

FACTORS AFFECTING THE ACHIEVEMENT OF EPS TEST OF PROFICIENCY IN KOREAN OF
THAI WORKERS: FOCUSING ON KOREAN LANGUAGE SCHOOLS IN UDON THANI



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ปัจจัยที่ส่งผลต่อผลการทดสอบความสามารถภาษาเกาหลีของแรงงานไทยกรณีศึกษาโรงเรียนสอน
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งานวิจัย เรื่อง ปัจจัยที่ส่งผลต่อผลการทดสอบความสามารถภาษาเกาหลีของแรงงานไทย
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 3 โรงเรียนสอนภาษาเกาหลีในจังหวัดอุดรธานีและแรงงานไทยที่ไปทำงานที่ประเทศเกาหลีได้
 จำนวน 214 คน และครูสอนภาษาเกาหลี จำนวน 4 คน งานวิจัยนี้เป็นงานวิจัยเชิงปริมาณและเชิง
 คุณภาพ เก็บรวบรวมข้อมูลโดยใช้แบบสอบถามและการสัมภาษณ์เป็นเครื่องมือในการวิจัย
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This research investigated the important factors affecting the achievement of EPS Test of Proficiency in Korean of Thai workers. The objectives of this research were 1) to explore Thai workers' problems in Korean language learning, and 2) to investigate the factors affecting the achievement of EPS Test of Proficiency in Korean of Thai workers. The samples consisted of 214 Thai workers studying in 3 Korean language schools in Udon Thani, Thai workers who are working in South Korea, and 4 teachers who taught the Korean language to Thai workers in 3 Korean language schools in Udon Thani. This research employed a quantitative and qualitative research design. Data were collected using questionnaires and interviews. The quantitative data were analyzed by means, standard deviation, and Multiple Regression Analysis. The qualitative data were analyzed by content analysis.

The results showed 1) the problems in learning the Korean language by Thai workers involved grammar, listening, and speaking. The obstacle in learning was the lack of opportunities to practice Korean language skills. Further, 2) the factors affecting the achievement of EPS Test of Proficiency in Korean of Thai workers included the student factors, which included learning behavior and family, and the school factors, which included teacher, with a statistical significance level of 0.05.

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Advisor's Signature

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CHAPTER I

INTRODUCTION

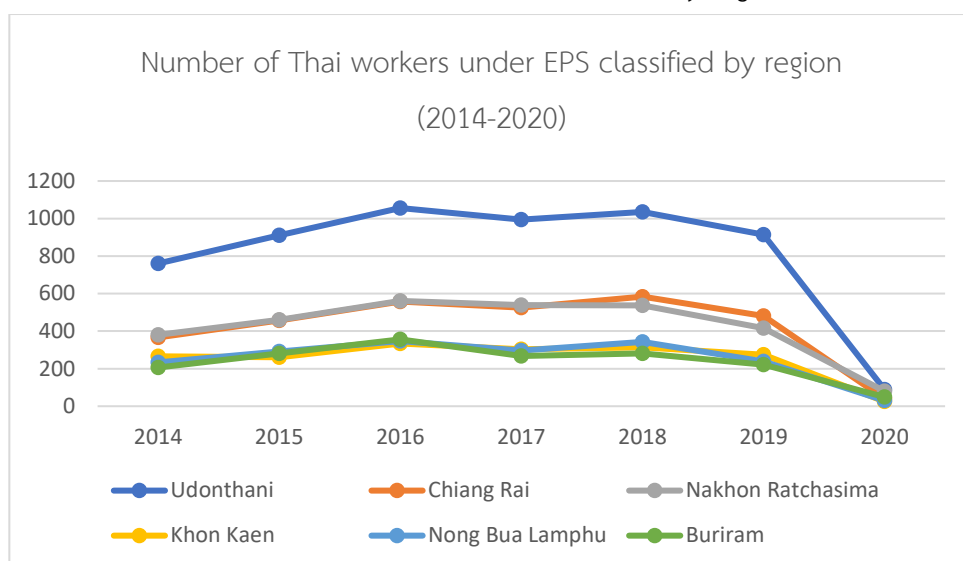
1.1 Introduction and study background

In 1988, Thailand began sending laborers to South Korea because South Korea's economy began to experience labor shortages due to its rapid economic growth. Korean workers were less likely to work in low-paying and dangerous jobs known as "3D jobs" (dirty, dangerous, and degrading), which are usually characterized by employment in local small and medium-sized businesses (SMEs). The Korean government launched the Industrial Trainee Scheme (ITS) in 1994 to handle the growing labor shortage. Since the fundamentals of the ITS were weak and the whole system was unsustainable, the Ministry of Employment and Labor (MOEL) introduced the Employment Permit System (EPS) in 2004, which replaced the ITS in 2007. As a result, low-skilled migrant workers hired under the EPS are also currently entitled to the same employment opportunities and welfare programs provided to South Koreans under the country's labor law (Kim, 2015). Thailand's Ministry of Labor and South Korea's Ministry of Employment and Labor signed an MOU whose purpose was to establish frameworks for the provision of labor transfer under the Employment Permission System (EPS) for foreign workers. The procedures for the entire EPS process are 1) the EPS-Korean Language Test, 2) Job Application, 3) Labor Contract conclusion, 4) Preliminary Training, and 5) Entry to Korea. Due to the MOU, Thai

workers receive quotas to work in the industry, construction, and agriculture sectors. Although Thai workers gained more opportunities to work legally in South Korea, the number of illegal Thai workers is likely to increase.

The Korean labor market is attractive to foreign workers because of its high wages. In 2021, the minimum wage in South Korea was 8,720 won per hour or 242 baht (Hankyoreh, 2020), while the minimum wage in Thailand is 300 baht per day. South Korea's minimum wage is considerably greater than Thailand's. Because of the increased demand for Thai workers who wish to work in Korea, illegal labor has become a concern. According to the Korean Immigration Service, there were 209,909 Thai immigrants in South Korea in 2020, but there were also 152,439 illegal immigrants. The South Korean Government reported that Thais made up the highest number of illegal immigrants living and working in South Korea (Yonhap, 2019). At the same time, there are 57,470 legal immigrants, with only 17,760 of them working as Thai workers through the EPS.

Figure 1 Number of Thai workers under EPS classified by region (2014-2020)

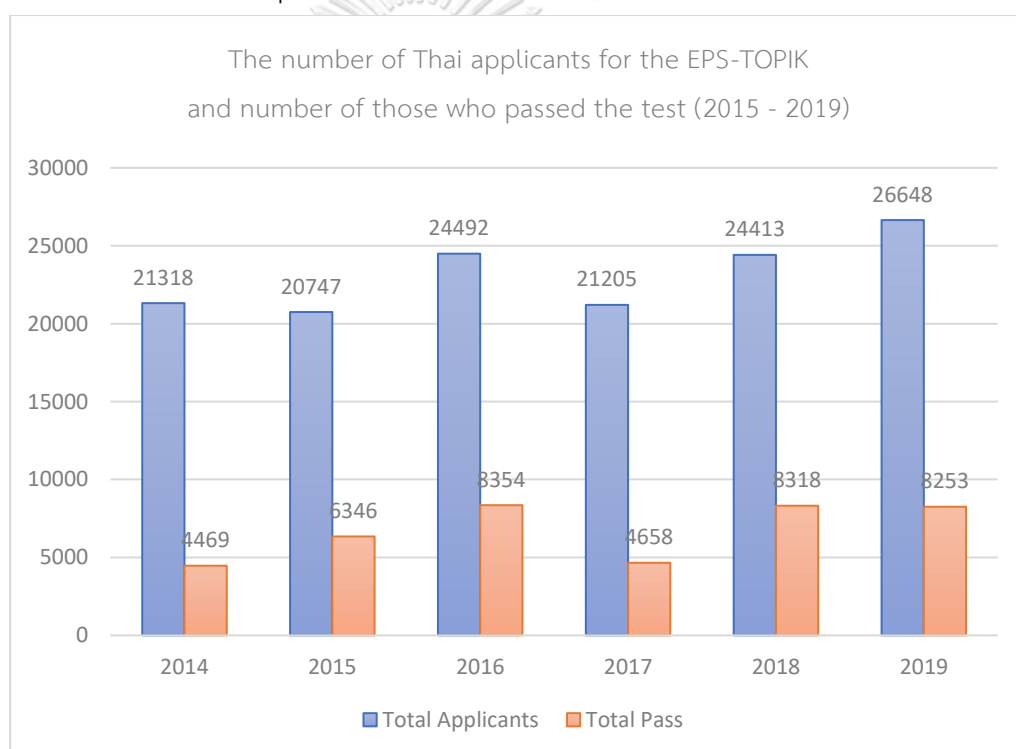


(Source: Employment, 2020)

The majority of Thai workers under EPS come from Thailand's northeastern provinces, including Udon Thani, Khon Kaen, and Nakhon Ratchasima, as shown in Figure 1. From 2014 to 2020, the number of Thai workers from Udon Thani greatly outnumbered those from other provinces, while Thai workers from Chiang Rai and Nakhon Ratchasima were similar. As pointed out by Sonman (2013), many workers from the Northeast went to work in South Korea because they were persuaded by friends, family members and relatives. Furthermore, the high wage was a factor in considering whether to go, the majority of them desire to work abroad in order to help their families pay off their debts. Most Thai workers study Korean at a private language school before applying for the EPS system and they also learn the language through short-term training with government agencies. Despite workers learning Korean in private schools, they are still unable to speak, listen, read, or write in the

Korean language because it is difficult to learn in such a short period of time (Ayuwat, 2011). Many Thai workers failed the Korean language test, which is required as the first step in applying for the EPS system, Consequently, they chose to smuggle into South Korea illegally. Figure 2 shows that only 8,253 Thai workers passed the language test in 2019, out of a total of 26,648 persons who took the test, or 31%.

Figure 2 Number of Thai applicants for the EPS-TOPIK and the number of those who passed the test (2015 – 2019)



(Source: Employment, 2020)

The number of new applicants for the Korean Language Test has increased each year, while the number of passed applications has remained low. Thai laborers are often unable to pass the Korean language test due to a lack of proficiency in the Korean language. Thai workers are unwilling to practice their language to prepare for

the test. They spend less time studying for the test and do not have the proper preparation. In comparison to Vietnamese and Indonesian workers who spend months studying Korean and achieving high scores. Korean teachers in Thailand lack the expertise of the Korean language related to work in the industrial and agricultural sectors. Despite passing the Korean language test, they must wait a long time to be hired by the Korean employer and some workers may not be hired at all (Kulkolkarn, 2019). As a result, Thai workers are no longer part of the EPS system and must find a new way to look for work.

The most common types of work among illegal Thai workers in South Korea are massage, agriculture, and labor in small factories. Illegal Thai workers has an impact on both the local labor market as well as the economies in both Thailand and South Korea. Moreover, it led to many problems. For example, workers are being exploited by their employers, and remain outside the protection of the law. Many Thais were denied entry to South Korea due to tougher measures applied by South Korea. If the number of Thai workers staying illegally in South Korea continues to increase and exceeds the average for all sending countries, South Korea may reduce the labor quota in the EPS. Furthermore, it is also the root that led to other following problems such as crime, drug trafficking, prostitution, and human rights violations. As a result, both the Korean and Thai governments have recently discussed ways to deter Thais from over-staying their visas and working illegally in South Korea. For example, South Korea allowed illegal workers to report their

departure intention. If they apply during the arranged time, they will be deported to Thailand without being charged and blacklisted from returning to South Korea. In addition, the Thai government produced educational videos and cracked down on unscrupulous online recruitment websites. However, such measures failed to solve the problem of illegal Thai workers. To solve the problem at its root, Thailand and the Korean government needs to consider a new approach.

Therefore, if the Thai government can improve the Korean language skills of Thai workers so that number of passed applications increases, it could be one solution to the problem of illegal workers. This is an important issue that must be studied because if not, the number of illegal workers will increase, and the problems will worsen. Although there have been few studies of Thai workers and has only focused on the motivation of legally Thai and the problem of illegal workers, the studies on the problems in Korean language learning of Thai workers are still lacking. As the result, the purpose of this study is to analyze Thai workers' problems in Korean language learning and to analyze the factors affecting the achievement of EPS Test of Proficiency in Korean of Thai workers. This study focuses on Udon Thani as there are numerous workers from Udon Thani working in South Korea and many Korean language schools there. The results would suggest appropriate planning for the current situation to develop Korean language teaching to upgrade the skills of Thai workers and to increase the number of Thai workers passing the EPS-TOPIK test.

1.2 Research Question

1. What are Thai workers' problems in Korean language learning?
2. What are the factors affecting the achievement of EPS Test of Proficiency in Korean of Thai workers?
3. What are the factors affecting the achievement of EPS Test of Proficiency in Korean of Thai workers based on the opinions of the teachers?

1.3 Objectives

1. To explore Thai workers' problems in Korean language learning.
2. To investigate the factors affecting the achievement of EPS Test of Proficiency in Korean of Thai workers.

1.4 Hypothesis

1. Thai workers' problems in Korean language learning include the lack of language development opportunities.
2. The factors affecting the achievement of EPS Test of Proficiency in Korean of Thai workers are student factors and school factors.

1.5 Scope of the study

There has been an increase in the number of new applicants for the EPS-TOPIK test, while the number of Thai applicants who passed the test has decreased.

Given this situation, the study covers the problems in Korean language learning of Thai workers and the factors affecting the achievement of EPS Test of Proficiency in Korean of Thai workers.

The scope of the study is restricted to select students and Korean language teachers working in Korean language schools in Udon Thani. The empirical study in this research is restricted to three schools that have offered Korean language programs for Thai workers for more than 3 years, the opinions of 214 Thai workers in the questionnaire session and 3 teachers were studied in the interview session. This study lasted for 2 months.

1.6 Significance of the Study

This study aimed to comprehend the problems of Korean language teaching for Thai workers. The findings of this study may be useful for the Department of Employment or institutions aiming to develop Korean language teaching strategies to improve Thai workers' skills so they can meet with job requirements and satisfy Korean employers.

1.7 Definitions of Terms

- EPS

The Employment Permit System (EPS) is a system that the government introduced to manage foreign workers in Korea in an organized manner. It allows employers who

have failed to hire native workers to hire an adequate number of foreign workers legally.

- EPS-TOPIK

The Employment Permit System – Test of Proficiency in Korean (EPS-TOPIK) is administered by the Ministry of Employment and Labor of South Korea for the selection of foreign workers to work in South Korea. It tests Korean language competence, understanding of Korean culture, and occupational safety and health.

- Thai workers

In this study, Thai workers was divided to 2 groups. First group are Thai workers refer to those who are studying a Korean language school in Udon Thani. Second group are Thai workers who are working in South Korea.

- Korean language school

It is a Korean language and culture training institute that has been accredited by the Ministry of Education and authorized by the Ministry of Labor for job seekers before working in South Korea. In this study, Korean language school refers to the Korean language school in Udon Thani that offers a Korean language program for Thai workers.

CHAPTER II

LITERATURE REVIEW

This chapter provides the concepts and theories related to EPS, Thai worker and Korean language program for worker were collected from various sources, including, journals, articles, and research for analysis of the relevance to this thesis.

The content in this chapter is divided into 5 sections as follows:

2.1 Employment Permit System for Foreign Workers: EPS

2.2 EPS-Test of Proficiency in Korean: EPS-TOPIK

2.3 Thai workers in South Korea

2.4 Korean language school

2.5 Review of related literature

2.1 Employment Permit System for Foreign Workers: EPS

South Korea's quick economic expansion has resulted in rapid salary increases, making it a Newly Industrialized Country. Korean laborers, particularly the younger generation, relocate to big cities in search of work. For that reason, industry in rural and small towns has suffered. There is a serious labor shortage, particularly among small and medium-sized firms. As a result, the Korean government has recognized the necessity to import foreign workers in order to meet the labor needs of small businesses.

The Korean government uses the Industrial Training System (ITS) to allow foreign workers to complete a two-year internship in South Korea, after which they can work for one year and extend their stay for one year. However, under this arrangement, foreign workers are not covered by labor laws and are not entitled to wages or other legal benefits. As a result, many foreign workers employed by the ITS system have departed and become illegal workers. Therefore, in order to solve the problem of illegal foreign workers, the Korean government implemented the Employment Permit System (EPS) on August 17, 2004, in order to provide labor security to industries that are experiencing labor shortages. The EPS system aims to protect the human rights of foreign workers and solve the problem of labor shortages in small and medium enterprises (SMEs) by allowing companies that are unable to obtain domestic workers to hire unskilled foreign workers in legally permissible amounts.

The Ministry of Employment and Labor is in charge of selecting labor exporting countries and quotas for foreign workers in each country each year. Foreign workers can be hired in five sectors under the Employment Permit System (EPS): 1) manufacturing, 2) construction, 3) agricultural and breeding, 4) fisheries, and 5) service. Foreign workers employed through the EPS system will be protected by the same laws that apply to domestic workers, such as the Labor Standards Act, the Minimum Wage Act, the Occupational Health and Safety Act, and so on. Except for domestic workers, they are not subject to labor laws. Within the bounds of the law,

employers can decide and enforce conditions such as working hours, termination of employment, leave, and holidays. Furthermore, foreign workers in the agricultural, forestry, and fishing industries will be exempt from part or all of the necessary rules.

Migrant laborers in Korea are allowed to work for three years under the EPS. Employers can also extend workers' contracts two more times over the three-year maximum, allowing migrant workers to stay in Korea for up to four years and ten months in total. Currently, there are 16 countries participating in the EPS system: Thailand, Indonesia, Vietnam, Philippines, Sri Lanka, Mongolia, China, Uzbekistan, Pakistan, Cambodia, Nepal, Myanmar, Kyrgyzstan, Bangladesh, East Timor, and Lao PDR.

2.1.1 Procedure for applying for work in the EPS system

1) EPS-Test of Proficiency in Korean

The Ministry of Labor and Employment in Korea (MOEL) developed a "point system" in the recruitment of foreign workers under its EPS system. The selection criteria for the point system are as follows: a) Korean language test (TOPIK); b) mandatory skills test; c) work experience; d) physical condition; e) related training; and f) skills competency certification. The Human Resources Development Service of Korea (HRD Korea) is in charge of determining the test's academic content. Applicants should pass the EPS-Test of Proficiency in Korean (EPS – TOPIK) before they can take the mandatory skills test and the optional competency test. Those who failed the skills test will be regarded as ineligible to work in the South Korea. The skills test

consists of a physical fitness test, an interview, and a basic skills test based on the sector selected by the worker.

2) Job Application

Applicants who pass the Korean language proficiency test will be included in a job seeker's list that will be sent to South Korean authorities and reviewed by Korean employers. Passing the test and registering is not a guarantee of employment in South Korea. The test results are valid for two years from the date of the release of the results. The Korean language test must be retaken if applicants have not been selected for a job for more than two years.

3) Labor Contract Conclusion

After Korean employers have picked employees from the job seekers registration, HRD Korea will draft an employment contract and send it to the Ministry of Labor. The Ministry of Labor will inform workers of the offer and the workers will decide whether to accept an employment contract. The worker must respond with an answer within 14 days. If the worker refuses an employment contract without proper reason, HRD Korea may withdraw the worker's name from the register.

4) Preliminary Training

After signing an employment contract with a Korean employer, workers are required to attend Korean language training (45 hours) prior to departure. The Preliminary Training content includes Korean Language education, Understanding Korean culture, Understanding of the Employment Permit System, Basic training such

as industrial safety and Education by industry. Preliminary Training can be conducted at public institutes run by the national budget and under the administration of a government ministry. Training institutes are approved by Korean MOL among the organization recommended by the sending country.

5) Entry to Korea

When a labor contract is concluded between employers and foreign workers, employers can apply to the Ministry of Justice of South Korea for the CCVI (Certificate for Confirmation of Visa Issuance) of the workers. The MOJ issues CCVI after examining each worker. Foreign workers who have been issued a CCVI should then apply to the Korean Embassy in the sending country to get a visa through the sending agency. Those who were issued visas should be prepared to enter Korea on the day scheduled by HRD Korea such as flight ticket reservations. Labor contracts and medical checkup certificate need to be carried before entry to Korea. When entering Korea, foreign workers need to wear the uniforms and name tags distributed by the sending agency.

Workers who have arrived in Korea on the day scheduled by HRD Korea shall be guided to the Employment Training Center by HRD Korea after going through the arrival process at the airport. Foreign workers shall complete Employment Training for 20 hours (3 days and 2 nights) after entry to Korea.

2.1.2 Related research on the EPS system

Choi (2008) points out that Korea has received official permission for foreign labor by the enactment of the Employment Permit System Act. Most migrant workers are low- and unskilled workers. They are used not only in small manufacturing businesses, but also in construction, service, agriculture & livestock farming, offshore & coastal fishing businesses. The employment contract period cannot exceed 1 year. However, the migrant worker can renew the contract within the limit of 3 years from the entry date to Korea.

Prapai (2012) studied the factors affecting the employment permit system for foreign workers or EPS in the small and medium-sized manufacturing industry in South Korea. This study focuses on the significance of employment and renewal of the employment contract of Thai laborers after the completion of three years' work. The results showed that the factors affecting the renewal of employment contract after completion of three years' work consist of four main elements: the ability to communicate in Korean, the skill at work, behavior, and performance. In addition, Korean employers have commented that most Thai laborers could barely understand Korean. The researcher also mentioned that the results from EPS-TOPIK tests proved that Thai workers have quite low knowledge and understanding of the Korean language.

Even though South Korea established the Employment Permit System to allow foreigners to enter the country lawfully as unskilled laborers, the problem of

illegal Thai migrant laborers persists due to the problem of employment contracts and other combinations of factors.

2.2 EPS-Test of Proficiency in Korean (EPS-TOPIK)

The recruitment process for the EPS begins each year with the Korean government issuing quotas for that year on the number of migrant workers that will be accepted from each of the sixteen EPS sending countries and for each sector (manufacturing, construction, agriculture, services, and fisheries). In order to be considered for the EPS, all potential migrant workers are required to pass a Korean language proficiency test (TOPIK).

2.2.1 Purpose of testing

Promoting adaptation to Korean life by the leading entrance of foreign worker who has a basic understanding of Korea and evaluation of the level of Korean language skills of foreign job seekers and Korean Society can be used as objective selection criteria for the list of foreign job seekers.

Eligibility to apply for EPS-TOPIK

- A person aged between 18 and 39
- A person with no criminal record concerning serious offense punishable by imprisonment
- A person with no records of deportation or departure under a departure order from South Korea

- A person who is not subject to any travel ban in his/her home country
- A person who fulfills the eligibility requirements decided by both countries

2.2.2 Structure of the test

EPS-Test of Proficiency in Korean (EPS-TOPIK) is divided into two systems. The Paper Based Test (PBT) lasts 70 minutes, with 25 minutes of reading and 30 minutes of listening, while the Computer Based Test (CBT) lasts 50 minutes, with 20 minutes of reading and 20 minutes of listening. Currently, the Computer Based Test (CBT) was be administered without the Paper Based Test (PBT).

Table 1 Criteria for the Korean Language Test

Reading section			
Test content	Description of object and situation, vocabulary and grammar, practical data information, expository writing comprehension and safety sign and matter on occupational safety		
Examination method:	Number of questions:	Time:	Score:
4 Multiple choice	20 questions	25 minutes	100 points
Listening section			
Test content	Candidates choose a correct answer after listening to the recording. The content of recoding is consisting of sound and noting in word and sentence, and description, conversation, and story (including occupational safety) about visual materials such as photos and pictures.		
Examination method:	Number of questions:	Time:	Score:
4 Multiple choice	20 questions	25 minutes	100 points

Evaluation content

- Basic communication skill needed in everyday life in Korea
- Korean language skills needed in the industry
- Understanding of Korean business culture

Evaluation method and criteria to determine a successful candidate

- Evaluation method: relative evaluation
- Pass Criteria: Among the candidates who scored over 80 points (full marks 200), a designated number of candidates will pass in order of the highest score
- Valid term of EPS-TOPIK: 2 years from the announcement date of test results

2.2.3 Korean language test for workers in Thailand

The Korean language test is organized by the Ministry of Labor and the Human Resources Development Service of Korea (HRD Korea) to select Thai workers interested in working in South Korea. The test is held twice a year in Thailand, with four centers located in Bangkok, Nakhon Ratchasima, Udon Thani, and Lampang. The Ministry of Labor will make advance announcements about the test through the media, newspapers, Provincial of Labor Office, website <http://eps.hrakorea.or.kr>, and other social media platforms.

Table 2 Number of Thai applicants for the EPS-TOPIK and number of those who passed the test (2015 – 2019)

Year	Testing	Number of Applicants	Number of Passed	Pass rate
2014 (Quota 5,400)	PBT-16	10,760	2,019	19
	PBT-17	10,558	2,450	23
	Total	21318	4469	21
2015 (Quota 4,700)	PBT-18	13,285	4,315	32
	PBT-19	7,462	2,031	27
	Total	20747	6346	31
2016 (Quota 6,100)	PBT-20	18,313	7,154	39
	Point System 1 (CBT)	6,179	1,200	19
	Total	24,492	8,354	34
2017 (Quota 4,800)	Point System 2 (PBT)	13,110	2,651	20
	Point System 3 (CBT)	8,095	2,007	25
	Total	21,205	4,658	22
2018 (Quota 4,800)	Point System 4 (PBT)	17,677	6,123	35
	Point System 5 (CBT)	6,736	2,195	33
	Total	24,413	8,318	34
2019 (Quota 4,800)	Point System 6 (PBT)	5,538	1,685	30
	Point System 6 (CBT)	7,664	2,194	29
	Point System 7 (PBT, CBT)	12,418	4,074	33
	Point System 8 (CBT)	1,028	300	29
	Total	26,648	8,253	31

(Source: Employment, 2020)

As shown in Table 3, the number of new applicants is growing continuously each year. However, the pass rate is between 20 and 35 percent, which is a relatively

low rate. The low number of passed applicants may have an impact on the quota for the following year. Kulkolkarn (2019) points out the reason why Thai workers are unable to pass the Korean language test. Thai workers are uninterested in practicing their language in order to prepare for the test. Taking the contemporary test necessitates comprehension rather than memorization. Thai workers study for the test for only two months, compared to Vietnamese and Indonesian workers who learn Korean for months and achieve high scores. Furthermore, Korean language teachers in Thailand do not have a deep understanding of the Korean language and teach to pass tests rather than be useful in everyday life.

2.3 Thai workers in South Korea

About 17,760 Thai migrants in South Korea work there legally through a labor migration system, called the employment permit system (EPS). There are 152,439 illegal immigrants without legal documentation - called "phi noi" or "little ghosts" in Thai. These migrants become undocumented after overstaying a 90-day limit for visa-free travel for Thais in South Korea. The factors that led to the rise of Thai migrants were analyzed.

Kraiphon (2009) studied the expectation and preparation for readiness to go to South Korea to work by Thai labor and their opinions on problems, obstacles, and ways to improve the EPS System. The study found that most of the Thai laborers who go to South Korea under the EPS System are males, have been engaged in

farming and have never worked in any foreign country before but have relatives who used to work in South Korea. They hope to earn between 30,000 and 40,000 baht per month working in an industrial sector, and then they expect to buy some living facilities.

Tajaroensuk (2018) analyzed the rationality of the existence of Thai illegal workers in South Korea. This study revealed that the unequal development and specific complex forms of domestic problems between Thailand and South Korea, as well as the complex social structures in Thailand and South Korea are created Thai illegal workers. Three factors comprise the main factors that constituted the form of the 'system of illegal migration' including 1) political instability in Thailand have linked with a shortage of labor in South Korea caused the low income and insecure living conditions in rural areas in Thailand and have connected the Thai migrant networks. 2) A significant number of migrants have made the network stronger. It enabled the Thai migrant networks to be further sustained. 3) The essential roles of the Thai migrant network are creating the possibility to migrate and find jobs with illegal employment in South Korea.

Srisen (2018) studied the changes in the illegal migration process of Thai laborers into South Korea and the factors that encourage laborers to decide to do things the illegal way. The findings from the study showed that the approach of illegal migration has mainly changed from formerly relying solely on illegal agents to traveling alone while having 'helpers' at the destination. A middle-class family with

no debts also participated in this illegal labor market. Income remains a major decision-making factor, but other factors—the wider economic opportunities, the recognition of legal gaps and mild punishment, the availability of information through online access as well as the experiences from traveling the world—also play a significant role in the changing pattern of illegal migratory practices.

Areeyakijkosol (2014) found the determining factors of Thai female massage staff in South Korea. The results showed that health service careers in South Korea were reserved for Korean citizens. In this case, a Thai massager was more in demand in South Korea because a Thai massage originated from Thailand. The visa waiver for Thai citizens, 90 days was the channel for irregular migration. This study found that economic pull factors and socio-economic push factors were plunged the labor to South Korea. Disadvantage and sex abuse from customers and employers happened among them. The lack of protection from labor law changed their livelihood. Some cases involved the international issue and illegal immigration. Legislative measures on the international labor force promoted the knowledge of employment as a way to solve the problem.

Manjit (2020) studied the motivation behind Thai workers choosing to immigrate to South Korea and looked at how the immigrants found the application process and selection procedure. The survey had been distributed to the sample group among 400 Thai workers who want to immigrate to South Korea all over Thailand. The results showed that the motivation of immigrating to South Korea

would be presented by the highest to the lowest Arithmetic Mean which means the stability of job, income and benefits, personal development, job opportunity, and job value would be shown.

According to previous research, the key factor in Thai workers' decision to work in South Korea is the high wages they could earn in South Korea. Many Thai migrants who have used the advantage of the exemption visa to enter the Korean territory as 'tourists', after which they overstay and seek employment to earn money so they can send remittances to their families in Thailand.

2.4 Korean language school

2.4.1 Korean language school by the Department of Employment

The training program for workers before traveling to work abroad has been prepared and developed by the Department of Employment and the Ministry of Education. For example, language courses and skills training courses, etc. The Department of Employment also developed a training manual and training materials for workers including documents, videos, etc. They provide information for workers and organize the training program for job seekers before workers go to work abroad (pre-departure training).

The Department of Employment has a duty to send workers to work abroad for free, in addition to necessary expenses such as air tickets, visa fees, airport taxes,

funds, membership fees, and accommodation, which must be prepared before departure.

There are 4 projects delivered by the state in charge of that country.

1. Direct Outsourcing Program: Taiwan
2. IM Japan's Program: Japan (Public Interest Foundation, International Manpower Development Organization, IM Japan)
3. EPS Program: South Korea (Employment Permit System, EPS)
4. TIC Program: Israel (Thailand-Israel Cooperation on the Placement of Workers, TIC)

Example of Korean language school: Pathana Acheep Udon Thani School

In 1993, the Department of Skills Development approved the establishment of the Overseas Skills Testing Center, also known as the Udon Thani Occupational Development Skills Testing Center.

In 2005, Pathana Acheep Udon Thani School gained permission from the Department of Employment to offer training courses to prepare Thai workers before going to work in Korea by offering a Korean language course for workers using the curriculum from the Department of Employment and the Ministry of Education.

Two courses are offered:

1. Korean language course for 152 hours (Approved by the Ministry of Education)

2. Korean language and culture training course. (Approved by the Ministry of Education in 2005) This course is for Thai workers who have passed the EPS-TOPIK and must be trained in this course before traveling to Korea for work according to the EPS system.

Measurement and Evaluation

Workers must pass the theoretical part by 40% and the practical part by 60%, with a total score of not less than 60% of the full score. The duration of attendance is not less than 80% of the course. If they meet specific requirements, they will get a certificate after completing the course.

2.4.2 Related research on Korean language teaching for Thai workers

Teaching Korean for workers is different from teaching Korean for students because workers have to learn Korean language skills needed in the industry and learn the various signs used in working such as traffic signs, direction signs, and occupational safety signs. Therefore, many studies have been conducted to develop Korean language programs to develop workers' skills.

Sajitborisut (2020) studied the needs of Thai workers and developed a Blended Learning curriculum for Thai workers who preparing the Employment Permit System-Test of Proficiency in Korean (EPS-TOPIK). The research was conducted by using a survey of Thai workers who passed the Employment Permit System-Test of Proficiency in Korean (EPS-TOPIK). It was found that the appropriate proportion of tutorial hours, teaching in the classroom, and self-study via E-Learning is at 60:20

hours by managing the tutorial time tightly and continuously. That is teaching 5 days a week (10 times). The self-study will be conducted via Moodle by tutorial video, attachment files or links to teaching and learning documents, several types of exercises and quizzes, and chat rooms created for allowing the learners to ask questions and express doubts due to self-study.

Park (2006) analyzed the necessary contents of effective Korean language curriculum for foreign migrant workers. The data were conducted by a questionnaire. This study suggested the direction of selecting and organizing necessary contents for a Korean language curriculum for foreign migrant workers through a needs analysis. Speaking, pronunciation, place, situation, and personality should be given more weight. Job life especially should be given more weight than daily life in a situation-centered syllabus. In addition, comprehension should be given more weight over expression in job life.

These studies showed that the appropriate proportion of learning is studying in the classroom and self-studying. The necessary Korean language contents for foreign migrant workers should be more focused on speaking, pronunciation, place, situation, and comprehension in job life.

2.5 Review of Related Literature

2.5.1 Students' achievement in language learning

There are several factors affecting students' achievement in language learning. At the level of student, it includes gender, place of living, family background, attitudes to learning, motivation, a network of connections. At the level of teachers, it includes professional training, attitudes about teaching, motivations, and cooperation. At the level of schools, it includes infrastructure, location, size of the school, atmosphere, number and composition of students (Széll, 2013). According to Paianon (2016), the factors affecting the Japanese Learning Achievement of Matthayomsuksa 6 students were teachers' teaching quality, achievement motivation, attitude toward Japanese, self-concept and parents' care. Another study by El-Omari (2016) investigated the factors affecting the achievement of students learning English as a foreign language. The findings showed that there is a significant relationship between students' achievement in English language learning and attitudinal factor, social factor, socioeconomic factor, and extracurricular factors. In another study by Wongsuthep (2018), the factors that had a direct effect on Chinese language achievement were student behavior and teacher behavior; the factors which had an indirect effect on Chinese language achievement were school support and parent support. However, as pointed out by Chairunnisa, Rahayu, and Eni (2017), a negative attitude was found to be the most dominant internal factor influencing students' low achievement in English learning. In addition, a negative attitude

supported negatively by an unsupportive school environment had a strong negative influence on the teaching learning process, which consequently resulted in students' low achievement.

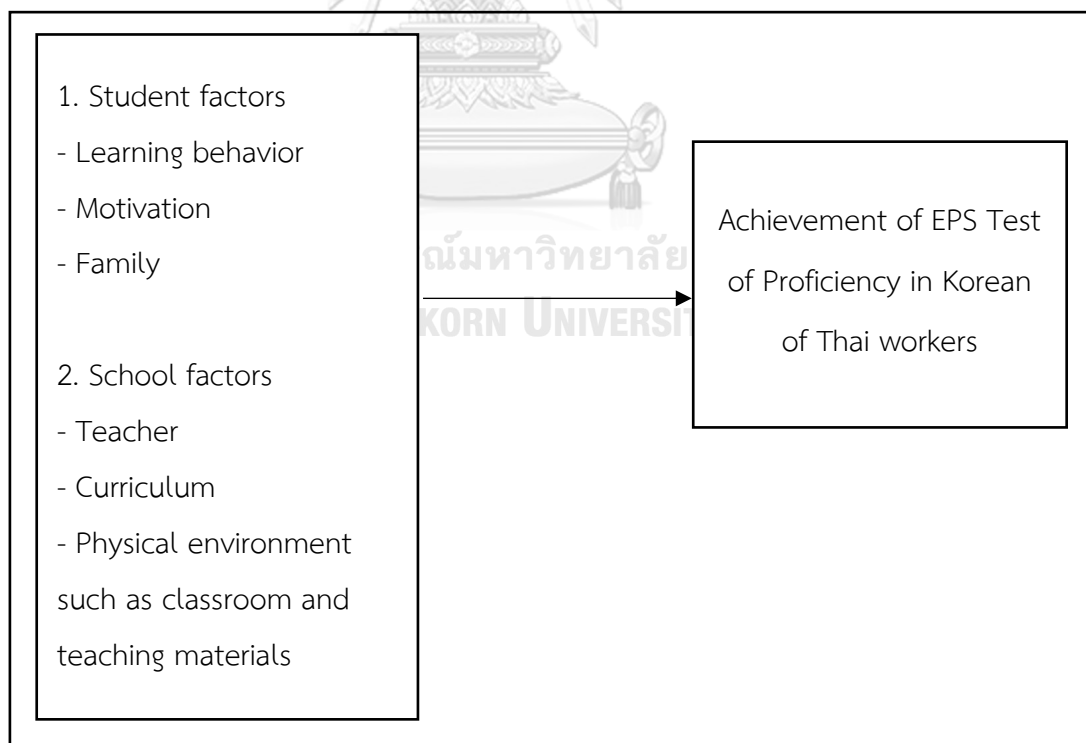
From the related research reviewed previously, the factors affecting students' achievement in language learning can be analyzed to various types of factors such as motivation, attitudinal factor, teacher's teaching quality, parent support, school environment, gender, learning intention, and student characteristics. The factors are not different from the factors affecting the students' achievement on tests. According to Paoleng (2017), the factors affecting the preparation process and success of teachers and students in graded music examinations were content and teaching methods, preparation of teachers and students for exams and the attitude toward the exam. In another study by Pewnil (2017), the factors affecting Ordinary National Educational Tests (O-NET) preparation for Bangkok Metropolitan Administration (BMA) Mathayom 6 (grade 12) students were assessed. The results showed that the factors affecting student preparation for the O-NET test had statistically significant positive attitudes towards the test and family and school support.

In summary, the factors affecting students' achievement on tests and in learning language can be analyzed based on the student, teacher, school, family, friend and learning environment. Those factors had direct and indirect effects on students' achievement. However, no research has been done on the factors that influence Korean language learning or Korean language test. In addition, there is

currently a lack of study on Thai workers in particular. As a result, the researcher is interested in doing a study to investigate the problems Thai workers face in learning Korean and to identify the factors that help Thai workers pass the Korean language test more effectively.

According to the study of related research, the researcher defined the research aspects as 1) student factors 2) school factors. Student factors are categorized into learning behavior motivation and family. School factors are categorized into the curriculum, teacher, and physical environments such as classroom and teaching materials. The research framework is detailed in Figure 3.

Figure 3 Research framework



CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the methodology and the procedures used in data collection to determine the factors affecting the achievement of EPS Test of Proficiency in Korean of Thai workers. The content in this chapter is divided into 4 sections as follows:

3.1 Population, Sampling, and research location

3.2 Research instrument

3.3 Data Collection

3.4 Data Analysis

3.1 Population, Sampling, and research location

3.1.1 Research location

This study focuses on Udon Thani as there are numerous workers from Udon Thani working in South Korea and many Korean language schools there.

Criteria for selecting a school

- Korean language schools in Udon Thani that gained permission from the Department of Employment and Office of the Private Education Commission (OPEC), Ministry of Education to offer a Korean language program for Thai workers using the curriculum from the Department of Employment and the Ministry of Education.

- Korean language schools in Udon Thani that have offered a Korean language program for Thai workers for at least 3 years.

As a result, 3 of 5 Korean language schools that met the criteria and allowed to have their data collected for study as follows:

- large-sized schools: Udon Thani Career Development School (80 students)
- medium-sized schools: Korea Suksa School (50 students)
- medium-sized schools: GoGoKorea School (50 students)

3.1.2 Sampling

The target population of this study consisted of three groups as follows:

- 180 Thai workers who are studying in 3 Korean language school in Udon Thani
- 293 Thai workers from Udon Thani who have experience in talking Korean language test (EPS-TOPIK) and worked in South Korea in 2020 (January-September)
- 4 teachers who taught Korean to Thai workers in 3 Korean language school in Udon Thani

3.1.3 Population

The sample size was calculated by using the Taro Yamane formula with a 95% confidence level.

1. The population of this study was divided in three groups: 180 Thai workers who are studying in 3 Korean language schools in Udon Thani, 293 Thai

workers who are working in South Korea and 4 teachers who taught Korean to Thai workers in 3 Korean language schools in Udon Thani.

2. The sample size was calculated by using the Taro Yamane formula with a 95% confidence level.

$$n = \frac{N}{1 + N(e^2)}$$

n = sample size

N = population

E = acceptable sampling error

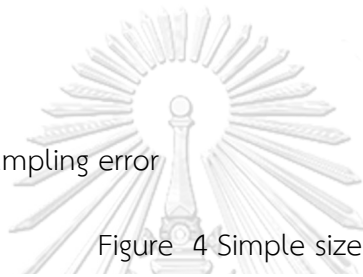


Figure 4 Simple size

The Sample Size calculator will calculate the sample size using Taro Yamane.

Enter the population study

Population Study:*

**Degree Of Error
Expected:***

Sample Size:*

Show Workings

For 95% confidence/ Population 477 people/ Degree of Error Expected 0.05

Sample size: 217.55-218

The total sample size is 218 people.

3. The sample size of Thai workers was selected by stratified random sampling: 107 Thai workers who are studying in 3 Korean language schools in Udon Thani, 107 Thai workers who are working in South Korea.

4. The sample size of teachers was selected by purposive sampling: 4 teachers who taught Korean to Thai workers in 3 Korean language schools.

3.2 Research instruments

The researcher organized questionnaires based on a review of related literature and research. In this study, the questionnaires were designed for Thai workers and the interview were designed for teachers to investigate the factors affecting the achievement of EPS Test of Proficiency in Korean of Thai workers. The questionnaires and interviews were conducted in the Thai language.

1) Questionnaire for Thai works

The questionnaire is divided into five parts.

Part 1 consist of close-ended questions intended to collect data regarding the respondents' personal information.

Part 2 consist of close-ended questions intended to survey and collect data regarding the respondents' taking the EPS-TOPIK test and Korean language class.

Part 3 consist of close-ended questions in a four-point rating scale intended to survey Thai workers' problems in Korean language learning.

Part 4 consist of close-ended questions arranged in a four-point rating scale intended to survey the factors affecting the achievement of EPS Test of Proficiency in Korean of Thai workers.

Part 5 consist of open-ended questions intended to survey the comments or suggestions regarding Korean language learning for Thai workers.

2) Interviews for teachers

The interviews are divided into two parts.

Part 1 consist of close-ended questions intended to collect data regarding the respondents' personal information.

Part 2 consist of close open-ended questions. A semi-structured interview was designed to collect more in-depth information regarding Korean language learning for Thai workers. The interviews lasted 30 minutes to 1 hour.

All of the close-end questions in the questionnaires were arranged on a five-point Likert scale that required the participants to rate each of the statements to reflect their agreement or disagreement with the statements. The five response choices given to the participants were as follows:

5 = Strongly agree or the highest level of behavior

4 = Agree or the level of behavior that you might show a lot

3 = Undecided or the level of behavior that you might show sometimes

2 = Disagree or the level of behavior that you might exhibit less

1 = Strongly disagree or the lowest level of behavior that you might express

Quality of research instruments

Step 1: The questionnaire was presented to the thesis committee for any suggestion for improvement.

Step 2: The questionnaire was corrected and adjusted in accordance with comments and recommendations made by advisor and thesis committee.

Step 3: The Index of Item-Objective Congruence (IOC) was used so as to find the content validity. In this process, the questionnaire was checked by three experts in a field of Humanities and Social Sciences as following:

1. Dr. Phaiboon Petasen, Institute of East Asian Studies, Thammasat University
2. Asst. Prof. Dr. Chavalit Sawatphol, Faculty of Humanities and Social Sciences, Suan Dusit Rajabhat University
3. Tiptida Skulthongaram, School of Humanities and Applied Arts, University of the Thai Chamber of Commerce

The Item-Objective Congruence (IOC) was used to evaluate the items of the questionnaire based on the score range from -1 to +1.

Congruent = + 1

Questionable = 0

Incongruent = -1

The items with the scores higher than or equal to 0.5 were considered appropriate; those with the scores less than 0.5 were considered inappropriate and had to be revised according to the suggestions of the experts.

3.3 Data Collection

The data collection for this study was carried out from October to November during the academic year 2021. Due to the online class, the researchers distributed the questionnaires to the schools via the Google Forms platform and interviewed the teachers at school. The questionnaires were then collected upon completion.

3.4 Data Analysis

1. Analyzing background data of samples to understand the general characteristics of the sample using descriptive statistics of frequency and percentage.
2. Analyzing Thai workers' problems in Korean language learning using descriptive statistics of mean and standard deviation.
3. Analyzing the student factors and school factors that affect the achievement of EPS Test of Proficiency in Korean of Thai workers using multiple regression analysis.

CHAPTER IV

RESULTS

The present study aimed to explore Thai workers' problems in Korean language learning and to investigate the factors affecting the achievement of EPS Test of Proficiency in Korean of Thai workers. The participants consisted of 214 Thai workers and 4 teachers who taught Korean to Thai workers in Korean language schools in Udon Thani. Data were collected by online questionnaire between October and November 2021. This chapter presents the findings of the study. The results were divided into 2 sections as follows:

- 4.1 Findings from Questionnaire
- 4.2 Findings from In-depth interviews

4.1 Findings from Questionnaire

4.1.1 Information of respondents

The demographic information provided by the respondents in the questionnaire includes their gender, age, education, occupation, Korean language learning experience, type of sector that respondents applied to, Korean language learning experience, and work experience in Korea. The respondents were divided into two groups: Thai workers who are studying Korean language in 3 Korean language schools and Thai workers who are working in South Korea. The results are shown in the following table.

4.1.1.1 Gender

Table 3 Gender of Thai workers who are studying Korean language

Gender	Frequency	Percentage
Male	59	55.1
Female	48	44.9
Total	107	100

As shown in Table 3, the majority of Thai workers who are studying Korean language were male, accounting for 59 people (55.1%), while 48 people were females (44.9%).

Table 4 Gender of Thai workers who are working in South Korea

Gender	Frequency	Percentage
Male	73	68.2
Female	34	31.8
Total	107	100

As shown in Table 4, the majority of Thai workers who are working in South Korea were male, accounting for 73 people (68.2%), while 34 people were females (31.8%).

4.1.1.2 Age

Table 5 Age of Thai workers who are studying Korean language

Age	Frequency	Percentage
Under 20 years	14	13.1
21-25 years	31	29.0
26-30 years	35	32.7
31-35 years	22	20.6
36-40 years	5	4.7
41 years or older	0	0.0
Total	107	100

As shown in Table 5, the majority of Thai workers who are studying Korean language were between 26-30 years old, accounting for 35 people (32.7%), followed by 31 people between 21-25 years old (29%), 22 people between 31-35 years old (20.6%), 14 people under 20 years old (13.1%), and 5 people between 36-40 years old (4.7%)

Table 6 Age of Thai workers who are working in South Korea

Age	Frequency	Percentage
Under 20 years	0	0
21-25 years	9	8.4
26-30 years	31	29
31-35 years	34	31.8
36-40 years	28	26.2
41 years or older	5	4.7
Total	107	100

As shown in Table 6, the majority of Thai workers who are working in South Korea were between 31-35 years old, accounting for 34 people (31.8%), followed by

31 people between 26-30 years old (29%), 28 people between 36-40 years old (26.2%), 9 people between 21-25 years old (8.4%), and 5 people 41 years or older (4.7%)

4.1.1.3 Education level

Table 7 Education level of Thai workers who are studying Korean language

Education level	Frequency	Percentage
Primary school	1	0.9
High school	37	34.6
Vocational / High Vocational	40	15.0
Bachelor's Degree	29	22.4
Total	107	100

As shown in Table 7, the majority of Thai workers who are studying Korean language had at least a vocational or high vocational diploma, accounting for 40 people (15%), followed by 37 people holding a high school diploma (34.6%), 29 people holding a bachelor's degree (22.4%), and 1 person holding a primary school diploma (0.9%).

Table 8 Education level of Thai workers who are working in South Korea

Education level	Frequency	Percentage
Primary school	4	3.7
High school	50	46.7
Vocational / High Vocational	18	16.8
Bachelor's Degree	25	23.4
Total	107	100

As shown in Table 8, the majority of Thai workers who are working in South Korea had at least a high school diploma, accounting for 50 people (46.7%), followed by 25 people holding a bachelor's degree (23.4%), 18 people holding a vocational or high vocational diploma (16.8%), and 4 people holding a primary school diploma (3.7%).

4.1.1.4 Occupation

Table 9 Occupation of Thai workers who are studying Korean language

Occupation	Frequency	Percentage
Employee of Private Company	29	27.1
Employee	25	23.4
Private Business	22	20.6
Agriculturalist	15	14.0
Unemployment	13	12.1
Student	2	1.9
Government Officer	1	0.9
Total	107	100

As shown in Table 9, the majority of Thai workers who are studying Korean language worked as employees for private companies, accounting for 29 people (27.1%), followed by 25 people working as employees (23.4%), 22 people working as private business (20.6%), 15 people working as agriculturalist (14%), 13 people unemployed (12.1%), 2 students (0.9%), and 1 person working as a government officer (0.5%).

Table 10 Occupation of Thai workers who are working in South Korea

Occupation	Frequency	Percentage
Employee	50	46.7
Private Business	21	19.6
Employee of Private Company	18	16.8
Agriculturalist	17	15.9
Unemployment	1	0.9
Student	0	0
Government Officer	0	0
Total	107	100

As shown in Table 10, the majority of Thai workers who are working in South Korea worked as employees, accounting for 50 people (46.7%), followed by 21 people working as private business (19.6%), 18 people working as employees for private companies (16.8%), 17 people working as agriculturalist (15.9%), and 1 person working as unemployment (0.9%).

4.1.1.5 Type of sector

Table 11 Type of sector that Thai workers who are studying Korean language want to apply to work in South Korea

Type of sector	Frequency	Percentage
Manufacturing sector	44	41.1
Agriculture sector	40	37.4
Construction sector	16	15
Livestock sector	7	6.5
Total	107	100

As shown in Table 11, the majority of Thai workers who are studying Korean language want to apply in the manufacturing sector, accounting for 44 people

(41.1%). Next is the agriculture sector for 70 people (37.4%), followed by the construction sector for 16 people (15%), and the livestock sector for 7 people (6.5%).

Table 12 Type of sector that Thai workers who are working in South Korea applied to work in South Korea

Type of sector	Frequency	Percentage
Manufacturing sector	62	57.9
Agriculture sector	30	28
Construction sector	9	8.4
Livestock sector	6	5.6
Total	214	100

As shown in Table 12, the majority of Thai workers who are working in South Korea applied in the manufacturing sector, accounting for 62 people (57.9%). Next is the agriculture sector for 30 people (28%), followed by the construction sector for 9 people (8.4%), and the livestock sector for 6 people (5.6%).

4.1.1.6 Korean language learning experience

Table 13 Korean language learning experience of Thai workers who are studying Korean language

Korean language learning experience	Frequency	Percentage
Inexperienced	8	7.5
Less than 1 month	53	49.5
1 - 6 months	38	35.5
6 months - 1 year	6	5.6
1-3 years	1	0.9
More than 3 years	1	0.9
Total	107	100

As shown in Table 13, the majority of Thai workers who are studying Korean language learned the Korean language for less than 1 month, accounting for 53 people (49.5%), followed by 38 people who studied for between 1 - 6 months (35.5%), 8 inexperienced people (7.5%), 6 people who studied for 6 months - 1 year (5.6%), 1 person who studied for between 1-3 years (0.9%), and 1 person who studied for more than 3 years (0.9%).

Table 14 Korean language learning experience of Thai workers who are working in South Korea

Korean language learning experience	Frequency	Percentage
Inexperienced	12	11.2
Less than 1 month	48	44.9
1 - 6 months	31	29.0
6 months - 1 year	8	7.5
1-3 years	4	3.7
More than 3 years	4	3.7
Total	107	100

As shown in Table 14, the majority of Thai workers who are working in South Korea learned the Korean language for less than 1 month, accounting for 48 people (44.9%), followed by 31 people who studied for between 1 - 6 months (29%), 12 inexperienced people (11.2%), 8 people who studied for 6 months - 1 year (7.5%), 4 people who studied for between 1-3 years (3.7%), and 4 people who studied for more than 3 years (3.7%).

4.1.1.7 Work experience in South Korea

Table 15 Work experience in Korea of Thai workers who are studying Korean language

Work experience in Korea	Frequency	Percentage
No	105	98.1
Yes	2	1.9
- with a visa and work permit	0	0
- without a visa or work permit	2	100
Total	107	100

As shown in Table 15, the majority of Thai workers who are studying Korean language inexperience in working in South Korea, accounting for 105 people (98.1%). The next is who have experience working in South Korea for 2 people (1.9%), with 2 people (100%) who have worked without a visa or work permit.

Table 16 Work experience in Korea of Thai workers who are working in South Korea

Work experience in Korea	Frequency	Percentage
No	0	0
Yes	107	100
- with a visa and work permit	106	99.1
- without a visa or work permit	1	0.9
Total	107	100

As shown in Table 16, the majority of Thai workers who are working in South Korea have experience in working in South Korea, accounting for 107 people (99.1%), with 106 people (99.1%) who have worked with a visa and work permit and 1 person (0.9%) who have worked without a visa or work permit.

4.1.1.8 Korean language test (EPS-TOPIK) experience

Table 17 Korean language test (EPS-TOPIK) experience of Thai workers who are studying Korean language

Korean language test (EPS-TOPIK) experience	Frequency	Percentage
No	62	57.9
Yes	45	42.1
- pass	26	57.8
- fail	19	42.2
Total	107	100

As shown in Table 17, the majority of Thai workers who are studying Korean language inexperience in taking the Korean language test (EPS-TOPIK), accounting for 62 people (57.9%). Next is who have experience in taking the Korean language test (EPS-TOPIK) for 45 people (42.1%), with passed the test, accounting for 26 people (57.8%), and 19 people failed the test (42.2%).

Table 18 Korean language test (EPS-TOPIK) experience of Thai workers who are working in South Korea

Korean language test (EPS-TOPIK) experience	Frequency	Percentage
No	0	0
Yes	107	100
- pass	107	100
- fail	0	0
Total	107	100

As shown in Table 18, the majority of Thai workers who are working in South Korea have experience in taking the Korean language test (EPS-TOPIK), accounting for 107 people (100%), with passed the test, accounting for 107 people (100%).

According to Table 17 and Table 18, the majority of respondents who have experience in taking the Korean language test (EPS-TOPIK), accounting for 152 people (71%), followed by 62 people (29%) inexperience in taking the Korean language test (EPS-TOPIK).

4.1.1.9 Difficulty in part of the Korean language test (EPS-TOPIK)

Table 19 Difficulty in part of the Korean language test (EPS-TOPIK)

Difficulty in part of the Korean language test (EPS-TOPIK)	Mean	S.D.
Grammar	4.05	0.72
Reading	3.09	0.87
Listening	3.43	0.87
Vocabulary	3.15	0.89
Total	3.43	0.84

As shown in Table 19, the respondents who have experience in taking the Korean language test (EPS-TOPIK) agree that the most difficult part in the Korean language test (EPS-TOPIK) is grammar with a mean score of 4.05. Next is listening with a mean score of 3.43, followed by vocabulary with a mean score of 3.15, and reading with a mean score of 3.09.

4.1.1.10 Cost of the Korean language test (EPS-TOPIK)

Table 20 Cost of the Korean language test (EPS-TOPIK)

Cost of the Korean language test (EPS-TOPIK)	Frequency	Percentage
Not expensive	123	80.9
Expensive	29	19.1
Total	152	100

As shown in Table 20, the majority of respondents who have experience in taking Korean language test (EPS-TOPIK) agree that the cost of the Korean language test (EPS-TOPIK) is not expensive, accounting for 123 people (80.9%), but some agree that it is expensive, accounting for 29 people (19.1%).

4.1.1.11 Problems in paying for the Korean language test (EPS-TOPIK)

Table 21 Problems in paying for the Korean language test (EPS-TOPIK)

Problems in paying for the Korean language test (EPS-TOPIK)	Frequency	Percentage
No	133	87.5
Yes	19	12.5
Total	152	100

As shown in Table 21, the majority of respondents who have experience in taking the Korean language test (EPS-TOPIK) have no problems in paying for the Korean language test (EPS-TOPIK), accounting for 133 people (87.5%), but some have problems in paying for the Korean language test (EPS-TOPIK), accounting for 19 people (12.5%).

4.1.1.12 Need among Thai workers of the paying cost of the test

Table 22 Need among Thai workers of the paying cost of the test

Need among Thai workers of the paying cost of the test (in Baht)	Frequency	Percentage
100	2	1.3
200	4	2.6
300	8	5.3
400	5	3.3
500	48	31.6
600	7	4.6
700	11	7.2
800	51	33.6
900	1	0.7
1000	14	9.2
1200	1	0.7
Total	152	100

As shown in Table 22, the majority of respondents who have experience in taking Korean language test (EPS-TOPIK) prefer the cost of the test at about 800 Baht, accounting for 51 people (33.6%). Next is 500 Baht for 48 people (31.6%), followed by 1000 Baht for 14 people (9.2%), 700 Baht for 11 people (7.2%), 300 Baht for 8 people (5.3%), 400 Baht for 5 people (3.3%), 200 Baht for 4 people (2.6%), 100 Baht for 2 people (1.3%), 900 Baht for 1 people (0.7%), and 1000 Baht for 1 person (0.7%).

4.1.1.13 Satisfaction towards the examination center

Table 23 Satisfaction towards the examination center

Satisfaction towards the examination center	Frequency	Percentage
Strongly agree	16	10.5
Agree	77	50.7
Undecided	56	36.8
Disagree	2	1.3
Strongly disagree	1	0.7
Total	152	100

As shown in Table 23, the majority of respondents who have experience in taking Korean language test (EPS-TOPIK) agree that the examination center is appropriate, accounting for 77 people (50.7%). Next is undecided for 56 people (36.8%), followed by strongly agree for 16 people (10.5%), next is disagree for 2 people (1.3%), and strongly disagree for 1 person (0.7%).

4.1.1.14 Need of Thai workers for the duration of learning Korean language

Table 24 Need of Thai workers who are studying Korean language for the duration of learning language

Need of Thai workers for the duration of learning the Korean language	Frequency	Percentage	Total
1 month	39	19.9	107
2 months	36	18.4	107
3 months	41	20.9	107
4 months	20	10.2	107
5 months	18	9.2	107
6 months	28	14.3	107
more than 6 months	14	7.1	107

As shown in Table 24, the majority of Thai workers who are studying Korean language prefer to learn the Korean language for about 3 months, accounting for 41 people (20.9%). Next is 1 months for 39 people (19.9%), followed by 2 months for 36 people (18.4%), 6 months for 28 people (14.3%), 4 months for 20 people (10.2%), 5 months for 18 people (9.2%), and more than 6 months for 14 people (7.1%).

Table 25 Need of Thai workers who are working in South Korea for the duration of learning language

Need of Thai workers for the duration of learning the Korean language	Frequency	Percentage	Total
1 month	27	18	107
2 months	29	19.3	107
3 months	43	28.7	107
4 months	13	8.7	107
5 months	8	5.3	107
6 months	20	13.3	107
more than 6 months	10	6.7	107

As shown in Table 25, the majority of Thai workers who are working in South Korea prefer to learn the Korean language for about 3 months, accounting for 43 people (28.7%). Next is 2 months for 29 people (19.3%), followed by 1 month for 27 people (18%), 6 months for 20 people (13.3%), 4 months for 13 people (8.7%), more than 6 months for 10 people (6.7%), and 5 months for 8 people (5.3%).

4.1.1.15 Need of Thai workers for the time to learn the Korean language

Table 26 Need of Thai workers for the time to learn the Korean language

Need of Thai workers for the time to learn the Korean language	Frequency	Percentage	Total
Morning (8.00-12.00)	82	32.8	214
Afternoon (13.00-17.00)	140	56.0	214
Night (18.00-22.00)	28	11.2	214

As shown in Table 26, the majority of respondents need to learn Korean language in the afternoon, accounting for 140 people (56%). Next is in the morning for 82 people (32.8%), followed by at night for 28 people (11.2%).

4.1.1.16 Need of Thai workers for Korean language learning

Table 27 Need of Thai workers who are studying Korean language for Korean language learning

Need of Thai workers for Korean language learning	Frequency	Percentage	Total
Listening	83	20.9	107
Speaking	75	18.9	107
Grammar	72	18.1	107
Vocabulary	67	16.9	107
Reading	59	14.9	107
Writing	41	10.3	107

As shown in Table 27, the majority of Thai workers who are studying Korean language need to learn the Korean language in listening for 83 people (20.9%), followed by speaking for 75 people (18.9%), grammar for 72 people (18.1%), vocabulary for 67 people (16.9%), reading for 59 people (14.9%), and writing for 41 people (10.3%).

Table 28 Need of Thai workers who are working in South Korea for Korean language learning

Need of Thai workers for Korean language learning	Frequency	Percentage	Total
Speaking	82	25.6	107
Listening	70	21.9	107
Grammar	65	20.3	107
Vocabulary	48	15	107
Writing	28	8.8	107
Reading	27	8.4	107

As shown in Table 28, the majority of Thai workers who are working in South Korea need to learn the Korean language in speaking for 82 people (25.6%), followed by listening for 70 people (21.9%), grammar for 65 people (20.3%), vocabulary for 48 people (15%), writing for 28 people (8.8%), and reading for 27 people (8.4%).

4.1.2 Problems and obstacles in Korean language learning

Table 29 Problems in Korean language learning of Thai workers who are studying Korean language

Problems in Korean language learning	Mean	S.D.
Grammar	4.06	0.88
Listening	3.60	0.90
Speaking	3.50	0.84
Vocabulary	3.29	0.95
Writing	3.00	0.92
Reading	2.86	0.94
Total	3.38	0.92

As shown in Table 29, the majority of Thai workers who are studying Korean language have problems with Korean language learning in grammar with a mean score of 4.06. Next is listening with a mean score of 3.60, followed by speaking with a mean score of 3.50, vocabulary with a mean score of 3.29, writing with a mean score of 3.00 and reading with a mean score of 2.86.

Table 30 Problems in Korean language learning of Thai workers who are working in South Korea

Problems in Korean language learning	Mean	S.D.
Grammar	4.38	0.88
Listening	3.85	0.90
Speaking	3.63	0.84
Vocabulary	3.27	0.95
Writing	3.17	0.92
Reading	3.10	0.94
Total	3.57	0.88

As shown in Table 30, the majority of Thai workers who are working in South Korea have problems with Korean language learning in grammar with a mean score of 4.38. Next is listening with a mean score of 3.85, followed by speaking with a mean score of 3.63, vocabulary with a mean score of 3.27, writing with a mean score of 3.17 and reading with a mean score of 3.10.

Table 31 Obstacles in Korean language learning of Thai workers who are studying Korean language

Obstacles in Korean language learning	Mean	S.D.
Korean language proficiency level is not good enough.	2.87	1.12
The learning hours are insufficient.	2.75	1.07
Lack of opportunities to develop Korean language skills.	2.70	1.13
Textbooks or teaching materials are not suitable for learners.	2.33	1.12
Teaching materials are insufficient.	2.28	1.11
Teachers cannot explain well.	2.21	1.00
Total	2.52	1.09

As shown in Table 31, the majority of Thai workers who are studying Korean language have obstacles in Korean language learning as they think their Korean language proficiency level is not good enough with a mean score of 2.87. Next is, the learning hours are not enough with a mean score of 2.75, followed by lack of opportunities to develop their Korean language skills with a mean score of 2.70. On the other hand, textbooks, teaching materials, and teachers were not the main obstacles in Korean language learning.

Table 32 Obstacles in Korean language learning of Thai workers who are working in South Korea

Obstacles in Korean language learning	Mean	S.D.
Lack of opportunities to develop Korean language skills.	3.70	1.18
Korean language proficiency level is not good enough.	2.96	0.88
The learning hours are insufficient.	2.64	1.18
Textbooks or teaching materials are not suitable for learners.	2.44	0.94
Teaching materials are insufficient.	2.38	0.94
Teachers cannot explain well.	2.34	0.98
Total	2.74	1.02

As shown in Table 32, the majority of Thai workers who are working in South Korea have obstacles in Korean language learning as lack of opportunities to develop their Korean language skills with a mean score of 3.70. Next is, they think their Korean language proficiency level is not good enough with a mean score of 2.96, followed by the learning hours are not enough with a mean score of 2.64. On the other hand, textbooks, teaching materials, and teachers were not the main obstacles in Korean language learning.

4.1.3 Factors affecting the achievement of EPS Test of Proficiency in Korean of

Thai workers

Table 33 Comparison of factors affecting the achievement of EPS Test of Proficiency in Korean

Target	Student factors	School factors
Thai workers who are studying Korean language	3.75	4.07
Thai workers who are working in South Korea	3.87	4.27

As shown in Table 33, Thai workers who are studying Korean language have the student factors with a mean score at 3.75 and school factors with a mean score 4.07. While Thai workers who are working in South Korea the student factors with a mean score at 3.87 and school factors with a mean score at 4.27. Two groups of Thai workers have the student factors and school factors at a high level.

Table 34 Multiple regression analysis results

Factor	<i>B</i>	SE	Beta	t	Sig.
Student factor					
Learning behavior	.173	.074	.200	2.336	.020*
Motivation	-.082	.118	-.066	-.696	.487
Family	-.109	.047	-.167	-2.333	.021*
School factor					
Teacher	-.202	.094	-.202	-2.155	.032*
Curriculum	-.021	.068	-.030	-.312	.755
Physical environment	.018	.062	.024	.287	.775
R = 0.326 R square = 0.106 Significant level 0.05					

As shown in Table 34, it is shown that the factors affecting the achievement of EPS Test of Proficiency in Korean of Thai workers at a statistical significance of 0.05 for student factors including learning behavior (0.020) and family (0.021), and school factors including teacher (0.032). The factors that have not statistical significance of 0.05 are motivation, curriculum, and physical environment.

4.1.4 Comments or suggestions regarding Korean language learning for Thai workers

The majority of Thai workers who are studying Korean language gave their opinions as follows:

“For people who have a full-time job, it is difficult to find time to study. It would be nice if we had the option to study whenever we wanted.”

“Online learning makes it more difficult to learn. It would be more enjoyable if we could study in a classroom and interact with the teachers.”

“I want everyone who passed the test to be able to go to work without being chosen by the employer. Some people quit their full-time jobs to study languages, but it may be a waste of time if you pass the test but are not chosen.”

“I passed the test. I want a job contract and to start working in South Korea as soon as possible.”

“Learning a language is appropriate. However, the selection and duration are quite lengthy and there are a lot of expenses that come with after getting a contract.”

The majority of Thai workers who are working in South Korea gave their opinions as follows:

“Thai workers should spend more time on listening and speaking in the classroom because the main problem is that they are unable to listen to or communicate with employers when they go to work.”

“Thai workers should be required to take a course, which may last three or six months. to identify those who wish to go and will help Thai workers in improving their Korean language skills.”

“Schools should offer longer courses and require students to take an achievement test to determine whether they passed or failed the course, as well as be accompanied by a native-speaking teacher in order to become familiar with the accent and speaking style of Korean people.”

“Grammar should be emphasized because it's not just about passing the Korean language test, and also speaking and listening should be emphasized.”

“I want teachers to encourage students to express themselves, to speak up, and to communicate because Thai workers do not dare to speak.”

“ Thai workers only study to pass the Korean language test. Workers from other countries, on the other hand, learn to use it for daily communication.”

To sum up, the majority of respondents desired more study time. Korean language programs for Thai workers should be set aside for 3 or 6 months and have a test to measure their language ability before the end of the program. They would

like to learn listening and speaking skills because Thai workers are unable to communicate with employers. They also want to study with a Korean teacher to become familiar with the Korean accent. Moreover, the current Covid-19 situation, the online class makes it more difficult to learn. They also expressed dissatisfaction with the delays in sending Thai labor to South Korea that they have passed the test and are waiting to go to South Korea, but they have to wait for longer than usual.

4.2 Findings from In-depth interviews

4.2.1 Information of interviewees

Table 35 Information of interviewees

	Frequency	Percentage
Gender		
Female	4	100
Age		
26-30 years old	3	75
31-35 years old	1	25
Education level		
Bachelor's Degree in Korean language major	4	100
Salary		
15,001-20,000 baht	1	25
20,001-25,000 baht	3	75
Duration of learning Korean language		
3-5 years	1	25
6-8 years	3	75
Duration of teaching Korean language		
1-3 years	2	50
4-6 years	2	50

Test of Proficiency in Korean (TOPIK)		
Level 3	1	25
Level 4	4	75
Korean language test (EPS-TOPIK) experience		
No	1	25
Yes	3	75
Work experience in South Korea		
No	4	100

As shown in Table 35, 4 teachers from Korean language schools in Udon Thani participated in the study. All four were females aged between 26-30 years old for 2 teachers and between 31-35 years old for 1 teacher. All four were holding bachelor's degrees in the Korean language. 3 teachers earned salaries between 20,100-25,000 baht per month, while the other earned salary between 15,100-20,000 baht per month. 3 teachers had from six to eight years of experiences in Korean language learning, while the other had from 3-5 years of experiences in Korean language learning. 2 teachers had from one to three years of experiences in Korean language teaching, while 2 teachers had from 4-8 years of experiences in Korean language teaching. 3 teachers had the Test of Proficiency in Korean (TOPIK) at level 4, while the other had the Test of Proficiency in Korean (TOPIK) at level 3. 3 teachers had Korean language test (EPS-TOPIK) experience, while the other had no Korean language test (EPS-TOPIK) experience. All four had on work experience in South Korea.

4.2.2 Teachers' opinions toward the problems of Korean language learning of

Thai workers

The findings from the interviews of four teachers who taught the Korean language revealed that students had a problem with Korean language skills, and they needed to improve their Korean language skills. The teachers who taught the Korean language are described in Table 36.

Table 36 Teachers' opinions toward the problems of Korean language learning of Thai workers

Participants	Teachers' opinions toward the problems of Korean language learning of Thai workers
Teacher 1	She uses lecture methods and game-based learning to arouse students' interest. She mainly focuses on memorizing vocabularies. Her instruction will be adapted to the needs of the students. Books and videos are the best materials in use. She stated that teaching grammar and listening was the most difficult thing. Students struggle with grammar and vocabulary, so it is difficult for them to comprehend long sentences. She suggests that students work on their listening and vocabulary skills. Overall, she considered the students' abilities were good.
Teacher 2	She uses mostly lecture methods in order to acquire knowledge and concept of Korean language. Her teaching methods include both

	<p>book-based and video-based instruction. She stated that teaching grammar and vocabulary was the most difficult because students were still lacking in those skills. She also wanted students to work on improving their speaking skills. As for reading skills, students can read Korean fluently and memorize a large number of vocabularies. She considered the abilities of all students at a good level.</p>
Teacher 3	<p>She teaches mainly by lecturing and using books and PowerPoints. She also emphasizes using word cards to teach students how to practice memorizing vocabularies. Her students can remember the words better this way. She stated that grammar was the most difficult part and that students struggled with listening skills because the learning style did not focus on listening. Overall, she considered the students' abilities were good.</p>
Teacher 4	<p>She teaches by using books and picture cards. She teaches grammar by lecturing and teaches vocabularies by playing game. She stated that the grammar part has a lot of content, making it difficult to teach. She emphasizes only the important parts of the exam because it will benefit the students. She suggested students to review the vocabulary frequently in order to pass the test. Overall, she considered the abilities of all students at a good level.</p>

To sum up, the teachers also mainly taught by lecturing method and used book, game, and vocabulary cards in class. In addition, the teachers mostly shared similar opinions toward the problems of Korean language learning among Thai workers in that Thai workers had problems with grammar, vocabulary and listening. They also needed to improve their listening skills, speaking skills, and vocabulary.

4.2.3 Teachers' opinions toward the factors affecting the achievement of EPS Test of Proficiency in Korean of Thai workers

The findings from the interviews of three teachers who taught the Korean language revealed that the teachers agreed that the factor affecting the achievement of EPS Test of Proficiency in Korean of Thai workers was student factors. The teachers who taught the Korean language are described in Table 37.

Table 37 Teachers' opinions toward the factors affecting the achievement of EPS Test of Proficiency in Korean of Thai workers

Participants	Teachers' opinions toward the factors affecting the achievement of EPS Test of Proficiency in Korean of Thai workers.
Teacher 1	She stated that the length of the Korean language course was sufficient, and the study time was appropriate. The majority of the students had no family problems. She believed that the factor that enabled students to pass the Korean language test was the students themselves. Students who were dedicated and willing to study were able to pass the test. All teachers were completely dedicated to

	teaching students, so passing was completely up to the students.
Teacher 2	<p>She stated that the 120-hour Korean language course was sufficient. For the study time, it was appropriate because there were numerous study formats available, both online and onsite. Students could learn whenever it was most convenient for them. However, some students had family issues as a result of their families' inability to cover the costs of their education, meaning they had to take out loans to cover their tuition. She claimed that the students were the factor that enabled them to pass the Korean language test because the curriculum was tailored to their needs and all teachers were fully committed to teaching them. Thus, it was up to the student whether they passed the test.</p>
Teacher 3	<p>She claimed that the course of study was long enough to prepare for the test. However, because the current test is more difficult, the study time should be increased even more. This will allow the teacher to teach more thoroughly. It will also be beneficial if there is more time to teach. She was unable to identify or understand the students' family problems. Some students are forced to attend school, and they do not enjoy studying, but this is extremely rare. However, the majority of students' families seemed supportive of</p>

	<p>their child's studies. She believed that schools had the responsibility to ensure that students passed their tests, so the students were the most important factor, followed by the teacher and the school.</p>
Teacher 4	<p>She said that the duration of learning a language at the basic level was sufficient, however, more study time should be given to the development of students' language skills. She believed that even if students have less time to study, they will be able to pass the tests if they study hard, memorize the vocabularies, and practice the old exams every day. She also believed that teachers play an important role because if teachers are well prepared to teach the content, students will gain useful knowledge and enjoy learning. Therefore, both student factor and teacher factor play a role in learning Korean in preparation for a Korean language test.</p>

To sum up concerning, the teachers' opinions toward the factors affecting the achievement of EPS Test of Proficiency in Korean of Thai workers, the teachers mostly shared similar opinions that the factor most affecting the achievement of EPS Test of Proficiency in Korean of Thai workers was the student factor. The teachers agreed that the most important factor was student, followed by the school. However, family may also play a role, but it has a minor impact.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This study aimed to explore Thai workers' problems in Korean language learning and to investigate the factors affecting the achievement of EPS Test of Proficiency in Korean of Thai workers. The participants consisted of 214 Thai workers and 4 teachers who taught Korean language to Thai workers in a Korean language school in Udon Thani. Data collection was done by online questionnaire and interviewing between October and November 2021. Data were analyzed through Excel and SPSS computer programs with a 0.05 level of significance. Descriptive statistics were used with percentage, mode, mean and standard deviation and inferential statistics with multiple regression.

This chapter presents a summary of the research findings, discussion and recommendations in the following sections:

5.1 Conclusions

5.2 Discussion

5.3 Recommendations

5.4 Limitations

5.1 Conclusions

5.1.1 Personal Information Conclusion

A total of 214 Thai workers responded to the questionnaire. The majority of respondents were male. It might be because job is difficult and dangerous, males are more interested and choose to work than females. The majority of Thai workers who are studying Korean language worked as employee of private company being between 26-30 years old, while the majority of Thai workers who are working in South Korea worked as employees being between 31-35 years old. It might be because they desired higher pay, therefore, they desired to go to work in South Korea. The majority of respondents had a high school education and a vocational or high vocational. It might be because the EPS system does not require educational qualifications to apply. Thus, everyone has the opportunity to work in South Korea. Moreover, the number of Thai workers holding bachelor's degree indicates that those who have finished their studies but are unable to find work in Thailand are more interested in working in South Korea. The majority of respondents apply to the manufacturing sector. It might be because the manufacturing sector employs more workers than other sectors. The majority of respondents had learned the Korean language for less than one month. Thai workers who are working in South Korea had experience in taking the Korean language test (EPS-TOPIK) and passed the test the first time. It can be seen that Thai workers who study Korean from a Korean language school have a high chance of passing the test. They thought that the most difficult

part of the test was grammar, followed by the listening part, vocabulary part, and reading part. The majority of respondents agreed that the cost of the Korean language test (EPS-TOPIK) was not expensive, and they had no problem paying for the test. They would like to pay for the test at the regular cost, which is 800 baht, and they were mostly satisfied with the examination center.

Four teachers from Korean language schools in Udon Thani were interviewed. All teachers were females holding bachelor's degrees in the Korean language. The majority of teachers earned salaries between 20,001-25,000 baht per month, had mostly from six to eight years of Korean language-learning experience, and had from one to three years of Korean language teaching experience. They had the Test of Proficiency in Korean (TOPIK) mostly at level 3 (intermediate) and level 4 (high intermediate) and mostly had Korean language test (EPS-TOPIK) experience but did not have work experience in South Korea.

5.1.2 Problems in Korean language learning of Thai workers

In this study, 214 Thai workers pointed out that grammar was the main problem in Korean language learning. They also had problems with listening and speaking skills. Thai workers who are studying Korean language thought that their Korean language proficiency level is not good enough, while Thai workers who are working in South Korea thought that they lacked opportunities to develop their Korean language skills. In terms of the needs of Korean language learning, the majority of respondents had learned the Korean language for less than one month.

They would like to learn the Korean language for 1-3 months in the afternoon between 13.00 and 17.00 p.m. It might be because they do not want to spend too much time learning because of the cost. Thai workers who are studying Korean language would like to practice more about listening skills, while Thai workers who are working in South Korea would like to practice more about speaking skills. It might be because Thai workers who are working in South Korea have the experience of living in Korea. Thus, they know the communication problems they face when working in Korea.

5.1.3 Factors affecting the achievement of EPS Test of Proficiency in Korean of Thai workers

The results revealed that the student factors and the school factors were both at a high level. Thai workers who are working in South Korea and Thai workers who are studying Korean language had a difference in the mean score of both student factors and school factors. It might be because they had different experiences. Thai workers working in South Korea who passed the test will be able to identify the factors that affect the achievement of EPS Test of Proficiency in Korean. In terms of the factors affecting the achievement of EPS Test of Proficiency in Korean of Thai workers, learning behavior, family, and teacher had a statistical significance at the 0.05 level, while motivation, curriculum, and physical environment had not statistical significance of 0.05.

5.1.4 Results of Interviews

Regarding teacher's opinions toward the problems of Korean language learning of Thai workers, it was found that the teachers shared similar opinions toward the problems of Korean language learning of Thai workers; Thai workers had problems in grammar, vocabulary, and listening, and they needed to improve their listening skills, speaking skills, and vocabulary. Moreover, the teachers shared similar opinions that the factor most affecting the achievement of EPS Test of Proficiency in Korean of Thai workers was the student factor. The teachers agreed that the most important factor was the student, followed by the school.

5.2 Discussion

In the study of the factors affecting the achievement of EPS Test of Proficiency in Korean of Thai workers, the researcher summarizes the results and related research as follows.

5.2.1 Problems in Korean language learning of Thai workers

The results revealed that Thai workers' main problems in Korean language learning concerned grammar, listening, and speaking. They had obstacles with Korean language learning as they lacked opportunities to practice their skills and their Korean language proficiency level is poor. Likewise, the teacher stated that students struggled with grammar, vocabulary, and listening, so it was difficult for them to comprehend long sentences. This is consistent with the first assumption that "Thai

workers' problems in Korean language learning is a lack of language development opportunities". Due to the short duration of the Korean language programs, Thai workers mostly took courses for one month before taking the test. Therefore, they had less time to learning Korean language and it was difficult to understand the language in a short period of time. Moreover, Thai workers learned the Korean language from Thai teachers, so they had little opportunity to improve their speaking skill and listening skill. This finding is consistent with Kraiphon (2009), who studied the expectations and preparation for readiness to go to South Korea to work as Thai labor and their opinions on problems, obstacles, and ways to improve the EPS System. It was found that the problems and obstacles of Thai labor are that Thai workers are not good at the Korean language. Another study by Kulkolkarn (2019), who pointed out the problems of Thai workers in Korean language learning that Thai workers studied for the test for only two months, compared to Vietnamese and Indonesian workers who learned the Korean language for several months and achieved higher scores.

In addition, it was discovered from the interviews that teachers were proficient in teaching, but they used the same teaching method of focusing on vocabulary memorization. As a result, students are unable to practice listening and speaking skills, which is necessary. Students would be better able to pass the Korean language test if they spend more time to learn the Korean language and improve their language skills. It's in line with the finding in Table 24 and Table 25 that Thai

workers need more time to study the Korean language and would like to improve their speaking and listening skills, as well as learn more about grammar. Moreover, despite passing the Korean language test, they were unable to listen to and converse with Korean employers. “Thai workers should spend more time on listening and speaking in the classroom because the main problem is that they are unable to listen to or communicate with employers when they go to work.” one Thai worker claimed.

5.2.2 Factors affecting the achievement of EPS Test of Proficiency in Korean of Thai workers

The results revealed that the student factors and school factors affect the achievement of EPS Test of Proficiency in Korean of Thai workers at a high level. According to the hypothesis testing using multiple regression as shown in Table 34, it was found that learning behavior, family, and teacher affecting the achievement of EPS Test of Proficiency in Korean of Thai workers with a statistical significance at 0.05 level. This is consistent with the second assumption that “The factors affecting the achievement of EPS Test of Proficiency in Korean of Thai workers are student factors and school factors” which can be described as follows:

1. Student factors consisting of learning behavior and family affect the achievement of EPS Test of Proficiency in Korean of Thai workers with statistical significance at the 0.05 level. This means that Thai workers who have good study behaviors and test preparation, including regular and punctual attendance, reviewing

lessons for the test by taking practice tests, and studying more from other learning sources, will be able to pass the Korean language test. Furthermore, Thai workers whose families encouraged and supported them in learning felt more confident about their tests and had a better probability of success. This finding is consistent with Wongsuthep (2018), whose research aimed to validate the causal model of the factors influencing Chinese language achievement. It was found that the factors which affected Chinese language achievement were student behavior and parent support. These factors encouraged students to have good mental and physical health to study and achieve academic success.

However, the motivation did not affect the achievement of EPS Test of Proficiency in Korean of Thai workers with statistical significance at the 0.05 level. This means that motivation affected the achievement of EPS Test of Proficiency in Korean of Thai workers less than learning behavior and family. Students are motivated to work in South Korea, so they make an effort to learn Korean and focus on studying in order to pass the Korean language test. This finding is not consistent with Paianon (2016), who studied the factors affecting Japanese Learning Achievement among Matthayomsuksa 6 students. It was found that the achievement motivation and attitude toward Japanese were the factors affecting Japanese learning achievement.

2. School factors consisting of teacher affect the achievement of EPS Test of Proficiency in Korean of Thai workers with statistical significance at the 0.05 level.

This means that teachers assisted students by giving knowledge, direction, and assistance in studying and preparing for tests. Teachers are skilled at teaching, organizing engaging learning activities, and caring for as well as assisting students. As a result, students will be able to learn the Korean language effectively. This finding is consistent with Paianon (2016) who studied the level of the factors affecting the Japanese Learning Achievement among Matthayomsuksa 6 students. The results showed that teachers' teaching quality was a factor at a high level. If the teacher's teaching quality was high, it would also aid in the students' language proficiency because high efficiency teaching is caused by teachers who are well prepared to teach, select content that is suitable for teaching activities, and also have teaching techniques to ensure that students comprehend and enjoy learning.

However, the curriculum and physical environment did not affect the achievement of EPS Test of Proficiency in Korean of Thai workers with statistical significance at the 0.05 level. This means that the Korean language programs for Thai workers were designed to meet Thai workers' specific needs. Furthermore, the learning environments were suitable. As a result, Thai workers are satisfied with teaching and learning the Korean language. This finding is not consistent with EL-Omari (2016) who investigated the factors affecting the achievement of students learning English as a foreign language. The findings showed that there is a significant relationship between students' achievement in English language learning and extracurricular factor. The extracurricular factor, which includes using academic

materials such as books, newspaper and dictionaries played a crucial role in language learning. This is an indication that students whose schools provide academic materials have higher achievement at English language learning than students whose schools do not provide academic materials.

Overall, the problems of learning Korean of Thai workers not only affect learning Korean at present, but it also will have an impact on their work in the future when they go to work in South Korea. Due to a short duration of learning, it causes difficulties in learning Korean language. Thai workers have less opportunity to improve their language skills and less time to prepare for the test. Thai workers who learn Korean for only one month will pass the exam only if they study hard and practice the old exams on a regular basis. Moreover, the family is a factor that will motivate workers to study with a positive attitude. However, learning Korean in a short period of time is challenging. Teachers play a crucial role in the development of Thai workers. As all teachers have teaching experience, they can teach Korean to Thai workers from the beginning even in a short time. Therefore, the problem may be solved by setting the standard time for studying Korean language in order to develop Thai workers who are more proficient in the Korean language. If Thai workers' Korean language abilities can be improved, more Thai workers will pass the test and they will be able to communicate with their Korean employers more effectively.

5.3 Recommendations

5.3.1 Recommendations for the Ministry of Labor, Ministry of Education and Korean language institutions

1. The Office of the Private Education Commission (OPEC), Ministry of Education should have a policy to send Korean teachers to teach Korean in Korean language schools for Thai workers in order to develop Korean language teaching and improve Thai workers' Korean language skills.

2. The Department of Employment, Ministry of Labor should determine the length of time to study Korean as a criterion for eligibility to take the Korean language test.

3. The Department of Skill Development, Ministry of Labor should offer a free Korean language-training course to Thai workers on a continuous basis in order to increase the number of Thai workers and to ensure that all Thai workers have an equal opportunity to learn Korean.

4. Korean language schools should emphasize in listening and speaking skills, and a course on workplace conversation should be added to enable Thai workers to communicate with their employers.

5. More Korean language courses should be added at local universities and schools to meet the future demands of Thai people who want to work in South Korea.

5.3.2 Recommendations for the further research

1. A larger sample size should be studied, and it should not be limited to Udon Thani. For example, Thai workers in the North or other parts of the country should be examined as well in order to see more problems in learning Korean among Thai workers.

2. Other factors that could affect the achievement of EPS Test of Proficiency in Korean of Thai workers, such as the friend factor, should be investigated in order to correctly solve problems and support Thai workers' Korean language learning.

3. The further research should compare the factor affect the achievement of EPS Test of Proficiency in Korean between Thai workers who passed the test and Thai workers who failed the test.

4 . To gain deeper information about the problems in Korean language learning, it should interview the school administrators.



5.4 Limitations

Due to the epidemic of COVID-19, many schools closed onsite teaching and switched to online teaching. As a result, research has become much more difficult. The researcher had to change the method used for collecting data to an online questionnaire. The researcher found that the number of respondents was less than expected. This could be because Thai workers are not interested in answering online questionnaires. As a result, data collection took longer than it should have.

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APPENDICES



จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

แบบสอบถามสำหรับผู้เรียน

ปัจจัยที่ส่งผลต่อผลการทดสอบความสามารถภาษาเกาหลีของแรงงานไทย

กรณีศึกษาโรงเรียนสอนภาษาเกาหลีในจังหวัดอุดรธานี

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงใน และเขียนคำตอบลงในช่องว่าง

1. เพศ ชาย หญิง

2. อายุ ปี

3. ระดับการศึกษาขั้นสูงสุด

ประถมศึกษา

มัธยมศึกษา

ปวช. สาขา

ปวส. สาขา

ปริญญาตรี คณะ/สาขา

ปริญญาโทหรือสูงกว่า คณะ/สาขา

4. อาชีพ

ข้าราชการ/รัฐวิสาหกิจ

พนักงานบริษัทเอกชน

ธุรกิจส่วนตัว

รับจ้าง

เกษตรกร

อื่นๆ (ระบุ)

5. แขนงวิชาชีพที่ต้องการไปทำงานในสาธารณรัฐเกาหลี

ภาคการผลิต

ภาคการก่อสร้าง

ภาคการเกษตรเลี้ยงสัตว์

ภาคการเกษตรเพาะปลูก

6. ประสบการณ์ในการเรียนภาษาเกาหลี

- | | |
|--|--|
| <input type="checkbox"/> ไม่มีประสบการณ์ | <input type="checkbox"/> ไม่เกิน 1 เดือน |
| <input type="checkbox"/> 1 - 6 เดือน | <input type="checkbox"/> 6เดือน - 1 ปี |
| <input type="checkbox"/> 1 - 3 ปี | <input type="checkbox"/> 3 ปีขึ้นไป |

7. ประสบการณ์ในการไปทำงานที่ประเทศเกาหลี

- ไม่มีประสบการณ์
- เคยไปทำงาน แบบมีวีซ่าทำงานตามกฎหมาย (ตอบคำถามข้อที่ 7.1 และ 7.2)
- เคยไปทำงาน แบบไม่มีวีซ่าทำงานตามกฎหมาย (ตอบคำถามข้อที่ 7.1 และ 7.2)

7.1 เคยทำงานด้าน/เกี่ยวกับ เป็นระยะเวลา

7.2 รายได้จากการทำงานที่เกาหลี ต่อเดือน

ตอนที่ 2 ข้อมูลทั่วไปเกี่ยวกับการสอบความสามารถภาษาเกาหลี (EPS-TOPIK) และการเรียน
ภาษาเกาหลี

1. ท่านเคยเข้ารับการสอบความสามารถภาษาเกาหลี (EPS-TOPIK) หรือไม่

เคย

- สอบผ่าน จำนวน ครั้ง
- สอบไม่ผ่าน จำนวน ครั้ง

ไม่เคย (ข้ามไป ข้อที่ 6)

2. ท่านคิดว่าการสอบความสามารถภาษาเกาหลี (EPS-TOPIK) ด้านต่างๆต่อไปนี้มีความยากมากน้อย
เพียงใด (โปรดเรียงลำดับความยาก จากมากไปหาน้อย โดยใส่เลข 1, 2, 3 และ 4 ตามลำดับ)

..... ไวยากรณ์

..... การอ่าน

..... การฟัง

..... คำศัพท์

3. ท่านคิดว่าค่าสมัครสอบแพงหรือไม่

แพง

ไม่แพง

4. ท่านมีปัญหาในการจ่ายค่าสมัครสอบหรือไม่

มี เนื่องจาก

ไม่มี

5. ท่านคิดว่าค่าสอบในราคาที่เหมาะสม คือ บาท

6. ท่านคิดว่าสถานที่และสิ่งอำนวยความสะดวกของที่ตั้งศูนย์สอบมีความเหมาะสมมากน้อยเพียงใด

เหมาะสมมากที่สุด

เหมาะสมมาก

เหมาะสมปานกลาง

เหมาะสมน้อย

เหมาะสมน้อยที่สุด

7. ท่านคิดว่าการเรียนภาษาเกาหลีเพื่อสอบความสามารถภาษาเกาหลี (EPS-TOPIK) ควรใช้เวลาเท่าใด

ระยะเวลา..... ปี เดือน วัน

8. ท่านคิดว่าช่วงเวลาที่เหมาะสมในการเรียนภาษาเกาหลี คือช่วงเวลาใด

ภาคเช้า เวลา

ภาคบ่าย เวลา

ภาคค่ำ เวลา

9. สิ่งที่ท่านอยากให้เพิ่มในการเรียนภาษาเกาหลี (ตอบได้มากกว่า 1 ข้อ)

ไวยากรณ์

การฟัง

การพูด

การอ่าน

การเขียน

คำศัพท์

ตอนที่ 3 ปัญหาและอุปสรรคในการเรียนภาษาเกาหลี

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงในตาราง โดยตัวเลขแต่ละจำนวนหมายถึง

5 = มีความคิดเห็นระดับมากที่สุด หรือ มีพฤติกรรมที่แสดงออกบ่อยมากที่สุด

4 = มีความคิดเห็นในระดับมาก หรือ มีพฤติกรรมที่แสดงออกบ่อยมาก

3 = มีความคิดเห็นในระดับปานกลาง หรือ มีพฤติกรรมที่แสดงออกปานกลาง

2 = มีความคิดเห็นในระดับน้อย หรือ มีพฤติกรรมที่แสดงออกไม่บ่อย

1 = มีความคิดเห็นในระดับน้อยมาก หรือ มีพฤติกรรมที่แสดงออกไม่บ่อยเลย

ปัญหาและอุปสรรคในการเรียนภาษาเกาหลี	1	2	3	4	5
ท่านรู้สึกว่าการเรียนภาษาเกาหลีด้านต่างๆต่อไปนี้มีความยากมากน้อยเพียงใด					
1. ไวยากรณ์					
2. การฟัง					
3. การพูด					
4. การอ่าน					
5. การเขียน					
6. คำศัพท์					

	1	2	3	4	5
ท่านมีปัญหาหรืออุปสรรคในการเรียนภาษาเกาหลีต่อไปนี้มากน้อยเพียงใด					
1. ครูสอนไม่เข้าใจ					
2. ชั่วโมงเรียนแต่ละสัปดาห์น้อยเกินไป					
3. ขาดโอกาสในการพัฒนาทักษะภาษาเกาหลี					
5. ระดับความสามารถด้านภาษาเกาหลีของท่านไม่เหมาะสมกับระดับหลักสูตร					
6. ตำราหรือเอกสารประกอบการเรียนการสอนที่ใช้ไม่เหมาะสม					
7. สื่อวัสดุอุปกรณ์ที่ใช้ในการเรียนการสอนไม่เพียงพอ					
8. อื่นๆ (โปรดระบุ) _____					

ตอนที่ 4 แบบสอบถามเกี่ยวกับปัจจัยที่ส่งผลกระทบต่อการเรียนรู้ภาษาเกาหลี

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงในตาราง โดยตัวเลขแต่ละจำนวนหมายถึง

5 = มีความคิดเห็นระดับมากที่สุด หรือ มีพฤติกรรมที่แสดงออกบ่อยมากที่สุด

4 = มีความคิดเห็นในระดับมาก หรือ มีพฤติกรรมที่แสดงออกบ่อยมาก

3 = มีความคิดเห็นในระดับปานกลาง หรือ มีพฤติกรรมที่แสดงออกปานกลาง

2 = มีความคิดเห็นในระดับน้อย หรือ มีพฤติกรรมที่แสดงออกไม่บ่อย

1 = มีความคิดเห็นในระดับน้อยมาก หรือ มีพฤติกรรมที่แสดงออกไม่บ่อยเลย

ปัจจัยด้านผู้เรียน	1	2	3	4	5
พฤติกรรมกรเรียน					
1. ท่านเข้าเรียนสม่ำเสมอและตรงต่อเวลา					
2. ท่านทบทวนเนื้อหาทุกครั้งหลังเรียน					
3. ท่านตั้งใจฟังครูสอนเป็นประจำ					
4. ท่านอ่านหนังสือและบันทึกสรุปย่อเนื้อหาเป็นประจำ					
5. ท่านปรึกษา หรือซักถามอาจารย์เมื่อไม่เข้าใจเนื้อหา					
6. ท่านอ่านหนังสือและทบทวนเนื้อหากับเพื่อน ๆ					
7. ท่านนำข้อสอบเก่ามาอ่านทบทวน					
8. ท่านศึกษาเพิ่มเติมจากเอกสาร และแหล่งเรียนรู้อื่น ๆ ด้วย เช่น Facebook, YouTube					

	1	2	3	4	5
แรงจูงใจใฝ่สัมฤทธิ์ทางการเรียน					
1. ท่านรู้สึกมีความกระตือรือร้นที่จะเข้าเรียนทุกครั้ง					
2. ท่านพยายามศึกษามากขึ้นเมื่อไม่เข้าใจเนื้อหา					
3. เมื่อท่านไม่เข้าใจในเนื้อหา ท่านมักถามครูหรือผู้รู้ทันที					
4. เมื่อคะแนนสอบออกมาไม่ดี ท่านพยายามอ่านหนังสือให้มากขึ้นสำหรับการสอบครั้งต่อไป					
5. ท่านรู้สึกท้อแท้เมื่อประสบปัญหาในการเรียนภาษาเกาหลี					
6. ท่านพยายามทำแบบฝึกหัดเพิ่มเติม เพื่อทบทวนบทเรียนที่ผ่านมา					
7. ท่านรู้สึกท้อแท้เมื่อเรียนเนื้อหาที่ยากขึ้น					
8. ท่านสนใจว่าตนเองจะประสบความสำเร็จในการเรียนภาษาเกาหลี					
9. ท่านตั้งใจเรียนภาษาเกาหลี เพราะอยากไปทำงานที่ประเทศเกาหลี					
10. ท่านเรียนภาษาเกาหลี โดยไม่มีเรื่องต้องกังวล เพราะไม่มีภาระที่ต้องดูแล					
11. เมื่อนึกถึงรายได้จากการทำงานที่ประเทศเกาหลี ทำให้ท่านมีกำลังใจในการเรียนภาษาเกาหลี					

	1	2	3	4	5
ครอบครัว					
1. ครอบครัวของท่านต้องการให้ท่านสอบผ่านการทดสอบภาษาเกาหลี					
2. ครอบครัวของท่านจะรู้สึกเสียใจ หากท่านไม่ผ่านการทดสอบภาษาเกาหลี					
3. ท่านรู้สึกกดดันในสิ่งที่ครอบครัวต้องการ					
4. ท่านเลือกที่จะเรียนภาษาเกาหลีตามความต้องการของครอบครัว					
5. ท่านต้องตั้งใจเรียนภาษาเกาหลีและผ่านการทดสอบภาษาเกาหลี เนื่องจากภาระทางครอบครัว					
6. ครอบครัวของท่านสนับสนุนค่าใช้จ่ายในการเรียนภาษาเกาหลี					
7. ครอบครัวของท่านแนะนำให้ท่านทบทวนบทเรียนอยู่เสมอ					
8. ครอบครัวของท่านให้กำลังใจ เมื่อท่านมีปัญหาในการเรียนภาษาเกาหลี					
9. ครอบครัวสนใจซักถามการเรียนของท่านเสมอ					
10. เมื่อท่านได้คะแนนสอบไม่ดี ครอบครัวจะให้กำลังใจเสมอ					

ปัจจัยด้านโรงเรียน	1	2	3	4	5
ครูผู้สอน					
1. ครูมักให้กำลังใจแก่ท่าน เมื่อท่านรู้สึกท้อแท้					
2. ครูเอาใจใส่พฤติกรรมการณ์เรียนของท่าน					
3. ครูเปิดโอกาสให้นักเรียนซักถามข้อสงสัยในการเรียน					
4. ครูมีเวลาให้ท่านในการขอคำปรึกษาเรื่องการเรียนเสมอ					
5. เมื่อท่านมีปัญหาเกี่ยวกับการเรียนในวิชาเรียน ครูจะหาวิธีช่วยเหลือทันที					
6. ครูมักนำความรู้ใหม่ ๆ มาบอกเล่าให้นักเรียนฟังอยู่เสมอ					
7. ครูจัดกิจกรรมการเรียนการสอนที่น่าสนใจ					
8. ครูมีความรู้ ความเชี่ยวชาญและมีประสบการณ์ในวิชาที่สอนเป็นอย่างดี					
9. ครูให้คำแนะนำ วิธีการเตรียมความพร้อมในการสอบ					
หลักสูตรการเรียนการสอน					
1. เนื้อหาของหลักสูตรมีความทันสมัย ทันต่อสถานการณ์โลกปัจจุบัน					
2. เนื้อหาของหลักสูตรสอดคล้องกับความต้องการและความสนใจของนักเรียน					
3. เนื้อหาของหลักสูตรมีความเหมาะสมกับนักเรียน					
4. ความรู้ ทักษะ และประสบการณ์ที่ได้รับจากหลักสูตรนี้สร้างความมั่นใจให้ท่านก่อนเข้าทดสอบภาษาเกาหลี					

	1	2	3	4	5
สถานที่เรียน สื่อและอุปกรณ์การเรียนการสอน					
1. ห้องเรียนไม่มีเสียงรบกวน					
2. สภาพห้องเรียนมีความสะอาด					
3. ภายในห้องเรียนมีแสงสว่างเพียงพอ					
4. อุปกรณ์การเรียนการสอนมีความทันสมัย					
5. อุปกรณ์การเรียนการสอนมีสภาพที่ดีเหมาะสมในการใช้งาน					
6. สื่อที่ใช้ในการสอนมีความน่าสนใจ					

ตอนที่ 5 ความคิดเห็น ความคิดเห็น ข้อเสนอแนะ หรือข้อมูลเพิ่มเติมเกี่ยวกับการเรียน
ภาษาเกาหลี

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แบบสัมภาษณ์สำหรับอาจารย์

ปัจจัยที่ส่งผลต่อผลการทดสอบความสามารถภาษาเกาหลีของแรงงานไทย

กรณีศึกษาโรงเรียนสอนภาษาเกาหลีในจังหวัดอุดรธานี

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

1. เพศ ชาย หญิง
2. อายุ ปี
3. ระดับการศึกษาขั้นสูงสุด
- ปวช. สาขา ปวส. สาขา
- ปริญญาตรี คณะ/สาขา
- ปริญญาโทหรือสูงกว่า คณะ/สาขา
4. อาชีพ
- ครูสอนภาษาสถาบันสอนภาษาเกาหลี
- ครูสอนพิเศษภาษาเกาหลี
- เกษตรกร
- ธุรกิจส่วนตัว
- รับจ้าง
- อื่นๆ (ระบุ)
5. ท่านทำงานกี่แห่ง
- 1 แห่ง 2 แห่ง
- 3 แห่ง อื่นๆ (ระบุ)

6. รายได้เฉลี่ยต่อเดือนของท่าน

- น้อยกว่า 15,000 บาท
- 15,001 – 20,000 บาท
- 20,001 – 25,000 บาท
- 25,001 - 30,000 บาท
- มากกว่า 30,001 บาท

7. ประสบการณ์ในการเรียนภาษาเกาหลี

- น้อยกว่า 3 ปี
- 3 - 5 ปี
- 6 - 8 ปี
- 9 - 11 ปี
- 11 ปีขึ้นไป (ระบุ)

8. ประสบการณ์ในการสอนภาษาเกาหลี

- น้อยกว่า 1 ปี
- 1 - 3 ปี
- 4 - 6 ปี
- 7 - 9 ปี
- 10 ปีขึ้นไป (ระบุ)

9. ระดับความถนัดทางภาษาเกาหลี (TOPIK) ระดับ

10. ท่านเคยเข้ารับการสอบความสามารถภาษาเกาหลี (EPS-TOPIK) หรือไม่

- เคย
- สอบผ่าน จำนวน ครั้ง
 - สอบไม่ผ่าน จำนวน ครั้ง
- ไม่เคย

11. ประสบการณ์ในการไปทำงานที่ประเทศเกาหลี

- ไม่มีประสบการณ์
- เคยไปทำงาน แบบมีวีซ่าทำงานตามกฎหมาย (ตอบคำถามข้อที่ 11.1 และ 11.2)
- เคยไปทำงาน แบบไม่มีวีซ่าทำงานตามกฎหมาย (ตอบคำถามข้อที่ 11.1 และ 11.2)

11.1 เคยทำงานด้าน/เกี่ยวกับ เป็นระยะเวลา

11.2 รายได้จากการทำงานที่เกาหลี ต่อเดือน

ตอนที่ 2 ปัญหาและอุปสรรคในการสอนภาษาเกาหลี

1. ปกติครูสอนในชั้นเรียนอย่างไร กิจกรรมใดที่ครูใช้บ่อยที่สุด ทำไมถึงใช้กิจกรรมนั้น

- วิธีสอนแบบบรรยาย
- วิธีสอนแบบแสดงบทบาท
- วิธีสอนแบบใช้สื่อทัศนวัสดุ
- อื่นๆ (ระบุ)

2. ครูใช้สื่อการสอนในชั้นเรียนอย่างไร เพียงพอหรือไม่ สื่อมีประสิทธิภาพหรือไม่ และผลลัพธ์เป็นอย่างไร

- หนังสือ
- วิดีโอ
- อื่นๆ (ระบุ)

3. ระดับความสามารถของนักเรียนเป็นอย่างไร นักเรียนทำอะไรบ้างเพื่อพัฒนาทักษะภาษาเกาหลี

- ดีมาก ดี ปานกลาง พอใช้ ปรับปรุง

4. การเรียนการสอนด้านใดที่เป็นปัญหา มากที่สุดในชั้นเรียน

- | | |
|-----------------------------------|----------------------------------|
| <input type="checkbox"/> ไวยากรณ์ | <input type="checkbox"/> การฟัง |
| <input type="checkbox"/> การพูด | <input type="checkbox"/> การอ่าน |
| <input type="checkbox"/> การเขียน | <input type="checkbox"/> คำศัพท์ |

5. นักเรียนส่วนใหญ่มีทักษะภาษาเกาหลีด้านใดมากที่สุด

- | | |
|-----------------------------------|----------------------------------|
| <input type="checkbox"/> ไวยากรณ์ | <input type="checkbox"/> การฟัง |
| <input type="checkbox"/> การพูด | <input type="checkbox"/> การอ่าน |
| <input type="checkbox"/> การเขียน | <input type="checkbox"/> คำศัพท์ |

6. นักเรียนส่วนใหญ่ต้องการพัฒนาทักษะภาษาเกาหลีด้านใดมากที่สุด

- | | |
|-----------------------------------|----------------------------------|
| <input type="checkbox"/> ไวยากรณ์ | <input type="checkbox"/> การฟัง |
| <input type="checkbox"/> การพูด | <input type="checkbox"/> การอ่าน |
| <input type="checkbox"/> การเขียน | <input type="checkbox"/> คำศัพท์ |

7. นักเรียนมีปัญหาทางครอบครัวหรือไม่ ปัญหาส่งผลต่อการเรียนภาษาเกาหลีของนักเรียนหรือไม่
อย่างไร

- มี ครอบครัวไม่สามารถสนับสนุนค่าใช้จ่ายในการเรียนได้
- มี ครอบครัวขาดความตระหนักในความสำเร็จของการเรียนภาษาเกาหลี
- มี อื่นๆ (ระบุ)
- ไม่มี

8. ระยะเวลาของหลักสูตรการเรียนภาษาเกาหลีเพื่อการสอบความสามารถภาษาเกาหลี (EPS-TOPIK) เพียงพอหรือไม่

- เพียงพอ
- ไม่เพียงพอ (ระบุ)

9. ช่วงเวลาการเรียนในปัจจุบันเหมาะสมต่อการเรียนภาษาเกาหลีหรือไม่

เหมาะสม

ไม่เหมาะสม (ระบุ)

10. ครูมีความคิดเห็นหรือข้อเสนอแนะเกี่ยวกับการเรียนรู้ภาษาเกาหลีและการสอบความสามารถภาษาเกาหลี (EPS-TOPIK) ในปัจจุบันอย่างไร

สถาบันสอนภาษาเกาหลีสำหรับแรงงานมีไม่เพียงพอ

ขาดแคลนหนังสือหรือสื่อการเรียนรู้

ภาครัฐควรให้ความช่วยเหลือมากขึ้น

อื่นๆ (ระบุ)



6. How long have you been learning Korean language?

- Inexperienced Less than 1 month 1 - 6 months
 6 months - 1 year 1-3 years 3 years or more

7. Have you ever worked in Korea before?

- No
 Yes - I have worked with visa work permit. (Please answer the question number

7.1 and 7.2)

- Yes - I have worked without visa work permit. (Please answer the question number
 7.1 and 7.2)

7.1 I have worked about for

7.2 The income from working in South Korea per month

Part 2 EPS-TOPIK examination and Korean language class

1. Have you ever taken a Korean language test (EPS-TOPIK)?

Yes

- I passed the test times

- I failed the test times

No (skip to the question number 6)

2. How difficult do you think the following areas of test are? (Please enter the numbers 1, 2, 3 and 4 in front of the items you think are difficult by descending)

..... Grammar

..... Reading

..... Listening

..... Vocabulary

3. Do you think the test fee is expensive?

Yes

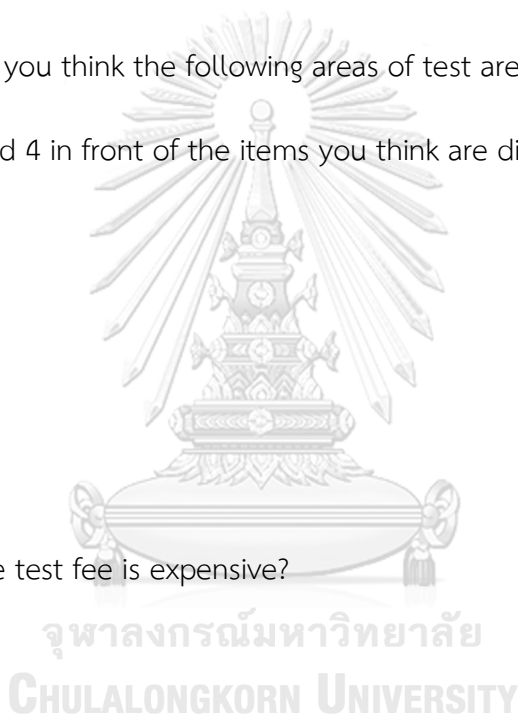
No

4. Do you have problems of paying for the test?

Yes, because

No

5. You think that the cost of the test should be baht.



6. Location and facilities of the examination center location are appropriate.

Strongly agree

Agree

Undecided

Disagree

Strongly disagree

7. How long do you think you should spend studying Korean for the Korean language test (EPS-TOPIK)?

Duration years months days

8. When do you think is the right time to study Korean?

Morning at

Afternoon at

Evening at

9. What would you like to add to learning Korean? (You can choose more than one answer)

Grammar

Listening

Speaking

Reading

Writing

Vocabulary

Part 3 The problems in Korean language learning

Direction: Please mark ✓ in the table each number means

5 = strongly agree or the highest level of behavior

4 = agree or the level of behavior that you might show a lot

3 = Undecided or the level of behavior that you might show sometimes

2 = disagree or the level of behavior that you might exhibit less

1 = strongly disagree or the lowest level of behavior that you might express

Problems in Korean language learning	1	2	3	4	5
1. How difficult do you feel in learning Korean?					
1) Grammar					
2) Listening					
3) Speaking					
4) Reading					
5) Writing					
6) Vocabulary					
2. How many problems or obstacles do you have in learning Korean?					
1) Teachers cannot explain well.					
2) The learning hours each week are not enough.					
3) Lack of opportunities to develop Korean language skills.					
4) Your Korean language proficiency level is not good enough.					

	1	2	3	4	5
5) Textbooks or teaching material is not suitable for learners.					
6) Teaching materials are not enough.					



Part 4 The factors affecting the achievement of EPS Test of Proficiency in Korean of Thai workers

Direction: Please mark ✓ in the table each number means

5 = strongly agree or the highest level of behavior

4 = agree or the level of behavior that you might show a lot

3 = Undecided or the level of behavior that you might show sometimes

2 = disagree or the level of behavior that you might exhibit less

1 = strongly disagree or the lowest level of behavior that you might express

Student Factor	1	2	3	4	5
Learning behavior					
1. You attend classes regularly and on time.					
2. You review what you've learned regularly.					
3. You pay attention to your teacher regularly.					
4. You note and summarize the important content regularly.					
5. You consult or ask the teacher when you do not understand the lesson.					
6. You read books with your friends.					
7. You read and review the practice test.					
8. You learn more from documents and other learning resources such as Facebook, YouTube.					

	1	2	3	4	5
Motivation					
1. You want to go to school.					
2. You try harder when you don't understand Korean.					
3. When you do not understand the content, you often asked teacher immediately.					
4. When the test score is bad, you read books to improve your test score.					
5. You feel discouraged when you face the problems in learning Korean.					
6. You do many exercises to review the lessons.					
7. You feel challenged by a difficult lesson.					
8. You care if you are successful in learning Korean.					
9. You want to work in Korea, so you concentrate on your Korean language studies.					
10. You don't have to take care of it so you can learn Korean language without any worries.					
11. When thinking about the income from working in South Korea, it is the encouragement for you to learn Korean language.					

	1	2	3	4	5
Family					
1. Your family want you to pass the test.					
2. Your family will sad if you cannot pass the test.					
3. You feel pressured about what your family's need.					
4. You learn Korean because your family's need.					
5. Family burdens are the reason why you have to study hard and pass the Korean language test.					
6. Your family always supports the cost of education.					
7. Your family tell you to review the lesson regularly.					
8. Your family encourages you when you face the problems in learning Korean.					
9. Your family always asks about your studies.					
10. When you get bad score, your family always cheers you up.					

School factor	1	2	3	4	5
Teacher					
1. Teachers always encourage you when you feel discouraged.					
2. Teachers care your learning behavior.					
3. Teachers give students the opportunity to ask questions.					
4. Teachers have time for you to ask for advice about the studying.					
5. When you have a problem in learning Korean, teacher will help you.					
6. Teachers are always update their knowledge and teach to students.					
7. Teachers organize teaching activities that are interesting and not boring.					
8. Teachers have good knowledge, expertise, and direct experience of the subjects.					
9. Teachers give advice how to prepare for the test.					
Curriculum					
1. The content of the course is up-to-date knowledge of the current world situation.					
2. The content of the course is consistent with the needs and interests of the learners.					

	1	2	3	4	5
3. The content of the course is appropriate for the learners.					
4. The knowledge, skills and experience that you gained from this course will give you confidence before taking the Korean language test.					
Physical environment					
1. The classroom is not noisy.					
2. The classroom is clean.					
3. The classroom is well lit.					
4. Teaching materials are up to date.					
5. Teaching materials are in good condition and suitable for use.					
6. Teaching materials are interesting.					

จุฬาลงกรณ์มหาวิทยาลัย

CHULALONGKORN UNIVERSITY

Part 5 The other comments, suggestions, or further information regarding

Korean language learning for Thai workers.

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Semi-structured Interview for teachers

FACTORS AFFECTING THE ACHIEVEMENT OF EPS TEST OF PROFICIENCY IN
KOREAN OF THAI WORKERS: FOCUSING ON KOREAN LANGUAGE SCHOOLS IN
UDON THANI

Part 1 Personal information

1. Sex Male Female
2. Age years
3. Educational Level
- Vocational / Technical major
- Bachelor's Degree major
- Master's Degree or above major
4. Occupation
- Korean language teacher at the Korean Language Institute
- Korean language tutor
- Agriculturalist
- Private Business
- Employee
- Other please specify

5. How many jobs do you work?

1 job

2 jobs

3 jobs

Other (specify)

6. How much is your average monthly income?

Less than 15,000 baht

15,001 – 20,000 baht

20,001 – 25,000 baht

25,001 - 30,000 baht

more than 30,001 baht

7. How long have you been learning Korean language?

Less than 3 years

3 - 5 years

6 - 8 years

9 - 11 years

11 years or more (specify)

8. How long have you been teaching Korean language?

Less than 1 year

1 - 3 years

4 - 6 years

7 - 9 years

10 years or more (specify)

9. You have Korean language proficiency level

10. Have you ever taken a Korean language test (EPS-TOPIK)?

Yes

- I passed the test times

- I failed the test times

11. Have you ever worked in Korea before?

No

Yes - I have worked with visa work permit. (Please answer the question number

11.1 and 11.2)

Yes - I have worked without visa work permit. (Please answer the question number

11.1 and 11.2)

7.1 I have worked about for

7.2 The income from working in South Korea per month

Part 2 Problems and obstacles in teaching Korean

1. How do you usually teach in class? Which activity do you use most often? Why?

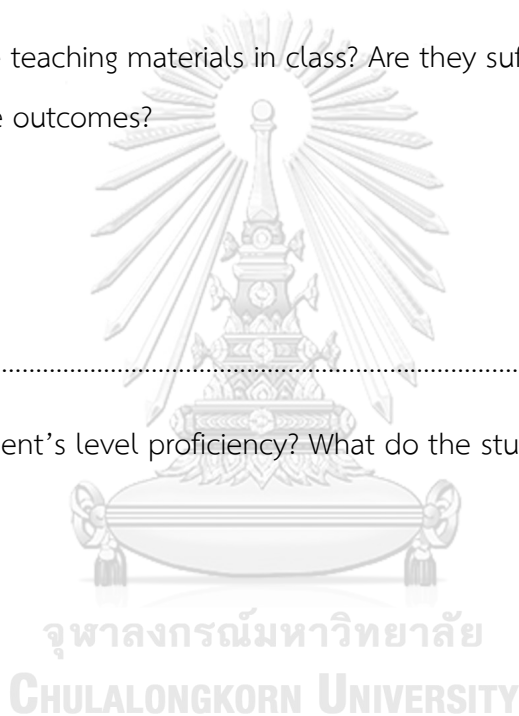
- Lecture methods
- Role-playing methods
- Using audiovisual materials methods
- Other (specify)

2. How do you use teaching materials in class? Are they sufficient? Are they effective? Why? What are the outcomes?

- Book
- Video
- Other (specify)

3. What is the student's level proficiency? What do the student do to improve their Korean skills?

- Very good
- Good
- Fair
- Poor
- Very poor



4. What is the most important problem in class?

- | | |
|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> Grammar | <input type="checkbox"/> Listening |
| <input type="checkbox"/> Speaking | <input type="checkbox"/> Reading |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Vocabulary |

5. Which Korean skill is the skill that most students are good at?

- | | |
|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> Grammar | <input type="checkbox"/> Listening |
| <input type="checkbox"/> Speaking | <input type="checkbox"/> Reading |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Vocabulary |

6. Which Korean skill do the student want to improve most?

- | | |
|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> Grammar | <input type="checkbox"/> Listening |
| <input type="checkbox"/> Speaking | <input type="checkbox"/> Reading |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Vocabulary |

7. Does the student have family problems? Does the problem affect Korean language learning? How?

- Yes - Family cannot support the cost of studying.
- Yes - Family lack of awareness about the importance of learning Korean language.
- Other (specify)

8. Is the time of learning Korean sufficient for the test preparation?

- Yes
- No (specify)

9. Is the time suitable for learning Korean language?

Yes

No (specify)

10. What are your comments or suggestions regarding the Korean language learning and Korean proficiency test (EPS-TOPIK)?

There are not enough Korean language institutes for workers.

Lack of books or learning materials

The government should provide more assistance.

Other (specify)



The results of Item objective congruence (IOC) scores from experts

The questionnaire for Thai works

Part	Questions	Item objective congruence (IOC) scores					Result
		Expert 1	Expert 2	Expert 3	Total	Average score	
Part 1 Personal information	1.	+1	+1	+1	3	1	Appropriate
	2.	+1	+1	+1	3	1	Appropriate
	3.	+1	+1	+1	3	1	Appropriate
	4.	0	+1	+1	2	0.6	Appropriate
	5.	0	0	+1	1	0.3	Inappropriate
	6.	+1	+1	0	2	0.6	Appropriate
	7.	+1	+1	+1	3	1	Appropriate
Part 2 EPS-TOPIK examination and Korean language class	1.	+1	+1	+1	3	1	Appropriate
	2.	+1	+1	+1	3	1	Appropriate
	3.	+1	+1	+1	3	1	Appropriate
	4.	+1	+1	+1	3	1	Appropriate
	5.	0	+1	0	1	0.3	Inappropriate
	6.	0	+1	+1	2	0.6	Appropriate
	7.	0	+1	+1	2	0.6	Appropriate
	8.	0	+1	+1	2	0.6	Appropriate
	9.	0	+1	+1	2	0.6	Appropriate
Part 3 The problems in Korean language learning	1.	0	+1	+1	2	0.6	Appropriate
	2.	0	+1	+1	2	0.6	Appropriate
Part 4 The factors affecting the achievement of EPS Test of Proficiency in Korean of Thai workers	Student Factor						
	Learning behavior						
	1.	+1	+1	+1	3	1	Appropriate
	2.	+1	+1	+1	3	1	Appropriate
	3.	+1	+1	+1	3	1	Appropriate
	4.	+1	+1	+1	3	1	Appropriate
	5.	+1	+1	+1	3	1	Appropriate
6.	+1	+1	+1	3	1	Appropriate	

7.	+1	+1	+1	3	1	Appropriate
8.	+1	+1	+1	3	1	Appropriate
Motivation						
1.	+1	+1	+1	3	1	Appropriate
2.	+1	+1	+1	3	1	Appropriate
3.	+1	+1	+1	3	1	Appropriate
4.	+1	+1	+1	3	1	Appropriate
5.	+1	+1	0	2	0.6	Appropriate
6.	+1	+1	+1	3	1	Appropriate
7.	+1	+1	+1	3	1	Appropriate
8.	0	+1	+1	2	0.6	Appropriate
9.	0	+1	+1	2	0.6	Appropriate
10.	0	+1	0	1	0.3	Inappropriate
11.	+1	+1	+1	3	1	Appropriate
Family						
1.	+1	+1	+1	3	1	Appropriate
2.	+1	+1	+1	3	1	Appropriate
3.	+1	+1	+1	3	1	Appropriate
4.	+1	+1	+1	3	1	Appropriate
5.	+1	+1	+1	3	1	Appropriate
6.	+1	+1	+1	3	1	Appropriate
7.	+1	+1	+1	3	1	Appropriate
8.	+1	+1	+1	3	1	Appropriate
9.	+1	+1	0	2	0.6	Appropriate
10.	+1	+1	0	2	0.6	Appropriate
School factor						
Teacher						
1.	+1	+1	+1	3	1	Appropriate
2.	+1	+1	+1	3	1	Appropriate
3.	+1	+1	+1	3	1	Appropriate
4.	+1	+1	+1	3	1	Appropriate
5.	+1	+1	+1	3	1	Appropriate
6.	+1	+1	+1	3	1	Appropriate
7.	+1	+1	+1	3	1	Appropriate
8.	+1	+1	+1	3	1	Appropriate

9.	+1	+1	+1	3	1	Appropriate
Curriculum						
1.	+1	+1	+1	3	1	Appropriate
2.	+1	+1	+1	3	1	Appropriate
3.	+1	+1	+1	3	1	Appropriate
4.	+1	+1	+1	3	1	Appropriate
Physical environment						
1.	+1	+1	+1	3	1	Appropriate
2.	+1	+1	+1	3	1	Appropriate
3.	+1	+1	+1	3	1	Appropriate
4.	+1	+1	+1	3	1	Appropriate
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	9.	+1	+1	+1	3	1	Appropriate
	10.	+1	+1	+1	3	1	Appropriate
	11.	+1	+1	+1	3	1	Appropriate
Part 2 Problems and obstacles in teaching Korean	1.	+1	0	+1	2	0.6	Appropriate
	2.	+1	0	+1	2	0.6	Appropriate
	3.	+1	0	+1	2	0.6	Appropriate
	4.	+1	0	+1	2	0.6	Appropriate
	5.	+1	0	+1	2	0.6	Appropriate
	6.	+1	0	+1	2	0.6	Appropriate
	7.	+1	0	+1	2	0.6	Appropriate
	8.	+1	0	+1	2	0.6	Appropriate
	9.	+1	0	+1	2	0.6	Appropriate
	10.	+1	0	+1	2	0.6	Appropriate

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