

**Psychological Factors Affecting the Communicative
Competence of Freshmen Students
at a Private University in Thailand***

**ปัจจัยทางด้านจิตวิทยาที่มีผลต่อความสามารถในการสื่อสาร
ของนักศึกษาชั้นปีที่หนึ่ง มหาวิทยาลัยเอกชนแห่งหนึ่ง**

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Abstract

This study was basically descriptive-
correlational research which determined
the level and identified the psychological
factors of the communicative
competence of 102 freshmen
students at a private university in
Thailand. The current study sought to
determine the profile of the freshmen
students at a private university in
Thailand in terms of the psychological
factors used in the study; self-concept,
cognitive style, language anxiety,
motivational intensity and individual

learning techniques. It further determined
the psychological factors that best
predict the students' communicative
competence in English.

It was found out in the study that
the students at a private university in
Thailand have average communicative
competence in English. The study
disproved the hypothesis that there is no
significant relationship between students'
communicative competence and the
psychological factors. Results revealed

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that inventory learning techniques of compensating the missing knowledge and overall strategy have a high correlation with the communicative competence of the learners. Furthermore, it rejects the hypothesis that there is no significant relationship between the students' communicative competence and each of the predictor variables. Individual

learning techniques on using the mental senses can predict listening competence. The strategy inventory on using all the mental senses and managing the emotions came out as predictors of students' reading competence. However, there was no variable that could predict the writing competence of the freshmen students.

บทคัดย่อ

พื้นฐานการศึกษานี้เป็นการศึกษาความสัมพันธ์เชิงพรรณนา เพื่อมุ่งค้นหาระดับ และ ระบุปัจจัยเชิงจิตวิทยาของความสามารถในการสื่อสารของนักศึกษาชั้นปีที่ 1 จำนวน 102 คน ของมหาวิทยาลัยเอกชนแห่งหนึ่ง การศึกษานี้เป็นการศึกษาเพื่อหาระดับความสามารถของการสื่อสารของนักศึกษาชั้นปีที่ 1 และประวัติความเป็นมา ในแง่ที่เกี่ยวข้องกับปัจจัยทางจิตวิทยา กล่าวคือ ; ความคิดของตนเอง, รูปแบบการเรียนรู้, ความกังวลทางภาษา, ความกระตือรือร้นจากสิ่งเร้า และ เทคนิคการเรียนรู้เฉพาะตัว

การศึกษพบว่า นักศึกษาชั้นปีที่ 1 ของมหาวิทยาลัยเอกชนแห่งหนึ่ง มีความสามารถในการสื่อสารภาษาอังกฤษในระดับปานกลาง การศึกษานี้พิสูจน์ให้เห็นว่า สมมุติฐานที่ว่าไม่มีความสัมพันธ์อย่างมีนัยสำคัญระหว่างความสามารถในการสื่อสารของนักศึกษาเป็นภาษาอังกฤษกับปัจจัยทางจิตวิทยานั้น

ไม่เป็นความจริง ผลของการศึกษาพบว่า เทคนิคการเรียนรู้ตามเครื่องมือวัดของการชดเชยความรู้ที่ขาดหายไปกับวิธีการโดยรวมนั้นมีความสัมพันธ์กันอย่างยิ่งกับความสามารถของผู้เรียน นอกเหนือจากนั้น การศึกษานี้ยังปฏิเสธถึงสมมุติฐานที่ว่า ไม่มีความสัมพันธ์อย่างมีนัยสำคัญระหว่างความสามารถในการสื่อสารของนักศึกษาเป็นภาษาอังกฤษกับตัวแปรทำนายแต่ละตัว เทคนิคการเรียนรู้ของนักศึกษาแต่ละคนใช้การเรียนรู้ทางจิตสำนึกสามารถทำนายถึงความสามารถทางการอ่านของนักศึกษาได้ เครื่องมือวัดทางวิธีการเกี่ยวกับการเรียนรู้ทางจิตสำนึกทั้งหลาย กับการจัดการทางอารมณ์แสดงออกมาในรูปของตัวแปรทำนายที่บอกระดับความสามารถทางการอ่านของนักศึกษาได้ อย่างไรก็ตามไม่มีตัวแปรไหนที่สามารถทำนายให้เห็นถึงความสามารถในการเขียนภาษาอังกฤษของนักศึกษาใหม่ได้

Introduction

Thailand does not have a history of colonization by the British and that English is not an official language in the country. The country has its own national and official language "standard Thai" (Ee-Ling Low, 2012). Thailand is

typically classified as an 'expanding circle' country (Kachru, 2005) in which English is used as a means of intercultural communication (Baker, 2012). English has increasingly been used and viewed as an important skill for Thai urban middle classes (Simpson & Thammasathien, 2007).

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In Thailand, English is essential to the field of education. It is used as a compulsory subject in school and in higher education (Wongsothorn, Hiranburana, & Chinnawongs, 2003).

Despite the continuous efforts in developing English language education in Thailand, it seems that English language teaching and learning in Thailand remains unsuccessful, and English proficiency of Thai students is still low (Khamkhien, 2010; Noom-ura, 2013; Siritaratn, 2013). According to the National Survey of the Ministry of Education, based on the results of tests carried out in 1997 and 1998, Thai learners' English proficiency was unsatisfactory in the four main skills: writing, reading, listening and speaking (Wiriyachitra, as cited in Khamkhien, 2010).

Dr. Rom Hiranyapruet, director of Thai Software Park, stated "English is as important to the domain of information technology as other infrastructures. Thais have high proficiency in technology but because of their below average English competence, they cannot make much progress in terms of science and technology. Mrs. Arunsi Sastramitri, director of the Academic Training Section of the Tourist Authority of Thailand, stated that tourism is the main source of income in Thailand. However, Thai graduates who are in the tourism industry have a poor command of English (Wiriyachitra, 2010). More recently,

another study conducted by an international language training company using data from online English tests revealed that Thais' English proficiency was among the lowest when compared to English learners in other Asian countries (Bruner, Shimray, & Sinwongsuwat, 2014). English language teaching in Thailand has not prepared Thais for the changing world. Thailand will lag behind in the competitive world of business, education, science and technology if the teaching and learning of English is not improved (Wiriyachitra, 2000).

The education minister, Chinaworn Boonyakiat said that The Education Ministry plans to declare English the second language for teaching and learning in schools with an aim to enable Thai people of the new generation to communicate with other people in Asean and world communities in English (Bangkok Post, July 7, 2010).

Successful language learning involves the use of effective and communication strategies (Richards, 2005). Language learners need to develop communicative competence, which is the ability to use the language they are learning efficiently in a given social context (Hiep, 2007).

Communicative competence is a concept introduced by Dell Hymes in 1972. Hymes's original idea was that speakers of a language have to communicate effectively in a language even as they

need to know how language is used by members of a speech community to accomplish their purposes (Kitao, 1996). Communicative competence is made up of four competence areas : linguistic, sociolinguistic, discourse, and strategic. Linguistic competence is knowing how to use the grammar, syntax, and vocabulary of a language. Sociolinguistic competence is knowing how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating. Discourse competence is knowing how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole. Strategic competence is knowing how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context. National Capital Language Resource Center, 2015

With the foregoing situations, the researchers believe that it is important to secure sufficient data about learner-based variables related to communicative competence in English of college students. Of particular interest to the researchers are first year students at a private university in Thailand for the Academic Year 20011-2012.

Objectives of the study:

1. To determine the profile of the freshmen students at a private university Thailand in terms of the psychological factors used in the study.
2. To identify the factors that best predicts the students' communicative competence.

Research Instruments

The study was conducted at a private university in Nakhon Pathom, Thailand. There was a total of 102 students who participated in the study. The following instruments were used to gather data needed in the study: Strategy Inventory for Language Learning (SILL), Style Orientation Scale for Language Learning (SOS-L), Motivational Intensity Scale, Self-Concept Inventory, Language Anxiety Questionnaire and Communicative Competence Test (Listening, Reading & Writing). The details of the instruments are the following:

Strategy Inventory for Language Learning (SILL) Versions for Speakers of Other languages Learning English

This instrument was originally developed for the Language Skill Change Project, which periodically assess the amount of change found in language skills after the learner's foreign language training has been completed. The SILL was used by de la Rosa (1997) in her study.

The scoring of the SILL result is done by getting the sum (total score) of each part (Part A, B, C D, F,) and dividing it by the total number of items for every SILL part to get an average for each part. The response for a SILL item is 1, 2, 3, 4, 5. Thus, the average across the items for each SILL part is between 1.0 to 5.0. This average is rounded off to the nearest tenth, as in 3.4

The overall SILL average is obtained by adding up all the total scores for the different SILL parts. This results to the total raw score, which is divided by 25 (total number of items on the SILL).

Interpretation of the SILL result is as follows: (4.5 - 5.0) - strategy is always or almost always used; (3.5 - 4.4) - strategy is generally used (scores with these categories belong to the high level); (2.5 - 3.4) strategy is seldom used (this is considered within the medium level); (1.5 - 2.4) - strategy is generally not used; and (1.0 - 1.4) - never or almost never used. These last two categories belong to the low level.

The average of each SILL part shows which group of strategies a student tended to use the most in learning a new language. The overall average indicates how frequently a student made use of learning strategies in general.

This 25-item SILL is based on the 120-item original SILL version and has been found to be a reliable and valid

instrument of assessing how students learn the English language.

Style Orientation Scale for Language Learning (SOS-L)

The Style Orientation for Language Learning (SOS-L) is an instrument/checklist developed by Oxford and adapted by de la Rosa. It is designed to assess the learners' general approach to learning a new language or his/her language learning style, which does not predict the learners' behavior in every instance, but it gives a clear indication of the learners' overall preferences in language learning.

There are five major activities representing the different aspects of the students' language learning style namely: Sensory Preference, Relations with Others, Relations with Ideas, Orientation to Learning Tasks, and Overall Orientation.

The checklist of Sensory Preference indicates whether the student is a visual, auditory, or hands-on learner. The checklist on Relations with Others tells of the learners' extroversion (the degree to which the learner gets energy from people and events outside himself) or introversion (the extent to which a learner receives energy from ideas, feelings or concepts inside himself). The activity on relations with Ideas tells how intuitive or sequential a learner is, while the Orientation to Learning Tasks shows how much a learner needs to delay

reaching decisions and finishing tasks. Lastly, the activity on Overall Orientation shows the global and analytic scores of the learner.

Motivational Intensity Scale

This consists of six multiple-choice statements that serve as an index of intensity of motivation to learn English. The items are meant to measure the intensity of motivation to learn English in terms of the amount of effort that will be spent in learning the language, the degree of willingness to use the language, future intentions to study and learn the language, amount of practice of the language outside school, and the importance attributed to knowledge of the language. Items denoting the highest intensity of motivation are rated "4", next to the highest, "3", the third from the highest, "2", and the items showing the lowest motivation, "1". This instrument is adapted from Gardner and Lambert (1972).

The Self-Concept Inventory Sheet (SCIS)

Ryden (1978) developed this particular instrument, which was adapted and modified by the researcher. Majority of the statements are positive statements, statements 5, 8, 13, 17, 18, 25 and 38 are negative statements indicating a negative self-concept. A score of 37-38 denotes a high self-concept, 29-34 average self-concept and 28 below, a low self-concept. The researcher used

the self-concept inventory sheet to gather information regarding the self-concept of the students. It asked the respondents what they honestly feel or think about themselves.

Language Anxiety Questionnaire (LAQ)

This instrument is originally developed by Katherine Moyer (2003), and was adapted and modified by the researcher. This questionnaire consists of eight items. The first four items denote a facilitating anxiety; and the other four items denote a debilitating anxiety. Each statement is followed by five choices. The respondents select their choice for each item by putting a check mark before their choice. The interval scoring in the interpretation of the responses are as follows: 5 - Always; 4 - Usually; 3 - Sometimes; 2 - Rarely; 1 - Never.

However, since the items of this questionnaire were originally used in mathematics, modifications were made to make the items relevant to language anxiety. Likewise, since the items were used in foreign studies with foreign respondents, the language anxiety questionnaire were pre-tested with a selected equivalent group of students at a private university in Thailand.

Communicative Competence Test (Listening Test, Reading Test and Writing Test)

This instrument is based on TOEIC (Test of English for International

Communication). This type of test is also adapted by Christian University of Thailand in conducting the listening, reading and writing examinations of all the students who are studying any English Course.

The test was initially conducted with 50 freshmen students at a private university in Thailand. After revision of the items, the final form of the test was developed and produced and administered among the freshmen students a private university in Thailand. The details of the components of the Communicative Competence Test are the following:

The Listening Test consists of four subtests: Subtest A is listening to four statements about a photograph and the respondent decides which statement best describes the photograph. Sub-test B is listening to a question or statement and three possible responses; Sub-test C is listening to conversations and Sub-test D is listening to different talks. The whole test is designed to measure the students' ability to listen to important details and general ideas. All items in the listening test are multiple-choice items, and give one point for every correct answer given. Testing time is approximately 30 minutes.

The Reading Test is made up of three parts: Incomplete Sentences, Error Recognition and Reading Comprehension. This test is designed to assess the ability of students to complete incomplete sentences with either the correct vocabulary word or appropriate grammatical structure and measure their understanding on different types of texts.

The Writing Test measures the ability of the students to construct sentences that are consistent with the pictures with correct grammatical structure.

The study is descriptive-correlational which used the following statistical tools: Frequency Counts, Percentages and Means, Standard Deviation, Product Moment of Coefficient, and a Multiple Regression Analysis using the Statistical Package for Social Sciences Software. (SPSS).

Results

The profile of freshmen students at a private university in Thailand in terms of the psychological factors - individual learning techniques, cognitive style, motivational intensity, self-concept and language anxiety was looked into.

TABLE 1. Distribution of Freshmen Respondents in Terms of Individual Learning Techniques and Motivational Intensity

Psychological Factors	Mean	S.D.	Qualitative Description
Remembering more effectively	2.76	.713	Strategy is seldom used
Using the mental senses	2.98	.740	Strategy is seldom used
Compensating for the missing knowledge	3.27	.793	Strategy is seldom used
Organizing and evaluating the learning	3.47	4.34	Strategy is seldom used
Managing your emotions	3.07	.781	Strategy is seldom used
Learning with others	3.33	.848	Strategy is seldom used
Overall strategy inventory of language learning	3.05	.616	Strategy is seldom used
Motivational intensity	2.91	3.00	Average

Findings shown in Table 1 indicate that the respondents seldom used all strategies for individual learning techniques. Moreover it can be perceived from the table that most of the respondents have average motivational intensity.

Table 2. Distribution of Respondents According to Sensory Preference and Cognitive Style (n=102)

Factor	Frequency	Percent
Sensory preference		
1. Visual	52	51.00
2. Auditory	15	14.70
3. Hands-on	5	4.90
4. Visual & Auditory	14	13.70
5. Visual & Hands-on	3	2.90
6. Auditory & Hands-on	3	2.90
7. Combination of the three	4	3.90
Relations with others		
1. Extrovert	59	57.80
2. Introvert	23	22.50
3. Both	15	14.70
4. Missing System	5	4.90
Relations with ideas		
1. Concrete	60	58.80
2. Intuitive	9	8.80
3. Both	28	27.50
4. Missing System	5	4.90
Orientation to learning tasks		
1. Closure	46	45.10
2. Open	34	33.30
3. Both	17	16.70
4. Missing System	5	4.90
Overall orientation		
1. Global	23	22.50
2. Analytical	45	44.10
3. Both	29	28.40
4. Missing System	5	4.90

The data collected as shown in Table 2 indicate that 52 out of 102 respondents (51.00%), are visual in their sensory preference, 15 out of 96 (15.60%) are auditory, 14 (13.70%) prefer to combine visual and audio preference, 4 (3.90%), choose to combine the three sensory preferences, 3 (2.90%) favor the combination of visual and hands-on and 3 (2.90%)

prefer to use the combination of audio and hands-on. Furthermore, the data reveal that majority of the learners are extrovert (57.8%) in their relations with others, concrete in their relations with ideas (58.8%), closure in their orientation to learning tasks and analytical (44.1%) in their overall orientation.

Table 3. Distribution of Respondents According to Self-Concept and Language Anxiety (n==102)

Psychological Factors	Frequency	Percent
Self-Concept		
1. High	17	16.90
2. Average	69	67.60
3. Low	11	10.80
4. Missing System	5	4.90
Language Anxiety		
1. Facilitating	64	62.70
2. Debilitating	16	15.70
3. Both	17	17.70
4. Missing System	5	4.90

Table 3 displays that most of the respondents have average self-concept (67.60%). The table also shows that 64 out

of 97 (64%) respondents have a facilitating language anxiety.

Table 4. Level of Communicative Competence of Freshmen Students (n=102)

Communicative Competence Test	Mean	S.D.	Frequency	Percentage
Listening Test	1.7732	.48958		
Above Average			3	2.90
Average			69	67.60
Poor			25	24.50
Missing System			5	4.90
Reading Test	1.4608	.624123		
Above Average			1	1.00
Average			51	50.00
Poor			44	43.10
Missing System			6	5.90
Writing Test	2.38	.965		
Above Average			61	59.80
Average			26	25.50
Poor			1	1.00
Missing System			11	10.80

Table 4 presents the level of communicative competence among freshmen students. It can be deemed from the table that the respondents have average listening and reading competence. However, 61 out of 99 (59.8%) respondents have above average writing competence.

Table 5. Correlation Between the Students' Listening Competence and Psychological Factors

Psychological Factors	SS	df	MS	F	P-value
Motivational Intensity				2.477	.066
Between Groups	1.703	3	.568		
Within Groups	21.308	93	.229		
Self-Concept				521	.596
Between Groups	.252	2	.126		
Within Groups	22.758	94	.242		
Language Anxiety				3.175	.046*
Between Groups	1.456	2	.728		
Within Groups	21.554	94	.229		
Sensory Preference				.147	.989
Between Groups	.372	6	.062		
Within Groups	37.462	89	.421		
Cognitive Style					
Relations with others				.058	.944
Between groups	.028	2	.014		
Within Groups	22.982	94	.244		

* P-value <0.05

Results of the correlation between the respondents' listening competence and the motivational intensity, self-concept and language anxiety are presented in Table 5.

Results of the analysis reveal that among the psychological factors in the study, only language anxiety has a

significant relationship with the listening competence of the students at 0.05 significant level. The other psychological variables like motivational intensity, sensory preference and cognitive style do not have a significant relationship with the listening competence of the students.

Table 6. Predictors of Students' Listening Competence

Variables	B	Beta	t	P-Value
Managing your emotions	-4.359	-.772	-6.622	.000*
Overall learning inventory strategy	5.814	.813	6.974	.000*
Relating with others	-1.194	-.204	-2.501	.014*
Constant $B_0 = 12.580$ $R = .631$ $R^2 = .398$ Adjusted $R^2 = .379$ $F = 20.086^*$				

*P-value <0.05

Results of the regression analysis reveal that the psychological variables of strategy inventory managing the emotions, overall inventory strategy and relating with others are predictors of students' listening competence with the R^2 of 39.8%.

As indicated in Table 6, all the psychological variables namely managing your emotions, overall learning strategy and relating with others have a significant relationship with the listening competence of the students at 0.05 significant level.

Table 7. Predictors of Students' Reading Competence

Psychological Variables	B	Beta	t	P-Value
Using all your mental senses	2.517	.491	4.742	.000*
Managing your emotions	-1.663	-.337	-3.248	.002*
$B_0 = 8.903$ $R = .472$ $R^2 = .223$ Adjusted $R = .205$ $F = 2.41791^*$				

*P-value <0.05

The strategy inventory on using all the mental processes and managing the emotions came out as predictors for students' reading competence with the R^2 of 22.3%.

As shown in Table 7, both the variables of using all your mental senses and managing your emotions have a significant relationship with the reading competence of the students at 0.05 significant level.

Table 8. Predictors of Students' Writing Competence

Variables	B	Beta	t	P-Value
Language Anxiety	-.152	-.119	-1.028	.307
Self-concept	.383	.212	1.661	.101
Sensory preference	-.002	-.003	-.031	.976
Relations with others	.011	.008	.068	.946
Relations with ideas	.160	.096	.832	.408
Orientation to learning tasks	.032	.024	.208	.836
Overall orientation	.168	.126	1.168	.246
Remembering more effectively	-.373	-.281	-1.850	.068
Using the mental senses	-1.22	-.113	-.680	.499
Compensating for missing knowledge	.017	.015	.099	.921
Organizing and evaluating the learning	-.225	-2.31	-1.407	.163
Managing your emotions	.135	.123	.767	.446
Learning with others	.091	.089	.545	.587
Overall inventory strategy	.352	.272	1.029	.307
Motivational intensity	.029	.017	.148	.882
$B_0 = 1.384$ $R = .395$ $Rsquare = .156$ $Adjusted\ R\ square = -.003$ $F = .97732$				

*P-value <0.05

As presented in Table 8, results of the analysis reveal that language anxiety, self-concept, relations with others, sensory preference, relation with ideas, orientation to learning tasks, overall orientation, remembering more effectively, using the mental senses, compensating for the missing knowledge, organizing and evaluating the learning,

managing your emotions, learning with others, overall inventory strategy and motivational intensity do not predict the reading competence of the students.

Moreover, the variables mentioned above do not have a significant relationship with the reading competence of the students.

Discussions

The current study sought to determine the profile of the freshmen students at a private university in Thailand in terms of the psychological factors used in the study: self-concept, cognitive style, language anxiety, motivational intensity and individual learning techniques. It further determined the psychological factors that best predict the students' communicative competence in English.

Findings of the study indicate that most of the respondents have average self-concept. In terms of the students' language orientation, they are visual learners, extrovert in their relation with others, concrete in their relations with ideas, closure in their orientation to learning and analytical in their overall orientation. The students have facilitating anxiety and average motivational intensity in learning a language. The students seldom used the strategy or individual learning techniques in learning a language.

The respondents in the study have average self-concept. This means that the respondents have a typical perception of who they think they are and an awareness of whom they think they would like to be. According to Emler as cited by Powell (2008), children who possess a good self-concept are tolerant of depression, assume responsibility, begin new tasks with confidence, and frequently offer assistance to others.

The results of the study showed that the respondents have visual sensory preference. The findings of the frequency and distribution in cognitive style further suggest that visual learners should have a clear view of their teachers when they are speaking so they can see their body language and facial expression. Teachers should use color to highlight important points in the text. They have to take detailed notes and utilize handouts. Moreover, visual materials such as pictures, charts, maps, and graphs, multi-media such as computers or videos must be utilized to help these types of learners reach at their optimal understanding of the concepts. Furthermore, the data reveal that majority of the learners are extrovert (57.8%) in their relations with others, concrete in their relations with ideas (58.8%), closure in their orientation to learning tasks and analytical (44.1%) in their overall orientation.

The data suggest that students are very social, enjoy being part of a group and often work well with others. They enjoy participating in lively, thought provoking discussions. They may often speak just to fill the silence, are interested in trying new things, and focus on the outer world. These types of students get their energy from people and events outside themselves or they prefer to direct their attention toward the external world of the people and things.

They learn best by sharing, comparing, relating, cooperating and interviewing with others.

The results suggest that learners record information received from their five senses of sight, smell, touch, taste, and hearing. They view things in a tangible, factual and literal way. They allow their minds to organize information in a linear, step-by-step manner and they follow a logical train of thought, and a traditional approach to dealing with information. They may also prefer to have a plan and follow it rather than rely on their impulse.

Also, the results of the study showed that the respondents have a facilitating language anxiety. This means that the anxiety does not hinder the students' performance in their communicative competence and actually may result in improved performance.

Moreover, the students have average motivational intensity. This means that students appear to learn faster and show more rapid initial progress. Learners of a second language will not be successful unless they are motivated and display motivational intensity. Motivation may occur intrinsically but it is more likely that extrinsic motivation precedes this. Persistence and determination are important characteristics for success in learning a language. Learners of a second language become

exposed to a culture with which they are not familiar, so they need to be persistent, not only because they will be exposed to different, even challenging situations, but because many will fail to learn the language. As noted by Naiman et al. (1978), high achieving language learners are not necessarily those for whom language is acquired very easily; instead they have persevered overcoming difficulties and frustration and after trial and error attain a satisfactory level of achievement.

It can also be perceived from the table that that the respondents seldom used all strategies for individual learning techniques.

Results of the analysis of the correlation between the respondents' listening competence and the motivational intensity, self-concept and language anxiety reveal that among the psychological factors in the study, language anxiety, compensating for missing knowledge, managing the emotions, learning with others and overall strategy showed that they have significant correlation with the listening competence of the respondents.

This is consistent in the study of Horwitz that the feelings of tension or nervousness center on the two basic task requirements of foreign language learning: listening and speaking (Horwitz et al., 1986: 29) because, in interaction, both the skills cannot be separated.

Results of the regression analysis reveal that the psychological factors of strategy in learning a language in managing the emotions and language learning orientation on overall inventory strategy and relating with others are predictors of students' listening competence. This means that those respondents who used a strategy in learning a language in managing the emotions and language learning orientation on overall inventory strategy and relating with others showed better listening competence. On the other hand, the less the students manage their emotions in their strategy in learning a language, the better is their listening competence. Moreover, students who have less opportunity in learning with others have a better listening competence.

The strategy inventory on using all the mental processes and managing the emotions came out as predictors for students' reading competence. The results indicate that the more the students use all the mental processes in their strategy in language learning, the better is their reading competence. On the other hand, the less the students manage their emotions in their strategy in learning a language, the better is their reading competence.

The results of the analysis reveal that language anxiety, self-concept,

motivational intensity, orientation to language learning in sensory preference, relations with others, relations with ideas, orientation to learning tasks, overall orientation, the inventory learning techniques of remembering more effectively, understanding mental processes, compensating for missing knowledge, organizing and evaluating the learning, managing the emotions, learning with others and overall learning strategy inventory do not predict the students' writing competence.

Conclusions

The study clearly disproved the hypothesis that there is no significant relationship between students' communicative competence in English and the psychological variables. Findings of the study indicate that most of the respondents have average self-concept. In terms of the students' language orientation, they are visual learners, extrovert in their relation with others, concrete in their relations with ideas, closure in their orientation to learning and analytical in their overall orientation. The students have facilitating anxiety and average motivational intensity in learning a language. The students seldom used the strategy or individual learning techniques in learning a language. The study clearly disproved the hypothesis that there is no significant relationship

between students' communicative competence in English and the psychological variables.

Furthermore, it rejects the hypothesis that there is no significant relationship between students' communicative competence in English and each of the predictor variables. Results of the regression analysis reveal that the psychological factors of strategy in learning a language in managing the emotions and language learning orientation on overall inventory strategy

and relating with others are predictors of students' listening competence. The strategy inventory on using all the mental processes and managing the emotions came out as predictors for students' reading competence. The results indicate that the more the students use all the mental processes in their strategy in language learning, the better is their reading competence. However, there was no psychological variable that could predict the writing competence of the students.

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