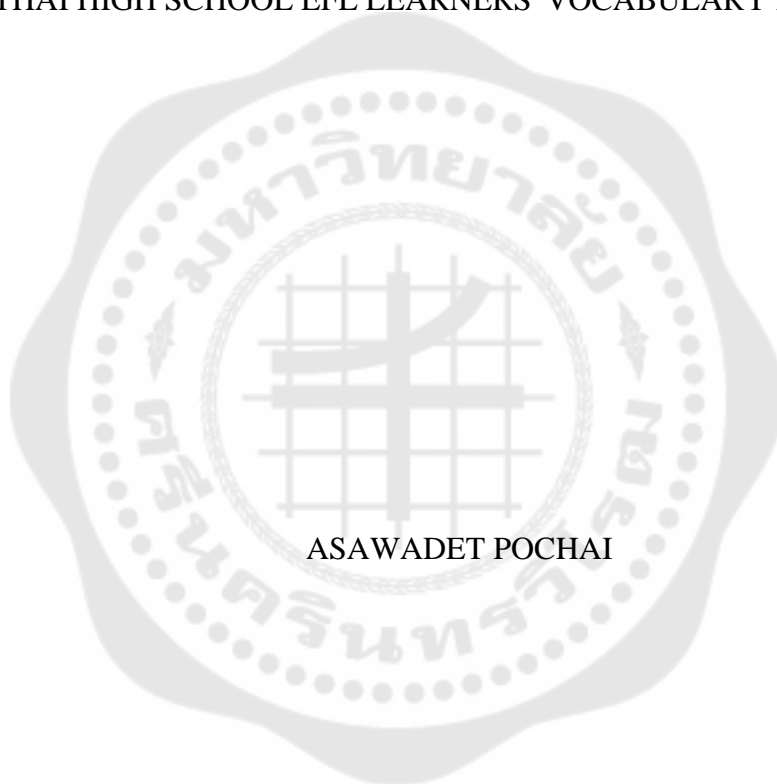




THE EFFECTS OF SHORT-TERM STUDY ABROAD PROGRAM
ON THAI HIGH SCHOOL EFL LEARNERS' VOCABULARY KNOWLEDGE



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ผลของการเรียนโปรแกรมภาษาอังกฤษระยะสั้นในต่างประเทศที่มีต่อความรู้คำศัพท์ของนักเรียน
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A Master's Project Submitted in Partial Fulfillment of the Requirements
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THE MASTER'S PROJECT TITLED
THE EFFECTS OF SHORT-TERM STUDY ABROAD PROGRAM ON THAI HIGH SCHOOL EFL
LEARNERS' VOCABULARY KNOWLEDGE

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The Study Abroad (SA) concept has been viewed as one of most crucial approaches in EFL learning. The objectives of this study were a) to study the effects of a short-term SA program on Thai high school EFL students' English vocabulary knowledge and b) to study the effects of SA on students' attitudes towards learning English. The participants were 17 high school students from Phuket Witthayalai School in Phuket province. The English vocabulary tests were employed to collect the quantitative data, while a questionnaire was used to collect both quantitative and qualitative data. The quantitative data were analyzed using mean scores, standard deviation, and a *t*-test analysis, while the qualitative data were analyzed using content analysis. The results revealed that there were no statistically significant differences found in students' vocabulary knowledge before and after participating in short-term SA program ($t(16) = .81, p > .05$). However, the posttest mean scores ($M = 13.29, SD = 2.62$) of students in English vocabulary were higher than the pretest mean scores ($M = 12.82, SD = 3.45$). In addition, there were no significant differences in students' attitudes toward learning before and after attending the short-term SA program English ($t(16) = 1.86, p > .05$). scores. However, they gained higher positive attitudes ($M = 4.35, SD = .43$) compared to their attitudes before participation in SA ($M = 4.05, SD = .48$). The qualitative data revealed that students had positive attitudes toward participating in SA. They thought that the SA environment and setting could affect their vocabulary knowledge and attitudes toward English study.

Keyword : Study Abroad, Short-term study abroad, Immersion, Vocabulary knowledge, Attitudes

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CHAPTER 1

INTRODUCTION

Background Information

English is generally known as the universal language and plays a vital part in our daily lives. Language is a medium of communication as a bridge to connect people worldwide (Abrar et al., 2018). English is also used as a common corporate language in industry including business, technology, environment, entertainment and especially in education covering schools, colleges, universities and private learning institutions. Therefore, learning English as a foreign language (EFL) is a necessary requirement for citizens of non-native English-speaking countries.

In 1967, Thailand was one of the five founding members of the Association of Southeast Asian Nations (ASEAN) which now consists of ten countries as Thailand, Myanmar, Brunei, Cambodia, Indonesia, Laos, Malaysia, The Philippines, Singapore, and Vietnam. The ASEAN community has adopted English as their lingua franca and foreign language (FL) for media communications and educational purposes (Bureau Foreign Relations, 2010, as cited in (Pasunon, 2016). Since English is the official language of the ASEAN member countries, Thai learners should be encouraged to increase their English competency covering the four aspects of listening, speaking, reading and writing. These four skills will be beneficial for learners in their future educational and professional lives (Pasunon, 2016). Therefore, both Thai EFL instructors and learners need to be aware of the change of this

circumstance and concentrate on developing English skills for both educational and professional purposes.

Vocabulary is an essential part in EFL learning to develop the four foundation skills of listening, speaking, reading, and writing for practical use. Vocabulary significantly contributes to the establishment of words, sentences, and paragraphs in the reading context (Tiewratthanakul, 2006). With the appropriate knowledge of words, learners can establish cognitive meaning and comprehend the reading texts or learning media. This will positively contribute to the development of written and spoken language (Prasertsuk, 2012). The Office of the Basic Education Commission (2008) proposed that instructors should emphasize the importance of learning vocabulary so that their students can understand texts at advanced educational levels.

With the recent significant growth in the use of English for academic purposes and government concern under the policy of “Thailand 4.0” (Division of Research Administration and Educational Quality Assurance, 2016), various studying abroad (SA) programs have been established with the primary purpose to support Thai EFL learners to improve their English competence. In SA program, EFL learners are expected to adapt and adjust to their new cultural surroundings as part of the native learning environment process. At Thai high school level, SA programs such as AFS Intercultural Program (AFS), Youth Exchange and Study Program (YES), and AYC Intercultural Program Thailand (AYC) are occasionally arranged for Matthayom 4 to 5 (Grade 10-11) academic levels. These programs attract the attention of EFL learners

as a great opportunity to study the English language through cultural knowledge exchange and thereby enhance their English competency level.

The demand to study abroad of Thai EFL learners has also increased. Most Thai SA students are expected to achieve their English knowledge for practical use. Improving the language competence of Thai EFL learners has been intensively highlighted by both academics and parents. As a result, numbers of SA programs and participants has increased significantly, with the assumption that traveling abroad is beneficial to hone language knowledge.

Many scholars have suggested that SA could potentially affect EFL learners through educational advancement such as language improvement (Kaypak & Ortaçtepe, 2014; Sasaki, 2011; Wang, 2014). However, some scholars argued that SA did not correlate with learners' development in language competence (Amuzie & Winke, 2009; Grey, Cox, Serafini, & Sanz, 2015; Longcope, 2003). Scant research relating to the effects of SA on learners' vocabulary development has been conducted in Thailand to verify or dispute these diametrically opposed assertions. Therefore, this study is conducted to fill in this knowledge gap.

Research Focus

Although numerous studies have assessed the benefits of SA on increasing EFL vocabulary, scant research has been conducted related to the effects of SA on the development of Thai high school students' L2 vocabulary learning. This proposed

research focuses mainly on fulfilling previous study knowledge gaps by investigating the effects of SA on Thai high school learners' advancement in vocabulary learning.

Research Objectives

The objectives of this study are as follows:

1. To study the effects of SA programs on Thai high school students' vocabulary knowledge.
2. To study the effects of SA programs on Thai high school students' attitudes toward learning English.

Significance of the Study

The findings of this study are beneficial for Thai EFL learners who are interested in participating in SA programs for academic purposes. Results can also be used as a guideline for Thai EFL instructors or Thai educators to develop a suitable curriculum to maximize learners' readiness for overseas activities.

Definition of Terms

Short-term Study Abroad (SA) refers to a program whereby Thai EFL learners participate in to improve their English competency by temporarily staying in a foreign country or environment in a short period (2-4 weeks) and attending a foreign educational institution for academic purposes.

Vocabulary Knowledge refers to Thai high school EFL learners' knowledge of English words and meanings acquired after participating in a short-term SA

program, including the development of learners' abilities to understand the meaning of the vocabulary and to use the vocabulary in the contexts after enrolling the program appropriately.

Attitudes toward Learning English refer to SA learners' expression of feelings or emotions toward learning English language while participating SA. This viewpoint can be displayed positively or negatively. They include three dimensions: affective, behavioral, and cognitive attitudes.

Affective Attitudes refer to SA learners' expressions, both preferable and unpleasant toward learning English.

Behavioral Attitudes refer to SA learners' behaviors and responses through their actions toward learning English.

Cognitive attitudes refer to SA learners' beliefs or thoughts regarding the benefits of increased knowledge, and understanding of English language learning.

CHAPTER 2

LITERATURE REVIEW

This chapter is a review of related literature divided into six main sections; the previous studies of study abroad, study abroad program in Thailand, immersion and study abroad, factors in SA settings, vocabulary knowledge, and attitudes in SA.

Study Abroad

The term of study abroad (SA) has been applied in many fields. However, two major terms of SA are specifically proposed in a field of education. The first definition of SA refers to an educational activity which occurs outside the country where the learners' home institution is located (Peterson et al., 2011). Another definition of SA is an immersive program provided for FL learners to be immersed in the targeted country's settings and environments with specific purposes: to increase their language knowledge and the understand in cultural difference (Sowa, 2002; Steglitz & Gross, 2009), or to acquire a certificate or to be qualified for educational degree (NAFSA: Association of International Educators, 2018). For this study, the term of SA is used in a second sense – an immersive program for FL learners to increase their language and cultures knowledge while immersing themselves in the targeted country.

SA can be classified by the length of program into two types: long-term and short-term SA programs. Long-term study abroad refers to the mobile FL learners who enroll in the SA program for semesters, 6-10 months, or years-long period. This

type of SA is usually recommended for learners to be qualified for formal education such as bachelor's or master's degree (Cheng, 2014).

A short-term study abroad generally refers to the FL learners who participate in the SA program temporarily while maintaining a student status at a domestic school or a university. There is a wide diversity of thoughts on the category of short-term SA program. According to the past review of western literature, western educational institutions and few scholars, the duration of short-term SA program should be eight weeks or less than a semester (Bandyopadhyay & Bandyopadhyay, 2015; Institute of International Education [IIE], 2013). In Thailand, short-term SA programs are generally conducted during a semester break of two-or four-week programs during the end of December, or in the summer period from the middle of March to the early May or after Songkran Day's period, up to eight-or-ten weeks.

Although the difference between short-term and long-term SA program is distinguished by the length of stay, both types of SA programs share the incorporate activities; for examples, excursions, and tasks for the FL learners to gain linguistic knowledge, skills, and insights during SA period. The homestay, field trip, and research experiences are also featured in the program as well.

Study Abroad Program in Thailand

Currently, the significance of English language grows gradually in Thailand with the association of 9 countries in ASEAN; Burma, Brunei, Cambodia, Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand, and Vietnam since 2015.

English language plays a vital role in Thai community as the country raised a high importance level in using English as the lingua franca for daily life communication and career advancement purpose. Most of the governments in ASEAN countries formulated the policy to provide English lesson as the core subject from primary school to university curriculum. SA is one of the significant educational approaches to help EFL learners become professional in English skills for further education and training. Those who attend the SA programs are also expected to study the foreign culture, society, food, environment, which will increase their level of self-esteem and language competence of the designated country (Xiaochi, 2012). With the concern of an importance of EFL in Thai learner's education from primary school, university, and job advancement after graduation for decades, the government introduces SA program as a part of Thai education policies to enhance EFL learners' education and career guidance, individual learning portfolio, and young talent program under the "Thailand 4.0" strategy (Division of Research Administration and Educational Quality Assurance, 2016). With the significance of SA in Thailand has been increased, many international programs such as Thai American National Internship Program (TANIP), Thai American Friendship Project (TAFP), AFS Intercultural Program, Youth Exchange and Study Programs (YES), or Work and Travel USA Program are organized by both Thai and foreign organizations to provide learning and career opportunity in overseas.

According to the 2017/2018 Open Doors report prepared by the Institute of International Education (IIE), the percentage of Thai EFL learners who participated in SA program at western countries was increased by 1.5% with the number of 6,636. In

the present circumstance, most of Thai academic institutions provide several customized long-term and short-term SA programs and scholarships for their students such as Triam Udom Suksa School and Patumwan Demonstration School. The mutual objective is to enlarge their learning opportunity with the flexibility in time duration, budget, and the country for exchange program to fulfill learners' satisfactory in pursuing further education.

Immersion and Study Abroad

In an educational area, the general term of immersion can be defined in two ways. The first term of immersion means the approach or technique in a language acquisition which the target language is used as tools for instructing FL learners (Djomeni, 2017). This approach allows the FL learners to immerse the language acquisition by learning under the classroom which requires the use of target language (Cummins, 2009; Djomeni, 2017). Another term of 'immersion' in educational area refers to the program organized for the students to submerge themselves in a second language environment or specific environment to develop their language proficiency (Cummins, 2009). In this study, the definition of 'immersion' is used as the second term – the program which FL learners immerse themselves in the specific environment for developing their language and cultural learning.

Immersion for language learning can be characterized into three sections; total immersion, partial immersion, and two-way immersion. (Grenoble & Whaley, 2006) In total immersion, FL or L2 learners fully immerse themselves or fully instructed under the native community of targeted language (Djomeni, 2017; Grenoble &

Whaley, 2006). In partial immersion, L2 learners are not fully submerge themselves in the targeted or instructed language as they partially share some class time with L1 or local language learners from this kind of immersive learning (Grenoble & Whaley, 2006; Nanchen et al., 2017). Finally, two-way immersion (bilingual immersion) allows both L1 and L2 learners to fully immerse in the targeted language or bilingual language under the integrating classroom or specific learning environment (Grenoble & Whaley, 2006; Nascimento, 2017).

In SA context, study abroad program is categorized as an immersive cultural experience program. Immersive experience program allows FL Learners to participate in either a short-term or a long-term SA program with the purposes of language learning and cultural exchanging. By immigrating or engaging with an unfamiliar country, settings, and environment where the targeted language predominates, FL learners can find themselves submerging in an immersive experience. This kind of immersive model also offers the learners the opportunities to travel in the different country and participate in the language courses while immersing themselves in the target language, culture, environment, and interacting with native speakers at the host country temporarily (Bandyopadhyay & Bandyopadhyay, 2015; Guzman, 2018; Prosek & Michel, 2016).

Factors Contributing to Language Outcomes in Study Abroad

There are several potential factors contributing to FL learners' outcomes of language gains and cultural experiences from participating in SA. Five major factors

are individual factors, length of stay, initial proficiency, host families, and external factors.

Firstly, individual factors play vital roles in determining FL students' language learning and outcomes. Some evidence has been shown that the individual factors such as background, personality (e.g. Aveni, 2005; Brecht, Davidson, & Ginsberg, 1995), gender (e.g. Isabelli-García, 2006; Kinginger, 2008), and age (e.g. Brecht et al., 1995; Llanes & Muñoz, 2013) could predict SA learners' language gains. For examples, an adequate level of L2 linguistic background may guarantee SA learners' success in language learning (Brecht et al., 1995). Some scholars reported that SA has negative effects on female L2 learners' pragmatic competency and learning experiences than male learners (Isabelli-García, 2006; Kinginger, 2008). In addition, young L2 learners were reported to have more positive gains in L2 learning than older L2 learners after participating SA (Llanes & Muñoz, 2013; Muñoz, 2006). In summary, those studies confirmed that individual factors can result in FL learners' language learning and outcomes.

Secondly, length of stay (LoS) has been considered as one of the crucial affecting factors in SA which can predict the outcome of SA learners' language gains. Some relevant studies regarding to the length of stay have been conducted to investigate whether LoS were related with SA learners' greater gain in their language proficiency. Several scholars underlined that the more LoS in SA program, the greater development of L2 proficiency make (Allen, 2002; Dwyer, 2004; Ife, Vives Boix, & Meara, 2000; Longcope, 2003; Sasaki, 2011). For examples, Ife et al. (2000)

compared SA learners' gains in L2 lexical knowledge between the length of one and two semesters. Their study reported that SA learners who stayed for two semesters obtained greater gains in L2 lexical knowledge than those who attended one semester program. In addition, Dwyer (2004) attempted to find the correlation between SA and SA learners' outcome of L2 linguistic competence by comparing the full-year SA students and the short-term SA students (summer and fall program). His results indicated that the full-year SA students had more confidence in their improvement L2 linguistics than the students from short-term SA program. Likewise, Sasaki (2011) examined the effects of SA program on SA students' L2 learning. Her study suggested that the minimum length of stay with at least four months or longer should be required for SA learners to make significant gains in L2 learning.

Several studies on the potential factor of LoS have been carried out (Dwyer, 2004; Ife et al., 2000; Sasaki, 2011); however, there are still some evidence indicating that the shorter range of SA program could make the differences in L2 gains. For instances, Llanes and Muñoz (2009) pointed out that SA participants' development in L2 listening and oral fluency proved to be significant with the duration of two or three weeks. Segalowitz et al. (2004) also reported that L2 learners had more gains in vocabulary knowledge after attending SA program with the five weeks of stay. Furthermore, Allen and Herron (2003) underlined that 6-week of short-term SA program are adequate for SA learners to make significant gains on their L2 oral fluency as well.

To be concluded, mixed results regarding to the effects of LoS on SA are found. Although the arguments of LoS in SA context have been set by scholars for several decades, the relation of the length of stay and the differences in the gain of L2 proficiency is still questionable.

Besides of individual factors and length of stay, initial proficiency level plays a vital role in learners' language gains under SA program. The beliefs that L2 learners with low-proficiency level tend to make most beneficial L2 acquisition from SA have been proposed by many scholars for decades (Brecht & Davidson, 1991; Brecht et al., 1995; Díaz-Campos, 2004; Freed, 1995; Lapkin, Hart, & Swain, 1995; Siegal, 1995). Some studies have been conducted to support such evidence. For examples, in lexical acquisition, Dewey (2008) conducted the study of immersive program on L2 vocabulary gaining. He concluded that the L2 learners with advanced proficiency level made less significant gains in vocabulary acquisition comparing to the lower level group of L2 learners. Furthermore, Milton and Meara (1995) and Ife et al. (2000) reported greater gains of vocabulary in L2 learners with low and intermediate level than L2 advanced level. For oral proficiency gaining, Llanes and Muñoz (2009) studied the effects of summer SA program on L2 learners' development in oral fluency and accuracy. Their results indicated that participants with low-proficiency level exercised significant gains on their L2 oral fluency after the short-term SA.

This has led authors such as Baker-Smemoe, Dewey, Bown, and Martinsen (2014), Pérez-Vidal (2014), and Berg, Connor-Linton, and Paige (2009) attempted to investigate the effects of SA program on L2 gains of learners with advance level

language proficiency. The findings suggest that the high initial proficiency level might hinder L2 learners' developments in L2 learning. In addition, Baker-Smemoe et al. (2014) and Berg et al. (2009) investigated the effects of L2 proficiency on L2 oral proficiency gaining after SA. The findings of Berg et al. (2009). concluded that L2 learners failed in making progressive gains in L2 oral proficiency if they attended SA with high-level L2 competency. Similarly, Berg et al. (2009) indicated that L2 learners attending SA with higher level of proficiency could not capture the development in L2 proficiency due to the ceiling effect. Likewise, Pérez-Vidal (2014) claims that it is challenging for most short-term SA advanced learners to make the progressive gains in L2 skills.

In brief, initial proficiency level has a significant role contributing to the outcome of FL learners' language gains under SA context. The immersive SA experience potentially favors more L2 gains in L2 learners with the intermediate proficiency or lower level than L2 advance learners who are in high-profile proficiency level.

In addition, host families have effects on learners in SA program. Many SA participants are provided the opportunity to study language in the targeted country with an assigned homestay by host family or they might live in a dorm with their peers. A host family means the native local family who provide the homestay accommodation for SA learners in the international programs temporarily Jackson (2009). The main purpose of host family to adopt the incoming SA learners is to offer the accommodation setting and atmosphere for participants to exchange or practice

native language with them. The guest members are expected to learn lifestyles, culture, and language from their host families as a part of SA cultural exchange.

Host family is arguably one of the factors affecting SA learners' language development and performance. According to (Isabelli-García, 2006; Kinginger, 2013), host families can offer the academic lessons through the engagement of conversation in daily life. Thus, homestay with host members enables SA learner to gain vocabulary acquisition (Borràs & Llanes, 2020). In additions, the study of Benson, Barkhuizen, Bodycott, and Brown (2012) reported that the social engagement between the SA sojourners and their host families had the potential in the contribution to the development of SA learners' pragmatic competence. Therefore, SA learners may gain the advantages from the linguistic practice with their host communities.

Besides from linguistic gains, host families play the significant role because they will be the exemplary model or to be the influencer for their adopted members. Host families could affect SA participants' appearance and attitudes towards the surrounding and environment in both positive and negative ways (Pinar, 2016). According to the studies of Isabelli-García (2006), host members affected SA students' positive attitudes towards the engagement and the interaction with the host country, whereas DuFon (2006) found that SA learners' attitudes towards language learning were hindered by the restriction and insufficient interaction between the host families and sojourners.

Overall, host families are significant factors to establish SA learners' outcomes of language gains and attitudes in language learning.

Finally, external factors are also considered as one of factors contributing to language learning and outcomes of participants in SA. Some SA scholars have explored that external or environmental factors could impact SA learners' language outcomes and cultural experiences. The use of external technologies for communication such as Facebook, Twitter, Skype, WeChat, and other social platforms also can interfere SA students' immersive experience. Those platforms allow SA students to connect and contact with their home families or L1 social connections, which can make an impact in L2 learning experience to be different from the past immersive experience (Godwin-Jones, 2016). Furthermore, accommodations during abroad (residence of place, habitat environment, local environment, living conditions) can influence SA learners in L2 learning and learning experiences while living abroad (DuFon, 2006; Kinginger, 2008; Pensrinukul, 2006; Pinar, 2016). Moreover, some studies indicated that environmental variables such as learning atmosphere, local food, and pollution (e.g. air, noise, water) can interrupt SA learners' concentration on language learning and their willing to engage in cultural environment (Ogden, Streitwieser, & Van Mol, 2020).

Although the few studies related to the effects of external factors on SA have been shown, those factors are arguably influence FL learners' language and cultural learning.

In conclusion, each of factors, namely as individual factors, length of stay, initial proficiency, host families, and external factors, are potentially influence FL's language learning outcomes and cultural experiences.

Vocabulary Knowledge and EFL Learning

Vocabulary can be defined as the languages and words in which are used and understood by a particular person or a group of people. Vocabulary also means the knowledge of words and its definition meaning (Milton, 2009; Nation, 2001). Vocabulary knowledge relates to the ability to understand how the word is used in a particular context and which definitions of the vocabulary the learners intend to convey in a particular context (Stahl & Heubach, 2005). In addition, vocabulary knowledge refers to the appropriate use of words in context (Lin & Hirsh, 2012). Hence, vocabulary knowledge is the learners' abilities to understand the word forms and word meanings, and to apply the knowledge in the given tasks which require language use appropriately and effectively.

Vocabulary is considered as the essential core in EFL learning. It is the foundation of language learning formed by a collection and a combination of words (Ghadessy, 1998). Vocabulary knowledge is a significant factor correlated with the development of language proficiency and competence as words are building blocks to construct any language into sentences, paragraphs, and texts respectively (Alhazmi & Milton, 2015). Learners who possess adequate knowledge of vocabulary can apply their knowledge in any situations unconsciously, and they are able to formulate and organize words into phrase, sentences, and paragraphs. On the other hands, learners

are not be able to comprehend massive formations of words if they possess inadequate knowledge of vocabulary (Leki, 2017; Pellicer-Sánchez, 2018). Therefore, vocabulary can be often viewed as one of the critical factors to determine EFL learners' language knowledge and performance which can possibly guarantee their success in EFL learning.

EFL learners are expected to concentrate on increasing vocabulary knowledge with the purpose to expand the vocabulary size stored in their cognitive memories as part of language acquisition process. In the recent decades, some of the scholars claimed that the study of vocabulary should be more significant than the principal study of grammar and structure (Maximo, 2000; Nation, 2001). Moreover, learning vocabulary could potentially affect learner's improvement in L2 lexical literacy abilities (Overturf, 2015). All EFL learners are expected to enhance the word interpretation effectively during the learning process, contributing to the improvement of understanding in academic L2 texts. The knowledge of vocabulary is necessary for every learner to comprehend with any language texts than depending on the single ability to read individual words.

In Thailand, vocabulary is mainly featured in English subject and its learning activities, as Ministry of Education (2008) proposes the learning area framework and learning curriculum through The Basic Education Core Curriculum B.E. 2551 (A.D. 2008) for Thai learners. The objective of the curriculum is to encourage Thai EFL high school learners to be able to describe about themselves, communicate with their families, schools, the environment, foods, beverages, interpersonal relationships,

leisure time and recreation, health and welfare, the negotiation of buying and selling, climate change, education and occupations, travel for tourism, provision of services, places, language and science, and technology. A vocabulary size of 3,600-3,750 words related in the earlier curriculum is emphasized on the learners' textbook and their practical use for grade 10-12 students (Ministry of Education, 2008).

In sum, the importance of vocabulary has been promoted as the central aspect of EFL learning components for most of EFL learning countries and ASEAN community, including Thailand. Thus, vocabulary learning is a high assessment to measure learners' development in EFL learning and competence skills.

Vocabulary Learning in Studying Abroad Context

The recent international studies of SA were conducted. Those studies focused on how SA played a vital role in learners' experiences with L2 language acquisition from participating in programs. (Dwyer, 2004; Freed, 1998; Kinginger, 2008). These scholars claim that SA enables the learning environment for learners to enhance their English performance regularly, especially in listening and speaking skills with responding, expressing the abstract opinion, the range and speed of communication.

However, the research related to the non-improvement of SA in L2 vocabulary learning is shown. Klassen and Green (2019) attempted to study the correlation between short-term SA program and their L2 learners' gain in vocabulary. Their findings stated that no statistically significant gains of participants' vocabulary knowledge were found. Grey et al. (2015) reported the relationship between SA and

L2 cognitive learning on participants who enrolled short-term intensive language course. The result showed that they failed to observe the correlation between the intensive short study period in SA and participants' cognitive capacity of L2 grammar and vocabulary accuracy during the abroad learning process. Likewise, Amuzie and Winke (2009) examined the effects of SA on learner's attitudes in L2 language improvement. Their study found that SA participants' perceptual attitudes toward the development of vocabulary knowledge have improved, yet no significant results of the improvement are shown.

Despite the negative findings, some of the studies with the positive outcome of the gain in vocabulary knowledge are demonstrated. Milton and Meara (1995) claim that the positive effect of L2 vocabulary learning depends on L2 learners' proficiency level. Furthermore, Dewey (2008) emphasized that L2 vocabulary can be emerged for L2 learners' advantage in language learning process after SA period. In other words, the low-level of L2 vocabulary competence learners significantly gain their advantage in vocabulary learning than the L2 learners who possess a near native-like level with their improved vocabulary size up to 10,000 words. Additionally, Llanes (2012) conducted a comparison study between SA learners and home learners participating in SA program. The findings proved that SA participants' scores were significantly higher than the participants at home.

With the outcome of the experimental studies of SA and vocabulary knowledge have been indicated in the international level, the researcher was interested

in investigating the effects of short-term SA on vocabulary knowledge of Thai EFL learners whether the SA participants can gain advantage from SA program or not.

Attitudes

The definition and identity of attitudes have been identified and reviewed in numerous studies related to psychology, education, and linguistics areas, which propose different definitions and perspectives of attitudes.

Attitudes are feelings or thoughts that a person perceive towards objects ("Longman dictionary of contemporary English," 2014). The existence of attitude cannot be clearly identified or examined but can be interpreted from individuals' expression. Attitudes are arranged by individuals' belief, which is displayed through their behavior based on their beliefs and norms (Montano & Kasprzyk, 2015). Attitudes connect with ones' values and norms, which can encourage or discourages the selected choices or decision in both academic and informal ways.

Language and attitudes have complex relationship with each other. They are integrated and inseparable as they both are variables to determine the achievement in language learning (Dehbozorgi, 2012). In sociolinguistics, attitudes are considered as one of the main aspects that one should be comprehended within the global communication. Attitudes are crucial in the rise or the destruction of language learning and its growth in society (Baker, 1992). Typically, attitude is an individual element to define or promote one's behaviors. Although attitudes are constructed by the psychological principals or theories, they are correlated with the linguistic in daily

life as well. Attitudes are observed and learned tendency to act and consistently evaluate an object or situation through experiences and social contexts, including culture and language (Fishbein & Ajzen, 1975). Learners' attitude can be described as feelings regarding language use and its role from individual society. The feelings are assorted with positive, negative, and neutral emotions. They can possibly encourage or prevent the learning process effectively.

Learners' attitudes toward the target language are a crucial factor for enhancing their competence in FL learning. Gardner and Lambert (Gardner & Lambert, 1972) found that attitudes influence learners' behaviors and perceptions toward native language, culture, and community with the tendency to encourage their language acquisition and learning process significantly. In other words, learners' positive attitudes towards their instructors, language learning, native speakers, and target-language culture are vital to their success and their efforts in learning any languages (Gardner, 1985; Hismanoglu, 2016; Mantle-Bromley, 1995). Those with favorable attitudes will be shown enthusiastic as to be motivated in FL learning, while learners with negative attitudes will express reluctant behavior in language learning, led to the anxiety and fail in language learning.

The characteristic attitudes can be distinguished into three dimensions. Each of them possesses different features to unveil the results of attitudes towards the target language, namely as affective, behavioral, and cognitive attitudes (Ajzen & Fishbein, 2000; Baker, 1992). The affective dimension has involvement in ones' feelings and emotions toward the objective whether they prefer or displeasure of it. The behavioral

dimension associated with the inclination in ones' conscious learning behaviors. Finally, the cognitive dimension consists of the beliefs, opinion, or perception of the objective. The description of three-dimensional attitudes will be briefly revealed in the following sections;

Affective Attitudes

Affective attitudes involve learners' expressions of preferable or unpleasant toward an object. Affective attitudes are considered as ones of the learning process affected by several different feeling factors (Ajzen & Fishbein, 2000). Both instructors and learners engage in emotional activities, resulting in the outcome of different emotion (Choy & Troudi, 2006). In a learning context, FL learners' feelings and emotions influence their attitudes toward the target language.

Behavioral Attitudes

This dimension of attitudes represents how one behaves and responds through action in each situation. Positive attitudes lead to potency to display positive behaviors in FL learner's learning process. That is, FL learners will engage with the learning target and they submerge themselves in the language learning to strive for more knowledge (Kara, 2009). In addition, they will be more enthusiastic in acquiring FL language and apply the acquired knowledge in practical use (Ajzen & Fishbein, 2000). For instances, an EFL student read a Japanese book by reading it in an English version than a Japanese version.

Cognitive Attitudes

Cognitive attitudes, or perceptual attitudes, involve the conceptions and beliefs of the language learners. That is, they can emerge their knowledge, understanding, and benefits in the language learning process (Fishbein & Ajzen, 1975). This dimension is classified into three procedures with the combination of previous knowledge and the newly acquired as follows: create new knowledge, integrate new knowledge and previous knowledge, and apply the received knowledge in learning environments. (Ajzen & Fishbein, 2000). For instance, FL learners may believe that English is a lingua franca, the universal language, which is beneficial to the communication in the international level, while other learners from colonized countries may perceive that English language is a weapon employed by the westerners to dominate their original mother language and culture.

To sum up, attitudes generally consist of three dimensions; affective, behavioral, and cognitive attitudes. The influence of attitudes on L2 learning is an integrated outcome of the interaction between these three dimensions (Ajzen & Fishbein, 2000; Baker, 1992). The relationships of those characters can be displayed in a learning hierarchy as shown in Figure 1.

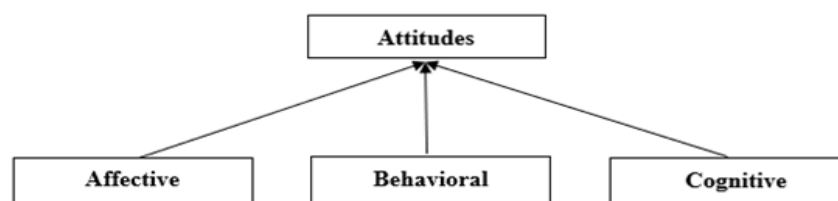


Figure 1 The model of three characteristic attitudes

Study Abroad and Attitudes toward Language Learning

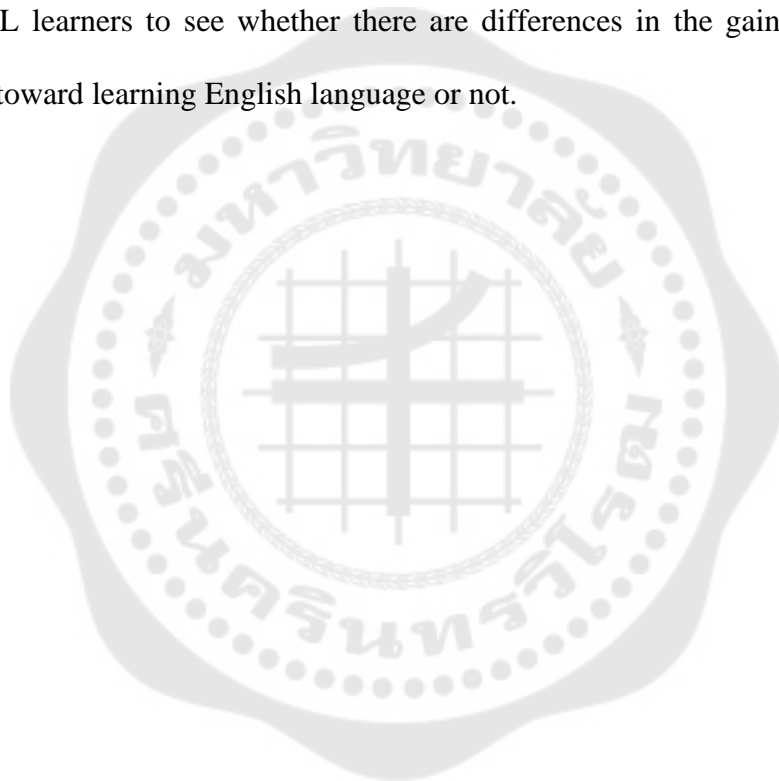
In language learning, settings and environments are one of the important factors which plays a vital role in measuring learners' favorable or disapproved attitudes toward their learning objects. Learning environments have an impact on students' learning behaviors, which could affect their attitudes toward learning materials and their cooperation in language learning process (Majid & Binti Robani, 2014; Walberg, 1990). Study abroad provides international settings and environments for SA learners to gain favorable perspective views and language knowledge (Rodríguez Aparicio, 2018). Those learners are expected to adjust themselves to live under the unfamiliar cultural settings and environments in order to gain intercultural competence and develop their attitudes toward language learning. (Allen, 2002; Xiaochi, 2012). The intercultural competence, consisting of attitudes, knowledges, skills, and cultural awareness, contributes to the development of learners' experience and their success in language study while living abroad (Tran, 2015). Therefore, SA can associate with students' gain of positive attitudes toward learning English language, which can help them learn English more effectively.

Some previous studies have been conducted to investigate the effects of SA on FL learners' attitudinal changes. Most studies claimed that SA brought the favorable changes in FL learners' attitudes toward their living community and language study (Artamónova, 2017, October; Dwyer, 2004; Kim & Goldstein, 2005). Amuzie and Winke (2009) conducted a survey study to investigate the effect of SA on learners' perspective beliefs in L2 learning. Their findings reported that learners held the positive views on their language learning experiences than before participating SA

program. Trenchs-Parera and Juan-Garau (2014) also conducted the quantitative study regarding of SA and its effects on learners' views on their language learning. They found that SA could help learners to reduce their anxiety and increase their self-confidence in the language use during abroad period. Furthermore, Ueki and Takeuchi (2015) investigated the effects of SA on L2's motivational self-system. Their findings suggested that SA had a great impact on learners' gains in attitudes toward language learning. Furthermore, the study indicated that SA highly promoted their participants' motivated learning behaviors.

Although the positive findings have been shown, some studies argue that learning experiences from SA program had no correlate relationship with learners' positive change in their attitudes (Allen, 2002; Coleman, 1998). Some scholars pointed out that SA program could not determine significant statistically differences in FL learners' perspective attitudes (Coleman, 1998; Harris, 2014). For examples, Allen (2002) argues that some of her learners could not integrate with SA environment and develop their positive attitudes toward language learning. She questioned that the reason might probably be due to the length of stay and personal factors in interacting with native speakers. Harris (2014) conducted a survey study towards language learning and reported that the gain in his students' attitudes toward English language brought to inconclusive results. Additionally, Hoffman-Hicks (2000) reported that SA learners failed to adjust themselves in SA setting and integrate with native communities, and this contributed to their negative attitudes toward living abroad and FL learning.

Despite the negative findings, most studies suggest that SA has the positive effects on increasing FL learners' attitudes toward language learning. SA provides learners settings and environments for them to practice language through the interaction with native speakers and the understanding in cross-culture, which may contribute to students' gains in positive attitudes toward English language learning. In this study, the researcher was interested in studying the effects of short-term SA on Thai EFL learners to see whether there are differences in the gain of SA learners' attitude toward learning English language or not.



CHAPTER 3

METHODOLOGY

The objectives of this study are to study the effects of short-term SA program on Thai high school EFL students' vocabulary knowledge and their attitudes towards learning English. This chapter contains six sections: research design, participants, instruments, data collection, data analysis, ethics and confidentiality.

Research Design

This study was a pretest-posttest research design to compare the effects of SA on EFL high school Thai students' English vocabulary knowledge, and to compare their attitudes toward English learning after participating in the SA program. A mixed-method combining of quantitative and qualitative approaches was employed in this exploratory study to ensure that the conclusion would be accurate and reliable.

The research model could be shown in figure 2.

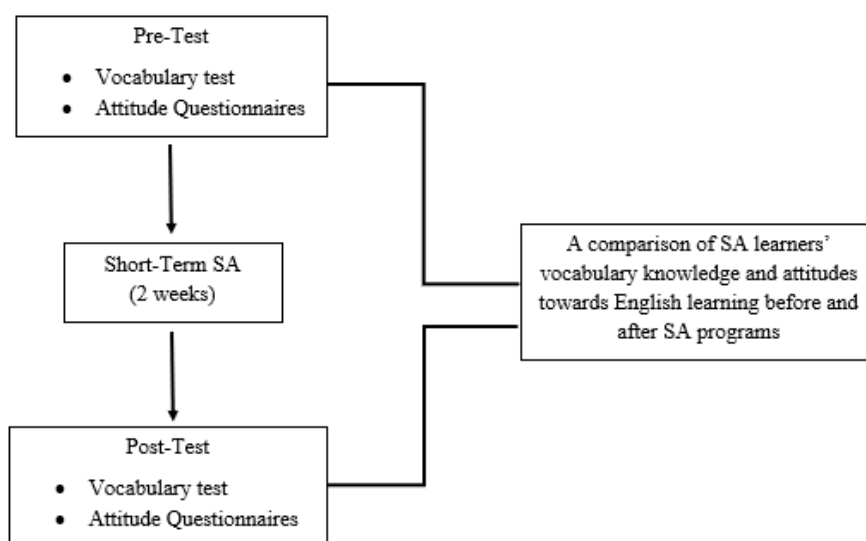


Figure 2 The research model

Participants

The participants in this study were 17 Thai EFL high school students in the English program (EP) at Phuket Wittayalai school, Phuket province. They attended a two-week SA program in London, UK in the 2019 academic. The aim of this short-term program was to improve their English proficiency and to experience English culture. This short-term SA program offered participants a short-term intensive English language class to develop four skills of speaking, writing, reading and listening with 20 lessons per week from Monday to Thursday, including the geographical field trips.

Selection of the School

Phuket Wittayalai School has been purposely selected with several reasons. First, Phuket was arguably one of Thailand's largest tourist attractions, which mostly surrounded by western foreigners or travelers who employ English as a medium language. Second, this school had been acknowledged as one of the largest and well-known public high schools in Phuket. Thus, this educational institute offered the students a 2-week SA program every year. With these reasons, the selection of the students from Phuket Wittayalai School was appropriate in this study.

Selection of the Participants

Students in grade 11 was the most appropriate academic level in Thailand to prepare themselves for further English proficiency tests, such as the O-NET, the General Aptitude TEST (GAT), and the 9 Common Subjects. Furthermore, those

students enrolled in advanced bilingual course provided by an EP program. Therefore, these students were candidates in this study.

Instruments

The instruments of this study were consisted of 1) an English vocabulary test and 2) a questionnaire to study SA learners' attitudes toward English learning.

An English vocabulary tests

An English vocabulary test was designed by the researcher to measure students' vocabulary knowledge for both pre and posttest. The word selected to measure SA participants' vocabulary knowledge in this test was the practically and frequently used words for daily life and academic purpose with the conceptual learning area of grade 10-12 proposed by Ministry of Education (2008). The vocabulary test contained 20 items of multiple-choice answers.

A Questionnaire

A questionnaire was designed by the researcher to measure the participants' attitudes toward English learning before and after SA period. The questionnaire was transcribed and translated from English to Thai, and vice versa for mutual understanding of SA groups. There were 15 questions covering 3 dimensions of attitudes: affective, behavioral, and cognitive attitudes. It was designed as a 5-point Likert-type scale. In addition, a comment section was available for participants to provide additional responses or suggestions. The questionnaire was one of the most frequently used surveys methods due to its reliable and compatible measurements in

concrete concepts on academic purposes such as attitudes, motivations, and satisfactions (Gardner & Lambert, 1972; Likert, 1932; Sullivan & Artino Jr, 2013).

To ensure the validity of the instrumentations, English vocabulary test and the questionnaire were reviewed by 2 special experts for the evaluation of the language structure and content validity. In addition, these instruments were pilot-tested with 10 students who were not included in the actual study before measuring the targeted group to establish the reliability of all instruments. The reliability coefficient Cronbach's alpha was used to analyze the instruments. The reliability of the English vocabulary test and the questionnaire to identify students' attitudes toward learning English was 0.76 and 0.73 respectively. As the value of Cronbach's alpha was higher than 0.7, the research instruments of this study were adequate to evaluate students' vocabulary knowledge and their attitudes toward learning English.

Data Collection

Data collection procedure were divided into two phases. Each phase was executed as follows:

Participants were asked to sign the consent forms a month before the SA program. They were asked to complete the English vocabulary pretest examination. Immediately after the pretest, the group were required to complete the questionnaire to study their attitudes toward learning English a week before going abroad. The questionnaire and answer sheets were collected by the researcher after the procedure for further analysis. Then they participated in the SA program which lasted 2 weeks.

After SA program, the students were asked to complete the post-vocabulary test and the questionnaire to study their attitudes toward the English learning. Those answer sheets and questionnaire were collected for further data analysis procedure.

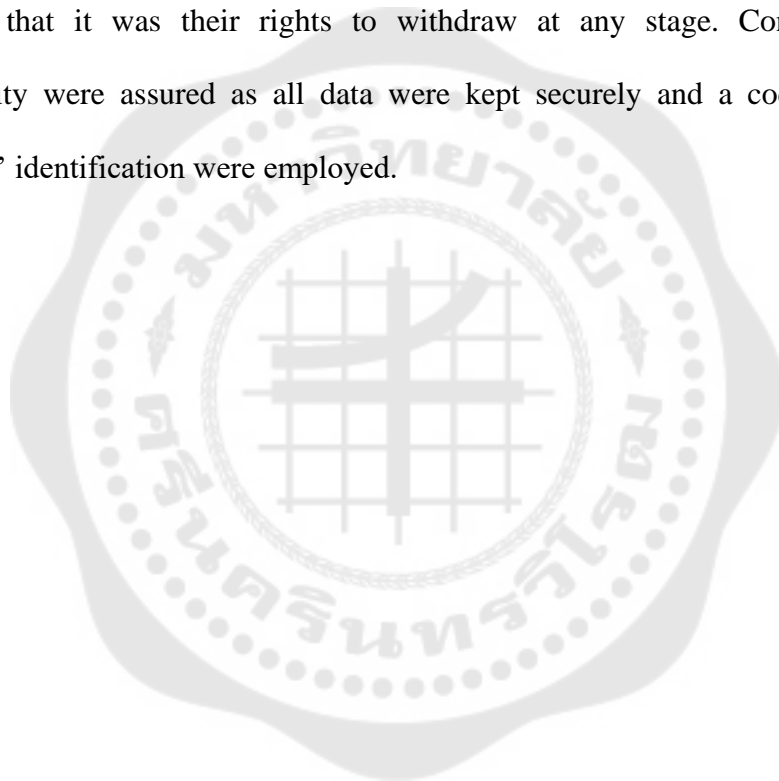
Data Analysis

Pre-Post English vocabulary test scores were analyzed by mean, standard deviation (S.D.), and dependent *t*-test. The dependent *t*-test analysis was used to determine whether there were any differences in the pretest and posttest mean scores or not.

The data from the questionnaire were scored as follows: for the positive statements, extremely agree = 5, agree = 4, neutral = 3, disagree = 2, extremely disagree = 1; for the negative statements, to measure the level of students' attitudes in the same way as the positive statements, the scores are reversed—Strongly agree = 1, Agree = 2, Neutral = 3, Disagree = 4, Strongly Disagree = 5. Scores of pre-post survey questions were analyzed by mean, standard deviation (S.D.), and dependent *t*-test to compare the participants' attitudes toward English learning before and after SA. Paired sample *t*-test analysis was used to determine whether there are differences in each participant' attitudes before and after SA program. Additional comments added by participants were analyzed by content analysis.

Ethics and Confidentiality

All students volunteered to be involved in this study. At the beginning of the study, a written informed consent from all participants was obtained. Participants were told of the nature and purpose of this study. They understood all procedures required in the study and realized that participating in the study did not disadvantage them, but they could gain benefits from participation in the project. They were also assured that it was their rights to withdraw at any stage. Confidentiality and anonymity were assured as all data were kept securely and a coding method for students' identification were employed.



CHAPTER 4

FINDINGS

This chapter presents the research findings organized according to the objectives of the study: (a) to study the effects of short-term SA on Thai high school students whether their vocabulary knowledge can be enhanced through a short-term SA program or not, and (b) to study the effects of short-term SA on Thai high school students' attitudes toward learning English before and after SA participation. The findings are divided into two parts. The first part is the quantitative results collected from the pretest and posttest scores, while the second part presents the qualitative results collected from a questionnaire concerning students' attitudes on learning English.

Quantitative Results

Results of Vocabulary Tests

This section provides answers to the first study objective in order to ascertain the improvement of participants in English vocabulary knowledge. The findings are presented in Figure 3.

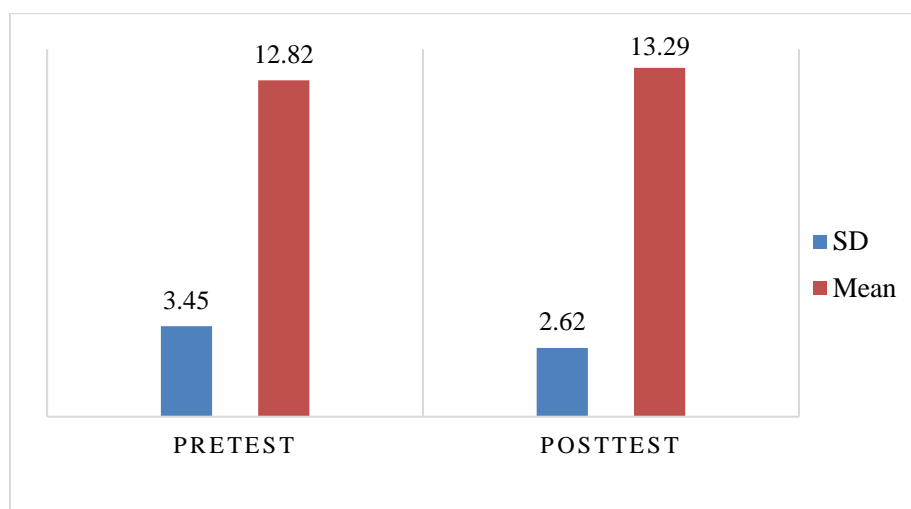


Figure 3 SA participants' vocabulary scores before and after participating SA

Figure 3 illustrates SA students' performance scores in vocabulary test. Mean scores, standard deviations, and paired t-test analysis were employed to compare students' mean score of the pretest to that of the posttest scores. The results are shown in Table 1.

Table 1 Comparison of the vocabulary mean scores of SA participants

Time	N	Min	Max	Mean	SD	<i>t-value</i>	<i>df</i>	<i>p-value</i>
Before Participating SA	17	7.00	18.00	12.82	3.45	.81	16	.43
After Participating SA	17	9.00	18.00	13.29	2.62			

Table 1 shows that there were no statically significant differences in the mean scores of the students ($t(16) = .81, p > .05$). This means that SA students did not gain vocabulary knowledge significantly. However, the mean pretest score was 12.82 ($SD = 3.45$) while the posttest score was 13.29 ($SD = 2.62$). The results suggest that the differences in vocabulary scores were found non-statistically significant. Specifically, our results suggest that short-term SA program had a slight effect on increasing students' English vocabulary knowledge.

Results of a Questionnaire

To study students' attitudes toward learning English after participating short-term SA program, the data were collected from the questionnaire and analyzed by the comparison of mean scores and standard deviations. The data obtained from the questionnaire were scored as the following criteria: for the positive statements, Extremely Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Extremely Disagree = 1; for the negative statements, the scores were reversed to measure the level of students' attitudes as the positive statements -- Extremely agree = 1, Agree = 2, Neutral = 3 Disagree = 4, Extremely Disagree = 5. Thus, the following criteria was used to determine the level of SA participants' attitudes: 1:00-1.80 = Highly Negative, 1.81-2.60 = Negative, 2.61-3.40 = Average, 3.41-4.20 = Positive, 4.21-5.00 = Highly Positive. The results are analyzed and displayed in Table 2.

Table 2 SA participants' attitudes toward learning English under SA

Statements	Pre-test			Post-test		
	Mean	S.D.	Level	Mean	S.D.	Level
Students' Perceptual Attitudes	4.19	.719	Positive	4.59	.517	Highly Positive
1. Studying English is important to me.	4.82	.393	Highly Positive	4.94	.243	Highly Positive
2. Learning English helps me find a great job opportunity.	4.76	.437	Highly Positive	4.94	1.160	Highly Positive
3. Learning English is a waste of time.	3.53*	1.663	Positive	4.29*	1.519	Highly Positive
4. Learning English cannot help in improving my other learning abilities.	3.53*	1.625	Positive	4.06*	.588	Positive
5. Learning English is beneficial for improving my characteristics.	4.29	.686	Highly Positive	4.71	1.222	Highly Positive
Students' Affectional Attitudes	3.98	.509	Positive	4.15	.577	Positive
6. Studying English makes me feel less confident in myself.	3.18*	1.131	Neutral	3.35*	1.300	Neutral
7. I suddenly feel boring when I have to learn English.	3.47*	1.231	Positive	3.76*	.702	Positive
8. Studying English entertains me.	4.18	.809	Positive	4.35	.717	Highly Positive

Table 2 (Continue)

Statements	Pre-test			Post-test		
	Mean	S.D.	Level	Mean	S.D.	Level
9. I like studying English.	4.41	.618	Highly Positive	4.47	.393	Highly Positive
10. I am proud to study English.	4.65	.493	Highly Positive	4.82	1.317	Highly Positive
Students' Behavioral Attitudes	4.00	.474	Positive	4.29	.474	Highly Positive
11. I will refrain from learning English if necessary.	3.94*	1.197	Positive	4.12*	1.111	Positive
12. I will practice my English skill when I have free time.	3.88	.781	Positive	4.18	.809	Positive
13. I will read or watch at least one English book or media per day.	4.18	.883	Positive	4.53	.717	Highly Positive
14. I will apply what I have learned in English class in my daily life.	4.35	.606	Highly Positive	4.59	.618	Highly Positive
15. I am not interested in learning English if I am not motivated.	3.65*	1.412	Positive	4.06*	1.029	Positive
Average	4.05	.478	Positive	4.35	.428	Highly Positive

* **Negative Statements**

Table 2 reveals that overall students had highly positive attitudes toward learning English ($M = 4.35$, $SD = .43$). This means SA students favored language

learning and enjoyed learning activities after participating in a short-term SA program. The statements with the highest agreement level were: “Studying English is important to me” ($M = 4.94$, $SD = .24$). “Learning English helps me find a great job opportunity.” ($M = 4.94$, $SD = 1.16$) and “I am proud to study English.” ($M = 4.82$, $SD = 1.32$) respectively, while the statement with the lowest agreement level was “Studying English makes me feel less confident in myself.” ($M = 3.35$, $SD = 1.3$). To compare SA students’ attitudes towards learning English before participating in SA with their attitudes after participating in SA program, mean scores, standard deviations a paired t -test analysis were employed. The results are displayed in Table 3.

Table 3 Comparison of students’ attitudes toward learning English before and after SA

Dimension of Attitudes	Pre-test			Post-test			t -value	df	p -value
	Mean	SD	Level	Mean	SD	Level			
Perceptual Attitude	4.19	.719	Positive	4.59	.517	Highly Positive	1.985	16	.065
Affectional Attitude	3.98	.509	Positive	4.15	.577	Positive	.948	16	.357
Behavioral Attitude	4.00	.474	Positive	4.29	.474	Highly Positive	1.400	16	.181
Average	4.05	.478	Positive	4.35	.428	Highly Positive	1.856	16	.082

Table 3 indicates that there were no statistically significant differences in students’ attitudes toward learning English between pretest and posttest results (t (16)

= 1.86, $p > .05$). However, their attitudes after participating SA ($M = 4.35$, $SD = .43$) was higher than before attending SA ($M = 4.05$, $SD = .48$). Furthermore, SA students' attitudes level in average were increased from a positive level before attending SA to a highly positive level after attending SA.

The results show that although no significant differences in students' attitudes mean scores were found, short-term SA program had an effect on increasing students' attitudes toward learning English. Specifically, the results suggest that a short-term SA program can enhance students' attitudes toward learning English.

In addition, to ensure the result of the quantitative data, the qualitative data were collected and analyzed to explore Thai high school students' attitudes toward learning English after participating in a short-term SA program. Qualitative data was used to support the quantitative data whether the Thai high school students' vocabulary knowledge can be enhanced through a short-term SA program or not. The qualitative results are presented in the following section.

Qualitative Results

After analyzing the qualitative data, it was found that all of SA participants expressed the positive attitudes toward learning English under a short-term SA program. Most responded that they enjoyed English learning experience under the short-time SA program than their domestic class. For examples, some students reported that their experiences in learning English at the native country were memorable. They would like to participate in SA program when they have another

opportunity. Other students said that their learning experiences from SA could broaden their visions and their job opportunity in the future. Most students responded that the activities in classroom under SA settings were interesting, and they enjoyed class activities. For examples, some of the students said that they were always excited in learning English whenever the class was available. Some students said that they really enjoyed studying with the native speakers. They could express themselves to native instructors without worrying any mistakes they would made. Additionally, some of students expressed that they were motivated by the class activities. For instances, one student commented that he extremely gained his confidence in learning English among native classmates. Another student commented that he admired of other peers' cooperation in class activities as well.

In additions, all students thought that SA environment and setting could affect their attitudes toward learning English. For instances, some students commented that they managed to build the relationship with native friends and acquaintances from both inside and outside the class. Some of them reported that the facilities and surrounding in the city were fascinating, and they would like to pay another visit. Furthermore, students reported that host families were a key factor in developing English language. For examples, some students reported that host members were kind and generous. Those host members always had conversation with them and asked what they need. Some students reported that host families taught them new English words when they had an activity together, such as the daily meal time. Some of them said that their host families sometimes took them for local sightseeing.

One student said his host members always encouraged him to have the outdoor activities with them.

In conclusion, Thai high school EFL students gained more highly positive attitudes toward learning English than before attending the short-term SA program. They were both interested in learning English and motivated by SA context.

Summary

To summarize, the objectives of the study were: (a) to study the effects of a short-term SA program on Thai high school students' vocabulary knowledge whether it can be improved or not, and (b) to study the effects of SA on Thai high school students' attitudes toward learning English. The result of the quantitative data displayed that no statistically significant differences in students' vocabulary scores were found despite the participants made a gain in the English vocabulary posttest compared to the pretest scores. Additionally, the findings obtained from the questionnaire and the comment sections indicated that although there were no statistically significant differences in SA students' attitudes, they gained higher positive attitudes towards their English learning under the short-term SA program.

CHAPTER 5

CONCLUSION AND DISCUSSION

The chapter is divided into four sections: conclusion, discussion, limitations of the study, and recommendations for further studies. First, the conclusion reports the objective, methods, results, and the findings in brief. Second, the discussion part addresses the analysis with related ideas and assumptions from prior studies. Third, the limitations of the study are presented in this section. Finally, the recommendations with suggestions for further studies are provided in this chapter.

Conclusion

The objectives of this study were (a) to study the effects of short-term SA program on Thai high school EFL students' English vocabulary knowledge and (b) to study the effects of SA on students' attitudes towards learning English. The participants were 17 Thai high school EFL students selected by purposive samplings.

For the instruments, English vocabulary tests were employed to collect the quantitative data. Additionally, a questionnaire survey was used to collect both quantitative and qualitative data. The quantitative data was analyzed using mean scores, standard deviation, and a paired *t*-test. For the qualitative data, the results were analyzed using content analysis to ascertain the participants' attitudes on learning the English language.

The results revealed that no statistically significant differences were found in SA students' vocabulary scores. However, the overall mean scores of students in the English vocabulary were higher comparing to the pretest scores before attending short-term SA program. In addition, the results from a questionnaire revealed that no significant difference were found in SA students' attitudes scores. However, they gained higher positive attitudes towards their learning English comparing to attitudes before participating in SA. Additionally, the qualitative data obtained from the comment sections reported that SA students gained more positive attitudes towards their learning English comparing to before attending short-term SA program.

In conclusion, the study pointed out that short-term SA program could not bring significant gains on Thai High school students' vocabulary knowledge and attitudes towards learning English language.

Discussion

The results of the study are discussed as related to the following research objectives:

(a) The effects of English vocabulary knowledge in Thai high school students through the short-term SA program.

(b) The effect of short-term SA programs on Thai high school students' attitudes towards learning the English language.

Discussion of Research Objective (a) *Does a short-term SA program bring about improvements at the levels of English vocabulary knowledge in Thai high school students in any possible way?*

According to the findings of the current study, no statistically significant differences in students' gains of vocabulary knowledge between pretest and posttest results. The results of this study were similar with the study of Klassen and Green (2019) and the studies of Grey et al. (2015) and Wong, Kristjansson, and Dörnyei (2013). Their findings indicated that the students' vocabulary knowledge was non-statistically increased after enrolling short-term SA program. The reason might be due to the short-term period. Two-week duration of SA program may insufficient to determine significant difference in SA students' language and vocabulary knowledge. The findings of this study coincided with the ideas of Longcope (2003). He suggested that the duration of SA program can influence the significant gains in students' language and vocabulary knowledge. Similar to the ideas of Dwyer (2004), he suggested that the higher length of SA has more impact on SA students' development in language learning experience and language knowledge than short length program. In accordance with the ideas put forth by Ife et al. (2000), students' vocabulary knowledge acquisition and vocabulary organization can be more significantly determined as the result of longer period of stay.

It is also important to note that the non-statistically significant results could be associated with the learners' higher English proficiency and the fact that those SA students were studying in the English program (EP) classroom at Phuket Witthayalai

school. The intensive bilingual learning course in EP classroom were provided to those students under the intensive language immersion environment. Such immersion attributes to students' more advantages in their language and vocabulary gains than the other groups of high school students who are not participating in an EP classroom. According to the fact that those SA students already possessed high language proficiency and adequate vocabulary knowledge before participating in the program, the short-term SA might have less impact on the students' development in vocabulary knowledge. Therefore, in this study, the short-term SA program did not significantly affect SA students' gains of vocabulary knowledge. As the thoughts put forth by Ife et al. (2000) and Pérez-Vidal (2014), SA advanced learners have the tendency not to make significant improvement in their L2 vocabulary and skills acquisition with the short-term SA program. The findings of this study are consistent with many studies. For example, Milton and Meara (1995) found that SA learners in advance level could make less progress in vocabulary gains comparing to the L2 learners with lower proficiency level due to the ceiling effect. In accordance with the findings of Dewey (2008) who reported that SA program had less impact on L2 vocabulary acquisition on L2 learners who had a high language proficiency, and those who possess adequate vocabulary knowledge could not gain their advantage in vocabulary learning significantly than the low-level of L2 vocabulary competence.

Discussion of Research Objective (b) *Does a short-term SA program possibly enhance Thai high school EFL students' level of attitudes toward learning English in any possible way?*

The results demonstrated that there were no statistically significant differences in students' attitudes toward learning English between pretest and posttest results. However, it was found that the short-term SA program had a positive effect on students' attitudes toward learning English. The findings were in contrast with the study of Amuzie and Winke (2009). They found that SA students' attitudes toward their learning English were significantly increased than before enrolling SA program. However, the results of this study were in accordance with the study of Harris (2014). His findings revealed that the gain in SA students' attitudes toward English language brought to inconclusive as no significantly statistical results found. Similar to the findings of Paris, Paris, Nyaupane, and Teye (2014), the differences in students' attitudes toward language learning could not be significantly determined. The reason might be due to the short-term duration of SA program as it has been set to two weeks in this study. Such short duration might be inadequate to determine the significant gains of students' attitudes toward learning English. The findings of this study were in line with the ideas of Allen (2002). She suggested that the short length of SA program is probably not appropriate for learners to improve their attitudes towards language learning. Like the ideas of Dwyer (2004), the longer duration allows SA students to have more opportunities in learning and practicing knowledge than short duration, leading to more development in students' attitudes toward language learning. Likewise, Amuzie and Winke (2009) agreed that the longer time spending abroad can determine more change in students' belief and attitudes toward language learning.

Although no statistical differences of SA students' attitudes toward learning English were found, the study showed that SA participants' attitudes after

participating in SA were higher than the pretest. The reason might be that SA surroundings and settings could possibly affect SA students' positive attitudes. As proposed by Pinar (2016), SA surroundings and settings contributed to EFL learners' gain of attitudes level in language learning. Like the ideas of Kinginger (2008), SA surroundings such as local community have an impact on SA students' attitudes toward learning English. Similar to the idea of Dwyer (2004), SA living environment and living condition might influence students' development in their attitudes towards language learning than the domestic settings.

Furthermore, host families possibly had effects on SA students' attitudes toward learning English during the enrollment of SA program. According to the results from a questionnaire, SA students thought that host families played a vital part in their gains of positive attitudes towards learning English during their stays. For examples, most students reported that host families provided them the opportunity to participate in their family's daily life and events, such as sharing a meal mealtime or attending outdoor activities in group. While some students felt more comfortable and flexible when host families helped them to adjust to an unfamiliar living situation. Some reported that they were impressed with host families' proper care while living together by asking if they needed any assistance. Those evidences revealed that SA students favored their homestay experiences during short-term SA period. The findings of this study were consistent with the ideas of Isabelli-García (2006). She explained that SA students' attitudes toward language learning can be enhanced by the engagement and the interaction with host families. Jackson (2009) also agreed that host families can provide sojourners the learning experience which could increase their attitudes toward language learning. Like the ideas of DuFon (2006), host family

had a possibility to enhance SA students' attitudes to be more determined in learning English.

Additionally, the results display that the short-term SA program led to SA students' positive changes in their attitudes toward learning English. Staying abroad encouraged the students to adapt themselves and practice their language knowledge in learning activities under SA program more actively. Hence, those students perceived their targeted learning country to be more effective place for learning process, which contributed to their positive gains in attitudes toward language learning. Like the ideas of Rodríguez Aparicio (2018), SA enables students to use their English knowledge in the unfamiliar settings, which may contribute to students' positive attitudes to develop themselves in language learning. Similar to the ideas of Majid and Binti Robani (2014), learning environments play a vital role in students' gains of attitudes and motivations in language study. Like the ideas of Xiaochi (2012), living abroad enables the opportunities for learners to study foreign language and culture, leading to the development of their attitudes toward language and intercultural competence.

More importantly, the gain of cross-cultural exchange experiences enhanced those students' competence to be more flexible in building the relationship with native speakers. By experiencing different environments and interacting with native communities such as host families, native instructors, classmates, and neighborhoods, SA students could gain better attitudes towards their language learning than before participating in SA program. As put forward by Kinginger (2008) and Isabelli-García (2006), the forming of social connection between SA learners and native speakers are

possibly have higher rates in increasing learners' intercultural competence and their language knowledge positively. This study suggests that the intercultural experiences gained from the short-term SA program contribute to SA students' positive engagement in language learning activities, which is in line with previous studies. For examples, Jackson (2009) found that short-term SA period allowed SA students to develop their understanding of cultures and their positive views toward cultural differences, which helped them in language study. With the favorable attitudes towards language learning under SA program, it can possibly foster SA students' intentions or motivations to strive for positive development in language knowledge. In accordance to the ideas put forth by Gardner (1985) and Mantle-Bromley (1995), those learners with positive attitudes tend to show interests toward their language learning, which possibly enhance the higher rates in their language study. In line with the ideas of Artamónova (2017, October), SA learners tend to hold their positive attitudes towards language learning after participating short-term SA program, which contributes to their success in developing language knowledge.

In other words, SA participants from this study gained more positive attitudes towards learning English language. Those highly positive attitudes of students gaining from the short-term SA experience could impact them to strive for their goal to improve their English four foundation skills including vocabulary knowledge. Therefore, positive attitudes have an impact on EFL learners' behaviors and perceptions toward native language, culture, and community with the tendency to encourage their language acquisition and learning process significantly (Gardner & Lambert, 1972). With those SA learners' positive attitudes towards their instructors,

language learning, native speakers, classroom environment, and target-language culture are vital to their success and their efforts in language learning (Gardner, 1985; Mantle-Bromley, 1995). Those learners with favorable attitudes will be shown more enthusiastic as to be motivated in EFL learning under the immersive program.

To be concluded, although no significantly statistical differences were found in the results of this study, the short-term SA program had a tendency in enhancing both Thai high school EFL students' vocabulary knowledge and their attitudes toward learning English.

Limitations of the Study

This study was limited with specifically eleventh-grade high school students from the English program (EP) at Phuket Witthayalai School, which the findings might not generalize to the high school students from other schools.

Recommendations for Further Studies

Several recommendations are proposed for further studies. The researcher suggests that further study should increase the amount of sample groups as it can possibly strengthen the findings. Thus, the further study should be conducted with a larger sample size of participant group which may be beneficial in gaining more credible information and results. It is also recommended that further studies should be conducted with other grade levels of students or other groups of participants in different educational institutes or different areas in Thailand. In addition, the further study with in-depth interview should be conducted to obtain valuable information

from Thai EFL learners and to strengthen the prior findings. Finally, the further study on the homestay environment and host family under SA context should be investigated. Those factors could possibly associate with students' vocabulary gain and attitudes by social interactions through manners, cross-cultural communication, daily conversation, et cetera.



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Appendices



APPENDIX A

ENGLISH PROFICIENCY TEST

EXAM TIME: 1 HOUR

TOTAL MARKS: 20

Vocabulary Part

Directions: Choose the best answer to fill in the blank.

1. The rate of _____ has been fluctuating wildly this week.
 - a. money
 - b. bills
 - c. coins
 - d. exchange
2. She doesn't have brothers or sisters - she's a(n) _____.
 - a. only child
 - b. alone child
 - c. lonely child
 - d. single child
3. Excuse me, I think you've _____ a mistake in our bill.
 - a. given
 - b. done
 - c. had
 - d. made
4. Jerry Seinfeld, the popular American comedian, has his audiences _____.
 - a. putting too many irons in the fire
 - b. keeping their noses out of someone's business
 - c. rolling in the aisles
 - d. going to bat for someone
5. The chairperson will _____ members to the subcommittee.
 - a. appoints
 - b. disappoint
 - c. appointment
 - d. disappointed

6. The critics had to admit that the ballet _____ was superb.
- a. procrastinates
 - b. performance
 - c. pathology
 - d. psychosomatic
7. I've been so busy all week. I don't want to do anything at the weekend - I'll just stay at home and _____
- a. make a rest
 - b. have a relax
 - c. take it easy
 - d. make it easy
8. What size do you need: small, medium or _____?
- a. large
 - b. huge
 - c. giant
 - d. big
9. The hurricane caused _____ damage to the city.
- a. extend
 - b. extended
 - c. extensive
 - d. extension
10. Many cultures have special ceremonies to celebrate a person's _____ of passage into adulthood.
- a. right
 - b. rite
 - c. writ
 - d. write
11. This software for statistics is very _____; it is also very reliable.
- a. accurate
 - b. accredited
 - c. accumulate
 - d. assimilate
12. The essay _____ to the development of the field of psycholinguistics.
- a. categorizes
 - b. contributes
 - c. challenges
 - d. compromise

13. People seek software that is _____ with every computer.

- | | |
|------------|---------------|
| a. classic | b. compatible |
| c. crucial | d. serve |

14. Students are often advised to look at the first and last _____ of a book before attempting to read it in detail.

- | | |
|-------------|-------------|
| a. headings | b. chapters |
| c. titles | d. footer |

15. After you have submitted your application, the university will attempt to _____ that the information you have supplied is correct.

- | | |
|----------------|------------|
| a. verify | b. certify |
| c. investigate | d. nullify |

16. Do you want a(n) _____ or a return ticket?

- | | |
|-------------|----------------|
| a. outbound | b. one-journey |
| c. lonely | d. single |

Answer for 17-20

- | | |
|-----------------|-------------|
| a. passionate | b. maintain |
| c. requirements | d. realize |

To become a successful travel entrepreneur, it is important for you to follow these _____(17)_____. First, never forget to _____(18)_____ relationship with your customers, employees, and colleagues with love and respect. Next, _____(19)_____ what people need and provide it to them. Third, offer the real service for customers as it matters than your benefits and savings. Last, but not least, be self-motivated with _____(20)_____ energy to follow your dream job.

THANK YOU

APPENDIX B
QUESTIONNAIRE
Students' Attitudes toward Learning English

Instructions: The lists below are statements designed to determine your attitudes towards learning English. Answer the following statements by checking (☐) to rate your most closely matches opinion.

Items Statements	Rating Scale				
	Extremely Agree	Agree	Neutral	Disagree	Extremely Disagree
	5	4	3	2	1
Part 1: Students' Perception					
1. Studying English is important to me.					
2. I think that learning English helps me find a great job opportunity.					
3. Learning English is a waste of time.					
4. Learning English cannot help in improving my other learning abilities.					
5. I think that learning English is beneficial for improving my characteristics.					
Part 2: Students' Emotions					
6. Studying English makes me feel less confident in myself.					
7. I suddenly feel boring when I have to learn English					

Items Statements	Rating Scale				
	Extremely Agree 5	Agree 4	Neutral 3	Disagree 2	Extremely Disagree 1
Part 2: Students' Emotions (continue)					
8. Studying English entertains me.					
9. I like studying English.					
10. I am proud to study English.					
Part 3: Students' Behavior					
11. I will refrain from learning English if necessary.					
12. I will practice my English skill when I have free time.					
13. I will read or watch at least one English book or media per day.					
14. I will apply what I have learned in English class in my daily life.					
15. I am not interested in learning English if I am not motivated.					

Comments and suggestions:

APPENDIX C
QUESTIONNAIRE

Students' Attitudes toward Learning English (Thai Version)

แบบสอบถาม

ทัศนคติของนักเรียนที่มีต่อการเรียนภาษาอังกฤษ

คำชี้แจง: แบบสอบถามนี้เป็นแบบสอบถามวัดทัศนคติที่มีต่อการเรียนภาษาอังกฤษของนักเรียน
โปรดอ่านข้อความดังต่อไปนี้ แล้วเลือกช่องที่ตรงกับความคิดเห็นของท่านและเป็นความจริงมากที่สุด

ข้อ ข้อความ	ระดับความคิดเห็น				
	เห็นด้วย อย่างยิ่ง 5	เห็นด้วย 4	ปานกลาง 3	ไม่เห็นด้วย 2	ไม่เห็นด้วย อย่างยิ่ง 1
ส่วนที่ 1: ด้านความรู้ความเข้าใจ					
1. การเรียนภาษาอังกฤษ เป็นประโยชน์อย่างมาก สำหรับฉัน					
2. ฉันคิดว่าการเรียน ภาษาอังกฤษสามารถช่วย ให้ทำงานหรืออาชีพที่ดีได้					
3. ฉันคิดว่าการเรียน ภาษาอังกฤษสิ้นเปลืองเวลา ของฉัน					
4. ฉันคิดว่าการเรียน ภาษาอังกฤษไม่สามารถ ช่วยพัฒนาทักษะการเรียน อื่น ๆ ของฉันด้วย					

<div>ข้อ</div> <div>ข้อความ</div>	ระดับความคิดเห็น				
	เห็นด้วย อย่างยิ่ง 5	เห็นด้วย 4	ปานกลาง 3	ไม่เห็นด้วย 2	ไม่เห็นด้วย อย่างยิ่ง 1
ส่วนที่ 1: ด้านความรู้ความเข้าใจ (ต่อ)					
5. ฉันคิดว่าการเรียนภาษาอังกฤษเป็นประโยชน์อย่างมากต่อการพัฒนาบุคลิกภาพของฉัน					
ส่วนที่ 2: ด้านความรู้สึก					
6. ฉันรู้สึกไม่ค่อยมั่นใจในตัวเองเวลาเรียนภาษาอังกฤษ					
7. ฉันรู้สึกเบื่อหน่ายทันทีเมื่อต้องได้เรียนวิชาภาษาอังกฤษ					
8. การเรียนภาษาอังกฤษเป็นสิ่งที่สนุกสนาน					
9. ฉันชอบการเรียนภาษาอังกฤษ					
10. ฉันรู้สึกภูมิใจที่ได้เรียนภาษาอังกฤษ					
ส่วนที่ 3: ด้านพฤติกรรม					
11. ฉันจะหลีกเลี่ยงการเรียนภาษาอังกฤษหากจำเป็น					
12. ฉันจะฝึกฝนภาษาอังกฤษเมื่อฉันมีเวลาว่าง					

<div>ข้อ</div> <div>ข้อความ</div>	ระดับความคิดเห็น				
	เห็นด้วย อย่างยิ่ง 5	เห็นด้วย 4	ปานกลาง 3	ไม่เห็นด้วย 2	ไม่เห็นด้วย อย่างยิ่ง 1
ส่วนที่ 3: ด้านพฤติกรรม (ต่อ)					
13. ฉันจะอ่านหรือรับชม สื่อภาษาอังกฤษอะไรก็ได้ อย่างน้อยวันละหนึ่งเรื่อง ทุกวัน					
14. ฉันจะนำสิ่งที่เรียนรู้ จากคาบภาษาอังกฤษมาใช้ ในชีวิตประจำวัน					
15. ฉันไม่สนใจจะเรียน ภาษาอังกฤษหากฉันไม่มี แรงกระตุ้น					

ข้อคิดเห็นและข้อเสนอแนะ:

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