



Effects of English Instruction as a Foreign Language by Using MIAP Model: A Case of Thai-Nichi Institute of Technology

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Abstract

The purposes of this study were 1) to study effects of English instruction as a foreign language by using MIAP model: a case of Thai-Nichi Institute of Technology, 2) to compare learning ability of the students before and after the class, 3) to compare learning ability of experimental group and controlled group, and 4) to investigate satisfaction with the MIAP model of the TNI students.

The research samples were 50 undergraduate students in higher education level derived through simple random sampling technique in first semester of 2016 academic year. The instrumentation for gathering the data were lesson plans based on MIAP model, a test, and a satisfaction questionnaire. Statistics used for analyzing the data were frequency, percentage, mean, standard deviation, t-test, effect size and content analysis. Research findings were as follows:

1. Effects of English instruction as a foreign language by using MIAP model of the TNI students were at very high level.
2. The learning ability of the learners after the class was higher than before the class and there were statistically significant differences at 0.05 level.
3. The learning ability of experimental group was statistically significant differences at 0.05 level.
4. The learners was highly satisfied with the English instruction as a foreign language by using MIAP model.

Keywords: *English Instruction as a Foreign Language, Using MIAP Model.*

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โดยใช้รูปแบบMIAP กรณีศึกษาสถาบันเทคโนโลยีไทย-ญี่ปุ่น
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บทคัดย่อ

วัตถุประสงค์ของการวิจัย 1) เพื่อศึกษาผลของการเรียนการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศโดยใช้รูปแบบMIAP กรณีศึกษาสถาบันเทคโนโลยีไทย-ญี่ปุ่น 2) เพื่อเปรียบเทียบความสามารถการเรียนรู้ของนักศึกษาก่อนและหลังเรียน 3) เพื่อเปรียบเทียบความสามารถการเรียนรู้ของนักศึกษากลุ่มทดลองและกลุ่มควบคุมก่อนและหลังเรียน และ 4) เพื่อศึกษาความพึงพอใจของนักศึกษาที่มีต่อวิธีการสอนภาษาอังกฤษโดยใช้รูปแบบMIAP

กลุ่มตัวอย่าง ได้แก่ นักศึกษาจำนวน 50 คน สถาบันเทคโนโลยีไทย-ญี่ปุ่น ที่ได้มาจากการสุ่มอย่างง่าย เครื่องมือที่ใช้ในการวิจัยประกอบด้วยแผนการเรียนรู้ตามรูปแบบMIAP แบบทดสอบความสามารถภาษาอังกฤษ และแบบสอบถามความพึงพอใจ สถิติที่ใช้ในการวิจัย ได้แก่ ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน ค่าคะแนนที (t-test) และการวิเคราะห์เนื้อหา

ผลของการวิจัยพบว่า 1) ผลการเรียนรู้ภาษาอังกฤษของนักศึกษาอยู่ระดับสูงมาก 2) คะแนนความสามารถการเรียนรู้ภาษาอังกฤษของนักศึกษาหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 3) คะแนนความสามารถการเรียนรู้ภาษาอังกฤษของนักศึกษากลุ่มทดลองสูงกว่านักศึกษากลุ่มควบคุมอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 และ 4) ความพึงพอใจของนักศึกษาที่มีต่อวิธีการสอนภาษาอังกฤษโดยใช้รูปแบบMIAPอยู่ในระดับสูงมาก

คำสำคัญ: การเรียนภาษาอังกฤษ, รูปแบบการเรียนแบบMIAP

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Dr. Bundit Anuyahong
16 December, 2016

**Dedicated
To
my parents**

TNI

TABLE OF CONTENTS

	Page
ABSTRACT	I
ACKNOWLEDGEMENTS.....	II
LIST OF TABLES.....	III
 CHAPTER 1: INTRODUCTION	
Introduction.....	1
Research Purposes.....	3
Scope of the study.....	3
<i>Research Population and Samplings</i>	3
<i>Duration in experiment</i>	3
<i>Variables in study</i>	3
<i>Research Instruments</i>	4
Definition of Terms.....	4
Conceptual Framework.....	5
Research hypothesis	5
 CHAPTER 2: REVIEW OF THE LITERATURE	
Introduction.....	6
MIAP Model.....	6
MIAP Learning Process.....	7
Motivation and studying in a second language.....	9
Classroom reality and motivation.....	11
Types of motivation.....	15
Second-Language Proficiency.....	18
Goals for Learning English.....	19
Related Researches.....	20

CHAPTER 3: METHODOLOGY

Introduction.....	24
Research Design.....	24
Proficiency test.....	25
The Questionnaire.....	28
Statistic Used in Data Analysis.....	28

CHAPTER 4: RESULTS.....29

Results of the Data Analysis.....	29
-----------------------------------	----

Phase 1: Results of English ability test scores analysis of undergraduate students.....	29
---	----

Phase 2: The comparison of pretest and posttest scores of the 50 undergraduate students.....	32
--	----

Phase 3: Comparison English learning ability based on MIAP model of experimental group and controlled group.....	33
--	----

Phase 4: The results of the student satisfaction Questionnaire.....	34
---	----

CHAPTER 5: CONCLUSION, DISCUSSION AND RECOMMENDATION.....35

Conclusions.....	35
------------------	----

Discussions.....	35
------------------	----

Recommendations.....	36
----------------------	----

REFERENCES 37

APPENDIXES..... 40

Test Specification.....	41
-------------------------	----

P-R of Ability Test.....	43
IOC of Validity and Reliability of satisfaction questionnaire..	45
Satisfaction Questionnaire.....	47
Reliability of Satisfaction Questionnaire.....	50
English Proficiency Test (30 items).....	52
Lists of Experts.....	54
Bio Data.....	56

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THAI - NICHI INSTITUTE OF TECHNOLOGY

Chapter 1

Introduction

Nowadays, there are many colleges and programs adopting a large quantity and variety of media to help in teaching English. They encourage students to have an interest in learning, create a fun learning environment, and provide context to the content, resulting in better understanding and retention.

However, these materials haven't supported learners' achievements significantly enough to say that they have mastered the English language. This may be due to the lack of support among the learners; most courses and programs do not emphasize or accommodate cooperative learning. If learning English is to be successful, the students need to share thoughts with others, help teammates learn, and make meaningful interactions. For the teaching environment, learning styles and teaching methods to be compatible with the learners, it is essential that teachers take into account student-student interaction.

Moreover, there are many learning processes to help students learn and get other skills, such as lecturing, discussion, practice, demonstration, simulation, and projects.

In general, the teaching and learning has focused on the interaction between the learners and the teacher and the learners and the content. However, the learning is quite often focused on competition among learners, resulting in a lack of cooperation and assistance. Generally, educators are not interested in the interaction

between the learner and other learners, and their interaction with the work.

Studies of second language acquisition focus primarily on the learning of oral language. They provide valuable information about how second languages are learned and the factors that influence the language learning process (Krashen, 1982).

Many of the initial studies on English language learning were aimed at defining the good language learner. As the knowledge of second language acquisition increased in the past, teachers and researchers concluded that no single method of language teaching and research findings would mark the start of worldwide success in teaching a second language (Brown, 2007). It was realized that certain learners seemed to be successful regardless of methods or teaching process (Rubin and Thompson, 1994).

Dörnyei (2002:8) advocated that motivation indicates wanting to learn a language in order to identify with the community that speaks it to promote second language acquisition regardless of the age of the learner or whether the language is being learned as a second or a foreign language. Moreover, Masgoret and Gardner (2003) advocated that teachers can help learners identify their motivations for learning English and their short-term goals and reflect on their progress and achievements.

The MIAP instructional model can be divided into four important processes: motivation, information, application, and evaluation (Suchart Sirisukpaiboon, 2011) which initially stated that Faculty of Technical Education, King Mongkut's University of Technology, North Bangkok, Thailand. The faculty has been established for 40 years under the name of Thai-German Technical Teacher College (TGTTC), there were German teachers practiced research providing with practical industrial practice of MIAP model (M=Motivation, I=information, A=application and P=progress). It has also long widely applied as a model for vocational education.

College of General Education and Languages emphasized Japanese and English language teaching for technical and business students at Thai-Nichi Institute of Technology. The MIAP model would be suitable for the students. The researcher required to study the effectiveness of this approach with teaching languages in different situation. Thus, the MIAP model was applied to teach in English class to improve English learning ability of the students at TNI. The results of the study will be guideline to develop teaching and learning in next occasion.

Research Purposes

- 1) To study effects of English instruction as a foreign language by using MIAP model: a case of Thai-Nichi Institute of Technology
- 2) To compare learning ability of the students before and after the class
- 3) To compare learning ability of experimental group and controlled group, and
- 4) To investigate satisfaction with the MIAP model of the TNI students

Scope of Research

1. Population and sampling

1.1 The population was undergraduate students at Thai-Nichi Institute of Technology, Bangkok, in the first semester of 2016 academic year. There were 200 students from English classes.

1.2 The sample consisted of 50 students, and was derived from a simple random sampling technique.

2. Duration in experiment

The experiment ran for 12 weeks (2 hour per week)

3. Variables in study

Variables in this study were as follows:

3.1 The English learning ability of undergraduate students.

3.2 The satisfaction of undergraduate students with English language learning based on MIAP model.

4. *Research Instruments*

4.1 Lesson plans based on MIAP model

4.2 A 1-hour English ability test (30 items: 30 scores).

4.2 A satisfaction questionnaire constructed by the researcher assessing opinions about English language learning based on MIAP model.

Definition of Terms

For this study the following terms were defined:

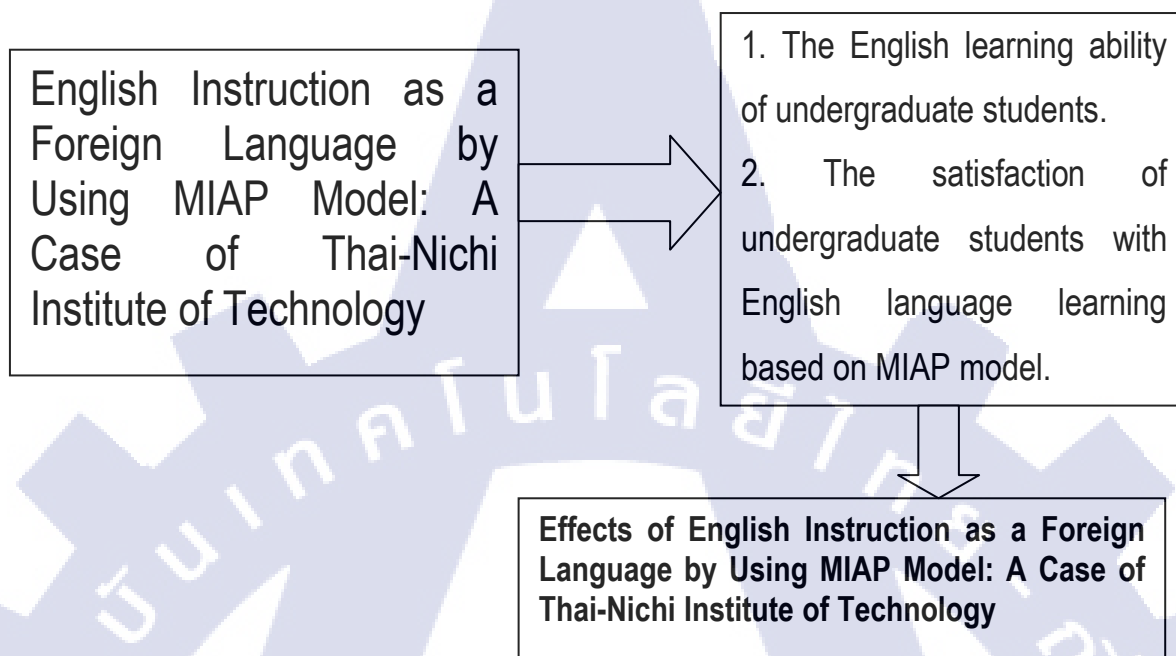
1. English Instruction- English lessons based on MIAP model which consisted of Motivation stage, Information giving stage, Application and practice stage, and Progress checking stage. This model was used in English class in research experiment in first semester of 2016 academic year at Thai-Nichi Institute of Technology

2. MAIP Model- MIAP model consisted of 4 steps namely; motivation, information, application, and progress which were applied in teaching English as a foreign language at Thai-Nichi Institute of Technology in first semester of 2016 academic year.

3. Satisfaction- students' satisfaction which consisted of 4 components; contents, teaching materials, instructors and teaching-learning activity following by 4 stages; motivation, information, application, and progress which was assessed after English learning course.

4. Undergraduate Students- Thai-Nichi Institute of Technology students in first semester of 2016 academic year.

Conceptual Framework



Research Hypothesis

1. English learning ability of undergraduate students was at high level.
2. The students' learning achievement after the class was significantly higher than before, with instruction constructed at 0.05 level.
3. The students' learning achievement after the class of experimental group was significantly higher than controlled group, with instruction constructed at 0.05 level.
4. The students' satisfaction towards English instruction by using MIAP model was at high level

Chapter 2

Review of Literature

Introduction

In this chapter consisted of MIAP learning process, motivation and studying in a second language, types of motivation, second language proficiency, goals for learning English and related research as following;

1. MIAP Model
2. MIAP Learning Process
3. Motivation and studying in a second language
4. Classroom reality and motivation
5. Types of motivation
6. Second-Language Proficiency
7. Goals for Learning English
8. Related Researches

1. MIAP Model

The model is presented with this session, which also includes an implementation of the MIAP model learning consisting of four following steps:

1) Motivation (M): This phase motivates the students' interest. The courseware is designed and developed using multimedia such as characters, text, and graphics.

Early in the learning process, the learners are motivated by this multimedia. In addition, a chat room is built in to help the students and teachers discuss the topics to be studied.

2) Information (I): Courseware content pieces (e.g. presentations, graphics, animations, etc.) are sorted in a linear fashion, according to the lesson plan. The teacher will determine the time and the content is presented to the students. Characters or cartoons are used in the presentation materials of each lesson, as tools to attract the attention of the students as well as to motivate them.

3) Application (A): Check that the behavior of learners has changed according to the set objectives, by using exercises, quizzes, and post-lesson tests (the post-lesson tests are individual; they may not help one another).

Teachers observe students' behavior and participation in the assigned work from questions, comments, expressions and other communications made by learners through the learning support system facilities such as chat rooms and bulletin boards.

4) Process (P): The teacher evaluates each student's activities and results. Then reports the student's various scores at the end of each lesson (pretest, exercise, quizzes, and post-test) to make each student aware of their own and their teammates' successes. These scores are communicated electronically via the Evaluation module (Suchart Sirisukpaiboon, 2011).

2. MIAP Learning Process

The MIAP learning process refers to a four-step process based on the principles of education experience. It is this process that teachers use to organize the learning experience.

It includes four steps as follows: (Suchart Sirisukpaiboon, 2011; Nataya et al., 2013: 3)

1) Motivation: (M) the aims of this step are to encourage students to take an interest in, and solve the problem, and to

encourage students to want to learn and lead the students into the subject with that intention. This intention and motivation should be maintained throughout the lesson to keep the students engaged, and improve knowledge retention.

2) Information: (I) this step is the actual delivery of the content to the students. As part of this, the content should be sorted and separated into smaller chunks, appropriate for what the students are able to absorb and retain.

3) Application: (A) to make sure the students have a better understanding of the content, they practice using the new knowledge to solve specific problems. At this stage, the learners need to be checked, and given the opportunity to use the knowledge in the process of finding a solution to a problem, ensure the students have understood the lesson, and to review their knowledge.

4) Process: (P) The final step is to monitor and evaluate of achievement of the objectives. If the objectives are not achieved, the instructor will need to make adjustments until the students properly understand the content, and complete it.

Moreover, Nataya et al. (2013: 3) advocated that the MIAP model learning process can be divided into 4 stages as follows:

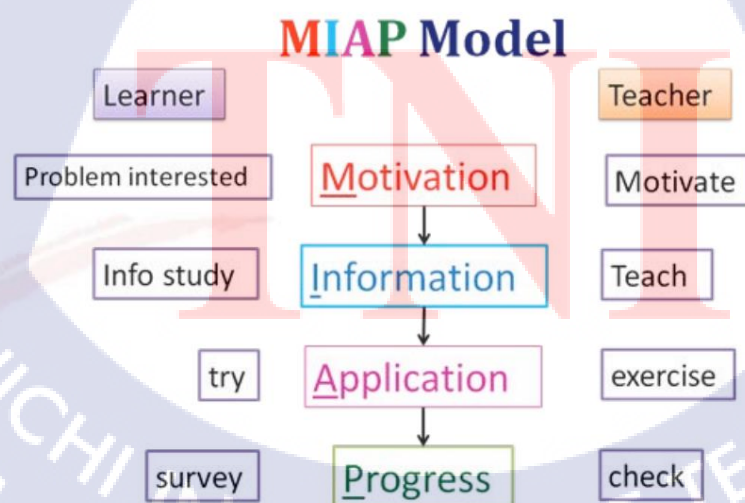


Figure1: Diagram of MIAP Model (cited in Nataya et al., 2013)

The processes of teaching-learning in the class must be run on as following steps (Surat Promchan, 2014), (Nataya et al. (2013), and (Suchart, 2011)

1. Before teaching, the learners must be motivated and then, information will be produced.
2. The Information means the practical contents and knowledge. So, the learners should gain for their problem solving on the process of application, or the defined practice of the learners.
3. The trainers or the teachers then could process to inspect and correct the work pieces of the learners to have the approval for them and to provide some helpful advice on the works.
4. Finally, it would be the process of learner evaluation for finding abilities of learners.

3. Motivation and studying in a second language

Motivation energizes human behavior and gives it direction (Dornyei, 1998: 117) and is a significant dimension in language learning (Gardner, 1985; Gardner et al. 2004; Lightbown & Spada, 1993). A large spectrum of theories covers the many variables that affect student motivation in the second language classroom. These are reviewed and drawn upon in examining the views on foreign or second language learning of learners and the teachers who participated in this study. Research on L2 motivation was inspired by Gardner (1983; 1985), Clement (1980) and their colleagues. L2 motivation was then seen as influenced by learners' attitudes towards social perceptions of the L2 and its speakers, their interethnic contact and the resulting degree of linguistic self-confidence (Dornyei, 2001a). For example, Gardner (1985: 6) reports that students' attitudes towards a specific language group are bound to influence how successful they will be in incorporating aspects of that language. This is especially true considering that learning a

foreign language is different from learning other subjects as language is viewed as part of one's identity.

Moreover, Williams (1994) argues that learning a foreign language involves far more than simply learning skills or a system of rules, or a grammar. According to him, it involves an alteration in self-image, the adoption of new social and cultural behaviors and ways of being and, therefore, has a significant impact on the social nature of the learner. In addition, research in L2 motivation by Dornyei (1990, 1994, 1997, 1998, 2001a) and Williams (1994) revealed a need for a more pragmatic education centered approach, examining classroom reality and identifying and analyzing classroom specific motives. For example, an empirical survey of motivational strategies in language classrooms in Hungary (Dornyei & Csizer, 1998) resulted in ten commandments for motivating language learners (p. 215): teachers should set a personal behavior example, make sure that the class atmosphere is relaxed and pleasant, present tasks properly to the learners, have good teacher-student relationships, work on increasing learners' self confidence, ensure that language classes are interesting to the students, promote as much as possible learners' autonomy, personalize the learning process, increase learners' goals, and make sure that learners are familiar with the target language culture. The study was replicated on Taiwanese students (Cheng & Dornyei, 2007), but the results differed due to the different background, tradition, identity and culture of the participants. Cortazzi and Jin (1999) also found that culture and identity are two essential variables in motivating L2 learners. Other researchers also argued that L2 involves the development of an L2 identity and incorporating elements from the L2 culture and contains environmental factors, cognitive factors, featured personality, and social dimensions (Dornyei, 1998). Simard and Wong (2004) support this development of second language awareness as it not only improves second language learning, but it also promotes greater cross cultural understanding among the

second language learners. Taking this identity theory further and not excluding previous motivation theories, Dornyei (2010b) has recently described this new approach in second language learning as the 'L2 motivational self esteem' which links the learning of the foreign language to one's personal 'core' or identity. This has implications for learning a foreign language in that the learner develops 'self maturity' and thus 'self motivation' in acquiring the target language.

4. Classroom reality and motivation

The following are some issues related to motivation in the classroom in the context of the present study.

4.1 Clarity of purpose and motivation

Burden (2004) found that students need to realize that the purpose of using the target language is not for studying purposes only but also for effective communication. Moreover, Dornyei (1990), Ghaith (2003) and Oxford (1996) found that when learners see practical purposes in learning the language, they are motivated even if the language is not significant in the learner's community.

4.2 Content, teaching methods and motivation

Motivation is a major concern in improving reading and consequently fostering literacy (Anderson, Hiebert, Scott & Wilkinson, 1985), but one should follow up on motivation strategies to check whether they help improve students' achievement in the learned language (Dornyei, 2001a). Using reading texts that students can understand is another motivating factor. Stott (2004) conducted a study on twenty Japanese students taking English classes at a Japanese university to examine whether reading a selection from Japanese literature translated into English would result in better recall and comprehension of the text. Findings indicate that some but not all familiar topics and texts enhance motivation and that teachers

should expose students to reading texts from other cultures as well. Teachers should evaluate suitability of the reading materials to their learners in both cases.

4.3 Positive learning experiences and motivation

Research has shown that one's positive experiences and achievement in the foreign language impacts one's confidence in using it. Clement's (1980) model focused on the influence of the social context on one's motivation in second language learning. He found that positive language learning experiences increase learners' self confidence in using the second language and further motivation to learn it. This even applies to contexts that do not provide direct interaction with native speaker communities. Gardner et al. (2004) agree that language learning in the classroom and in language clubs and activities help increase 'knowledge, fluency and familiarity with the language' (p. 3) and shape attitudes to language learning and future use. Dornyei (1994) argues that language learners are motivated differently according to their achievement and self-confidence, and that the learning situation provides motives through the language classroom, i.e. course, teacher and group aspects (Clement, Dornyei, & Noels, 1994; Csizer & Dornyei, 2005a).

4.4 Attitude, anxiety and motivation

Learner's attitude to the learned language impacts the learner outside the classroom (Schumann, 1978; Dornyei & Skehan, 2003; Csizer & Dornyei, 2005a, 2005b). A favorable attitude would motivate learners to reach their learning goals as found by Burden (2004) who studied attitude change of Japanese university students in an English conversation class. Gardner et al. (2004) also argue that affective factors influence language acquisition and achievement. They studied the effects of language instruction on "language attitudes, motivation, and anxiety that take place over the academic year" (p. 7). They also evaluated the French teacher and

the course, the anxiety in the French class and in using French, and whether learning French is instrumental to the participants. Findings show that students' attitudes are influenced by the teacher and the classroom environment; experiences in different classes varied and had different effects on students' interest in foreign languages. The researchers suggest that educators should introduce specific teacher strategies that would increase student motivation and reduce language anxiety.

4.5 Interactive communicative methods and motivation

Another significant dimension to language learning is providing learners with opportunities to interact freely and learn from each others' mistakes (Lightbown & Spada, 1993, Davis, 2003; Ghaith, 2003). A study of Chinese university student opinions of their English language courses and how they perceive their language improvement (Yang & Lau, 2003) showed complaints about the redundancy though at times they did not mind the repetition. Many argued that some of the skills may be taught on the job in a two week period rather than a whole semester. Findings also suggest that students prefer more communicative approaches in teaching and learning English. Interactive teaching methods for teaching English as a foreign language to university students improves comprehension and communicative competence as found by Morell (2004) who compares conventional non-interactive methods with minimal student interventions with interactive classes that use entertainment, students' oral presentation and student interventions. Findings indicate that in interactive classes, teachers are aware of their students' needs to understand and improve their communicative competence and of the importance of student involvement. In non-interactive classes, teachers felt pressured by time and course syllabus and commented that more time and preparation would be needed if they are to convert to interactive teaching methods. Interactive classes are also favored by students'

language learning strategies in four colleges of business, basic education, technological and health sciences. Data were analyzed by the Strategy Inventory of Language Learning (SILL) and findings indicate that students prefer the active naturalistic use of the language, i.e. language as the main communicative means by students from different nationalities.

2.6 Impact of teaching strategies on motivation

Instruction strategies can also enhance students' engagement or involvement in the learning process. Cooperative group learning (Ghaith, 2003) and the use of technology (Al-Jarf, 2004; Ramachaudran, 2004) shift the focus from teacher controlled classrooms to student centered ones. Udvari-Solner (1996) argues for teaching strategies that extend further than delivering instruction to include content that is relevant to the student's lives; Udvari-Solner, Villa, and Thousand (2005) stipulate corrective feedback as part of teaching strategies and designing a teaching-learning process that can promote meaningful participation for all students within the classroom.

2.7 Acknowledging learning styles and motivation

● In deciding on content that addresses the interests and needs of diverse students, Gardner's Theory of Multiple Intelligences (Gardner, 1983) may be considered to understand and identify strengths in all students. Students' previous learning and knowledge should also be considered as course content is selected. In cases where all students learn the same content, instructors can require different modes of responding to the content such as a variety of oral and written activities. Thus, students may select from several options such as written reports, debates, power point presentations, graphic presentation of comparisons and contrasts, and persuasive and personal position essays. Dornyei and Skehan (2003) similarly point out the importance of individual differences in second language

learning. Fortini and Fitzpatrick (2000) suggest re-designing the curriculum to cater for students' differences and help them make sense of what they encounter in their courses which would maximize learning. This may be achieved by adopting a universal design thus creating and designing products and environments for particular purposes. Rose and Meyer (2002) add that in education, a universal design for learning aims at providing students with multiple ways of representation and facilitating engagement and expression. This improves students' access to curriculum content, process, and product, i.e., what instructors want students to learn and how they learn and demonstrate what they have learned. It follows that students are provided with a variety of materials, of means to engage them in learning and expressing what they have learned (Tomlinson, 1995a, 1995b).

5. Types of motivation

(Harmer, 1991, p. 3) uses the word 'goal' to categorize the motivation in second language learning into two types :

1. Short-term goal means when students wish to succeed in doing something in the near future, for example, students who want to pass their examination or to get good grade or high scores.
2. Long-term goal refers to a wish of students or learners who want to get a better job in the future or to be able to communicate with people who use the language that they study or the target language.

Krashen (1988, p.22) mentioned the following factors which are rather related to motivation that will attempt to relate the second language ability to these two functions.

1. Integrative motivation, defined as the desire to be a part of recognized or important members of the community or that society that speak the second language. It is based on interest in learning the second language because of their need to learn about, associate or socialize with the people who use it or because of purpose or

intention to participate or integrate in the second language using the same language in that community; but sometimes it involves emotion or affective factors a great deal. (Saville-Troike, 2006, p. 86)

2. Instrumental motivation involves the concepts of purely practical value in learning the second language in order to increase learners' careers or business opportunities, giving them more prestige and power, accessing scientific and technical information, or just passing a course of their study in school. (Saville-Troike, 2006, p. 86)

Furthermore, the motivation is further classified into two main categories as the following:

1. Extrinsic motivation refers to a desire to get a reward and avoid punishment. It emphasizes external need to persuade the learner to take part in learning activity (Arnold, 2000, p. 14), such as homework, grade, or doing something to please teachers. Both integrative and instrumental motivations are also grouped under the branch of the extrinsic motivation (Harmer, 1991, p. 4).

As extrinsic motivation is based on external outcomes such as rewards and punishment. This motivation could bring a negative impact to the students, because with extrinsic motivation, students do not learn with their strong intention or will but they study it because they are pushed by the interest in the rewards or the punishment. When a student is learning because he is promised rewards or because he wants the rewards, he will be highly motivated to come to classes and learn and achieve the goal that is set for him. But when these rewards are taken away or sometimes even if they do not see any punishment, the student will not be interested in coming to class and learn the language any longer.

2. Intrinsic motivation refers to learning itself having its own reward (Arnold, 2000, p. 14). It means the learners are willingly and voluntarily (not compulsorily) try to learn what they think it is worth or important for them. When students have intrinsic motivation, they have the internal desire to learn and they do not have the need for

external outcomes. There are no negative impacts in having intrinsic motivation. In addition, intrinsic motivation pushes the student to learn without rewards, because the need is innate or come from inside or depends on their own will. Lightbown and Spada (1999, p. 56-57) mentioned that teachers do not have many effects on students' intrinsic motivation since the students are from different backgrounds and the only way to motivate students is by making the classroom a supportive environment.

Moreover, motivation has an important role in success and failure in learning a second language. Spolsky (1990, p. 157) stated that motivated students are likely to learn more and learn more quickly than students who are less motivated. In a particular learning situation, students who are less motivated are likely to lose their attention, misbehave and cause discipline problems. On the contrary, students who are more highly motivated will participate actively and pay more attention to a certain learning task or activity.

Furthermore, Harmer (1991, p. 4) advocated that there are four factors that can be dangerous to the learners' motivation as following:

1. Physical condition which means the atmosphere in class. For example if student have to study in the bad lighting classroom , overcrowded with too many students , have to look at the small board, or in the unpleasant smell classroom, they can lose their motivation or their motivation in learning will be lowered.

2. Method of teaching which refers to the way that students are taught must affect their motivation. Whenever the learners feel bored at the teacher's method, their motivation would likely be lost or gradually decreased. As he said, "If the students loses confidence in the method, they will become demotivated" (Harmer, 1991, p. 5)

3. The teachers as the most powerful variable of motivation and demotivation, can become a major part in demotivating the learners.

4. Success refers to the appropriate level of challenge designed by the teachers. If the difficulty of work and activity is too

high or too low, it can lead students to a demotivated situation in learning. As Harmer pointed out, to give high challenge activities may have a negative effect on motivation. Students can also equally be demotivated by too low level of challenge.

From Krashen's affective filter hypothesis (as cited in Lightbown and Spada, 1999, p. 39), emotional states such as tiredness, depression, boredom, etc obstruct the learning process of the students. Anxiety becomes a factor that influences the affective filter. Low anxiety is more helpful for second language acquisition (Krashen, cited in J.Oller and J. Richards, 2003, p. 183). This means that learners' anxiety can affect their motivation.

According to Krashen, there are three affective variables that interact with the affective filter.

1. Motivation which is beneficial for language acquisition
2. Self-confidence which is also useful for acquisition
3. Anxiety which is good in the case where it is in a low level

6. Second-Language Proficiency

English language learners have varying levels of proficiency in English, which may influence their reading speed and comprehension (Tan, Moore, Dixon, & Nicholson, 1994). Studies suggest that learners need some level of proficiency in the second language to read effectively in the language (Alderson, 1984; Carrell, 1991; Tan, et al., 1994). It is as yet unclear how much of a grammar and discourse foundation is needed before one can read effectively. It seems, however, that the amount of foundation needed will vary, depending on the students themselves (Grabe & Stoller, 2002).

7. Goals for Learning English

Learning English have different needs for literacy. Some of the most common are to be successful at work, participate in their children's education, participate in community activities in English, and pursue further education (Marshall, 2002).

Some learners may focus on improving their functional literacy for advancement in the workplace (Mikulecky, 1992). Many cannot advance in their jobs or receive the job training they need until they have achieved a functional level of English literacy. Others may want to improve their literacy skills to help their children in school (Shanahan, Mulhern, & Rodriguez-Brown, 1995). The belief that parents' literacy influences children's eventual literacy attainment is one of the reasons behind the support for family literacy in the Department of Education (National Center for ESL Literacy Education, 2002). Since much of school-related communication is conducted in written English, limited English literacy may limit parents' involvement in their children's education and their communication with teachers, administrators, and counselors. Furthermore, adults who are not literate in English will have difficulty reading in English with their children and helping them learn English vocabulary. A common literacy goal of adult ESL students focuses on community participation. Effective community participation includes having the skills to handle financial transactions and keep informed about developments in the community (Klassen & Burnaby, 1993; Strucker, 1997). In addition to integrating into the English-speaking community, adults who speak languages other than English and also are literate in English can be valuable resources for other community members. Opportunities for involvement in community activities are usually announced in writing and in English, and most advocacy activities that reach decision makers

are conducted in English. Some need to obtain a high school equivalency degree. Others are seeking English certification of degrees and skills they have in their native language or their home country. Still others need English reading skills to pass tests such as the Test of English as a Foreign Language (TOEFL) in order to enroll in institutions of higher education. Curricula and materials used in instruction (commercial textbooks and teacher-produced materials) should match the goals of the learners. That is, school-related instruction and materials should be used with parents in family literacy programs, workplace instruction and materials should be used with workers, and civics-focused instruction and materials should be used in citizenship classes. It is a challenge, of course, to address learners' interests when a variety of goals for developing literacy are represented in one class or program.

8. Related researches

1. Duangkamol Phonak and Wittawat Tipsuwan (2555). They study about learning outcome for MIAP learning model integration with social media for the student teaching under teaching techniques consulting of teacher supervision which The purposes of the research were 1) to develop the MIAP learning model Integration with social media for the student teaching under teaching techniques consulting of teacher supervision: MIAP-SM 2) to find achievement of students learning by MIAP-SM and 3) to find satisfaction of student learning by MIAP-SM. The purposive samples were 15 students of the second year in higher vocational certificate level at Chitralada School (Vocational Section). The research tools were the MIAP learning model Integration with social media for the student teaching under teaching techniques consulting of teacher supervision: MIAP-SM, test, and questionnaire. The data analysis

was mean and standard deviation. The results of research were 1) the achievement of students learning by MIAP-SM were averaged 81.25% of all, and 2) the satisfaction of student learning by MIAP-SM were high level.

2. Prasittichai Mangmee, Panita Wannapiroon, and Prachyanun Nilsook (2557). They studied about web based training for blended training by using MIAP process in a topic of creating online tutorial. The research aims to develop web based training for blended training by using MIAP process in a topic of creating that aims to study performance of the users who used e-learning via web based training developed. The objectives of this online tutorial were to study achievement of using web based training for blended training by using MIAP process and to study satisfaction of the users. The samples were 30 lecturers from Faculty of Applied Science, King Mongkut's University of Technology North Bangkok by using a simple random sampling technique. Research tools consisted of web based training, evaluation of content and techniques, evaluation of e-learning performance, achievement test for training, and questionnaires about users' satisfaction. Statistics used in the research were mean, standard deviation, and Dependent t-test.

● The result showed that web based training for blended training by using MIAP process in a topic of creating online Tutorial consisted of five parts of content which were principle of e-learning, making online tutorial, making content of online tutorial, making online tutorial activities, and using special techniques. According to the result of assessment revealed that evaluation of content and techniques by the expert was at very well level, the performance of e-learning of participations used web based training was at very well level and their level of training achievement after training was at significant of .05. The participations' satisfaction was at maximum level.

3. Sasithorn Laksana, Duangkamol Phonak, and Wittawat Tipsuwan (2012). They studied about a development of web-based training using MIAP learning model for knowledge and skill development in computer education for primary school teacher under Thai Kid Com project. The purposes of research were 1) to study knowledge and skill in computer education for primary school teacher under Thai Kid Com project, 2) to develop the web-based training using MIAP learning model and 3) to evaluate the web-based training using MIAP learning model. The purposive samples were 14 experts who had expertise in structure of content and instructor. The tools of research were the web-based training using MIAP learning model for knowledge and skill in computer education for primary school teacher, evaluate form for model and evaluate form for competency of computer education for primary school teacher. The collected data was evaluation form of the web-based training using MIAP learning model then was analyzed by mean and standard deviation. The result of this research found that evaluation form of the web-based training using MIAP learning model had good level showed that this the web-based training using MIAP learning model was satiation and application for the teaching and learning effectively.

● **4. Nataya Kaewsai, Worapoj Sriwongkol, Acharn Piya Korakotjintanakarn (2013).** They studied about teaching model for competency improvement of deaf people on the industrial job. The results of this study showed that the components of the teaching model which composed of 1) training course of "MAG Fillet Steel welding for the deaf" on the topic of "welding gun assembling", 2) instruction media kit with 105 terms of Thai deaf language, and 3) the defined teaching model: "DEAFS Model" could be applied on the trainees and all the trainees would pass the assignment, it could show the result at 100 percent, and 4) the satisfaction evaluation results to the training was at high level and it confirmed hypothesis.

5. H. Wiphasith, R. Narumol, and C. Sumalee (2015). They studied about a model developing e-Learning for M.5 English language teaching using cooperative learning, scaffolding and MIAP learning process (e-CL ScafMiap). One of the objectives of this research is to develop an e-learning model for teaching English to M.5 students using cooperative learning, scaffolding and the MIAP learning process. The content design and courseware development processes follow the ADDIE model, and are presented by the MIAP learning process. This model consists of eight modules as follows: student module, teacher module, clustering module, STAD module, content module, communication module, scaffolding module and evaluation module. The results illustrated that the e-learning process should have a learning environment that allows students to use different methods and styles for learning, and offers additional resources to support learning.

To sum up, effects of English instruction as a foreign language by using MIAP model from related researches can be proved that teaching English with the MIAP model has highly effectiveness. It can be applied in teaching English with the similar environment. Moreover, motivation and satisfaction in learning English with this model are high. Therefore, this instructional model should be applied in English classes.

Chapter 3

Methodology

Introduction

Chapter 3 begins with a description of the research design, the population and sample, variables, research instruments, construction and development of research instruments, collection data and statistic used in data analysis.

This chapter presents the research method that was used to investigate the effects of English instruction as a foreign language by using MIAP model: a case of Thai-Nichi Institute of Technology. This study measured learning achievement scores of undergraduate students compared to the students' English learning achievement before and after using MIAP model for undergraduate students in Thailand, a case study at Thai-Nichi Institute of Technology, Bangkok, to compare learning ability of sampling group and control group and to survey the undergraduate students' satisfaction towards the English class by using MIAP model.

Research Design

The data was gathered and analyzed as follows:

1. Population and sampling

1.1 The population is undergraduate students at Thai-Nichi Institute of Technology, Bangkok, in the first semester of 2016 academic year. There were 200 students from English classes.

1.2 The sample consisted of 50 students, and was derived from a simple random sampling technique.

2. Duration in experiment

The experiment ran for 12 weeks (2 hour per week)

3. Variables

Variables in this study were as follows:

3.1 The English learning ability of undergraduate students.

3.2 The satisfaction of undergraduate students with English language learning based on MIAP model.

4. Research Instruments

4.1 Lesson plans based on MIAP model

4.2 A 1-hour English ability test (30 items: 30 scores).

4.3 A satisfaction questionnaire constructed by the researcher assessing opinions about English language learning based on MIAP model.

5. Construction and Development of Research Instruments

The researcher constructed the English ability test and the questionnaire in the following way:

Proficiency test

Students were given pre- and post-class proficiency tests. The tests had the same format and consisted of 30 items (30 scores). The duration of each test was 60 minutes.

First, the researcher studied the objectives of English language teaching, and focused on English reading, listening,

writing, grammar, and vocabulary skills and strategies. Emphasis was placed on learning for main ideas, learning for topic sentences, learning for pronoun references, learning for facts and opinions, learning for author's purposes, learning for inference. Moreover, the researcher used the textbook, journal articles and related research as an outline to create the test. The researcher also, created a table of test specifications including language learning skills and goals for each items, and then created one set of proficiency tests following this table of test specifications.

Table1: Table of Test specification

Skills	Mode	Type of Text	Cog. Level	Item type	Total No. of item	Weight %	Scoring	Times Mns
Reading	R	Passage	Comprehension	M/C	6	20	1-0	18
Listening	L	Dialogue	Comprehension	M/C	6	20	1-0	12
Writing	W	Error Identifications	Critical	M/C	6	20	1-0	10
Grammar	G	Structures	Critical	M/C	6	20	1-0	10
Vocabulary	V	Incomplete sentences	Comprehension	M/C	6	20	1-0	10
Total					30	100		60

Then, the researcher derived the difficulty and discrimination of the tests (P-R value) from standard criteria consisting of 30 items. Five experts examined, corrected and improved the accuracy, validity and reliability of the language and contents of the test. The test had a difficulty level between 0.20-0.80 and a rank of discrimination at 0.20 or over. The calculation of the test reliability was used K-R 20 by Kuder-Richardson (Cited Boonriang Khajonsil 2000: 165). Then, the English ability test was used to sampling of the research. The data obtained from a small group experiment was analyzed to find reliability by

using α -Coefficient formula stated by Cronbach (1974: 161). Coefficient of reliability was 0.89.

The table following demonstrated the difficulty of test items (p) and the discrimination of test items (r) of English learning ability test.

Table 2: The difficulty of test items (p) and the discrimination of test items (r) of English learning ability test

Item	p	r	Item	p	r
1	0.40	0.49	16	0.46	0.66
2	0.70	0.67	17	0.45	0.62
3	0.63	0.47	18	0.43	0.61
4	0.33	0.71	19	0.60	0.61
5	0.67	0.40	20	0.73	0.62
6	0.53	0.43	21	0.33	0.26
7	0.53	0.49	22	0.63	0.63
8	0.33	0.66	23	0.53	0.74
9	0.47	0.67	24	0.80	0.40
10	0.67	0.53	25	0.47	0.80
11	0.71	0.37	26	0.20	0.40
12	0.63	0.67	27	0.73	0.40
13	0.67	0.53	28	0.28	0.29
14	0.68	0.53	29	0.51	0.52
15	0.29	0.27	30	0.49	0.78

The Questionnaire

The researcher created a questionnaire to investigate students' opinions about English language teaching. The questionnaire was constructed using opened-end questions.

The data from the experts was applied with the following formula:

$$IOC = \frac{\sum R}{N}$$

IOC replaces Index of item-Objective Congruence

R replaces Experts' opinions

N replaces Number of experts

Questions rated less than 0.5 by the experts were considered and improved.

Statistic Used in Data Analysis

1. Frequency, percentage, mean, standard deviation was used for the English learning scores.
2. The comparison between pretest and posttest scores was done using t-test, which was calculated by computer program.
3. The comparison of the scores between a controlled group and an experimental group was done using t-test.
4. Effect size was used to measure the effect size of population from learning by this method.
5. The data from the questionnaire were analyzed by using content analysis method.

Chapter 4

Research Results

Results of the data analysis

Phase 1: Results of English ability test scores analysis of undergraduate students

The assessment of English learning ability of undergraduate students at TNI, the researcher used English learning ability test which created according to test procedure. Therefore, percentage of scores was calculated from criteria as following; (adapted from Thaweerat, 2000; Wongsothorn, 1995)

81-100	means	very high
61-80	means	high
41-60	means	moderate
21-40	means	low
1-20	means	very low

Table3: results of English ability test of 50 undergraduate students from post-test.

No.	Listening (6)	Reading (6)	Writing (6)	Grammar (6)	Vocabulary (6)	Scores (30)	percentage
1	4	5	4	5	6	24	80.00
2	6	5	5	6	6	28	93.33
3	5	5	6	6	6	28	93.33
4	6	5	4	5	6	26	86.66
5	4	5	5	6	6	26	86.66
6	4	5	4	4	4	21	70.00
7	5	5	5	5	6	26	86.66
8	6	6	5	5	5	27	90.00
9	5	5	5	6	5	26	86.66
10	6	6	4	4	5	25	83.33
11	6	4	4	5	5	24	80.00
12	5	5	4	4	5	23	76.66
13	4	5	5	5	5	24	80.00
14	4	4	4	4	4	20	66.66
15	4	5	5	6	6	26	86.66
16	4	4	4	4	5	21	70.00
17	4	5	5	6	5	25	83.33
18	4	4	4	4	4	20	66.66
19	5	4	4	4	5	22	73.33
20	4	5	6	4	5	24	80.00
21	4	4	4	5	6	23	76.66
22	4	5	6	6	6	27	90.00
23	4	4	5	5	4	22	73.33
24	5	6	6	6	5	28	93.33
25	6	4	5	5	6	26	86.66
26	5	3	4	4	4	20	66.66

27	6	4	4	4	4	22	73.33
28	5	5	5	6	6	27	90.00
29	4	4	5	5	4	22	73.33
30	5	4	4	5	4	22	73.33
31	4	4	4	5	4	21	70.00
32	3	5	4	5	4	21	70.00
33	4	6	4	4	4	22	73.33
34	5	5	6	6	4	26	86.66
35	4	4	5	5	5	23	76.66
36	5	5	5	5	5	25	83.33
37	4	4	4	5	5	22	73.33
38	5	5	4	4	5	23	76.66
39	5	5	6	6	5	27	90.00
40	4	5	5	5	5	24	80.00
41	5	5	6	6	6	28	93.33
42	6	5	4	4	5	24	80.00
43	6	5	5	5	6	27	90.00
44	4	4	5	6	5	24	80.00
45	5	4	5	4	4	22	73.33
46	6	6	5	4	5	26	86.66
47	5	5	5	5	6	26	86.66
48	4	5	6	6	5	26	86.66
49	5	5	5	5	5	25	83.33
50	4	4	5	5	5	23	76.66
Total						1,210	80.66%

The table showed that the total scores of the 50 undergraduate students were 1,210 and 80.66% for the total percentage which effects of English learning ability of undergraduate students were at very high level which followed hypothesis 1.

Table 4: results of mean scores and standard deviation of 60 graduate students in each skill and in the total

No.	Skills	Mean (\bar{x}) (6)	S.D
1	Listening	4.72	0.80
2	Reading	4.72	0.67
3	Writing	4.76	0.71
4	Grammar	4.98	0.76
5	Vocabulary	5.02	0.74
Total		4.84	0.73

The table showed that the total of mean scores was 4.84 (S.D=0.73) which in skills ranged from (\bar{x} =5.02) for vocabulary, (\bar{x} =4.98) for grammar, (\bar{x} =4.76) for writing, (\bar{x} =4.72) for reading, and (\bar{x} =4.72) for listening respectively.

Phase 2: The comparison of pretest and posttest scores of the 50 undergraduate students. The statistics used in the data analysis consisted of mean (\bar{x}), standard deviation (S.D), and t-test

Table5: The comparison of pretest and posttest scores of the 50 undergraduate students

Scores	Number of students	Total score	(\bar{x})	S.D	t	Sig
Pretest	50	30	18.27	5.41	32.014*	0.00
Posttest	50	30	24.20	2.35		

* Statistical significance at 0.05 level

The table showed that the learning ability of undergraduate students after the class was higher than before the class and there were statistically significant differences at 0.05 level which followed hypothesis 2.

Phase 3: Comparison English learning ability based on MIAP model of experimental group and controlled group

The table of score comparison English learning ability based on MIAP model between experimental group and controlled group, standard deviation, difference and t-test of the 50 samplings

Test	N	Total score	(\bar{x})	S.D	t	Sig
Experimental group	50	30	24.20	2.35	39.714*	0.000
Controlled group	50	30	17.82	5.29		

* Statistical significance at 0.05 level

This table illustrated that the posttest scores of experimental group were higher than posttest scores of controlled group at statistical significance at 0.05 level (Sig = 0.000 < 0.05). The mean score of experimental group's posttest equalled to 24.20 which was higher than controlled group's posttest score (17.82 out of 30). The t-test was 39.714. It indicated that the ability in English learning based on MIAP model was more effective than before learning and the experimental group's English learning ability was higher than controlled group's English learning ability which followed hypothesis 3.

Phase 4: The results of the student satisfaction questionnaire were as follows:

	Mean	S.D.	Meaning
1. Content	4.55	0.70	highest
2. Teaching Materials	4.47	0.65	high
3. Instructor	4.62	0.59	highest
4. Teaching- learning activity	4.58	0.70	highest
4.1 Motivation stage	4.53	0.69	highest
4.2 Information stage	4.62	0.58	highest
4.3 Application stage	4.56	0.71	highest
4.4 Progress stage	4.62	0.82	highest
Total	4.55	0.66	highest

According to the table, it was demonstrated that the students' satisfaction based on MIAP model was at the highest level on the overall. When considered in each aspect, it was found that content, instructor, and teaching-learning activity were at the highest level. For the rest aspect, it was at high level. The results indicate high student satisfaction with the course, affirming hypothesis 4.

Chapter 5

Conclusion, Discussion and Recommendation

Conclusions

1. Effects of English instruction as a foreign language by using MIAP model of the TNI students were at very high level.
2. The learning ability of the learners after the class was higher than before the class and there were statistically significant differences at 0.05 level.
3. The learning ability of experimental group was statistically significant differences at 0.05 level.
4. The learners were highly satisfied with the English instruction as a foreign language by using MIAP model.

Discussion

According to the study and data analysis, the results of this study could be discussed as follows.

1. The result of hypothesis 1 presented the effects of English instruction as a foreign language by using MIAP model of the samples was at very high level. In this way, it might concern with the teaching-learning activity based on MIAP model constructed from the view of Williams (1994) and Suchart (2011) who anticipated that teaching-learning activity consisted of

opening the chance of the learners to study from easy activity to difficult activity. Moreover, the MIAP instructional model can be divided into four important processes: motivation, information, application, and evaluation which are very useful for teaching and learning languages.

2. The scores of learning ability of undergraduate students after the class were higher than before the class with statistically significance at 0.05 level. In this way, it might be because TNI students used learning strategies to improve their skills which related to the view of Stern (1975) who produced language learning strategies. He believed that the good language learner is characterized by a personal learning style or positive learning strategies, an active approach to the learning task.

3. The scores of learning ability of experimental group students were higher than control group students with statistically significance at 0.05 level. In this way, it might be because experimental group students had using an appropriate language learning strategy which related to the notion of Richard (1994) who advocated that language learners will be successful in the tasks due to use of an appropriate language learning strategy.

Recommendations

1. Recommendation for this study

1.1 The results of this study were completely effective. Thus, the teachers in higher education can apply this method in tertiary level with the similar situation.

1.2 The results of the study found that the learners were highly satisfied with this method. Therefore, this method should be applied in different subjects.

2. Recommendation for further study

2.1 A study of English instruction by using MIAP model through CALL should be experimented.

2.2 Effects of Japanese instruction by using MIAP model should be studied.

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Appendix



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Test Specification

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Table of Test specification

Skills	Mode	Type of Text	Cog. Level	Item type	Total No. of item	Weight %	Scoring	Times Mns
Reading	R	Passage	Comprehension	M/C	6	20	1-0	18
Listening	L	Dialogue	Comprehension	M/C	6	20	1-0	12
Writing	W	Error Identifications	Critical	M/C	6	20	1-0	10
Grammar	G	Structures	Critical	M/C	6	20	1-0	10
Vocabulary	V	Incomplete sentences	Comprehension	M/C	6	20	1-0	10
Total					30	100		60

P-R of Ability Test

TNI

The difficulty of test items (p) and the discrimination of test items (r) of English learning ability test

Item	p	r	Item	p	r
1	0.40	0.49	16	0.46	0.66
2	0.70	0.67	17	0.45	0.62
3	0.63	0.47	18	0.43	0.61
4	0.33	0.71	19	0.60	0.61
5	0.67	0.40	20	0.73	0.62
6	0.53	0.43	21	0.33	0.26
7	0.53	0.49	22	0.63	0.63
8	0.33	0.66	23	0.53	0.74
9	0.47	0.67	24	0.80	0.40
10	0.67	0.53	25	0.47	0.80
11	0.71	0.37	26	0.20	0.40
12	0.63	0.67	27	0.73	0.40
13	0.67	0.53	28	0.28	0.29
14	0.68	0.53	29	0.51	0.52
15	0.29	0.27	30	0.49	0.78

IOC of Validity and Reliability of satisfaction questionnaire

TNI

Table of the index of item-objective congruence (IOC) of validity in the contents of satisfaction questionnaire derived from the assessment of 5 experts

Item	The scores of experts					Σx	IOC	meaning
	1	2	3	4	5			
1	+1	+1	+1	+1	+1	5	1	Effective
2	+1	+1	+1	+1	+1	5	1	Effective
3	+1	+1	+1	+1	+1	5	1	Effective
4	0	+1	+1	+1	+1	4	0.8	Effective
5	+1	+1	+1	+1	+1	5	1	Effective
6	+1	+1	+1	+1	+1	5	1	Effective
7	+1	+1	+1	+1	+1	5	1	Effective
8	+1	+1	+1	+1	+1	5	1	Effective
9	0	+1	+1	+1	+1	4	0.8	Effective
10	+1	+1	+1	+1	+1	5	1	Effective
11	+1	+1	+1	+1	+1	5	1	Effective
12	+1	+1	+1	0	+1	4	0.8	Effective

Satisfaction Questionnaire

TNI

Satisfaction Questionnaire

Directions: Please mark the symbol ✓ in the box ☐ in real situation and real information

- 5 = strongly agree
 4 = agree
 3 = neither agree nor disagree
 2 = disagree
 1 = strongly disagree

No.	Statement	Level				
		5	4	3	2	1
	Content					
1	The contents of instruction are clear and understandable.					
2	The difficulty of contents is suitable for the learners					
3	The sequence of content and exercises in each unit are appropriate.					
	Teaching Materials					
4	Teaching materials are suitable and various, and motivate the learners to learn.					
5	Teaching materials are interesting and challenge the learners to study.					
	Instructors					
6	The instructors are friendly to students and give suggestions with taking care of students.					
7	The instructors give a chance to ask questions in the class.					

No.	Statement	Level				
		5	4	3	2	1
8	The instructors facilitate the students to do activities on their own.					
	Teaching-Learning Activity					
9	Motivation stage: Teaching-learning activity is suitable to level of the learners. Moreover, it can motivate the learners to study the language					
10	Information stage: Reading activity can enhance reading ability of the learners. It also inform the learners about learning contents					
11	Application stage: Reading activities uplift reading competency and reading comprehension very well. The learners can apply the information from teachers and apply in creating structures and languages by themselves					
12	Progress stage: the learners can check their understanding and knowledge after learning the tasks.					

Suggestions

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Reliability of Satisfaction Questionnaire

TNI

Table of reliability of satisfaction questionnaire from tryout with 30 students to find out Cronbach's Alpha Coefficient

Reliability

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.923	12

English Proficiency Test (30 items)

TNI

Table of the index of item-objective congruence (IOC) of validity in the contents of English reading proficiency test derived from the assessment of 5 experts

Item	The scores of experts					Σx	IOC	meaning
	1	2	3	4	5			
1	+1	+1	+1	+1	+1	5	1	Effective
2	+1	+1	+1	+1	+1	5	1	Effective
3	+1	+1	+1	+1	+1	5	1	Effective
4	+1	+1	+1	0	+1	4	0.8	Effective
5	+1	+1	+1	+1	+1	5	1	Effective
6	+1	+1	+1	+1	+1	5	1	Effective
7	+1	+1	+1	+1	0	4	0.8	Effective
8	+1	+1	+1	+1	+1	5	1	Effective
9	+1	+1	+1	+1	+1	5	1	Effective
10	+1	+1	+1	+1	+1	5	1	Effective
11	+1	+1	+1	+1	+1	5	1	Effective
12	+1	+1	+1	+1	+1	5	1	Effective
13	+1	+1	0	+1	+1	4	0.8	Effective
14	+1	+1	+1	+1	+1	5	1	Effective
15	+1	+1	+1	+1	+1	5	1	Effective
16	+1	+1	+1	+1	+1	5	1	Effective
17	+1	0	+1	+1	+1	4	0.8	Effective
18	+1	+1	+1	+1	+1	5	1	Effective
19	+1	+1	+1	+1	+1	5	1	Effective
20	+1	+1	+1	+1	+1	5	1	Effective
21	0	+1	+1	+1	+1	4	0.8	Effective
22	+1	+1	+1	+1	+1	5	1	Effective
23	+1	+1	+1	+1	+1	5	1	Effective
24	+1	+1	+1	+1	+1	5	1	Effective
25	+1	+1	+1	0	+1	4	0.8	Effective
26	+1	+1	+1	+1	+1	5	1	Effective
27	+1	+1	+1	+1	+1	5	1	Effective
28	+1	+1	+1	+1	0	4	0.8	Effective
29	+1	+1	+1	+1	+1	5	1	Effective
30	+1	+1	+1	+1	+1	5	1	Effective

Lists of Experts

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Bio data

TNI

Bio data

Dr. Bundit Anuyahong is a lecturer at College of General Education and Languages, Thai-Nichi Institute of Technology and also gained Ph.D in Curriculum and Instruction (Teaching English) from Silpakorn University. He obtained double degrees for his master. One is Master of Education in TEFL from Silpakorn University and Master of Education in Educational Administration from Naresuan University



