THE BACKWASH EFFECTS OF GENERAL APTITUDE TEST (ENGLISH PART)

EXAMINATION ON LEARNING ENGLISH MANAGEMENT IN THE ASPECT OF EFL

TEACHERS AND STUDENTS IN SECONDARY SCHOOL

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ผลกระทบของการสอบวัดความถนัดทั่วไป (ภาษาอังกฤษ) ต่อการจัดการเรียนรู้ภาษาอังกฤษใน
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A Thesis Submitted in Partial Fulfillment of the Requirements

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BY

PANNAPORN PHROMSORN

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Title	THE BACKWASH EFFECTS OF GENERAL APTITUDE TEST (ENGLISH PART) EXAMINATION ON LEARNING ENGLISH MANAGEMENT IN THE ASPECT OF EFL TEACHERS AND STUDENTS IN SECONDARY SCHOOL
Author	PANNAPORN PHROMSORN
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In this study, the purposes were as follows: (1) to investigate the backwash effect of the General Aptitude Test (English Part) in the aspect of EFL teachers on English teaching management (2) to investigate the backwash effect of the General Aptitude Test (English Part) in the aspect of Matthayomsuksa 6 students on English learning management. (3) to compare the backwash effect of General Aptitude Test (English Part) on EFL teachers in term of education, teaching experience, and nationality on English learning management (4) to compare the backwash effect of General Aptitude Test (English Part) on Matthayomsuksa 6 students in term of gender and program on English learning management. The participants in this study included 420 higher-level students and 40 EFL teachers in the Secondary Educational Service Area Office 3, selected by simple random sampling. The research tools in this study included two adopted questionnaire and interviews. The results of this study were as follows: (1) the backwash effect of the General Aptitude Test (English Part) in the aspect of EFL teachers on English teaching management is teaching content (2) the backwash effect of the General Aptitude Test (English Part) in the aspect of Matthayomsuksa 6 students is students' attitudes and Perceptions (3) The teachers' education is backwash effect of General Aptitude Test (English Part) on EFL teachers on English learning management (4) MSEP program is the backwash effect of General Aptitude Test (English Part) on Matthayomsuksa 6 students.

Keyword : backwash effect, The general aptitude test

ACKNOWLEDGEMENTS

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INTRODUCTION

Background of the study

      To assist in developing the nation is ensuring quality human resources with knowledge and abilities in their chosen careers as critical aspect to make the country's ongoing development. One critical source for human development is the higher education system and institution. The generally aim of the high school student is to pursue in higher education. Most look forward to furthering their studies in government higher education institutions. This choice may be influence by their parent's intrinsic values. Most students believe that if they graduate from a state higher education institution, they will receive more acceptance than private higher education institutions which is enough to meet the needs of students. Therefore, having competitive exams to select students who have qualifications and are ready to further their studies in higher education is a way to select people who are knowledgeable and able to further their studies in higher education according to their knowledge ability and aptitude.

      Thailand began to select people to study in higher education institutions by the combined examination, also known as Entrance system since the study year 1961. The higher education institutions are less than the needs of those who graduated from in high school want for further education in government higher education institutions. Therefore, the competitive examination to select those with high scores with other qualifications suitable for tertiary education is considered the best way. The Entrance system has been recognized as the best examination system in the country. In 2006, The Ordinary National Educational Test (O-NET) were established instead of entrance exams in 2010, the General Aptitude Test (GAT) and the Professional Aptitude Test (PAT) were applied to be the criteria. The General Aptitude Test (GAT) and The Professional Aptitude Test (PAT) were applied in the set of the criteria. To decrease student's stress in setting the exams, the students have been available to test many rounds.

      Currently, the selecting students to the university systems have used The General Aptitude Test (GAT) and The Professional Aptitude Test (PAT)in a part of the

Admission system. The General Aptitude Test (GAT) which has two sections is the most important part of the score point to the university especially TCAS system which is recently system. Whereas the General Aptitude Test (GAT)'s score is the only kind of test that each faculty even both government universities and private universities used it for considering the students to study.

GAT (General Aptitude Test) was divided into 2 sections: Section 1: Reading Writing, Critical thinking, Skill and Problem-solving skill; Section 2: Ability in English communication. Basics Statistics and Percentage GAT from the last three years has showed an interesting point of section 2: Ability in English communication. The result of Ability in English communication Mode has been lower than 40 percentage.

This study aims to identify the backwash effect of General Aptitude Test (English Part) on EFL Teachers' Classroom activities and teaching methods, teaching materials and teaching content, students in terms of learning English, attitude and perceptions toward EFL learning and a relationship between the backwash effect to EFL Teachers and students. The finding would be beneficial of both teachers and students because they can serve as guide to teacher how to prepare their leaners for Admission System and students also.

Purposes of the Study

The purposes of this study are: (1) to investigate the backwash effect of the General Aptitude Test (English Part) in aspect of EFL teachers on English teaching management (2) to investigate the backwash effect of the General Aptitude Test (English Part) in aspect of Matthayomsuksa 6 students on English learning managements.(3) to compare the backwash effect of General Aptitude Test (English Part) on EFL teachers in term of gender, education, teaching experience, and nationality on English learning management (4) to compare the backwash effect of General Aptitude Test (English Part) on Matthayomsuksa 6 students in term of gender and program on English learning management.

Research Questions

        1. What is the backwash effect of the General Aptitude Test (English Part) in aspect of EFL teachers on English learning management?

        2. What is the backwash effect of the General Aptitude Test (English Part) in aspect of Matthayomsuksa 6 students on English learning management?

        3. What is the difference on the backwash effect of the General Aptitude Test (English Part) in term of gender, education teaching experience and nationality of EFL teachers on English teaching management?

        4.What is the difference on the backwash effect of the General Aptitude Test (English Part) in term of gender and program of Matthayomsuksa 6 students on English learning management

Significance of the study

        This study aims to investigate the Backwash Effects of General Aptitude Test (English Part) on EFL teachers and students in schools in The Secondary Educational Service Aria office 3

        It is regard that the research results are beneficial in the following ways:

        1. It will enable researchers and teachers of English to gain deeper insight into The Backwash Effects of General Aptitude Test (English Part) in term of classroom activities and teaching methods, teaching materials and teaching content to prepare students for TCAST system.

        2. It will serve guidelines to students who are going to take the General Aptitude Test (English Part).

        3. It will be useful for administrators, researchers, and teachers to preparing curriculum for students on the General Aptitude Test (English Part) in secondary schools.

Scope of the Study

Populations and Participants

The population of this study were teachers who were in charge of English subjects and Matthayomsuksa 6 students in secondary school under The Secondary Educational Service Area Office 3 in Nonthaburi province. The participants were 420 students and 40 EFL teachers selected by simple random sampling.

Durations of the Study

The study was collected during June – December 2020 because Matthayomsuksa 6 students about to have the General Aptitude Test in this academic year.

Definition of Terms

The terms in this study are defined as follows:

1. The Backwash Effects on EFL teachers – the influence that a test has on the way that English as a Foreign Language teachers do in term of

a. classroom activities and teaching methods

b. teaching materials

c. teaching content

2. The Backwash Effects on EFL students - the influence that a test has on the way students are affected in terms of:

a. learning English

b. attitude and perceptions

3. General Aptitude Test (English Part) - Section 2 of General Aptitude Test assesses English skills in speaking, vocabulary, structure and writing which is based on 50% of the score and it is associated with a comprehensive test for communicating in English included by speaking and Conversation, vocabulary, structure and Writing, and reading Comprehension

4. EFL teachers – English teachers who teach English Subject on upper level in secondary school in Educational Service Area Office 3.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter presents a literature review. It is divided into three parts as follows:

1. The Backwash Effect

2. General Aptitude Test (English Part)

3. Learning English Management

1. The Backwash Effect

The definitions of the Backwash

The backwash effect is known as the effect that is the effect from the test to learning and teaching activities. It also has the effect to content and teaching technique. The backwash effect can be harmful and positive backwash. There has been a model of backwash which is seen the impact of language testing on teacher and learner in term of educational systems and the society. Hughes (2003) stated "the term impact as it is used in educational measurement, is not limited to the effect of assessment on learning and teaching but extend to the way in which assessment affects society as a whole"

According to (Brown & Abeywickrama, 2010) discriminated about the backwash or washback is known as the impact of language assessment field which can be both beneficial and harmful backwash. If the test influence on teaching and learning, it can consider the concept of the backwash effect that promoted or inhibition. Moreover, washback is the effects from the test that have on the instruction how the students prepare for the test and enhance basic rules of language appendix. (Brown & Abeywickrama, 2010) concluded that backwash can indicate that students are about to discuss the feedback from the evaluation you have provided and you are almost known about the teacher who do not fear to argue about the grade. The cooperative classroom can happen between teachers and learners which students have chance to feedback teacher's feedback.

Fulcher (2013)claimed that washback is how the test influences language teachers and learners. The number of many questions were set by (Alderson & Wall, 1993) that referred to "Backwash Hypothesis". The questions are listed below have shown the influence of the test:

"what teachers teach

how teacher teach

what learners learn

how learners learn

the rate and sequence of teaching

the rate and sequence of learning

attitude to the content, method etc. of teaching and learning"

Similarly in Cheng and Curtis (2004) Wall discriminated the different between backwash and impact as followed, the indication of any effect from the exam of students about their practices , education systems is the impact of testing but the backwash is the teaching and learning that have been changed from the test.

McNamara (2000) claimed that washback "relates to the influence that testing has on teaching" while an impact "involves a consideration of the effect of a test beyond the classroom, the ripples or waves it makes in the wider educational and social world" .

Bailey (1996) determined various members, including testers, and the kinds of items that may be influenced by an assessment. She likewise showed what these items may mean for different items too, e.g. research results can feed into materials, curriculum design and teaching. She at that point proposed a qualification between 'washback to the students', which is the aftereffect of providing 'test-inferred data' to the test-takers, and 'washback to the program', which is the consequence of providing data to the entirety of different members in the instruction framework.

Prodromou (1995) claimed that the backwash effect can be characterized as the immediate or backhanded impact of assessments on instructing strategies. As indicated by the impact of assessments on what we do in the class we may allude to 'positive' and 'negative' discharge. Regardless of whether the backwash effect is positive or negative,

how it works specifically settings – without a doubt, whether it exists by any stretch of the imagination – should be investigated experimentally.

In wholes, in the wake of considering a few meanings of washback, that washback is for the most part characterized as the impact of testing on instructing and learning: in which it is generally held to exist and to be significant, but moderately minimal observational exploration has been done to archive its accurate nature or the systems by which it works or the test influence teaching and learning.

Negative Washback

Language tests and tests as a rule are regularly censured for their negative impact on instructing supposed 'negative washback'(Alderson & Wall, 1993).

The negative backwash is which on the off chance that a test is viewed as important for example the stakes have been high, preparation for it can come to overwhelm all instructing and learning exercises. Moreover, if the test curriculum is influence with the aims of the course, it is exactly negative backwash or harmful backwash. (Hughes, 2003, p.1)

Hughes (2003) emphasized that if the learners has been following an English course that intended to prepare them in language examination vital for the college concentrate in English spoken language but They need to take to be admitted to the college doesn't test ability straightforwardly. For example, the skill of writing test using only multiple-choice items at that point there is the great strain to practice such things instead of training the ability of thinking of itself.

The negative washback comes from numerous points of view. The first is the pull together of instructing exercises that bring about the revision of schedule opening. Additional is dedicated to getting ready understudies to step through the exam by investing more energy for the instructing of the tried subjects (Luxia, 2005)

Brown and Abeywickrama (2010) mentioned backwash are to remark liberally and explicitly on test execution. Educators return just a solitary little evaluation or number of score or consider their task finished. The single grade letter or number of scores give

no data of inborn interest diminish the linguistic and cognitive execution information available to understudy to nearly noticing.

Spratt (2005) surveyed of five researches on washback additionally shows that more educational plan time is spent on test classes and that there are a larger number of understudies in test classes than in normal ones. This reallocation of time is done to the impairment of tested subjects, achieving such a washback named as narrowing the instructive program or narrowing the degree and substance of teaching and learning (Ferman, 2004) and (Luxia, 2005)

Changes in the substance of educating happen just cursorily as opposed to being coordinated considerably to satisfy the accomplishment guidelines dependent on which a high-stakes test is built. It is shallow in that teachers just show the parts that understudies will meet in a test. For example, as Stecher, Chun, and Barron (2004), introduced, educators center around instructing understudies to compose short passages for the planning to take the WASL (Washington Assessment of Student Learning) composing test. They detailed that such a washback which is most obvious appears to address an exceptionally shallow degree of learning result. Luxia (2005) found that in getting ready understudies for the composing part of a high-stakes college entrance test, educators center more around etymological exactness, disregarding the open element of composing a book.

Washback also appears in the teaching materials that teachers use. Spratt (2005) suggests that some teachers become textbook and exam slaves. In the former case, teachers rely heavily on textbooks, while in the latter, they rely even more heavily on past exam papers. Others are accounted for to attempt imaginative exercises during test planning classes utilizing an assortment of independent materials. Spratt presumes that instructors fluctuate in utilizing test materials. A significant factor identified with this is by all accounts time; as the assessment draws nearer, the force of utilizing past test papers and business test related distributions increments.

High-stakes tests will in general mentally impact the instructors as well as the understudies as they see the outcome of the test in their life. Washback additionally shows up as an expansion in the instructors' and understudies' nervousness level (Ferman, 2004). The majority of the instructors examined conceded that the test stirred sensations of high nervousness and dread of test outcomes.

Summarize that educators responded contrarily to pressure made by open presentations of study hall scores, and furthermore found that generally unpracticed instructors felt more noteworthy uneasiness and responsibility pressure than did experienced instructors High-stakes testing influenced instructors straightforwardly and contrarily, and that 'showing test-taking abilities and boring on numerous decision worksheets is probably going to help the scores however improbable to advance general arrangement. The laerners's experience will explained the nagative backwash,learning language in a stressfull, text books were limitated by environment.

Positive Washback

Hughes (2003, pp.1-2) showed a case of positive backwash which included the advancement of the English language test for an English medium college a non-English talking country. The test was be administrated toward the finish of a serious year of English investigation there and would be utilized to figure out which understudies would be permitted to go on to their college class which would need to leave the college. A test was formulated which depended straightforwardly on an investigation of the English Language needs of the main year undergrad understudy, and which included errands as comparable as conceivable to those which they would note during address, etc.

The positive backwash of the test won't be completely acknowledged whether understudies and those answerable for educating don't have a clue and comprehend what the test requests them. the specific significance when the new test is being presented, particularly if the joins novel testing techniques are the unwavering quality of the test, its determination, and straightforward things ought to be made accessible to everybody worry with groundwork for the test. (Hughes, 2003, p.55)

On the positive side , numerous enrollees in test-readiness course report increment competance in cartain language-related undertaking. The current worldwode use standdard test for door keeping purposes can lead understudy to focus in on symply acquiring an adequate score instead of on language improvement. The possitive backwash is evaluation influences an understudies' future language advancement.(Brown & Abeywickrama, 2010, p.39)

Davies (1985) maintains the view that a decent test ought to be 'a respectful worker of educating, and this is particularly evident on account of accomplishment testing'. It is additionally contended that 'imaginative and creative. Testing can effectively, pull in to itself a schedule change or another prospectus which viably makes it into an accomplishment test. The test at this point don't should be just an 'dutiful worker': rather it can likewise be a 'pioneer'.

Instructors and students have an uplifting mentality toward the test and work eagerly toward its goals.Pearson (1988) argued that great tests will be pretty much straightforwardly usable as educating learning exercises. Likewise, great instructing learning assignments will be pretty much straightforwardly usable for testing purposes, despite the fact that commonsense or monetary limitations limit the prospects. Thinking about the intricacy of educating and learning, such case sounds ideal, but instead shortsighted

Then again, unequivocally accept that it is possible and alluring to achieve helpful changes in language educating by changing assessments alleged 'positive washback'. This term is straightforwardly identified with 'estimation driven guidance' by and large training, and alludes to tests that impact instructing and adapting usefully (Alderson & Wall, 1993)

To concloud that 'testing is a field which is profoundly helpless to political obstruction. To an enormous degree, the nature of tests depends on the capacity of a test office to seek after expert finishes independently. In the event that the results of a specific test for educating and learning are to be assessed, the instructive setting where the test happens should be researched. Whether the washback impact is positive or negative will

generally rely upon how it functions and inside which instructive settings. In educational field, there is agreement that the testing cycle affects both teaching and learning, which is named "washback" in language training. This impact might be a positive and negative effect depending on the setting of the test.

2. The General Aptitude Test (GAT)

The Aptitude Test

Brown and Abeywickrama (2010) mentioned about the aptitude test that an aptitude test is intended to quantify limit or general capacity to gain proficiency with an unknown dialect prior to taking a course and eventually anticipated accomplishment in that endeavor. language aptitude tests apparently intended to apply to the homeroom learning of any language. Two principles of fitness tests were once utilized in The United States: The Modern Language Aptitude Test and The Pimsleur Language Aptitude Battery. there is no exploration about both of English language test that show unequivocally that those sorts of undertakings foresee open accomplishment in a language, particularly unschooled securing of the language. All things being equal, endeavors to quantify language fitness all the more regularly furnish students with data about their favored styles and their possible qualities and shortcomings.

The General Aptitude Test (GAT) is the general aptitude test which has purposes for : 1) find out the test results for college confirmation reason, and 2) the tests result as a piece of the understudy determination measure in the Direct Admission System (contingent upon the necessities of individual colleges).

For secondary student wishing to accomplish passage into a university in Thailand through the college admission framework, a decent score in the General Aptitude Test (GAT) is vital. Segment 2 of the test, and 50% of the score, depends on English. The test tests understudies English capacity as far as Speaking, Vocabulary, Structure, and Writing. National Institute of Educational Testing Service developed following and was divided into 2 parts:

Part 1 : Reading Writing, Critical thinking, Skill and Problem solving skill;

Part 2 : Ability in English communication.

The test was given without precedent for the scholarly year 2009. It was then given 3 times each year (July, October, and March) until 2010. In 2011, it was given just a single time since 2012 and later, it has been given twice/year (October, March). NIETS remove the July assessment since it is in a semester meeting and consequently the understudies have not yet totally graduated.

3. English Language Teaching

Colbert, Brown, Choi, and Thomas (2008) stated improving instructor quality is both normal and important, what's more, it relies upon proficient turn of events, which ought to make important learning encounters for educators. However, instructors are needed to take an interest in expert advancement exercises. They are not engaged with choosing and arranging those exercises, and that proficient advancement may not be intently attached to study hall practice. They may have been sufficiently blessed to have the option to adjust their study hall works on utilizing what they acquired from the preparation.

Brown (2000) stated teaching is appearing or assisting somebody with figuring out how to accomplish something, giving directions, controlling in the investigation of something, giving information, causing to know or comprehend. It implies that instructing is an interaction that ought to be finished by the instructor dependent on the experience, education, and material planning that the point of instructing can be reached.

Setiyadi (2020) language instructing is affected by thoughts on the idea of language and the learning conditions that make students to obtain the language. Contrasts in language speculations may influence the choice of the instructing materials also, contrasts in learning hypotheses may influence the instructing strategy.

Noom-Ura (2013) stated English isn't generally spoken or utilized in Thailand. This is clause behind why some Thai understudies experience issues communicating in and understanding the language. Nevertheless, The English language has been acquainted with them since they were in their essential years at school.

Approach, method, and teaching technique are covered in language teaching. People will in general utilize the term technique for the entirety of the three. Other people feel that they allude to a similar idea: a method of showing a language. As indicated by Anthony, the three have a various leveled plan. Approach is the degree of hypotheses, the technique is the arrangement of language encouraging which is predictable with the hypotheses, and procedures that do a strategy. In other words, the plan of the three is that approach is proverbial, the technique is procedural and strategy are implementational.(Setiyadi, 2020)

4. A review of Previous Studies of The Backwash Effect

(Reza Ghorbani, 2012)have done a research about the washback effect of the university entrance exam Iranian English teachers' curricular planning. English language teachers were selected to be the population of the study and used questionnaires to find out the aims of the study. The whole talked with PR college instructors saw that the college selection test negative backwash on educating and learning. Moreover, the authority to reform it based on the new technology and testing theories were expected.

Lunrasri (2014) examined the washback impacts and investigate understudies' suppositions on English language learning in the part of Matthayomsuksa 3 understudies towards the O-NET. Matthayomsuksa 3 in Chachoengsao province were selected to be the populations of the research. The instruments utilized in this investigation were survey and interview and analysis information by using both of qualitative and quantitative. As far as substance of learning, absolute season of learning, and learning inspiration. Evaluation 9 understudies frequently centered mastering around informative abilities and invested their energy rehearsing open abilities in homerooms here and there. Besides, they in some cases contemplated English harder to build up their capacity to utilize language. Regarding learning systems and test nervousness, the greater part of them in some cases utilized repetition remembrance as their learning techniques and frequently dreaded for the low O-NET scores.

CHAPTER 3

METHODOLOGY

The methodology is described which was employed for collecting and analyzing of research data. It was divided into four parts: Research Design research population and sample, research instruments, data collection and data analysis procedure.

1. Research Design

This study is a mix-methods sequential explanatory (QUAN➔Qual) design. Scope of the study employed 3-phase research design. Namely, a) the quantitative phase of the study (QUAN approach), b) the qualitative phase of the study (Qual approach) and c) integrated phase (QUAN➔Qual approaches integration). The researcher selected this study design primarily because this method can support the research questions. Using the questionnaire to get the data to answer the research questions and semi- structured interview to support and confirm the data from the questionnaire. The data analysis of each phase of the study is shown in Figure 2

QUAN	Qual	INTEGRATE
Questionnaire - EFL teachers -Matthayomsuksa 6 students	**Semi-structured interview** - EFL teachers - Matthayomsuksa 6 students	Integration based on QUAL and Quan
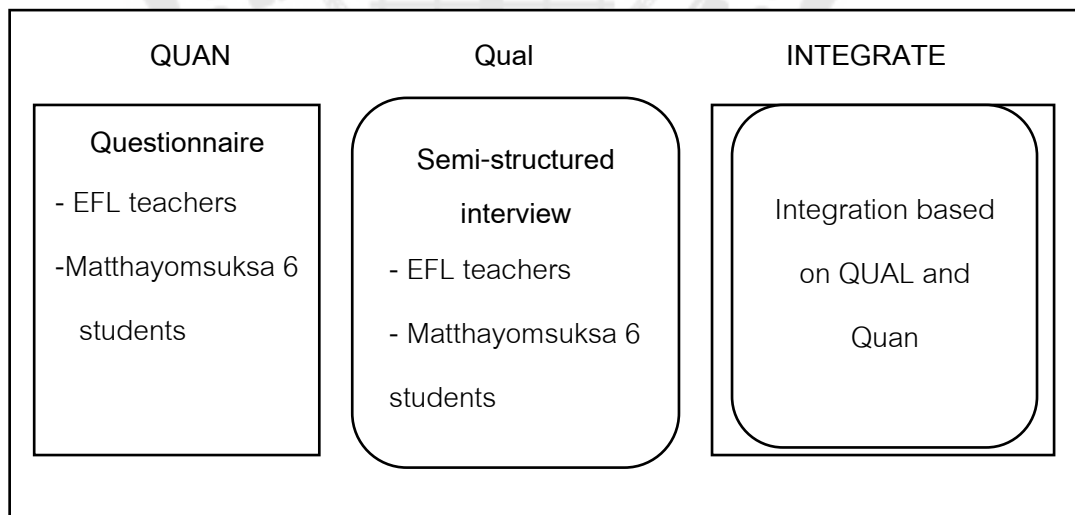
Figure 1 The Data Analysis of Each Phase of The Study

2. Research Population and Sample

The population of this study was EFL teachers and Matthayomsuksa 6 students in Secondary Schools under the Secondary Educational Service Area Office 3 in 2020 Academic Year. There were forty-seven schools in the Secondary Educational Service Area Office 3. The total number of Matthayomsuksa 6 students was 8,700 students in the Academic Year 2020 and the total number of EFL teachers was 326 teachers. (Data Information Academic Year 2020. (2020) Nonthaburi: the Secondary Educational Service Area Office 3.

There were 47 secondary schools in the Secondary Educational Service Area Office 3 that consist of 8,700 Matthayomsuksa 6 students. The sample of this study were 420 Matthayomsuksa 6 students of Debsirin Nonthaburi School by sampling randomly picking and 40 EFL teachers from the same school. The participants were selected for answering the questionnaires according to Yamane (1973), there should be approximately 383 students.

However, there were only twelve students who were the representative from each program and only four teachers who answered semi- structure interview selected by purposive sampling.

3. Research Instruments

There were two main research instruments in this study. Questionnaires for teachers and students were used to collect quantitative data and semi-structured interviews were used to collect qualitative data. The detailed explanations of the aforementioned instruments are as follows:

3.1 Questionnaires

3.1.1 Questionnaires for EFL teachers

This study used adaptation questionnaire developed by Lassaki (2012) and Ramezaney (2014) as the instrument for collecting the data.The adapted questionnaires based on EFL teachers' classroom activities and teaching methods, teaching materials and teaching content to investigate the backwash effect of General Aptitude Test (English Part) on EFL teachers as perceived by EFL teachers. The

backwash effect of General Aptitude Test (English Part)'s questionnaire consisted of 25 items using a five-point Likert Scale ranging from

5	=	strongly agree
4	=	agree
3	=	somehow agree
2	=	disagree
1	=	strongly disagree

The questionnaires comprise of two sections.

Section 1 consisted of questions about background information about teaching English of the respondents: sex, teaching experience, education degree and nationality. The purpose of this section was to collect background information about the participants.

Section 2 of the questionnaires included muddled 25 items, each targeting the backwash effect of General Aptitude Test (English Part) on EFL Teachers' Classroom activities and teaching methods, teaching materials and teaching content questions.

Table 1 Questionnaire Specification

Category	Item Distribution	Total	Percentage
Teachers' activities and teaching methods	1-10	10	33.33
Teaching materials	11-20	10	33.33
teaching content	21-30	10	33.33
Total		30	100

Questionnaire Modification

      1. Studied the questionnaire as the main guideline for creating a research questionnaire.

      2. Set the conceptual framework of this study. The researcher studied relevant the researches, theories and concepts that related to English teachers who teach English Subject on secondary upper level. The backwash effective on English teachers could be classified into three categories.

      1. Teachers 'activities and teaching methods

      2. Teaching materials

      3. teaching content

      3. Defined and localized the definition of terms and created the questions in each category to be followed with the definition of terms and the indicators of each categories.

      4. Sent to the advisor and 3 experts in the field of English teaching for verifying the validity of the questionnaires by using IOC (Item Objective Congruence) to be the criteria. The questions that passed must have IOC more than or equal to .50.

      5. Modified the questionnaire as suggested by the expert.

      6. Piloted the questionnaire to 20 selected secondary school EFL teachers that were not the part of the actual sample of the study. The results of the experiment were used to determine the quality of the questionnaire.

      7. The 25 questions are considered the reliability by Alpha Coefficient of Cronbach. The reliability of the questionnaire should not be less than .70.

      8. Print the questionnaire and use with the sample group.

3.1.2 Questionnaires for EFL students

This study use adaptation questionnaire as the instrument for collecting the data. The adaptation for the students backwash effect' s questionnaire was developed (Lunrasri, 2014). The adaptation questionnaires were based on the backwash effect of General Aptitude Test (English Part) on students in terms of learning English, attitude and perceptions toward EFL learning. to investigate the backwash effect of General Aptitude Test (English Part) on EFL students. The backwash effect of General Aptitude Test (English Part)'s questionnaire consisted of 30 items using a five-point Likert Scale ranging from

5 = strongly agree

4 = agree

3 = somehow agree

2 = disagree

1 = strongly disagree

The questionnaires comprise of two sections.

Section 1 consist question about   the profile of the respondents in terms of status: student, grade of study, program, school size, and sex: male, female. The purpose of this section is to collect basic information about the participants.

Section 2 of the questionnaires included muddled 30 items, each targeting the backwash effect of General Aptitude Test (English Part) on EFL on students in terms of learning English, attitude and perceptions toward EFL learning.

Table 2 Questionnaire Specification

Category	Item Distribution	Total	Percentage
learning English	1-10	10	50
attitude and perceptions	11-20	10	50
Total		20	100

Questionnaire Modification

      1. Studied the questionnaire of Lunrasri (2014) as the main guideline for creating a research questionnaire.

      2. Set the conceptual framework of this study. The researcher studied relevant the researches, theories and concepts that related to Matthayomsuksa 6 students. The backwash effective on English students could be classified into three categories.

      1. learning English

      2. attitude and perceptions

      3. Defined and localized the definition of terms and created the questions in each category to be followed with the definition of terms and the indicators of each categories that based on Lunrasri (2014).

      4. Sent to the advisor and 3 experts in the field of English teaching for verifying the validity of the questionnaires by using IOC (Item Objective Congruence) to be the criteria. The questions that passed must have IOC more than or equal to .50.

      5. Modified the questionnaire as suggested by the expert.

      6. Piloted the questionnaire to 200 selected Matthayomsuksa 6 students student of that were not the part of the actual sample of the study. The results of the experiment are used it find out Corrected Item-Total Correlation to determine the quality of the questionnaire.

      7. The 25 questions are considered the reliability by Alpha Coefficient of Cronbach. The reliability of the questionnaire should not be less than .70.

      8. Print the questionnaire and use with the sample group.

    3.2 Interview

      This study used the semi-structured interview with Matthayomsuksa 6 students EFL teachers and students. The questions created from the result of the questionnaire. Writing and recording are the interview report for data analysis. The

researcher interviews the only the head of department of English teachers in four secondary school, 24 students in each school or until the information is enough.

3.2.1 The process of creating an interview form was as follows

1. Studied and analyze data that got from the questionnaire.

2. Created the open-ended questions in interviews with Matthayomsuksa 6 students EFL teachers and students that related to the result data from the questionnaire.

3. Sent the open-ended questions in interviews to the advisor and 3 experts in the field of English teaching for verifying the validity of the open-ended questions by using IOC (Item Objective Congruence) to be the criteria. The open-ended questions that passed must have IOC more than or equal to .50.

4. Modified the open-ended questions in interviews as suggested by the expert.

5. Tried out with 3 non-sample. The researcher and a research assistant interviewed and recorded the data.

6. Improved the interview form and presented to the advisor again to check the accuracy of the interview.

7. Printed the questionnaire and used with the sample group.

4. Data Collection

The researcher collects the data by using the procedure as follows:

1. The researcher request permission to collect the data for this research in each school from the school administrators by using the official document from graduate school.

2. The questionnaires will be prepared and interviews to obtain the required data.

3. Data collection is carried out at the end of the second semester in the academic year 2019. The qualitative data are collected after the quantitative was collected. For quantitative data, 2,594 questionnaires in Thai version were distributed to 2,594 Matthayomsuksa 6 students in 4 secondary schools and 48 questionnaires in

English version are distributed to 48 English teachers who teach Matthayomsuksa 6 students in 4 secondary schools. For qualitative data, semi-structured interview is collected from EFL teachers and Students. For teacher's interviewing, the researcher interviews the only the head of department of English teachers in four secondary school. For students' interviewing, four groups of students in each school. Each group consist of 6 students from Matthayomsuksa 4,5, and 6. The interview is conducted in Thai Language lasted 10-20 minutes per group.

5. Data Analysis Procedure

This study was divided into two parts.

5.1 Quantitative Phase

The data obtained from student questionnaire was analyzed using the Statistical Package for the Social Science (SPSS) program to calculate percentages, frequencies, arithmetic means, standard deviation and relationship using One way ANOVA.

The interpretation of mean scores to analyze the washback effects on EFL Teachers' Classroom activities and teaching methods, teaching materials and teaching content are as follows:

4.21 – 5.00 means students "always" do it.

3.41 – 4.20 means students "often" do it.

2.61 – 3.40 means students do it "sometimes".

1.81 – 2.60 means students "seldom" do it.

1.00 – 1.80 means students "never" do it.

The interpretation of mean scores to analyze the washback effects of students on learning English are as follows:

4.21 – 5.00 means students "always" do it.

3.41 – 4.20 means students "often" do it.

2.61 – 3.40 means students do it "sometimes".

1.81 – 2.60 means students "seldom" do it.

1.00 – 1.80 means students "never" do it.

The interpretation of mean scores to analyze the washback effects of students' attitude and perceptions are as follows:

4.21 – 5.00 means students "strongly agree" with the statement.

3.41 – 4.20 means students "agree" with the statement.

2.61 – 3.40 means students are "undecided" with the statement.

1.81 – 2.60 means students "disagree" with the statement.

1.00 – 1.80 means students "strongly disagree" with the statement.

5.2 Qualitative Phase

Collaizi's method is used to analyze the data. The research instruments are a semi-organized inquiries addresses developed in the subjective period of the investigation and comprised of four segments under apparent discharge impacts. All things in the inquiry's addresses will be developed hypothetically and will be composed by the scientist to meet Thai teachers' specific circumstance.

CHAPTER 4
FINDINGS

This study aimed to investigate the backwash effects of the General Aptitude Test (English Part) on English Learning Management in aspect of EFL teachers and Matthayomsuksa 6 Students. Both quantitative and qualitative data were used in this study. For quantitative data, the instruments used in this study were teacher and student questionnaires. The participants consisted of 40 English teachers and 420 Matthayonsuksa 6 students from Debsirin Nonthaburi School. For qualitative data, there were four English teachers for semi-structured interviews and six Matthayomsuksa 6 students. Data were collected in the second semester of the academic year 2020. The results were presented according to the research questions, which are:

1. What is the backwash effect of General Aptitude Test (English Part) on EFL Teachers' Classroom activities and teaching methods, teaching materials and teaching content?

2. What is the backwash effect of General Aptitude Test (English Part) on Matthayomsuksa 6 students in terms of learning English, attitude and perceptions toward EFL learning?

3. What is the difference of the backwash effect of General Aptitude Test (English Part) on EFL teacher' s English learning management among gender, education teaching experience and nationality?

4.What is the difference of the backwash effect of General Aptitude Test (English Part) on Matthayomsuksa 6 students' learning English between gender and program?

Findings of Research Question Number 1

Research Question 1. What is the backwash effect of General Aptitude Test (English Part) on EFL Teachers' Classroom activities and teaching methods, teaching materials and teaching content?

The modified questionnaire had been used with 40 English teachers who have taught the senior level of secondary school in Debsirin Nonthaburi School. They answered 25 questions from the questionnaire by giving the level of their opinions based on a five-point Likert Scale. For the first research question, the results were revealed in the basic statistics: mean, standard deviation and variance as in the Table 4 and Table 5 below.

Table 3 The Questionnaire's Results from EFL Teachers in term of Classroom Activities and Teaching Methods, Teaching Materials and Teaching Content (items)

	Questions	Mean	Std. Deviation	Variance
1	Your teaching method have changed because of The General Aptitude Test (English Part) to push students successful.	4.48	0.506	0.256
2	The General Aptitude Test (English Part) has the effect to my teaching method	4.68	0.572	0.328
3	I applied my teaching method to push my students succeed in the General Aptitude Test (English Part)	3.48	1.012	1.025
4	I use more time of the class based on communicative approach because I think the General Aptitude Test (English Part) is more likely based on communicative approach.	4.28	0.679	0.461
5	I apply some teaching method which are helpful for my students on the General Aptitude Test (English Part).	4.98	0.158	0.025
6	I organize the learning activities related to the General Aptitude Test (English Part) .	3.90	0.632	0.400

	Questions	Mean	Std. Deviation	Variance
7	invest more energy on the students' test-taking strategies the General Aptitude Test (English Part), especially when the students are about to take the General Aptitude Test (English Part).	4.55	0.677	0.459
8	I normally give priority to the General Aptitude Test (English Part) in my teaching plan in order to prepare my students for the General Aptitude Test (English Part).	4.33	0.730	0.533
9	I change my lesson mostly based on the objectives of the General Aptitude Test (English Part).	3.73	0.784	0.615
10	I skip over some sections in the textbook except for reading parts because I think their content is more likely to be tested in the General Aptitude Test (English Part).	4.63	0.490	0.240
11	The specific language teaching materials have used to prepare my students for the General Aptitude Test (English Part).	4.27	0.506	0.256
12	I rarely use some textbooks specified by the Ministry of Education in my teaching because I think they do not cover most of the content to be tested in the General Aptitude Test (English Part).	4.55	0.504	0.254
13	The General Aptitude Test (English Part) has influence on what I teach.	3.95	0.597	0.356

Questions		Mean	Std. Deviation	Variance
14	I teach whatever I think is appeared on The General Aptitude Test (English Part) regardless of whether my students satisfy it or not.	3.90	0.632	0.400
15	The General Aptitude Test (English Part) has a great influence on my decision regarding what supplementary materials to use in my instruction.	4.30	0.648	0.421
16	I pay more attention on selecting contents in the textbook based on the General Aptitude Test (English Part).	4.25	0.742	0.551
17	I give my students the worksheets that review the expected content in the General Aptitude Test (English Part).	4.35	0.533	0.285
18	I do not cover pronunciation sections to some extent because I think it will not be in the General Aptitude Test (English Part).	4.37	0.667	0.446
19	I offer some extra vocabularies along the teaching to prepare my students for the General Aptitude Test (English Part).	4.32	0.730	0.533
20	I give my students the example of the General Aptitude Test (English Part) that review the expected test content to practice my students.	4.40	0.632	0.400
21	I adjust the sequence of my teaching skills based on the priorities of the General Aptitude Test (English Part).	4.45	0.597	00.356

Questions		Mean	Std. Deviation	Variance
22	I focus more on certain sections in the school curriculum because I think the content is more likely to be tested in the General Aptitude Test (English Part).	4.52	0.599	0.358
23	I study about the General Aptitude Test (English Part) and prepare content to teach student related with the General Aptitude Test (English Part)	4.43	0.594	0.353
24	I include some relevant content from other resources.	4.40	0.709	0.503
25	I expect my students to read some extra books which related to the General Aptitude Test (English Part) by themselves.	5.00	0.000	0.000

Based on the table 4, the results from EFL teachers shows that I expect my students to read some extra books which related to the General Aptitude Test (English Part) by themselves has the highest score at mean 5.00 (S.D. = 0.000) followed by I apply some teaching method which are helpful for my students on the General Aptitude Test (English Part) has mean at 4.98 (S.D.= 0.158), and The General Aptitude Test (English Part) has the effect to my teaching method has mean at 4.68 (S.D. = 0.572). On the other hand, I adjust my teaching method to help the students succeed in the General Aptitude Test (English Part) has the lowest score at mean 3.48 (S.D. = 1.012) followed by I change my lesson mostly based on the objectives of the General Aptitude Test (English Part) has mean at 3.73 (S.D. = 0.784). Moreover, I teach whatever I think is important regardless of whether my students like it or not, and I organize the learning activities related to the General Aptitude Test (English Part) have the same mean at 3.90 (S.D. = 0.632). Whereas, the rest of items have mean in the range between 4.25 – 4.55.

Table 4 The Questionnaire's Results from EFL Teachers in term of Classroom Activities and Teaching Methods, Teaching Materials and Teaching Content (parts)

Parts	Mean	Std. Deviation	Variance
Classroom activities and methods	4.30	0.295	0.087
Teaching materials	4.27	0.347	0.120
Teaching content	4.56	0.440	0.193
Total	4.34	0.285	0.081

According to the results in Table 5, there are three parts of teaching English management in aspects of EFL teachers which are Classroom Activities and Methods, Teaching Materials, and Teaching Contents. The results reveal that Teaching Content has the highest mean at 4.56 (S.D. = 0.440), followed by Classroom Activities and Methods has mean at 4.30 (S.D. = 0.295). The lowest mean at 4.27 goes to Teaching Materials (S.D. 0.347). For overall in aspects of EFL teachers, the result is at mean 4.34 (S.D. = 0.285).

In conclusion of the research question number 1 findings, the highest mean of parts is Teaching Content (Mean = 4.56, S.D. = 0.440), whereas, the highest mean of item is *I expect my students to read some extra books which related to the General Aptitude Test (English Part) by themselves* (Mean = 5.00, S.D. = 0.000). On the other hand, the lowest part is Teaching Materials (mean = 4.28, S.D. = 0.347), and the lowest mean of item is *I adjust my teaching method to help the students succeed in the General Aptitude Test (English Part)* (mean = 3.48, S.D. = 1.012). In sum, the overall total in aspects of EFL teachers in terms of Classroom Activities and Methods, Teaching Materials, and Teaching Content has mean at 4.34 (S.D. 0.285)

Findings of the Research Question Number 2

Research Question 2 What is the backwash effect of General Aptitude Test (English Part) on Learning English Management in aspect of Matthayomsuksa 6 students in terms of learning English, attitude and perceptions toward EFL learning?

The modified questionnaire had been used with 420 Matthayomsuksa 6 students in Debsirin Nothaburi School. They answered 24 questions from the questionnaire by giving the level of their opinions based on a five-point Likert Scale ranging. The results of the research question number 2 to investigate the backwash effect of General Aptitude Test (English Part) on Learning English Management in aspect of Matthayomsuksa 6 students in terms of learning English, attitude and perceptions toward EFL learning which is shown in the below table.

Table 5 The Questionnaire's Result in aspects of Matthayomsuksa 6 students School in terms of Learning English Management and Students' Attitudes and Perceptions (Items)

	Questions	Mean	Std. Deviation	Variance
	Learning Management			
1	I focus learning on the contents and skills of English that are likely to appear in the General Aptitude Test (English Part).	4.35	0.604	0.365
2	I focus learning on communicative English language skills.	3.22	0.681	0.464
3	I focus learning on each in the English textbook that are likely to appear in the General Aptitude Test (English Part).	4.48	0.612	0.374
4	I spend my time in the evenings or weekends for the General Aptitude Test (English Part) preparation in tutorial schools.	4.36	0.663	0.440

Questions		Mean	Std. Deviation	Variance
5	I spend my time in the evenings or weekends to improve my English proficiency e.g. watching English movies, listening to English songs and reading English books.	4.39	0.652	0.425
6	I spend my time practicing previous the General Aptitude Test (English Part) exams or reviewing grammar and vocabulary in classrooms.	4.37	0.655	0.428
7	I spend my time practicing communicative English language skills in classrooms.	3.64	1.028	1.058
8	I use rote-memorization skills to prepare for the General Aptitude Test (English Part).	4.34	0.664	0.441
9	I study harder in English to get high score for the General Aptitude Test (English Part).	4.39	0.651	0.424
10	I study harder in English in order to develop my ability to use language.	4.30	0.754	0.568
11	I like the activity in class that help students obtain high scores on the General Aptitude Test (English Part)	3.67	0.953	0.908
12	I feel excited to prepare for the General Aptitude Test (English Part).	4.25	0.734	0.539
13	I learn test-taking strategies for English language tests.	4.42	0.598	0.358
14	I am worried for the poor results of the General Aptitude Test in English Part.	4.41	0.606	0.367

	Questions	Mean	Std. Deviation	Variance
15	The contents of General Aptitude Test (English Part) cover the main indicators of the Basic Education Core Curriculum B.E.2551.	3.80	1.075	1.155
16	The contents of General Aptitude Test (English Part) are relevant to the contents on English textbooks.	4.34	0.644	0.415
17	General Aptitude Test (English Part) emphasizes English reading comprehension.	4.35	0.662	0.438
18	A student's score on General Aptitude Test (English Part) is an indication of how well she or he has learned English in classrooms.	4.40	0.631	0.398
19	Goal of teaching English is to help students obtain high scores on General Aptitude Test (English Part)	4.35	0.626	0.392
20	General Aptitude Test (English Part) preparation has influence on teachers' English language teaching in classrooms.	4.31	0.674	0.454
21	General Aptitude Test (English Part) preparation has influence on students' English language learning in classrooms.	4.38	0.636	0.404
22	I think it is a good idea to use General Aptitude Test (English Part) scores as the criterion for Admission System.	4.40	0.607	0.368
23	General Aptitude Test (English Part) emphasizes critical thinking skills.	4.39	0610	0.372

	Questions	Mean	Std. Deviation	Variance
24	The General Aptitude Test (English Part) is used to check students' language proficiency for preparing to TCAS system	4.36	0628	0.394
25	The General Aptitude Test (English Part) make me pay more attention on learning English than before.	4.30	0.653	0.426

Based on the results in Table 6, the students gave the highest mean to I focus learning on each in the English textbook that are likely to appear in the General Aptitude Test (English Part) at mean 4.48 (S.D. = 0.612), followed by I learn test-taking strategies for English language tests (mean = 4.42, S.D. = 0.598), and I am worried for the poor results of the General Aptitude Test in English Part (mean = 4.41, S.D. = 0.606). In contrast, the lowest mean is I focus learning on communicative English language skills at 3.22 (S.D. = 0.681), followed by I spend my time practicing communicative English language skills in classrooms (mean = 3.64, S.D. = 1.028), and I like the activity in class that help students obtain high scores on the General Aptitude Test (English Part) (mean = 3.67, S.D. = 0.953).

Table 6 The Questionnaire's Result in aspects of Matthayomsuksa 6 students School in terms of Learning English Management and Students' Attitudes and Perceptions (Parts)

Parts	Mean	Std. Deviation	Variance
Learning English Management	4.18	0.427	0.182
Students' Attitudes and Perceptions	4.28	0.440	0.193
Total	4.24	0.410	0.168

Based on Table 7, the results of the questionnaire shows that the highest mean at 4.28 goes to Students' Attitudes and Perceptions (S.D. = 0.440), whereas, Learning English Management has the lowest mean at 4.18 (S.D. = 0.427).

In sum, the findings of the backwash effect of General Aptitude Test (English Part) on Learning English Management in aspect of Matthayomsuksa 6 students in terms of learning English, attitude and perceptions reveals that the highest mean goes to *I focus learning on each in the English textbook that are likely to appear in the General Aptitude Test (English Part) at mean 4.48 (S.D. =0.61).* Furthermore, Students' Attitudes and Perceptions Part has the highest mean at 4.28 (S.D. = 0.440). Oppositely, *I focus learning on communicative English language skills* has the lowest mean at 3.22 (S.D. = 0.681), and the lowest score of parts is Learning English Management (mean = 4.18, S.D. 0.427)

Findings of the Research Question Number 3

Research Question 3 What is the difference of the backwash effect of General Aptitude Test (English Part) on EFL teacher's English Teaching Management in terms of Gender, Education Teaching Experience and Nationality?

Table 7 The backwash effect of the General Aptitude Test on teaching management on EFL teachers in term of Gender

The backwash effect on EFL teachers	Male (N=10)		Female (N=30)		Total (N=40)		Sig.
	Mean	S.D.	Mean	S.D.	Mean	S.D.	
Classroom Activities and Teaching Methods	4.35	0.283	4.28	0.301	4.30	0.295	0.543
Teaching Materials	4.36	0.403	4.24	0.327	4.27	0.346	0.336
Teaching Content	4.60	0.339	4.55	0.473	4.56	0.439	0.744
Total	4.40	0.298	4.32	0.283	4.34	0.285	0.413

Based on Table 8, the results of the third research question in terms of gender are: male has total mean at 4.40 (S.D. 0.298), whereas, female has the total mean at 4.32 (S.D.= 0.283). The total mean of both genders is 4.34 (S.D. = 0.285). There is no statistically significant difference.

Table 8 The backwash effect of the General Aptitude Test on teaching management on EFL teachers in term of education in teaching English field

The backwash effect on EFL teachers	Bachelor degree (N=35)		Master degree (N=5)		Doctoral Degree (N = 0)	Total (N=40)		p-value
	Mean	S.D.	Mean	S.D.		Mean	S.D.	
Classroom Activities and Teaching Methods	4.23	0.250	4.76	0.134		4.30	0.295	0.000
Teaching Materials	4.20	0.310	4.74	0.195		4.27	0.347	0.001
Teaching Content	4.53	0.447	4.76	0.358		4.56	0.440	0.282
Total	4.28	0.250	4.75	0.137		4.34	0.285	0.000

According to Table 9, the total mean of the backwash effect of the General Aptitude Test on teaching management on EFL teachers in terms of education in teaching English field is at 4.34 (S.D. = 0.285) with statistically significant difference at 0.05 (p value = 0.000). In details, bachelor degree (N = 35) has mean at 4.28 (S.D.= 0.250). Master degree (N=5) has mean at 4.75 (S.D. = 0.137). There is no doctoral degree of the participants. Moreover, the results of backwash effect in terms of education in English field: Classroom Activities and Teaching Methods, and Teaching Materials have the statistically significant difference at 0.05 (p value = 0.000, and 0.001). While Teaching

Content, there is no statistically significant difference between bachelor degree and master degree level.

Table 9 The backwash effect of the General Aptitude Test on teaching management on EFL teachers in term of Teaching Experience.

The backwash effect on EFL teachers	1-5 years (N=22)		6-10 year (N=7)		> 10 year (N=11)		Total (40)		p-value
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	
Classroom Activities and Teaching Methods	4.19	0.214	4.24	0.336	4.56	0.262	4.30	0.295	0.001
Teaching materials	4.20	0.344	4.29	0.211	4.39	0.409	4.27	0.347	0.334
Teaching content	4.52	0.412	4.71	0.363	4.55	0.545	4.56	0.440	0.597
Total	4.26	0.270	4.35	0.205	4.49	0.316	4.34	0.285	0.083

Based on Table 10, the results of backwash effect of the General Aptitude Test on teaching management on EFL teachers in term of Teaching Experience show that the total mean is at 4.34 (S.D. = 0.285) with no statistically significant difference (p-value = 0.083). The table expresses that teachers who have more-than-ten-year teaching experience have the highest mean at 4.49 (S.D. = 0.316). For teachers with one-to-five-year teaching experience, they have the lowest mean at 4.26 (S.D. = 0.270). Moreover, the teachers with six-to-ten-year teaching experience have mean at 4.35 (S.D. = 0.205). However, Classroom Activities and Teaching Methods has total mean at 4.30 (S.D. = 0.295) with statistically significant difference at 0.05 (p-value = 0.001), whereas, Teaching materials (mean= 4.27, S.D. = 0.347) and Teaching Content (mean = 4.56, S.D. 0.440) have no statistically significant difference (p-value = 0.334, and 0.597).

Table 10 The backwash effect of the General Aptitude Test on teaching management on EFL teachers in term of nationality.

The backwash effect on EFL teachers	Thai (N=25)		Foreigner (N=15)		Total (N=40)		p-value
	Mean	S.D.	Mean	S.D.	Mean	S.D.	
Classroom Activities and Teaching Methods	4.24	0.329	4.40	0.200	4.30	0.295	0.098
Teaching Materials	4.17	0.377	4.43	0219	4.27	0.347	0.022
Teaching Content	4.44	0.480	4.76	0.275	4.56	0.440	0.024
Total	4.25	0.316	4.48	0.143	4.34	0.285	0.012

According to Table 11, the total result in terms of nationality has mean at 4.34 (S.D. = 0.285) with statistically significant difference at 0.05 (p-value = 0.012). For more details, Thai teachers (N = 25) have mean at 4.25 (S.D. = 0.316), while the foreigner teachers (N = 15) have mean at 4.48 (S.D. = 0.143). In terms of Teaching materials (mean = 4.27, S.D. = 0.347), and Teaching Content (mean = 4.56, S.D. = 0.440) have statistically significant difference at 0.05 (p-value = 0.022, and 0.024). On the other hand, Classroom Activities and Teaching Methods has mean at 4.30 (S.D.= 0.295) with no statistically significant difference (p-value = 0.098).

Findings of Research Question Number 4

Research Question 4 What is the difference of the backwash effect of the General Aptitude Test (English Part) on Matthayomsuksa 6 students' learning English management in terms of gender, and program?

Table 11 The backwash effect on the General Aptitude Test (English Part) on Matthayomsuksa 6 students in term of gender

The backwash effect of GAT on Matthayomsuksa 6 students	Male (N=152)		Female (N=268)		Total (N=420)		p-value
	Mean	S.D.	Mean	S.D.	Mean	S.D.	
Learning English Management	4.24	0.395	4.15	0.442	4.18	0.427	0.051
Students Attitudes and Perceptions	4.32	0.436	4.25	0.440	4.28	0.439	0.137
Total	4.29	0.399	4.21	0.414	4.24	0.410	0.077

According to Table 12, the result of backwash effect on the General Aptitude Test (English Part) on Matthayomsuksa 6 students in term of gender shows that the total mean is at 4.24 (S.D. = 0.410) with no statistically significant difference (p-value = 0.077). Male (N = 152) has mean at 4.24 (S.D. = 0.395); female has mean at 4.21 (S.D. = 0.414). In terms of gender, there is no statistically significant difference of the backwash effect on the General Aptitude Test (English Part) in aspects of Matthayomsuksa 6 students in every part.

Table 12 The backwash effect on the General Aptitude Test on Matthayomsuksa 6 students in term of program

The backwash effect of GAT	Sci-Maths (N=163)		MEP (N=27)		MSEP (N=30)		English-France (N=49)		English-Chinese (N=50)		Maths-English (N=101)		Total (N=420)		p-value
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	
Learning English Management	4.13	0.337	4.30	0.248	4.48	0.233	4.34	0.511	3.68	0.281	4.33	0.434	4.18	0.427	0.000
Students attitudes and perceptions	4.32	0.421	4.25	0.116	4.45	0.161	4.40	0.497	3.75	0.213	4.36	0.450	4.28	0.439	0.000
Total	4.24	0.364	4.27	0.146	4.46	0.148	4.38	0.456	3.72	0.203	4.35	0.430	4.24	0.410	0.000

Based on Table 13, the result of the backwash effect on the General Aptitude Test in aspects of Matthayomsuksa 6 students in terms of program reveals that the total mean is at 4.24 (S.D. = 0.410) with statistically significant difference 0.05 (p-value= 0.000). MSEP program (N = 30) has the highest mean at 4.46 (S.D. = 0.148), whereas, the lowest mean at 3.72 (S.D. = 0.203) goes to English-Chinese program (N = 50). In details, Learning English Management and Students' Attitudes and Perceptions of every program have statistically significant difference at 0.05 (p-value = 0.000).

Findings of The Semi-structured Interview Part

The semi-structured interview part was used in this research to confirm the backwash effect on the General Aptitude Test in aspects of EFL teachers, and Matthayomsuksa 6 students. Thus, the following statements were from the teachers and students.

Statements from EFL Teachers

The researcher asked the teachers by 3 main questions:

1. Do you have some classroom activities or teaching materials based on GAT?

2. Do you use GAT (English Part) to apply to your lessons?

3. Have you ever trained your students for GAT (English Part) in your lessons?

Teacher 1 said that "I teach all reading techniques which my students can apply to every kind of tests, but, for the vocabulary and teaching content were selected by the school curriculum because the other teachers have to teach similarly. Teaching syllabus of every program in this subject is the same. It is also relevant to the achievement test."

Teacher 2 said that " I rarely used GAT (English Part) in my lessons because the period of teaching is not enough for the fixed syllabus. But …. I think the students who are really interested in GAT, they will find the extra books by themselves to practice. If they have some unclear contents, they will ask me. Im pleased to help them to find the solution."

Teacher 3 said that " I always applied the GAT (English Part) content and vocabulary in my lessons. There are tons of different shades of words that my students rarely faced it. I would like to help them get familiar with the tests as much as I can. Even, there was limited time, I planned the extra time for them, maybe, after class, lunchtime or weekends. I have never used textbooks for Matthayomsuksa 6 students, because I know that my students have to prepare themselves for a lot of tests. "

Statements from Matthayomsuksa 6 Students

The researcher asked the students by 3 main questions:

1. How GAT affects to your learning management preparation?

2. How GAT enhances you to improve English competency?

3. How your English classroom enhances to practice English for GAT?

Student 1 said that "I'm quite worried about GAT more than O-NET and final tests because I think GAT is the most difficult test. Hmm… I read a lot of books for getting high scores of GAT by myself because I think my English teachers teach the same

thing that I had leant from Matthayom 4-5. I think only learning English in classroom cannot help me to get good scores of GAT that I cannot use for TCAS. "

Student 2 said that "I'm really worried about GAT. It have ever printed out the examples of GAT. I feel it is too difficult for me. So, I have to prepare myself more than I used to be. I also feel excited about GAT examination because it is very important for my future. I expect to get the high score more than 100. I expect my English teachers teach me about GAT but they have never taught me about GAT at all. There is only O-NET and TOEIC."

Student 3 said that " I'm worried about every examination which are going to happen soon. Especially, GAT (English Part) beacuase, I think I'm quite weak in English. I like one of my foreigner teachers' teaching styles. He teaches reading techniques and strategies that I can apply to the examination. I don't like some of teachers' teaching methods that let students present and teach the class in front of class themselves. But some teachers teach me to practicing doing tests by using the old GAT test. It must be better if she teaches the basics English before practicing doing tests."

Student 4 said that "GAT is important but I think I cannot do it well. I have poor English foundation. My teacher might teach well but I cannot understand especially the foreigner teacher that I cannot follow them at all. I have my own techniques to do the test but I might not good enough."

Student 5 said that " I care about English competency but I don't care GAT because It is not related to my future career. I want to a policeman. However, I want to try taking GAT and do my best. "

CHAPTER 5
CONCLUSION AND DICUSSION

This chapter shows the conclusion and discussion of the findings. Moreover, the recommendation is presented in this chapter. This research aimed to 1) to investigate the backwash effect of General Aptitude Test (English Part) on teaching management in aspects of EFL teachers in terms of classroom activities and methods, teaching materials and teaching content 2) to investigate the backwash effect of General Aptitude Test (English Part) on learning English management in aspects of Matthayomsuksa 6 students in terms of learning English management and attitudes and perceptions 3) to compare the backwash effect of General Aptitude Test (English Part) on teaching management in terms of gender, education, teaching experience, and nationality 4) to compare the backwash effect of General Aptitude Test (English Part) on Matthayomsuksa 6 students in terms of gender and program.

1. Summary of the Research
Significant of The Study

This study aims to investigate the Backwash Effects of General Aptitude Test (English Part) on Learning Management in EFL teachers and Matthayomsuksa 6 students in Secondary schools. It is regard that the research results are beneficial in the difference ways. For instance, It will enable researchers of English to gain deeper insight into The Backwash Effects of General Aptitude Test (English Part) in term of classroom activities and teaching methods, teaching materials and teaching content to prepare students for Admission system. Moreover, it will serve guidelines to students who are going to test on General Aptitude Test (English Part). It will be useful for administrators, researchers, and teachers to preparing curriculum for students on the General Aptitude Test (English Part) in secondary schools.

Population and Sample Group

The population of this study consisted of EFL teachers and Matthayomsuksa 6 students in Secondary Schools under the Secondary Educational Service Area Office 3.

There were forty-seven schools in the Secondary Educational Service Area Office 3. The total number of Matthayomsuksa 6 students is 8,700 students in the Academic Year 2020 and the total number of EFL teachers is 326 teachers. (Data Information Academic Year 2020. (2020) Nonthaburi: the Secondary Educational Service Area Office 3.

Therefore, the sample of this study were 420 Matthayomsuksa 6 students of Debsirin Nonthaburi School by sampling randomly picking and 40 EFL teachers from the same school. The participants were selected for answering the questionnaires according to Yamane (1973), there should be approximately 383 students. However, three Matthayomsuksa 6 students who were the representative from difference program answered the semi-structure interview and only five teachers who answered semi-structure interview selected by purposive sampling.

Research Methodology

This study used a mix-methods sequential explanatory design (Creswell & Clark, 2017). The study employed 2-phase research design. Namely, a) the quantitative phase of the study (quan approach) and b) the qualitative phase of the study (qual approach). The researcher selected this study design primarily because this method can support the research questions. Using the questionnaire to get the data to answer the research questions and semi- structured interview to support and confirm the data from the questionnaire.

Research Instruments

The research instruments were used to collect the data for this study include modified questionnaires to suite with the backwash effect in EFL teachers and Matthayomsuksa 6 students. base on related studies The General Aptitude Test (English Part) and semi-structured interview that would be created after analyzing the data from the questionnaire.

Data Collection and Analysis

The researcher personally collected the data based on the availability of the respondents. By requesting permission and cooperation to collect the data for this research in Debsirin Nonthaburi School. Using questionnaires and interviews to obtain the

required data. This study was divided into two parts: Quantitative Phase and Qualitative Phase

Quantitative Phase

For the research question in the questionnaire of this study described by using mean, sd. and Variance.

Qualitative Phase

The second part was to get the data from interviews to be qualitatively analyzed and presented it in the form of descriptive writing to support the data from questionnaires.

2. Conclusions and Discussions of the Research

Based on the results of this research in Chapter 4 which followed the research questions, the conclusion and discussions elaborately analyzed by using statistics and related studies. They are concluded and discussed as follows:

Research Question 1: what is the backwash effect of General Aptitude Test (English Part) on English teaching management in aspect of EFL Teachers?

The modified questionnaire had been used with 40 English teachers who have taught the senior level of secondary school in Debsirin Nonthaburi School. They answered 25 questions from the questionnaire by giving the level of their opinions based on a five-point Likert Scale. The result in items of the backwash effect of General Aptitude Test (English Part) on EFL Teachers' Classroom activities and teaching methods, teaching materials and teaching content shows that *I expect my students to read some extra books which related to the General Aptitude Test (English Part) by themselves* has the highest score at mean 5.00 (S.D. = 0.000) which means the teachers always expect their students to find another book to read to improve their English competency for getting higher GAT scores.

However, I adjust my teaching method to help the students succeed in the General Aptitude Test (English Part) (mean = 3.48, S.D. 1.0212), I change my lesson mostly based on the objectives of the General Aptitude Test (English Part) (mean = 3.73, S.D. 0.784), I teach whatever I think is important regardless of whether my students like it

or not (mean = 3.90, S.D. = 0.632), I organize the learning activities related to the General Aptitude Test (English Part) (mean = 3.90, S.D. = 0.632), and The General Aptitude Test (English Part) has little impact on what I teach (mean = 3.95, S.D. = 0.632) that mean the teacher sometimes do them. For the rest of backwash effects, the teachers often do them, such as I focus more on certain sections in the school curriculum because I think the content is more likely to be tested in the General Aptitude Test (English Part).

For the results of parts, there are three parts of teaching English management in aspects of EFL teachers which are Classroom Activities and Methods, Teaching Materials, and Teaching Contents. The results show that Teaching Content has the highest mean at 4.56 (S.D. = 0.440), followed by Classroom Activities and Methods has mean at 4.30 (S.D. = 0.295). The lowest mean at 4.27 goes to Teaching Materials (S.D. 0.347). For overall in aspects of EFL teachers, the result is at mean 4.34 (S.D. = 0.285). However, it means GAT (English Part) has the positive effect on English learning management in aspect of EFL teachers in terms of Classroom Activities and Methods, Teaching Materials, and Teaching Contents. Triangulation with the subjective information affirmed the discoveries. Henceforth, the examination gives an unmistakable proof of the discharge impact of the GAT (English) on the segments of English instructing the executives and its effect on what and how the educators educate.There is a related study about the washback effect of the General Secondary English Examination (hereinafter referred to as GSEE) of Tayeb, Abd Aziz, Ismail, and Khan (2014)

Research Question Number 2: what is the backwash effect of General Aptitude Test (English Part) on Learning English Management in aspect of Matthayomsuksa 6 students?

In aspect of Matthayomsuksa 6 students in terms of learning English, attitude and perceptions toward EFL learning based on the results in Chapter 4, the highest mean is at 4.48 (S.D. = 0.612), from the item *I focus learning on each in the English textbook that are likely to appear in the General Aptitude Test (English Part)* which means the students often focus on the content related to GAT which appears in textbooks. It is similar to other backwash effects, for example, *I learn test-taking strategies for English language tests* (mean = 4.42, S.D. = 0.598), and so on. Although there are some issues that affect

the students in different level at 'sometimes level' such as *I focus learning on communicative English language skills* at 3.22 (S.D. = 0.681), followed by *I spend my time practicing communicative English language skills in classrooms* (mean = 3.64, S.D. = 1.028) and etc, they still affect to the students.

The result of this study shows the positive backwash on the General Aptitude Test (English) which accord with the study of Polat (2020) learned about the utilization of high-stakes tests to pick understudies for advanced education in Turkey has been considered as a solid and compelling method of evaluation for such a long time. Be that as it may, the utilization of a numerous decision test in testing different abilities could carry various results with itself. This examination expected to research the discharge impact of the college test on college understudies' mentalities. To have the option to gather information from members, it was first meant to build up a disposition scale to look at the washback impact of Higher Education Exam (YGS). In terms of parts, Students' Attitudes and Perceptions has the highest mean at 4.28 (S.D. = 0.440) which means GAT (English Part) in aspect Matthayomsuksa 6 Students have effects on their learning English management at 'often level'. Beside that Learning English Management part, it has mean at 4.18 (S.D. 0.427) which is at the same level. Thus, both of them have effects on Matthayomsuksa 6 students at 'often level'.

Research Question Number 3: what is the difference of the backwash effect of General Aptitude Test (English Part) on EFL teacher' s English Teaching Management in terms of Gender, Education,Teaching Experience and Nationality?

Based on the results of the third research question in terms of gender, male has total mean at 4.40 (S.D. 0.298), whereas, female has the total mean at 4.32 (S.D.= 0.283). The total mean of both genders is 4.34 (S.D. = 0.285). There is no statistically significant difference which means male and female teachers have the same effect in terms of classroom activities and methods, teaching materials, and teaching contents. It related with the qualitative phrase *"I teach all reading techniques which my students can apply to every kind of tests, but, for the vocabulary and teaching content were selected by the school curriculum because the other teachers have to teach similarly. Teaching*

syllabus of every program in this subject is the same. It is also relevant to the achievement test."

In terms of education in teaching English field, there is statistically significant difference at 0.05 between bachelor degree and master degree. The teachers who graduated in master degree in teaching English field have more effects than the bachelor degree in every part such as classroom activities and teaching methods, teaching materials, and also teaching contents. However, the bachelor degree has the same level as the master degree at 'often level'. For teaching experience, the more-than-ten-year teaching experience teachers have the highest mean at 4.49 (S.D. = 0.316). For overall aspects, there is no statistically significant difference, except, classroom activities and methods part. It means the overall backwash effect on EFL teachers has the similar teaching English management except only classroom activities and teaching methods which depends on the different teaching experience of teachers. For nationality, the foreigner teachers have more effects than Thai teachers, especially, teaching materials, and teaching contents since there is statistically significant difference at 0.05. Even the classroom activities and teaching methods has no statistically significant difference which means the teachers follows the syllabus which they organize together. For the contents and teaching materials, there are more details that affected by the teachers' style. Tayeb et al. (2014) studied about washback impacts of the General Secondary English Examination on instructing and realizing, which intended to acquire primer experiences into the connection among educating and learning factors influenced by the discharge impact. The consequences of this examination indicated that the test bigly affected the students and educators basically on showing strategies and learning styles.

Research Question 4: what is the difference of the backwash effect of the General Aptitude Test (English Part) on Matthayomsuksa 6 students' learning English management in terms of gender, and program?

Gender

Based on the results in chapter 4, male has mean at 4.29 (S.D. = 0.399), whereas, female has mean 4.21 (S.D. = 0.414) with no statistically significant difference that means the gender has no effects on learning management. This study related with

the study of Safa (2014) which studied about The Washback Effects of Task-based Assessment on the Iranian EFL Learners' Grammar Development. The exploration question tended to the differential washback impact of conventional evaluation and errand put together appraisal with respect to the punctuation improvement of male and female EFL students and the invalid speculation for this examination question accepts no critical distinction between the two testing technique's washback impact on the two sexes' language structure advancement. To either affirm or dismiss this speculation, the pre-test and post-test mean scores of the male and female members of the exploratory and control bunches are looked at. The spellbinding and inferential measurement data of the examinations are summed up in single tables to forestall verbosity and save space. The outcomes show that there was no critical distinction among male and female's scores of pre-tests in the TBLA gathering. Be that as it may, the correlation of similar members' post-test results demonstrated female members as better than guys. This finding may demonstrate that task-based language evaluation has more certain washback impact on the punctuation advancement of female EFL students. Thus, the subsequent exploration question is replied and the connected invalid theory which accepted no differential washback impact of the TBLA testing strategy on the two sexual orientations is dismissed.

Program

In terms of learning management and students' attitudes and perceptions, the students have same level of effect at 'often level' with statistically significant difference at 0.05. Although they have the same level of effect, there are some differences between programs. The result of the study related with the study of Chao (2017). This investigation was especially intended to check whether a positive discharge impact can profit low-accomplishing understudies, and assist them with recapturing their trust in learning English. 83 college understudies partook in this examination and their learning accomplishments and procedures were inspected. The course was an English therapeutic course which was utilized as a choice to arrive at an edge in English for graduation edge, additionally a pretest, posttest and survey were utilized for quantitative examinations. Furthermore, singular meetings were applied to accumulate some

subjective information for additional top to bottom understanding. The outcomes show that, for low-accomplishing understudies, their posttest execution was better than the other two gatherings (moderate and progressed levels) as far as tuning in and perusing. No huge contrasts were found among the three gatherings as far as learning systems; in any case, singular meeting information indicated contrasts.

3. Recommendations of the Further Research

1. The researcher did not investigate the relationship of the backwash effect of the general aptitude test between EFL teachers and students. Further research should investigate the relationship in term of the same factors of both EFL teachers and students to get understand and whole picture of the backwash effect.

2. This study used two maim research instruments which were questionnaire and semi -structure interview about only the backwash effect of the General Aptitude Test (English). To find out more depth information, classroom observation and document analysis should be used.

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Appendix

Appendix A

Research Instruments

A Questionnaire of the Study

A Questionnaire of the Teacher

An Interview Form

Student Questionnaire

The Backwash Effects of General Aptitude Test (English Part)

on Learning Management in Matthayomsuksa 6 Students and EFL teachers

Instructions: The respondents in this questionnaire are Matthayomsuksa 6 students who are studying in the secondary schools under the Secondary Educational Service Area Office 3

This questionnaire is divided into two sections:

Section 1: Background Information.

Section 2: Washback Effects on English Language Learning Management

The aim of the questionnaires is to investigate the backwash effect of General Aptitude Test (English Part) on Matthayomsuksa 6 students in aspect of learning English, attitude and perceptions toward EFL learning.

Thank you for your kind cooperation

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Section 1: Background information of the respondents

Direction: Please mark ✔ on the right answer based on your personal data

1. Gender

   ❑ Male   ❑ Female

2. Program

   ❑ Science-Mathematics   ❑ MEP   ❑MSEP

   ❑Gifted

   ❑ Language- Arts   ❑English-France   ❑English-Chinese

   ❑Mathematics- English

Section 2: The backwash effect of General Aptitude Test (English Part) on EFL Teachers

Directions: Please carefully read the following questionnaires and mark ✔ on the box of the best answer with regarding the level of frequency on the factors connect to your English Language learning.

   The criteria

   5   means   always   (81-100% of time)

   4   means   often   (61-80% of time)

   3   means   sometimes   (41-60 % of time)

   2   means   seldom   (21- 40 % of time)

   1   mean   never   (0-20% of time)

The backwash effect of General Aptitude Test (English Part) on student's English language leaning management	Level of frequency				
	5	4	3	2	1
learning English Language					
1.I focus learning on the contents and skills of English that are likely to appear in the General Aptitude Test (English Part).					

	Level of frequency				
The backwash effect of General Aptitude Test (English Part) on student's English language leaning management	5	4	3	2	1
learning English Language					
2.I focus learning on communicative English language skills.					
3.I focus learning on each in the English textbook that are likely to appear in the General Aptitude Test (English Part).					
4.I spend my time in the evenings or weekends for the General Aptitude Test (English Part) preparation in tutorial schools.					
5. I spend my time in the evenings or weekends to improve my English proficiency e.g. watching English movies, listening to English songs and reading English books.					
6. I spend my time practicing previous the General Aptitude Test (English Part) exams or reviewing grammar and vocabulary in classrooms.					
7. I spend my time practicing communicative English language skills in classrooms.					
8. I use rote-memorization skills to prepare for the General Aptitude Test (English Part).					
9. I study harder in English to get high score for the General Aptitude Test (English Part).					

The backwash effect of General Aptitude Test (English Part) on student's English language leaning management	Level of frequency				
	5	4	3	2	1
learning English Language					
10. I study harder in English in order to develop my ability to use language.					
students' attitude and perceptions					
11. I like the activity in class that help students obtain high scores on the General Aptitude Test (English Part)					
12. I feel excited to prepare for the General Aptitude Test (English Part).					
13.I learn test-taking strategies for English language tests.					
14.I am worried for the poor results of the General Aptitude Test in English Part.					
15. The contents of General Aptitude Test (English Part) cover the main indicators of the Basic Education Core Curriculum B.E.2551.					
16.The contents of General Aptitude Test (English Part) are relevant to the contents on English textbooks.					
17.General Aptitude Test (English Part) emphasizes English reading comprehension.					
18.A student's score on General Aptitude Test (English Part) is an indication of how well she or he has learned English in classrooms.					

The backwash effect of General Aptitude Test (English Part) on student's English language leaning management	Level of frequency				
	5	4	3	2	1
19.Goal of teaching English is to help students obtain high scores on General Aptitude Test (English Part)					
20.General Aptitude Test (English Part) preparation has influence on teachers' English language teaching in classrooms.					
21.General Aptitude Test (English Part) preparation has influence on students' English language learning in classrooms.					
22.I think it is a good idea to use General Aptitude Test (English Part) scores as the criterion for Admission System.					
23. General Aptitude Test (English Part) emphasizes critical thinking skills.					
24. The General Aptitude Test (English Part) is used to check students' language proficiency for preparing to TCAS system					
25. The General Aptitude Test (English Part) make me pay more attention on learning English than before.					

Suggestion

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Thank you for your kind cooperation.

Teacher Questionnaire

<div style="border:1px solid; border-radius:10px;">

The Backwash Effects of General Aptitude Test (English Part)

on Teaching Management in EFL teachers

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Instructions: The respondents in this questionnaire are English teachers who are teaching in the secondary schools under the Secondary Educational Service Area Office 3

This questionnaire is divided into two sections:

Section 1: Background Information.

Section 2: Washback Effects on English Language Teaching Management

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The aim of the questionnaires is to investigate the backwash effect of General Aptitude Test (English Part) on EFL Teachers' Classroom activities and teaching methods, teaching materials and teaching content. Your name will be kept anonymous, and all answers will be used for research purposes only.

Thank you for your kind cooperation

Miss Pannaporn Promsorn

Master Student

Educational Science of English Learning Management

Faculty of Education   Srinakharinwirot University

Section 1: Background information of the respondents

Direction: Please mark ✓ on the right answer based on your personal data

1. Gender

    ❏ Male   ❏ Female

2. Education in Teaching English Field

    ❏ Bachelor degree   ❏ Master degree   ❏ Doctoral degree

3. Teaching experience

    ❏ 1-5 years   ❏ 6-10 years ❏ More than 10 years

4. Nationality

    ❏ Thai   ❏ Foreigner

Section 2: The backwash effect of General Aptitude Test (English Part) on EFL Teachers

Directions: Please carefully read the following questionnaires and mark ✓ on the box of the best answer with regarding the level of frequency on the factors connect to your teaching.

The criteria

5	means	always	(81-100% of time)
4	means	often	(61-80% of time)
3	means	sometimes	(41-60 % of time)
2	means	seldom	(21- 40 % of time)
1	mean	never	(0-20% of time)

The backwash effect of General Aptitude Test (English Part) on EFL Teachers	Level of frequency				
	5	4	3	2	1
classroom activities and teaching methods					
1. The General Aptitude Test (English Part) makes you change your teaching method to push students successful					

The backwash effect of General Aptitude Test (English Part) on EFL Teachers	Level of frequency				
	5	4	3	2	1
classroom activities and teaching methods					
2.I focus learning on communicative English language skills.					
3. I adjust my teaching method to help the students succeed in the General Aptitude Test (English Part)					
4. I spend more time of the class based on communicative approach because I think the General Aptitude Test (English Part) is more likely based on communicative approach.					
5.I applies some teaching method which are helpful for my students on the General Aptitude Test (English Part).					
6. I organize the learning activities related to the General Aptitude Test (English Part) .					
7.I spend more time on the students' test-taking strategies the General Aptitude Test (English Part), especially when the students are about to take the General Aptitude Test (English Part).					
8. I normally give priority to the General Aptitude Test (English Part) in my teaching in order to prepare my students for the General Aptitude Test (English Part).					

The backwash effect of General Aptitude Test (English Part) on EFL Teachers	Level of frequency				
	5	4	3	2	1
9. I change my lesson mostly based on the objectives of the General Aptitude Test (English Part).					
10.I skip over certain sections in the textbook except for reading parts because I think their content is more likely to be tested in the General Aptitude Test (English Part).					
Teaching materials					
11.I use specific language teaching materials to prepare my students for the General Aptitude Test (English Part).					
12. I use some textbook specified by the Ministry of Education in my teaching because I think they cover most of the content to be tested in the General Aptitude Test (English Part).					
13. The General Aptitude Test (English Part) has impact on what I teach.					
14. I teach whatever I think is important regardless of whether my students like it or not.					
15. The General Aptitude Test (English Part) has a great influence on my decision regarding what supplementary materials to use in my instruction.					
16. I pay more attention on selecting contents in the textbook based on the General Aptitude Test (English Part).					

The backwash effect of General Aptitude Test (English Part) on EFL Teachers	Level of frequency				
	5	4	3	2	1
17. I give my students the worksheets that review the expected content in the General Aptitude Test (English Part).					
18. I do not cover pronunciation sections to some extent because I think it will not be in the General Aptitude Test (English Part).					
19. I offer some extra vocabularies along the teaching to prepare my students for the General Aptitude Test (English Part).					
20. I give my students the example of the General Aptitude Test (English Part) that review the expected test content to practice my students.					
Teaching contents					
21. I adjust the sequence of my teaching skills based on the priorities of the General Aptitude Test (English Part).					
22. I focus more on certain sections in the school curriculum because I think the content is more likely to be tested in the General Aptitude Test (English Part).					
23. I study about the General Aptitude Test (English Part) and prepare content to teach student related with the General Aptitude Test (English Part)					
24. I include some relevant content from other resources.					

The backwash effect of General Aptitude Test (English Part) on EFL Teachers	Level of frequency				
	5	4	3	2	1
25. I expect my students to readd some extra books which related to the General Aptitude Test (English Part) by themselves.					

Suggestion

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Thank you for your kind cooperation.

แบบสัมภาษณ์

Students Interview Form

สัมภาษณ์วันที่ (D/M/Y)....... เดือน............ พ.ศ. .... เวลา (Time)..........น. ถึง ....น.

สถานที่สัมภาษณ์ (Place)..

Section 1: Background information of the respondents

Direction: Please mark ✓ on the right answer based on your personal data

1. Gender

   ❑ Male   ❑ Female

2. Program

   ❑ Science-Mathematics   ❑ MEP   ❑ MSEP

   ❑ Gifted

   ❑ Language- Arts   ❑ English-France   ❑ English-Chinese

   ❑ Mathematics- English

ประเด็นคำถามในการสัมภาษณ์ (Questions)

1. How GAT affects to your learning management preparation?

   ....
   ....
   ....
   ....

2. How GAT enhances you to improve English competency?

....
....
....
....

3. How your English classroom enhances to practice English for GAT?

....
....
....
....

<div align="center">

แบบสัมภาษณ์

Teachers Interview Form

</div>

สัมภาษณ์วันที่ (D/M/Y)....... เดือน............ พ.ศ. .... เวลา (Time)..........น. ถึง ....น.

สถานที่สัมภาษณ์ (Place)..

Section 1: Background information of the respondents

Direction: Please mark ✔ on the right answer based on your personal data

1. Gender

   ❑ Male   ❑ Female

2. Education in Teaching English Field

   ❑ Bachelor degree   ❑ Master degree   ❑ Doctoral degree

3. Teaching experience

   ❑ 1-5 years   ❑ 6-10 years   ❑ More than 10 years

4. Nationality

   ❑ Thai   ❑ Foreigner

ประเด็นคำถามในการสัมภาษณ์ (Questions)

1. Do you have some classroom activities or teaching materials based on GAT?

   ....

   ....

   ....

   ....

2. Do you use GAT (English Part) to apply to your lessons?

   ....

   ....

   ....

   ....

3. Have you ever trained your students for GAT (English Part) in your lessons?

   ....

   ....

   ....

   ....
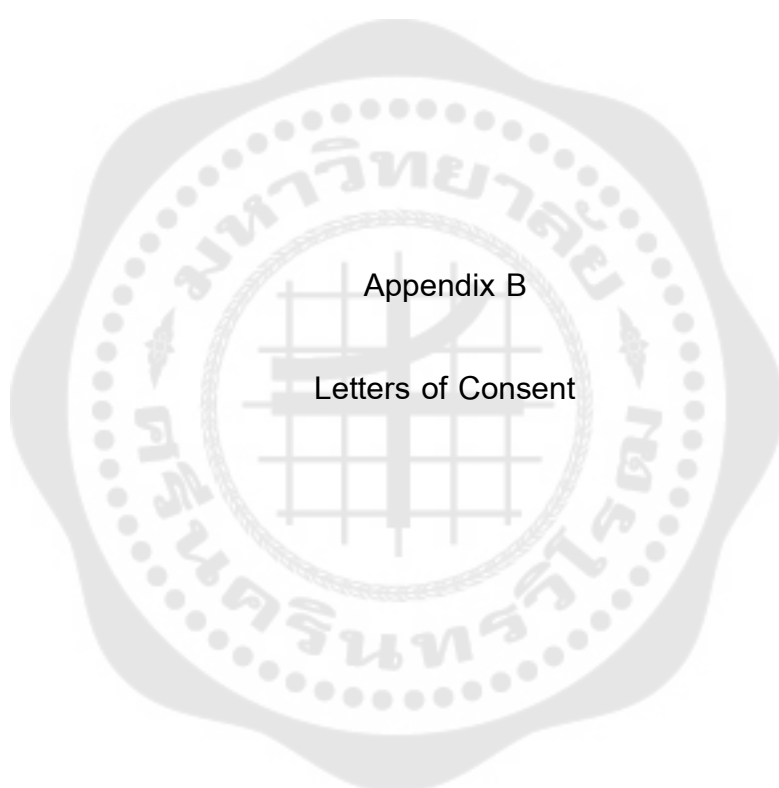
Appendix B

Letters of Consent

ที่ อว 8718/2391

บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ
114 สุขุมวิท 23 แขวงคลองเตยเหนือ
เขตวัฒนา กรุงเทพฯ 10110

26 พฤศจิกายน 2563

เรื่อง ขอความอนุเคราะห์เชิญบุคลากรในสังกัดเป็นผู้เชี่ยวชาญ

เรียน ผู้อำนวยการโรงเรียนเทพศิรินทร์ นนทบุรี

      เนื่องด้วย นางสาวปัณณพร พรมสอน นิสิตระดับปริญญาโท สาขาวิชาวิทยาการทางการศึกษาและการจัดการเรียนรู้ มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำปริญญานิพนธ์ เรื่อง "ผลกระทบของการสอบวัดความถนัดทั่วไป (ภาษาอังกฤษ) ของครูและนักเรียนที่จัดการเรียนการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศในระดับชั้นมัธยมศึกษา จังหวัดนนทบุรี" โดยมี อาจารย์ ดร.ลอเรนซ์ ฮอนคิส พลาตัน อาจารย์ที่ปรึกษาปริญญานิพนธ์

      ในการนี้ นิสิตขอเรียนเชิญ นางประเทือง รุ่งโรจน์ ครูชำนาญการพิเศษ นางศุภาพร พรหมมาศ ครูชำนาญการพิเศษ และนางธนัชพร ก้อนพันธ์ ครูชำนาญการพิเศษ เป็นผู้เชี่ยวชาญตรวจแบบสอบถาม ทั้งนี้ นิสิตได้ติดต่อประสานงานเบื้องต้นกับบุคลากรของท่านแล้ว และจะประสานงานในรายละเอียดดังกล่าวต่อไป

      จึงเรียนมาเพื่อโปรดพิจารณาบุคลากรในสังกัดเป็นผู้เชี่ยวชาญให้ นางสาวปัณณพร พรมสอน และขอขอบพระคุณอย่างสูงมา ณ โอกาสนี้

ขอแสดงความนับถือ

ฉัตรชัย อ.

(รองศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)
รักษาการแทนคณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย
โทร. 0 2649 5064
หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อนิสิต โทรศัพท์ 061 138 3440

ที่ อว 8718/2392

บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ
114 สุขุมวิท 23 แขวงคลองเตยเหนือ
เขตวัฒนา กรุงเทพฯ 10110

26 พฤศจิกายน 2563

เรื่อง ขอความอนุเคราะห์เก็บข้อมูลเพื่อการวิจัย

เรียน ผู้อำนวยการโรงเรียนเทพศิรินทร์ นนทบุรี

   เนื่องด้วย นางสาวปัณณพร พรมสอน นิสิตระดับปริญญาโท สาขาวิชาวิทยาการทางการศึกษาและการจัดการเรียนรู้ มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำปริญญานิพนธ์ เรื่อง "ผลกระทบของการสอบวัดความถนัดทั่วไป (ภาษาอังกฤษ) ของครูและนักเรียนที่จัดการเรียนการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศในระดับชั้นมัธยมศึกษา จังหวัดนนทบุรี" โดยมี อาจารย์ ดร.ลอเรนซ์ ฮอนคิส พลาตัน อาจารย์ที่ปรึกษาปริญญานิพนธ์

   ในการนี้ นิสิตขอความอนุเคราะห์เก็บข้อมูล โดยใช้แบบสอบถาม เรื่อง ผลกระทบของการสอบวัดความถนัดทั่วไป (ภาษาอังกฤษ) GAT ภาษาอังกฤษ ที่มีต่อการจัดการเรียนการสอนภาษาอังกฤษ กับ 1) นักเรียนระดับมัธยมศึกษา ชั้นปีที่ 4 - 6 จำนวน 260 คน และ 2) ครูที่สอนภาษาอังกฤษระดับชั้นมัธยมศึกษาตอนปลาย เพื่อเป็นข้อมูลในการวิจัย และขอใช้สถานที่โรงเรียนของท่าน ระหว่างเดือนพฤศจิกายน 2563 ถึงเดือนธันวาคม 2563 ทั้งนี้ นิสิตจะเป็นผู้ประสานงานในรายละเอียดดังกล่าวต่อไป

   จึงเรียนมาเพื่อโปรดพิจารณาขอความอนุเคราะห์ และขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)
รักษาการแทนคณบดีบัณฑิตวิทยาลัย

หนังสือรับรองจริยธรรมการวิจัยของข้อเสนอการวิจัย
เอกสารข้อมูลคำอธิบายสำหรับผู้เข้าร่วมการวิจัยและใบยินยอม

หมายเลขข้อเสนอการวิจัย   SWUEC-G- 340/2563E

ข้อเสนอการวิจัยนี้และเอกสารประกอบของข้อเสนอการวิจัยตามรายการแสดงด้านล่าง ได้รับการพิจารณาจาก
คณะกรรมการจริยธรรมสำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์ มหาวิทยาลัยศรีนครินทรวิโรฒแล้ว คณะกรรมการฯ
มีความเห็นว่าข้อเสนอการวิจัยที่จะดำเนินการมีความสอดคล้องกับหลักจริยธรรมสากล ตลอดจนกฎหมาย ข้อบังคับและ
ข้อกำหนดภายในประเทศ จึงเห็นสมควรให้ดำเนินการวิจัยตามข้อเสนอการวิจัยนี้ได้

ชื่อโครงการวิจัยเรื่อง: ผลกระทบของการสอบวัดความถนัดทั่วไป (ภาษาอังกฤษ) ของครูและนักเรียนที่เรียน
                                        ภาษาอังกฤษเป็นภาษาต่างประเทศในระดับขั้นมัธยมศึกษา จังหวัดนนทบุรี

ชื่อผู้วิจัยหลัก: นางสาว ปัณณพร พรมสอน

สังกัด: คณะศึกษาศาสตร์

เอกสารที่รับรอง: 1. แบบเสนอโครงการวิจัย
                                 2. โครงการวิจัย
                                 3. เอกสารชี้แจงผู้เข้าร่วมการวิจัย
                                 4. หนังสือให้ความยินยอมเข้าร่วมโครงการวิจัย

เอกสารที่พิจารณาทบทวน

1. แบบเสนอโครงการวิจัย   ฉบับที่ 2 วัน/เดือน/ปี 14 ธันวาคม 2563
2. โครงร่างการวิจัย   ฉบับที่ 2 วัน/เดือน/ปี 14 ธันวาคม 2563
3. เอกสารชี้แจงผู้เข้าร่วมการวิจัย   ฉบับที่ 2 วัน/เดือน/ปี 14 ธันวาคม 2563
4. หนังสือให้ความยินยอมเข้าร่วมโครงการวิจัย   ฉบับที่ 2 วัน/เดือน/ปี 14 ธันวาคม 2563

(ลงชื่อ)...

(ผู้ช่วยศาสตราจารย์ ดร.ทันตแพทย์หญิงณปภา เอี่ยมจิรกุล)
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(ลงชื่อ)...

(แพทย์หญิงสุรีพร ภัทรสุวรรณ)
ประธานคณะกรรมการจริยธรรมสำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์

หมายเลขรับรอง : SWUEC/E/G-340/2563
วันที่ให้การรับรอง : 14/12/2563
วันหมดอายุใบรับรอง : 14/12/2564

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