this certificate is entitled to £25 off the price of a meal at Winchester Falls Café.

Café Locations: London, Birmingham, Manchester
Expires: December 31

For customer service or inquiries, contact Winchester Falls' Guest Relations Department by telephone at 0616 555-4239 or by mail at 77 Twickenham Road, Manchester WF1 JK2.



วิทยาลัย

VERSITY

Figure 8: Sample question of Part 7 (Educational Testing Service, 2015, p. 13-14)

Appendix B: The attitude questionnaire (English version)

As a part of the requirement for The Master of Arts Program in English as an International Language at Chulalongkorn University, this survey is being conducted in order to gauge the levels of Thai TOEIC test takers' attitudes, scores, as well as investigate the relationship between them.

The questionnaire composes of two parts;

Part 1: Personal information

Part 2: TOEIC test takers' attitudes toward TOEIC Listening and Reading Tests

Please kindly spare your few minutes to complete this questionnaire. Your time and efforts to complete this survey will be highly obliged. Your input will be solely used for an educational purpose.

Danai Wongsas, M.A. student in English as an International Language Program
Graduate School, Chulalongkorn University

Part 1: Personal Information

Instructions: Please mark a tick in the box next to your answer or write in the space provided as the case may be.

1. Gender Male Female
2. Age Under 20 21 – 25 26 – 30
 31 – 35 36 – 40 Over 40
3. Education Vocational Certificate High Vocational Certificate
 Below Bachelor's Degree Bachelor's Degree
 Higher than Bachelor's Degree
4. Major Architecture Arts Business studies
 Communication Education Engineering
 Social studies Sciences Tourism
 Medical and health related Laws
 Languages please specify _____
 Other please specify _____
5. Occupation Student Government officer/State Enterprise Employee
 Self-Employed Unemployed Private organization employee
 Freelancer Other please specify _____

6. Type of Industry Accounting Agriculture Related Automobile
 Construction Education Energy
 Entrepreneur Finance & Banking Import & Export
 Manufacturing Real estate Services
 Travel & Tourism Telecommunication
 Medical and Health Relate Information Technology
 Other please specify _____

7. How many years have you spent studying English

- 0 - 3 years 4 – 6 years 7 – 9 years more than 9 years

8. How many times have you taken TOEIC tests?

- Once Twice 3 times more than 3 times

9. What is the main purpose for taking your latest TOEIC test?

- For Job application For graduation For improving English
 For proficiency evaluation For promotion Other please specify _____

10. The latest valid TOEIC score you get (within two years of the score validation), please specify.

Listening section _____/495, Reading section _____/495, Total score _____/990

11. In your opinion, which part in the TOEIC Reading and Listening test is most difficult? (can choose ONLY one answer)

Listening comprehension

- Part 1: Photographs
 Part 2: Question-response
 Part 3: Conversations
 Part 4: Talks

Reading comprehension

- Part 5: Incomplete sentences
 Part 6: Text completion
 Part 7: Single and double passages

12. Have you ever taken any other English proficiency test? (can choose more than one answer)

- TOEFL IELTS SAT English
 CU-TEP TU-GET Other, please specify

Part 2: TOEIC test takers' attitudes toward TOEIC Listening and Reading Tests

Read the following statements and choose the number that best represents your attitudes toward each statement.

1 is Strongly disagree, 2 is Slightly disagree, 3 is Neutral, 4 is Slightly agree, and 5 is Strongly agree.

		5	4	3	2	1
Affective component						
1	I feel enjoyable when I take the TOEIC test.					
2	I feel that the TOEIC test has caused pressure for me.					
3	Studying for the TOEIC test leads to anxiety.					
4	I took the TOEIC test because I received external pressure from work or school.					
5	I feel comfortable when taking the TOEIC Listening test.					
6	I feel comfortable when taking the TOEIC Reading test					
7	I feel disappointed when I get a lower score than the score I previously expected.					
8	I am happy with the TOEIC score I have achieved.					
Behavioral component						
9	The TOEIC test has motivated me to spend more time learning English.					
10	The TOEIC test has pushed me harder to study English.					
11	The TOEIC test has made me listen more attentively when I study for the test.					
12	The TOEIC test has made me read more attentively when I study for the test.					
13	I have to take the TOEIC test again for a higher score than my previous test score.					
14	I will not study English for the TOEIC test if possible.					
15	The TOEIC test has an impact to current lifestyle.					
16	I use other learning methods for preparing the TOEIC test such as watching movies, listening to the music.					

		5	4	3	2	1
Cognitive component						
17	I believe that the TOEIC score will be useful for my job application in the future.					
18	I believe that my listening has been improved through preparing and taking the TOEIC tests.					
19	I believe that my reading has been improved through preparing and taking the TOEIC tests.					
20	I believe the TOEIC Listening score I received reflects my actual reading proficiency.					
21	I believe the TOEIC Reading score I received reflects my actual reading proficiency.					
22	The TOEIC test has a vital effect on my self-image.					
23	I believe that studying for the TOEIC test will help me understand people from all over the world.					
24	I have a positive view toward the TOEIC test.					



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----- Thank you very much for your kind cooperation -----

Appendix C: The attitude questionnaire (Thai version)

แบบสำรวจนี้จัดทำขึ้นมาเพื่อวัดประเมินระดับทัศนคติและคะแนนสอบของผู้สอบโทอิคคนไทย และหาความสัมพันธ์ของสองปัจจัยนี้ ซึ่งงานวิจัยนี้เป็นส่วนหนึ่งของวิทยานิพนธ์ตามข้อกำหนดของหลักสูตรปริญญาโท สาขาภาษาอังกฤษเป็นภาษานานาชาติ (สหสาขาวิชา) จุฬาลงกรณ์มหาวิทยาลัย

แบบสอบถามนี้ประกอบด้วยสองส่วน

ส่วนที่ 1 ข้อมูลส่วนบุคคล

ส่วนที่ 2 ทัศนคติของผู้สอบโทอิคที่มีต่อข้อสอบโทอิคการฟังและการอ่าน

ขอความร่วมมือสละเวลา 2-3 นาทีในการทำแบบสอบถาม และขอขอบคุณอย่างสูงสำหรับเวลาและความพยายามในการทำแบบสำรวจนี้ ข้อมูลของคุณจะถูกนำไปใช้เพื่อวัตถุประสงค์ทางการศึกษาเพียงเท่านั้น นายदनัย วงษา

นิสิตหลักสูตรปริญญาโท สาขาภาษาอังกฤษเป็นภาษานานาชาติ บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย

ส่วนที่ 1: ข้อมูลส่วนบุคคล

กรุณาทำเครื่องหมายที่หน้าคำตอบของคุณหรือกรอกข้อมูลในช่องว่างเตรียมไว้ให้

- | | | | |
|---------------------|---|---|---|
| 1. เพศ | <input type="checkbox"/> ชาย | <input type="checkbox"/> หญิง | |
| 2. อายุ | <input type="checkbox"/> ต่ำกว่า 20 ปี | <input type="checkbox"/> 21 – 25 ปี | <input type="checkbox"/> 26 – 30 |
| | <input type="checkbox"/> 31 – 35 | <input type="checkbox"/> 36 – 40 | <input type="checkbox"/> มากกว่า 40 |
| 3. การศึกษา | <input type="checkbox"/> ปวช. | <input type="checkbox"/> ปวส. | |
| | <input type="checkbox"/> ต่ำกว่าปริญญาตรี | <input type="checkbox"/> ปริญญาตรี | <input type="checkbox"/> สูงกว่าปริญญาตรี |
| 4. สาขาวิชาที่เรียน | <input type="checkbox"/> สถาปัตยกรรม | <input type="checkbox"/> ศิลปะ | <input type="checkbox"/> ธุรกิจศึกษา |
| | <input type="checkbox"/> การสื่อสาร | <input type="checkbox"/> การศึกษา | <input type="checkbox"/> วิศวกรรมศาสตร์ |
| | <input type="checkbox"/> สังคมศาสตร์ | <input type="checkbox"/> วิทยาศาสตร์ | <input type="checkbox"/> นิติศาสตร์ |
| | <input type="checkbox"/> การท่องเที่ยวและการโรงแรม | <input type="checkbox"/> แพทยศาสตร์และสายสุขภาพ | |
| | <input type="checkbox"/> ภาษา กฤณาระบุ _____ | <input type="checkbox"/> อื่นๆ กฤณาระบุ _____ | |
| 5. อาชีพ | <input type="checkbox"/> นักเรียน นักศึกษา | <input type="checkbox"/> ธุรกิจส่วนตัว | <input type="checkbox"/> พนักงานบริษัทเอกชน |
| | <input type="checkbox"/> ว่างาน | <input type="checkbox"/> อาชีพอิสระ | <input type="checkbox"/> อื่นๆ กฤณาระบุ _____ |
| | <input type="checkbox"/> ข้าราชการ/เจ้าหน้าที่รัฐวิสาหกิจ | | |

6. ประเภทอุตสาหกรรม การบัญชี การเกษตรกรรม ยานยนต์
 ที่ทำงานอยู่ การก่อสร้าง การศึกษา กลุ่มพลังงาน
 ผู้ประกอบการ การเงินการธนาคาร เทคโนโลยีสารสนเทศ
 การผลิต อสังหาริมทรัพย์ นำเข้า/ส่งออก
 งานบริการ โทรคมนาคม แพทยศาสตร์และสาธารณสุขภาพ
 การท่องเที่ยวและการโรงแรม อื่นๆ กรุณาระบุ _____
7. คุณเรียนภาษาอังกฤษมากี่ปี 0 - 3 ปี 4 - 6 ปี 7 - 9 ปี มากกว่า 9 ปี
8. คุณได้สอบโทอิคมากี่ครั้ง 1 ครั้ง 2 ครั้ง 3 ครั้ง มากกว่า 3 ครั้งขึ้นไป
9. วัตถุประสงค์หลักของการสอบโทอิคครั้งล่าสุดของคุณคืออะไร
 เพื่อสมัครงาน เพื่อการศึกษาจบ พัฒนาภาษาอังกฤษ เพื่อเลื่อนตำแหน่ง
 เพื่อวัดประเมินความสามารถทางภาษาอังกฤษ อื่นๆ กรุณาระบุ _____
10. กรุณาระบุคะแนนโทอิคล่าสุดที่ยังไม่หมดอายุของคุณ (ภายในสองปีจากวันประกาศคะแนน)
 การฟัง _____/495, การอ่าน _____/495, คะแนนรวม _____/990
11. จากความเห็นของคุณ คิดว่าข้อสอบโทอิคการฟังและการอ่านส่วนไหนที่มีความยากที่สุด
 (เลือกได้เพียงตัวเลือกเดียว)
 Listening comprehension _____ Reading comprehension _____
 Part 1: Photographs Part 5: Incomplete sentences
 Part 2: Question-response Part 6: Text completion
 Part 3: Conversations Part 7: Single and double passages
 Part 4: Talks
12. คุณเคยสอบข้อสอบวัดความสามารถทางด้านภาษาอื่นๆ มาบ้างหรือไม่
 (เลือกคำตอบได้มากกว่าหนึ่งข้อ)
 TOEFL IELTS SAT English
 CU-TEP TU-GET อื่นๆ กรุณาระบุ _____

ส่วนที่ 2: ทักษะคติผู้สอบโทอิกที่มีต่อข้อสอบโทอิกการฟังและการอ่าน

กรุณาอ่านข้อความในตารางข้างล่างและทำเครื่องหมายในช่องที่แสดงถึงระดับทัศนคติของคุณที่มีต่อประโยคในแต่ละข้อ โดยที่ 1 = ไม่เห็นด้วยอย่างมาก, 2 = ค่อนข้างไม่เห็นด้วย, 3 = ปานกลาง, 4 = ค่อนข้างเห็นด้วย, 5 = เห็นด้วยอย่างมาก

		5	4	3	2	1
Affective component						
1	ฉันรู้สึกสนุกในการทำข้อสอบโทอิก I feel enjoyable when I take the TOEIC test.					
2	ฉันรู้สึกว่า การสอบ โทอิกทำให้ฉันเกิดความกดดัน I feel that the TOEIC test has caused pressure for me.					
3	การเตรียมตัวเพื่อสอบโทอิกทำให้ฉันกังวล Studying for the TOEIC test leads to anxiety.					
4	ฉันสอบโทอิกเพราะฉันได้รับแรงกดดันภายนอกจากที่ทำงานหรือโรงเรียน I took the TOEIC test because I received external pressure from work or school.					
5	ฉันรู้สึกสบายใจเมื่อทำข้อสอบโทอิกการฟัง I feel comfortable when taking the TOEIC Listening test.					
6	ฉันรู้สึกสบายใจเมื่อทำข้อสอบโทอิกการอ่าน I feel comfortable when taking the TOEIC Reading test.					
7	ฉันรู้สึกผิดหวังเมื่อได้รับคะแนนสอบต่ำกว่าคะแนนที่ฉันหวังไว้ก่อนหน้านี้ I feel disappointed when I get a lower score than the score I previously expected.					
8	ฉันรู้สึกพอใจกับคะแนนโทอิกที่ฉันได้รับ I am happy with the TOEIC score I have achieved.					

		5	4	3	2	1
Behavioral component						
9.	การสอบโทอิคกระตุ้นให้ฉันใช้เวลามากขึ้นในการเรียน ภาษา อังกฤษ The TOEIC test has motivated me to spend more time learning English.					
10	การสอบโทอิคผลักดันให้ฉันเรียนภาษาอังกฤษมากขึ้น The TOEIC test has pushed me harder to study English.					
11	ข้อสอบโทอิคการฟังทำให้ฉันฟังอย่างตั้งใจมากขึ้นเมื่อฉัน เตรียมตัวเพื่อการสอบ The TOEIC test has made me listen more attentively when I study for the test.					
12	ข้อสอบโทอิคการอ่านทำให้ฉันอ่านอย่างตั้งใจมากขึ้นเมื่อ ฉันเตรียมตัวเพื่อการสอบ The TOEIC test has made me read more attentively when I study for the test.					
13	ฉันต้องสอบโทอิคอีกครั้ง เพื่อให้ได้คะแนนสูงกว่าที่สอบ ในรอบก่อน I have to take the TOEIC test again for a higher score than my previous test score.					
14	ถ้าเป็นไปได้ฉันจะไม่เรียนภาษาอังกฤษเพื่อสอบโทอิคเลย I will not study English for the TOEIC test if possible.					
15	การสอบโทอิคมีผลกระทบต่อการใช้ชีวิตประจำวันของฉัน The TOEIC test has an impact to my current lifestyle.					
16	ฉันใช้วิธีการเรียนอื่นๆ สำหรับการเตรียมสอบโทอิค เช่น ดูหนัง ฟังเพลง I use other learning methods for preparing the TOEIC test such as watching movies, listening to the music.					

		5	4	3	2	1
Cognitive component						
17	ฉันเชื่อว่าคะแนน โทอิกจะเป็นประโยชน์สำหรับการสมัครงานของฉันในอนาคต I believe that the TOEIC score will be useful for my job application in the future.					
18	ฉันเชื่อว่าการฟังของฉันดีขึ้นจากการเตรียมตัวและทำข้อสอบโทอิก I believe that my listening has been improved through preparing and taking the TOEIC tests.					
19	ฉันเชื่อว่าการอ่านของฉันดีขึ้นจากการเตรียมตัวและทำข้อสอบโทอิก I believe that my reading has been improved through preparing and taking the TOEIC tests.					
20	ฉันเชื่อว่าคะแนนการฟังโทอิกที่ฉันได้รับสะท้อนถึงความสามารถในการฟังที่แท้จริงของฉัน I believe the TOEIC Listening score I received reflects my actual listening proficiency.					
21	ฉันเชื่อว่าคะแนนการอ่านโทอิกที่ฉันได้รับสะท้อนถึงความสามารถในการอ่านที่แท้จริงของฉัน I believe the TOEIC Listening score I received reflects my actual reading proficiency.					
22	การสอบโทอิกมีผลกระทบอย่างสำคัญกับภาพลักษณ์ของฉัน The TOEIC test has a vital effect on my self-image.					
23	ฉันเชื่อว่าการเรียนเพื่อการสอบโทอิกจะช่วยให้ฉันเข้าใจคนทั่วโลก I believe that studying for the TOEIC test will help me understand people from all over the world.					
24	ฉันมีมุมมองเชิงบวกต่อการสอบโทอิก I have a positive view toward the TOEIC test.					

----- ขอขอบคุณสำหรับการตอบแบบสอบถาม -----

Appendix D: A set of interview questions (English version)**Interview Questions (semi-structured interview)**

1. How did you feel before taking the TOEIC test?
2. Did you have any pressure or worry from taking the TOEIC test? Explain.
3. Did you have any difficulty when taking the TOEIC test? Explain.
4. And how did you deal with the difficulty you faced?
5. How long did you prepare for the TOEIC test? How did you prepare for the TOEIC test?
6. After taking the TOEIC test, will you continue to prepare and be eager to take the TOEIC test in the near future to get a higher score?
7. Do you think preparing for the TOEIC test helps improve your overall English skills? How?
8. In what way do you think that the TOEIC score can affect or influence your career paths or your job application in the future?
9. What are your attitudes toward the TOEIC test? And why?
10. In your opinion, how could positive attitudes affect your way of learning, preparing for the TOEIC test including the score that you obtained?

Appendix E: A set of interview questions (Thai version)

Interview Questions (semi-structured interview)

1. คุณรู้สึกอย่างไรก่อนที่คุณจะต้องสอบโทอิก
2. คุณมีความกดดันหรือความกังวลใจจากสอบโทอิกหรือไม่ จงอธิบาย
3. คุณมีอุปสรรคอะไรบ้างเมื่อต้องสอบโทอิก และขอให้อธิบายความเห็นของคุณเพิ่มเติม
4. และคุณรับมือกับอุปสรรคนั้นอย่างไร
5. คุณเตรียมตัวสอบ โทอิกนานแค่ไหน แล้วคุณเตรียมตัวสอบอย่างไรบ้าง
6. หลังจากการสอบ โทอิก คุณจะยังเตรียมตัวสอบหรือมีความกระตือรือร้นที่จะสอบอีกครั้งในอนาคตอันใกล้เพื่อให้ได้คะแนนมากกว่าครั้งล่าสุดที่คุณสอบไปหรือไม่
7. คุณคิดว่าการเตรียมสอบ โทอิกช่วยพัฒนาทักษะภาษาอังกฤษ โดยรวมของคุณได้หรือไม่ อย่างไร
8. คุณคิดว่าคะแนนโทอิกมีผลกระทบหรืออิทธิพลต่อสายงานที่คุณทำหรือการสมัครงานของคุณในอนาคตได้ในทางใดบ้าง
9. ทักษะของคุณที่มีต่อข้อสอบ โทอิกเป็นอย่างไร และทำไมจึงคิดเช่นนั้น
10. จากความเห็นของคุณ คิดว่าทัศนคติเชิงบวกส่งผลต่อกับวิธีการเรียนรู้ การเตรียมตัวสอบ โทอิก และคะแนน โทอิกที่คุณ ได้รับอย่างไรบ้าง

Appendix F: The list of experts validating research instruments

1. The attitude questionnaire

1.1 Assistant Professor Melada Sudajit-apa, Ph.D.

Department of English and Linguistics, Faculty of Liberal Arts,
Thammasat University

1.2 Sonporn Sirikhan, Ph.D.

The International College, TESOL Department, Payap University

1.3 Tanyaporn Arya, Ph.D.

Language Institute, Chulalongkorn University

2. Interview Questions (semi-structured interview)

2.1 Assistant Professor Melada Sudajit-apa, Ph.D.

Department of English and Linguistics, Faculty of Liberal Arts,
Thammasat University

2.2 Sonporn Sirikhan, Ph.D.

The International College, TESOL Department, Payap University

2.3 Tanyaporn Arya, Ph.D.

Language Institute, Chulalongkorn University

Appendix G: The interview script**Basic user - Breakthrough – A1**

(TOEIC score range 120 - 224)

Test taker 1 (TOEIC score: 205)

1. How did you feel before taking the TOEIC test?

Answer: I felt uncertain because I am not good at English. I must say that I have not studied English since I was in the college. The reason to take the test was that my supervisor asked me to take the test. The score will be submitted to the human resources department as one of requirements for the annual promotion consideration at the end of the year at my company.

2. Did you have any pressure or worry from taking the TOEIC test? Explain.

Answer: I had pressure from my workplace. To get the promotion, I need the TOEIC score of 450, but I am not good at English. Therefore, I'm worried that I will pass the test or not. Moreover, I have not studied English for many years and I didn't want to study for the test because it must take a large amount of time. Most importantly, I am extremely busy on my work all the time.

3. Did you have any difficulty when taking the TOEIC test? Explain.

Answer: Before taking the test, I didn't have enough time to prepare for the test because of my busy work schedule. Moreover, I have the limited amount of test takers' vocabulary. Therefore, I hardly caught up what the speakers spoke and I read very slowly. When the test time was over, I had many question items undone.

4. And how did you deal with the difficulty you faced?

Answer: As my English skills are the beginner level, I couldn't study by myself so I took a private course with a tutor.

5. How long did you prepare for the TOEIC test? How did you prepare for the TOEIC test?

Answer: To be honest, I didn't prepare for it. I planned to read some books, but due to my busy work schedule, I didn't have time to get prepared.

6. After taking the TOEIC test, will you continue to prepare and be eager to take the TOEIC test in the near future to get a higher score?

Answer: I don't want to take the TOEIC test but I have to do it due to my supervisor's requirement.

7. Do you think preparing for the TOEIC test helps improve your overall English skills? How?

Answer: For me, preparing for the TOEIC test is important because I need to know what I have to do during the test. I think if I have some time like 2 or 3 months to prepare for the test, my English skills will be better than before.

8. In what way do you think that the TOEIC score can affect or influence your career paths or your job application in the future?

Answer: As previously mentioned, I took the test for the promotion. Although my supervisor said that the test score didn't take a big role for my promotion consideration, I believed at least he expected that I would be able to meet the minimum score he set. If I had gotten a lower score, that would impact my promotion, I guess.

9. What are your attitudes toward the TOEIC test? And why?

Answer: My attitude was quite negative. I don't use English in my current job. Consequently, I don't know why I have to take the test and my company shouldn't

use the TOEIC score for the promotion consideration in some positions which English is not used when working.

10. In your opinion, how could positive attitudes affect your way of learning, preparing for the TOEIC test including the score that you obtained?

Answer: I think the attitudes of the test takers could affect the TOEIC score. I found the attitude helped me a lot when preparing for the test. The positive attitudes pushed me to deliver my efforts to get across all obstacles. However, it is still hard for me to maintain positive attitudes toward the test every day.

Test taker 2 (TOEIC score: 220)

1. How did you feel before taking the TOEIC test?

Answer: Before taking the test, I felt worried about the test format, time allotment and the test result. After the test, I also felt the same as before.

2. Did you have any pressure or worry from taking the TOEIC test? Explain.

Answer: I had an extreme pressure because it was my first time taking the TOEIC test. Besides the pressure from taking the test, I am also facing the external pressure from my friends. My TOEIC score will be compared with their TOEIC scores. I feel like this is not only the score comparison among my friends but also a competition with them that who will get a job from a recognized company. This means that if I get a good score, I will have a chance to get an employment offer from several recognized companies.

3. Did you have any difficulty when taking the TOEIC test? Explain.

Answer: English vocabulary, grammar, and listening.

4. And how did you deal with the difficulty you faced?

Answer: I am taking a TOEIC course at a tutoring school with Thai tutors as well as a general course at the language school with native English teachers.

5. How long did you prepare for the TOEIC test? How did you prepare for the TOEIC test?

Answer: One week. I tried to memorize the vocabulary as much as I can and I also did some listening practices.

6. After taking the TOEIC test, will you continue to prepare and be eager to take the TOEIC test in the near future to get a higher score?

Answer: I will study harder to achieve my ultimate goals which are both the TOEIC score of 700 and the improvement of my English skills. I would like to master the listening, reading, speaking and writing skills so that I can use English efficiently and effectively in my daily life and working life.

7. Do you think preparing for the TOEIC test helps improve your overall English skills? How?

Answer: When preparing for the TOEIC test, I could brush up English language again. I have not studied English for a very long time since graduation from the university. Plus, I studied Industrial management major, there were a few English courses required in my study plan.

8. In what way do you think that the TOEIC score can affect or influence your career paths or your job application in the future?

Answer: Nowadays, the TOEIC is one of essential evidences for job applications in Thailand. Most companies require the TOEIC score from the job candidates. For me,

the high TOEIC score could help me get jobs easily and if I get many jobs at the same time, I can choose the company which I want to work for the most.

9. What are your attitudes toward the TOEIC test? And why?

Answer: I have a positive attitude toward the TOEIC test because the test itself is a reliable measure of English skills. The test can illustrate the actual level of my English proficiency in both listening and reading. Moreover, it shows my weaknesses which I need to get improved.

10. In your opinion, how could positive attitudes affect your way of learning, preparing for the TOEIC test including the score that you obtained?

Answer: Positive attitudes toward the test stimulated me to practice more frequently. Apart from studying from the test preparation books, I used other learning methods to support my studying like watching English-speaking movies, listening to English songs, joining an English club and so on. Also, positive attitudes encouraged me to continue studying for the speaking and writing in the future.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Basic user - Waystage – A2

(TOEIC score range 225 - 549)

Test taker 3 (TOEIC score: 325)

1. How did you feel before taking the TOEIC test?

Answer: Before taking the test, I was worried about the test score I would obtain. After the test, I felt relieved because it was not very difficult as I previously thought. I could do some parts of the test. However, there were a few parts in the exam paper that I couldn't complete them.

2. Did you have any pressure or worry from taking the TOEIC test? Explain.

Answer: At first, I was quite pressured about the listening section. When I did it, I think I could handle this part. Moreover, I felt worried about the score I would obtain because I had to submit it to my supervisor.

3. Did you have any difficulty when taking the TOEIC test? Explain.

Answer: During the test, I couldn't complete all reading passages because I read slowly. I think I could do the listening section better.

4. And how did you deal with the difficulty you faced?

Answer: The staff at the test venue periodically announced the time left for doing the test so I tried to hurry up. Therefore, I had to choose some question items which were not too difficult and could complete in a minute.

5. How long did you prepare for the TOEIC test? How did you prepare for the TOEIC test?

Answer: Almost a month. I had to work and prepare for the test at the same time. I allocated my time after work each day to study for the TOEIC test by watching a teaching clip from Youtube.

6. After taking the TOEIC test, will you continue to prepare and be eager to take the TOEIC test in the near future to get a higher score?

Answer: I will be more enthusiastic for taking the test next time because it is a useful way to improve my English.

7. Do you think preparing for the TOEIC test helps improve your overall English skills? How?

Answer: It helped improve my overall English skills a lot. I haven't studied English for many years because I studied Thai language at the university. When I studied for

the TOEIC test, I learned some grammar points and I got my reading skill improved from the reading section.

8. In what way do you think that the TOEIC score can affect or influence your career paths or your job application in the future?

Answer: There is an effect to my career path in term of communication at the workplace and also when I have to apply for a new job in the future.

9. What are your attitudes toward the TOEIC test? And why?

Answer: I tended to have a positive attitude toward the TOEIC test because the attitudes can drive me to study hard to achieve the score I would like to obtain. It has changed my way to prepare for the test positively.

10. In your opinion, how could positive attitudes affect your way of learning, preparing for the TOEIC test including the score that you obtained?

Answer: In my opinion, positive attitudes influence my behavior in preparing for the TOEIC test. For example, when I wanted to get a good score, I would pay more attention on studying for the test including spending more time for practicing every day and I think it was useless to think in a negative way.

Test taker 4 (TOEIC score: 500)

1. How did you feel before taking the TOEIC test?

Answer: I had the little pressure on this situation because I went to take the test with my friends. I wanted to get a score which was higher than 500 for job applications. I think I did not do well on the test but I was not disappointed with the result because I didn't have enough time to get prepared before taking the test.

2. Did you have any pressure or worry from taking the TOEIC test? Explain.

Answer: I had pressure because of the minimum score that I have to get. After taking the test, I felt less pressured, but I was still worried because I just graduated and wanted to get a job as soon as possible. Moreover, most of the companies I wish I worked for require the TOEIC score with the minimum of 500.

3. Did you have any difficulty when taking the TOEIC test? Explain.

Answer: I think my obstacle was the limited time in preparing for the test. My work has kept me busy all the time. I have to work on some weekends, so I can't study for the TOEIC test continuously. With my unstable work schedule, I can't attend a TOEIC class at a language school because I can't follow their routine class sessions. So, I would rather study by myself than attending a class at any tutoring school.

For the listening section, I was not familiar with the accent of native speakers. They spoke very fast, so I can't catch up the main idea and the details of the conversations. For the reading section, the only problem was that I didn't know much vocabulary used in the test.

4. And how did you deal with the difficulty you faced?

Answer: I practiced the listening section by listening to various types of English accents and tried to get familiar with the speed of the conversations in Part 3 and 4 of the test.

5. How long did you prepare for the TOEIC test? How did you prepare for the TOEIC test?

Answer: Two months. I learned from some test preparation books and I read the information about the TOEIC test on a few websites to learn about the registration process, the test venue, and the test format.

6. After taking the TOEIC test, will you continue to prepare and be eager to take the TOEIC test in the near future to get a higher score?

Answer: I don't think so. I currently have a stable job. I don't have to use the TOEIC score for now.

7. Do you think preparing for the TOEIC test helps improve your overall English skills? How?

Answer: I think preparing for the TOEIC test could improve my English skills. This is useful when I use English in daily life. Preparing for the TOEIC test can make me more confident in using English.

8. In what way do you think that the TOEIC score can affect or influence your career paths or your job application in the future?

Answer: The TOEIC score can affect my job applications. If my score doesn't meet the minimum requirement, I won't be able to submit my application forms to the position for which I want to apply. This means my opportunities in getting a job would be lessened.

9. What are your attitudes toward the TOEIC test? And why?

Answer: My attitudes toward the TOEIC test is positive, but I don't see how positive attitudes could help increase my score. Even though I have a positive attitude to the test, I still got a low score. However, I still keep optimistic in learning English because I want to be able to use English for communicative and working purposes in the future.

10. In your opinion, how could positive attitudes affect your way of learning, preparing for the TOEIC test including the score that you obtained?

Answer: Definitely, when I have positive attitudes toward the thing which I want to learn, the obvious effects I can notice is that I am more open to learn that thing without any bias or negative feelings. From my own experience, when I had to take the TOEIC test, I thought about it negatively. Thus, I didn't want to study, and tried to avoid preparing myself for the test. Finally, I ignored everything about English language at that time. After that, I changed my attitudes to be positive and I thought it worked. I was eager to learn English not only for taking the test but also for using English language in daily life too.

Independent user - Threshold – B1

(TOEIC score range 550 - 784)

Test taker 5 (TOEIC score: 585)

1. How did you feel before taking the TOEIC test?

Answer: In that past, I didn't know what the TOEIC test was. My supervisor at the company asked me to take the test. Then, I searched for the information about the TOEIC test. I felt good because the company was responsible for the test fee. Moreover, my supervisor didn't determine the minimum score I have to achieve. Thus, it was a good opportunity to know the level of my English proficiency. After the test, I thought I could do well on the test.

2. Did you have any pressure or worry from taking the TOEIC test? Explain.

Answer: I had no any pressure from taking the TOEIC test for the last time. As mentioned before, the company paid for the test fee. I could do the test without any concern. However, my supervisor had a minimum score of 550. If I could get 550 or higher, I would get a salary increase. On the other hand, if my score was lower than the requirement, it wouldn't affect my job in a negative way and I wouldn't lose anything.

3. Did you have any difficulty when taking the TOEIC test? Explain.

Answer: The problem I found during taking the test was my seat which I was not able to choose. It was far from the speakers. When I could not hear the dialogues clearly, I couldn't focus on listening. Therefore, seating is important for the test takers because it could affect the test takers' scores on the listening test.

4. And how did you deal with the difficulty you faced?

Answer: Practice more often and continuously to eliminate my weaknesses. Sometimes I reckoned time in completing each parts of the exam for speeding up myself.

5. How long did you prepare for the TOEIC test? How did you prepare for the TOEIC test?

Answer: Approximately 2 weeks. I read the TOEIC test preparation books together with watching some tutoring video clips on the Internet. For the listening section, it was an individual's ability which can't get improved in a short time.

6. After taking the TOEIC test, will you continue to prepare and be eager to take the TOEIC test in the near future to get a higher score?

Answer: I am going to take the test again in the near future, but I also need some time to prepare for the test. The test fee is quite expensive, so I must ensure that I will obtain a higher score than the previous score I got.

7. Do you think preparing for the TOEIC test helps improve your overall English skills? How?

Answer: Preparing for the TOEIC test in my opinion can help improve my overall English skills because the test contents and question items evaluate how well I know the English grammar used in daily life, how well I read the reading passages, and how well I listen to English in various situations at the workplace. However, the test can evaluate only two skills, listening and reading. To get speaking and writing skills, I have to study more.

8. In what way do you think that the TOEIC score can affect or influence your career paths or your job application in the future?

Answer: I believe that the TOEIC score will tremendously influence my career path in the future because many companies and organization require the candidates to submit the TOEIC score with their applications. I did some survey and found that in general most companies specified the minimum TOEIC score of 550 for the job applications.

9. What are your attitudes toward the TOEIC test? And why?

Answer: Even though the test couldn't evaluate the writing and speaking skills, I personally had a positive attitude toward the TOEIC test because my English listening and reading have gotten improved. Now I can listen to some short conversations and

announcements. Also, I can read and comprehend the contents, the main ideas or purposes of the reading passages such as a conference schedule, a letter, an advertisement and so on.

10. In your opinion, how could positive attitudes affect your way of learning, preparing for the TOEIC test including the score that you obtained?

Answer: When I know that the TOEIC test is important to my working life and daily life, I will study hard to achieve my desired scores. Of course, this will affect the way I learn and prepare for the test. I also believe that positive attitudes probably help increase the TOEIC scores. When I realize the benefits from using the TOEIC score for job applications in the future, I will put more effort to get prepared for the test next time. Although I didn't get a high score, it doesn't mean that my attitudes toward the TOEIC test would be negative. I am still positive because I really want to improve my English skills and use them in my working life efficiently.

Test taker 6 (TOEIC score: 710)

1. How did you feel before taking the TOEIC test?

Answer: Before taking the test, I felt fear and worried about the test, but after the test I was not confident that I chose the correct answers or not and worried if my score would be lower than the minimum score I need.

2. Did you have any pressure or worry from taking the TOEIC test? Explain.

Answer: I was so pressured. I really want to get more than 700 because I want to use it for the job applications.

3. Did you have any difficulty when taking the TOEIC test? Explain.

Answer: The obstacle is my anxiety. I feared that I was not able to do the test. I lacked the confidence and I hardly prepared for the test. So, I couldn't stay focused when doing the test.

4. And how did you deal with the difficulty you faced?

Answer: Reviewed the lessons frequently and do the mock test. I also time myself when doing the reading section to make sure that I can finish all readings in the given time. I had no special strategy for the listening part, only practiced as much as possible.

5. How long did you prepare for the TOEIC test? How did you prepare for the TOEIC test?

Answer: About 6 months. I studied for the TOEIC test with a private tutor. Moreover, I watched some movies with English subtitle, listened to English songs, and translated the meaning of the lyrics. By doing these, I learned many new English words from both movies and songs.

6. After taking the TOEIC test, will you continue to prepare and be eager to take the TOEIC test in the near future to get a higher score?

Answer: I will be eager to study for the TOEIC test, even I already have a job, because I'm open to new opportunities. For a long term, to be promoted to a higher position I need a higher TOEIC score to submit it to the HR department.

7. Do you think preparing for the TOEIC test helps improve your overall English skills? How?

Answer: Yes, I agree with this. I can learn English through preparing for the test because I have to review the grammar lessons, read passages, memorize the

vocabulary, practice listening, familiarize the accents, translate the speaking dialogues. Finally, I found that my overall English skills have improved rapidly.

8. In what way do you think that the TOEIC score can affect or influence your career paths or your job application in the future?

Answer: For my current job, I have no any adverse impact from the TOEIC score, but it will be beneficial to the one who has a high score. He or she will look superior to fellow colleagues in the company. In the future, I however believe that the TOEIC score may not be enough for the job application. I need to learn how to speak and write English for the workplace too.

9. What are your attitudes toward the TOEIC test? And why?

Answer: Personally, it is good to have the TOEIC test. It made me to keep improving English and I can use it to apply for a position I would like to work in several leading companies. Without the TOEIC score, I may not be qualified to submit my applications to several companies.

10. In your opinion, how could positive attitudes affect your way of learning, preparing for the TOEIC test including the score that you obtained?

Answer: In my opinion, the positive attitudes are not the factor affecting the test takers' score. I mean a test taker with a positive attitude can get a low TOEIC score if he has not studied English before. On the contrary, a test taker with a negative attitude can get a high TOEIC score if his English is already good. However, the positive attitudes will influence the way a test taker thinks, the quality in preparing for the test, the test takers' behavior in handling the test.

Independent user - Threshold – B2

(TOEIC score range 785 - 944)

Test taker 7 (TOEIC score: 815)

1. How did you feel before taking the TOEIC test?

Answer: Before taking the TOEIC test, I was stressed out and pressured. After the test, I was worried about the score I would get.

2. Did you have any pressure or worry from taking the TOEIC test? Explain.

Answer: I had the feeling of pressure because I needed to submit the TOEIC score for the position I applied for. I had only two weeks before the deadline of the score submission. If I hadn't gotten the score of 750, I would have lost this job as my qualification doesn't meet the requirement.

3. Did you have any difficulty when taking the TOEIC test? Explain.

Answer: Preparing for the test is a boring and time-consuming process which led me to be pressured.

4. And how did you deal with the difficulty you faced?

Answer: After taking the test, I found my weak points. Then, I did more practices to solve them and create my confidence.

5. How long did you prepare for the TOEIC test? How did you prepare for the TOEIC test?

Answer: One week. I studied from a few TOEIC test preparation books. I allocated time for two hours after work to study almost every day. Before the test date, I took a leave from work for reviewing the lessons and doing the mock tests.

6. After taking the TOEIC test, will you continue to prepare and be eager to take the TOEIC test in the near future to get a higher score?

Answer: I don't need to use the TOEIC score for a job application or a raise, so I don't have to prepare for the test anymore. However, if there is any necessity that I need to use the TOEIC score in the future, I will prepare for the test again. For now, I think I won't.

7. Do you think preparing for the TOEIC test helps improve your overall English skills? How?

Answer: I think preparing for the TOEIC test can help improve my overall English skills. It was the way to review the overall of English language. Due to the lack of chance to use English at the workplace, taking the TOEIC test was an opportunity to brush up my English language skills

8. In what way do you think that the TOEIC score can affect or influence your career paths or your job application in the future?

Answer: It is considered as an initial requirement for the job application. Some companies offer a job interview only to the candidates who have the TOEIC score equal or higher than the score they determined.

9. What are your attitudes toward the TOEIC test? And why?

Answer: English for daily life is essential. I have a positive attitude for the test because it could measure my actual abilities of English.

10. In your opinion, how could positive attitudes affect your way of learning, preparing for the TOEIC test including the score that you obtained?

Answer: Having a positive attitude motivates me to do the test to achieve the desired score. If I think in a negative way, I will feel discouraged and depressed. On the

contrary, if I think it is easy, I will not feel depressed. This could impact my test performance, I believe that.

Test taker 8 (TOEIC score: 890)

1. How did you feel before taking the TOEIC test?

Answer: I was so excited because I didn't know much about the test. The purpose of my first time taking the TOEIC was to know the gap between my actual score and the required score that I needed to meet or exceed.

2. Did you have any pressure or worry from taking the TOEIC test? Explain.

Answer: I was seriously pressured because it was the last chance that I had to submit the score to the company by the deadline. I already got a full-time employment offer, but the only evidence to complete the recruitment process was the TOEIC score of 850. Without the score, I would be considered unqualified to work there. The company gave me two weeks.

3. Did you have any difficulty when taking the TOEIC test? Explain.

Answer: The obstacle during the test was the poor-quality speakers in some test rooms which the test takers can't choose the room, even the seat with good position to hear the audio more clearly.

4. And how did you deal with the difficulty you faced?

Answer: I can't do anything. Just looked over it.

5. How long did you prepare for the TOEIC test? How did you prepare for the TOEIC test?

Answer: One week. Only read the test preparation books and did some practices during one week.

6. After taking the TOEIC test, will you continue to prepare and be eager to take the TOEIC test in the near future to get a higher score?

Answer: I don't think that I will take the test again if I don't look for a new job or get a promotion because the test fee is expensive.

7. Do you think preparing for the TOEIC test helps improve your overall English skills? How?

Answer: Preparing for the TOEIC test helped improve my English skills temporarily. I knew some more vocabulary. My listening and reading skills got better. However, this is beneficial for a short term. When I worked at the office, I didn't have a chance to use English. Finally, I forget what I have learned. Therefore, from my point of view, the TOEIC test was not the answer for improving English language in a long term.

8. In what way do you think that the TOEIC score can affect or influence your career paths or your job application in the future?

Answer: My company usually sponsors its employees to attend training courses overseas with the requirement of the minimum TOEIC score of 700 as an evidence of English proficiency for communicative purposes. In case of applying for a new job, many companies require the TOEIC score from the candidates. Thus, the TOEIC score could influence my career path in various ways.

9. What are your attitudes toward the TOEIC test? And why?

Answer: I have a positive attitude toward the TOEIC test and also see the importance of the test. Everyone who works in various industries has had at least one time taking the test before, perhaps after graduation or when looking for a new job. I believe that The TOEIC test is a reliable instrument to measure the level of proficiency for communicative purposes.

10. In your opinion, how could positive attitudes affect your way of learning, preparing for the TOEIC test including the score that you obtained?

Answer: I partly believe that a positive attitude can affect the way I learned and prepared for the test, but not for the TOEIC score.

Proficient user – Effective Operational Proficiency - C1

(TOEIC score range 945 – 990)

Test taker 9 (TOEIC score: 965)

1. How did you feel before taking the TOEIC test?

Answer: Before taking the TOEIC test, I was worried whether I could complete all question items within the limited time or not, but after the test I felt relieved.

2. Did you have any pressure or worry from taking the TOEIC test? Explain.

Answer: I had some pressure from taking the test because the TOEIC score could determine the growth opportunity in my career path.

3. Did you have any difficulty when taking the TOEIC test? Explain.

Answer: The difficulty, I got? I felt tired from working in the weekdays and studying for the TOEIC test in the weekends. I had less time to rest. And the difficulty during

the test is the restricted time to complete the reading section. There were many short and long passages to read together with grammar questions, so it was too difficult to finish all of the reading questions in 75 minutes.

4. And how did you deal with the difficulty you faced?

Answer: For me, I think it's all about my attitudes. When I changed my attitudes to be positive, I would put more effort to achieve the goal. Moreover, my English skills improved too. For the difficulty about the restricted time, I practiced more by spending less time completing the reading section.

5. How long did you prepare for the TOEIC test? How did you prepare for the TOEIC test?

Answer: About 3-4 months. First, I evaluated my English language level by doing the test in a test preparation book. For the listening section, I tried to watch TV programs with English subtitle to practice the listening skill. In addition, I also did some listening practices to test my understanding.

6. After taking the TOEIC test, will you continue to prepare and be eager to take the TOEIC test in the near future to get a higher score?

Answer: I will continue preparing for the test next time. As mentioned before, to get promoted for the managerial position. A higher score of the TOEIC test I obtain, the more chance to get promoted for the managerial position I have too.

7. Do you think preparing for the TOEIC test helps improve your overall English skills? How?

Answer: Yes, my English skills were brushed up. They have been improved a lot since I prepared and took the test. For me, the TOEIC test was not only taking a language test, but also helping me when I work too.

8. In what way do you think that the TOEIC score can affect or influence your career paths or your job application in the future?

Answer: The TOEIC score will have an effect on my career path in the future because most of the organizations expect their employees to be able to use English. If I am not able to use the English language, this would become an obstacle which refrains me from being promoted in the managerial position at the company I'm working for.

9. What are your attitudes toward the TOEIC test? And why?

Answer: I have a positive attitude toward the TOEIC test because the TOEIC test is beneficial to me. I could brush up my English skills from preparing for the test.

10. In your opinion, how could positive attitudes affect your way of learning, preparing for the TOEIC test including the score that you obtained?

Answer: I believe that if we have a positive outlook, I will have the motivation which drives me to achieve the goal that I previously expected.

Test taker 10 (TOEIC score: 975)

1. How did you feel before taking the TOEIC test?

Answer: I didn't feel anything because I often take the test and I usually get more than 900. However, I hope to get 990 which is the full score of the TOEIC test.

2. Did you have any pressure or worry from taking the TOEIC test? Explain.

Answer: No, the score I currently have is enough for my work but I feel challenged because the only goal that I never achieve is the full score of the TOEIC test. Apart from being challenged, I am also enthusiastic when I will take the test.

3. Did you have any difficulty when taking the TOEIC test? Explain.

Answer: In the test room, I shared the table with another test takers. He read the passage out loud. I mean not too loud, but I could hear his voice clearly which interrupted my focus during the test.

4. And how did you deal with the difficulty you faced?

Answer: I can't change anything. I tried to stay focused on my test as much as possible.

5. How long did you prepare for the TOEIC test? How did you prepare for the TOEIC test?

Answer: I didn't prepare for the test. As an English teacher, I usually review the TOEIC test. Try to reduce the time when I read passages. For example, there are five questions for one pair of double passages, so I should spend time completing all questions within five minutes. For the grammar questions, three question items should be done in one minute.

6. After taking the TOEIC test, will you continue to prepare and be eager to take the TOEIC test in the near future to get a higher score?

Answer: Not now, the reason I would take the test is to see an update in the test if there is anything change. Then, I could adapt my teaching methods, and studying materials for my better performance in teaching.

7. Do you think preparing for the TOEIC test helps improve your overall English skills? How?

Answer: Yes, I agree. Especially I got improved a lot in speeding up my listening and reading. In my everyday life I won't find a chance to listen to someone talking several long dialogues for 45 minutes and we won't read approximately 15 – 18 reading

articles in 75 minutes like this. By preparing for the test, it also fostered my scanning and skimming skills including interpreting the meaning between double passages.

8. In what way do you think that the TOEIC score can affect or influence your career paths or your job application in the future?

Answer: Well, it doesn't affect to my career path because my current score is high enough for working as a teacher. However, I still keep taking the test for updating the latest contents and the grammar points used in the test to improve my teaching methods and materials.

9. What are your attitudes toward the TOEIC test? And why?

Answer: Positive. The TOEIC test is good for everyone especially those who plan to work for international organizations. When they work they must be able to read emails every day, so practicing the TOEIC exercises regularly helps them get familiar with vocabulary, phrases, and various kinds of reading materials used at the workplace such as emails, announcements, conference schedules, advertisement, and so on. Due to the restricted time for the test, I, however, think that the TOEIC test can't measure the real English performance of each test taker in a short time. Some may read more efficiently and effectively if they have more time to read.

10. In your opinion, how could positive attitudes affect your way of learning, preparing for the TOEIC test including the score that you obtained?

Answer: Positive attitudes can generate the can-do mindset which encourages me to pay more attention to preparing for the test and when I found a problem, I would try to use other methods to deal with the thing that I didn't understand. For example, I didn't know the word "acquisition" in the business term. Thus, I asked my friend who

studied business studies major. This made me study harder without boredom because I wanted to get a high score.



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