THE RELATIONSHIP OF SELF-EFFICACY AND TEST ANXIETY FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE WITH ENGLISH ACADEMIC ACHIEVEMENT OF GRADE 9 STUDENTS AT A PUBLIC SCHOOL IN CHONBURI, THAILAND[*]

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Abstract

This study aimed to determine whether there was a significant relationship of self-efficacy and test anxiety for learning English as a foreign language with English academic achievement of Grade 9 students at a public school in Chonburi, Thailand. A convenience sample of 108 students, enrolled in three Grade 9 classes at the target school during the academic year 2021-2022, participated in this study. The Questionnaire of Self-Efficacy (QESE; Wang et al., 2013) and the Foreign Language Classroom Anxiety Scale (FLCAS; Horwitz et al., 1986) were adopted and used to measure the levels of the participants' self-efficacy and test anxiety for learning English as a foreign language, respectively. The English as a foreign language final test scores were collected from the participants to measure their English academic achievement. From the data analysis, it was found that the overall level of self-efficacy held by Grade 9 students at the target school was slightly low, their overall level of test anxiety was moderate, and their overall level of English academic achievement was good. Moreover, participants' English academic achievement was found to be significantly, positively and weakly correlated with their self-efficacy for learning English as a foreign language, and significantly, negatively and weakly correlated with their test anxiety for learning English as a foreign language. The combination of the participants' self-efficacy and test anxiety for learning English as a foreign language was found to be significantly and weakly correlated with their English academic achievement. Recommendations are provided for the students, teachers, school principal and administrators, and future researchers, based on the research findings obtained from this study.

Keywords: Self-Efficacy, Test Anxiety, Learning English as a Foreign Language, English Academic Achievement, English Language Education in Thailand

Introduction

Learning new things, including languages, is based on self-efficacy. It has been shown to play an important role in academic achievement, and an extensive body of research supports the idea that self-efficacy can influence the instigation, direction, persistence, and outcomes of achievement-related actions (Schunk & Pajares, 2007). Even in physiological behaviors, McAuley (1992) found that self-efficacy can predict exercise behaviors in the first stage, but when exercise becomes a habit, the participation is become an important role. Some researchers (e.g., Kitikanan, 2017; Partridge, 2014) claimed that students' self-efficacy and anxiety act as determinants of learning and can lead to both good and bad results in their English academic achievement.

Language learning anxiety can be characterized as the feeling of pressure or tension and forbiddance especially associated with language learning situations (MacIntyre & Gardner, 1994). Anxiety affects people of all ages who have to be evaluated, assessed, and graded on their abilities or achievements (Lufi et al., 2004). which is associated with their experiences with that language or language learning classroom. The anxiety that we can only experience in the language learning classroom is known as foreign language classroom anxiety (FLCA; Horwitz et al., 1991). According to Horwitz (2001), we can find anxiety in different situations such as classroom anxiety, language use anxiety, and test anxiety in the language learning classroom. Test anxiety means the unpleasant feelings or emotions that the students feel concerning the process of taking tests or examinations (Horwitz, 2001).

Some researchers (e.g., Kitikanan, 2017; Partridge, 2014) claimed that students' self-efficacy and anxiety act as determinants of learning, and can lead to both good and bad results in their English academic achievement. In fact, in the case of English as a Foreign Language learners, English academic achievement has been found significantly, positively, and moderately strongly correlated with general perceived self-efficacy, and significantly, negatively, and strongly correlated with test anxiety (Mohammadyari, 2012).

The first author has observed that students in Grade 9 seemed to be quiet and lack confidence in using English language in the classroom with their teachers and classmates. Also, it seemed they did not believe in themselves, were afraid to make mistakes, and they felt insecure when others made fun of them as well as they rarely talk to strangers or other people in English because of their shyness. All this could be interpreted as an indicator of having a low level of self-efficacy for learning EFL (Bandura, 1986). Moreover, the first author has also observed that Grade 9 students from the target school seemed to worry, be nervous, or unease about their English academic achievement scores. The students from the target school also seemed to have fear, stress, and worry about their ability and the possible outcomes on a test or other evaluative situation in English as a foreign language class and get the low English

academic achievement scores. All this could be interpreted as indicators of having a high level of test anxiety for learning EFL (Horwitz et al., 1986). The research literature provides evidence that test anxiety is significantly related to English academic achievement (e.g., Lufi et al., 2004; Mohammadyari, 2012), and having higher levels of self-efficacy has been found to be an important determinant of English academic achievement (e.g., Kitikanan, 2017; Partridge, 2014; Schunk & Pajares, 2007).

For these aforementioned reasons, the researchers decided to conduct an empirical study in order to examine the relationship of self-efficacy and test anxiety for learning English as a foreign language with English academic achievement of Grade 9 students at a public school in Chonburi, Thailand

Objectives of this Research

The following were the specific research objectives addressed in this study.

1. To determine the level of self-efficacy for learning English as a foreign language of Grade 9 students at a public school in Chonburi, Thailand.

2. To determine the level of test anxiety for learning English as a foreign language of Grade 9 students at a public school in Chonburi, Thailand.

3. To determine the level of English academic achievement of Grade 9 students at a public school in Chonburi, Thailand.

4. To determine whether there is a significant relationship of self-efficacy and test anxiety for learning English as a foreign language with English academic achievement of Grade 9 students at a public school in Chonburi, Thailand.

Research Methodology

In this section, the research design, population and sample, research tools, data collection, data analysis, ethical considerations and the research validity are described in detail.

1. Research Design

The purpose of this research was to identify whether there was a significant relationship between of self-efficacy and test anxiety for learning English as a foreign language with English academic achievement of Grade 9 students at a public school, Chonburi, Thailand. A quantitative correlational research design was used to examine the relationship among the research variables.

2. Population and Sample

The study employed a population sample of all the 108 Grade 9 students who were studying English as a foreign language (EFL) at a public school in Chonburi, Thailand, in the

academic year of 2021-2022. The participants were 108 Grade 9 students from three classes (i.e., 39 students from Class 9/1; 32 students from Class 9/2; and 37 students from Class 9/3), and their age range from 13 to 15 years.

3. Research Tools

For this study, the researcher used the Self-Efficacy and Test Anxiety for Learning English as a Foreign Language Questionnaire and the Grade 9 English as a foreign language final test for the academic year 2021-2022.

3.1 Self-Efficacy and Test Anxiety for Learning English as a Foreign Language Questionnaire. In order to measure the participants' level of self-efficacy and test anxiety for learning English as a foreign language, the researchers administered the Self-Efficacy and Test Anxiety for Learning English as a Foreign Language Questionnaire, which consisted of three sections; Section 1 for personal information, Section 2 consisted of 32 items adopted from the Questionnaire of English Self-Efficacy (QESE; Wang et al., 2013), and Section 3 was comprised of 6 items adopted from one subscale of the Foreign Language Classroom Anxiety Scale (FLCAS; Horwitz et al., 1986).

Questionnaire for English Self-Efficacy (QESE). In order to measure the participants' level of self-efficacy for learning English as a foreign language, the researchers administered the 32 items from the QESE (see Table 1), which was adopted from Wang et al. (2013). The target students were asked to rate their self-efficacy level on a 7-point Likert-type scale from 1 (I am totally unable to do this) to 7 (I am totally able to do this). The questionnaire is comprised of 32 items, arranged in the following parts: self-efficacy for listening, self-efficacy for speaking, self-efficacy for reading, and self-efficacy for writing. The mean scores from the Likert scale ratings were interpreted using a continuum from "very low self-efficacy" to "very high self-efficacy".

Table 1 Items in the Questionnaire for English Self-Efficacy (QESE)

Item No.	Item statement
	Self-efficacy for listening
1	Can you understand stories told in English?
3	Can you understand American TV programs (in English)?
9	Can you understand radio programs in English-speaking countries?
10	Can you understand English-language TV programs?
15	Can you understand English dialogs (audio recordings) about everyday school matters?
22	Can you understand English films without subtitles?
24	Can you understand English songs?
27	Can you understand telephone numbers spoken in English?
	Self-efficacy for speaking
4	Can you describe your school to other people in English?
6	Can you describe the way to the school from the place where you live in English?
8	Can you tell a story in English?

17	Can you ask your teacher questions in English?
19	Can you introduce your teacher (to someone else) in English?
20	Can you discuss subjects of general interest with your fellow students (in English)?
23	Can you answer your teacher's questions in English?
30	Can you introduce yourself in English?
	Self-efficacy for reading
2	Can you do homework/home assignments alone when they include reading English texts?
12	Can you guess the meaning of unknown words when you are reading an English text?
16	Can you understand messages or news items in English on the internet?
21	Can you read short English narratives?
25	Can you read English-language newspapers?
26	Can you find out the meanings of new words using a monolingual dictionary?
29	Can you understand English articles on Myanmar culture?
32	Can you understand new reading materials (e.g., news from the English magazine) selected by your teacher?
	Self-efficacy for writing
5	Can you compose messages in English on the internet (Facebook, Twitter, Viber, etc.)?
7	Can you write a text in English?
11	Can you leave a note for another student in English?
13	Can you form new sentences from words you have just learned?
14	Can you write e-mails in English?
18	Can you produce English sentences with idiomatic phrases?
28	Can you write diary entries in English?
31	Can you write an essay in about two pages about your teacher in English?

Foreign Language Classroom Anxiety Scale (FLCAS). In order to measure the participants' level of test anxiety for learning English as a foreign language, the researchers administered the 6 items from the FLCAS (see Table 2), which was adopted from from Paranuwat (2011). The target students were asked to rate their test anxiety level on a 5-point Likert-type scale from 1 (strongly disagree) to 5 (strongly agree). The questionnaire is comprised of 6 items. The mean scores from the Likert scale ratings were interpreted using a continuum from "very low test anxiety" to "very high test anxiety".

Table 2 Items in the Foreign Language Classroom Anxiety Scale (FLCAS)

Item No.	Item statement
33	I am usually at ease during the test in my language class
34	I worry about the consequences of failing my foreign language class
35	I don't understand why some people get so upset over foreign language classes
36	I would not be nervous speaking the foreign language with native speakers
37	The more I study for a language test, the more confuse I get
38	I got nervous when I don't understand every word the language teacher says

3.2 Grade 9 English as a Foreign Language Final Test. As for measuring the participants' English academic achievement, the scores from students' English as a foreign language final test in March 2022 in the second semester of the academic year 2021-2022

were used. The test was prepared by the English teacher of the target students, and included different question types such as vocabulary, grammar, conversation, matching sentences, numbering and conversation, reading, and writing. The test was designed to assess the students' abilities in understanding and remembering the English vocabularies; sentences composition skills, as well as reading comprehension skills and students' ability to use creative writing skills. The scores were interpreted as follows: excellent (4.00); very good (3.50-3.99); good (3.00-3.49); very fair (2.50-2.99); fair (2.00-2.49); satisfactory (1.50-1.99); barely satisfactory (1.00-1.49).

4. Data Collection

The data were collected from the target group as follows:

4.1 In March 2022, the researchers administered to the participants, in person, the Self-Efficacy and Test Anxiety for Learning English as a Foreign Language Questionnaire. The response rate from the participants was 100%.

4.2 The scores from the Grade 9 English as a Foreign Language Final Test of the target students were collected by the English language teacher of the target class, who provided the data to the researchers.

5. Data Analysis

The quantitative data collected from the Self-Efficacy and Test Anxiety for Learning English as a Foreign Language Questionnaire and the Grade 9 English as a foreign language final test were analyzed by using descriptive statistics (frequency distribution, percentages, means and standard deviations) and correlational analysis (using multiple correlational coefficient), with the support of a statistical software package.

6. Ethical considerations

Before joining the study, all the participants were informed that their participation was voluntary, and they were free to withdraw from participating in the data collection at any time if they did not feel comfortable. Moreover, the participants were told that the research results were going to be used primarily for the purpose of the study, and all their identities will be kept anonymous.

7. The research validity

Based on the validity reported by previous research (e.g., QESE: Pakampai, 2017; Wang et al., 2013; FLCAS: Horwitz et al., 1986; Paranuwat, 2011), these well-known instruments were selected for the measurement of the level of students' self-efficacy and their test anxiety for learning English as a foreign language. The validity of the Grade 9 English as a Foreign Language Final Test was established by the assessment and approval of the school principal, the head of the English department, one academic director, and one English language teacher from the target school.

Research Results

The main findings that emerged from this study are presented in detail, organized by research objectives

1. Findings from Research Objective 1

Table 3 shows the overall mean scores, standard deviations and interpretations of the level of self-efficacy for learning EFL, and its subscales, held by the Grade 9 students at a public school in Chonburi, Thailand, who participated in this study.

Table 3 Mean Scores, Standard Deviations, and Interpretations for the Self-Efficacy for Learning EFL Held by Grade 9 Students at a Public School in Chonburi, Thailand

Variable	M	SD	Interpretation
Self-efficacy for learning EFL	3.24	1.44	Slightly low
Self-efficacy for listening	3.11	1.40	Slightly low
Self-efficacy for speaking	3.17	1.41	Slightly low
Self-efficacy for reading	3.29	1.51	Slightly low
Self-efficacy for writing	3.37	1.44	Slightly low

2. Findings from Research Objective 2

Table 4 shows the overall mean scores, standard deviations and interpretations of the level of test anxiety for learning EFL held by the Grade 9 students at a public school in Chonburi, Thailand, who participated in this study.

Table 4 Mean Scores, Standard Deviations, and Interpretations for the Test Anxiety for Learning English as a Foreign Language Held by Grade 9 Students at a Public School in Chonburi, Thailand

Item No.	Item statement	M	SD	Interpretation
33	I am usually at ease during the test in my language class	3.37	1.11	Moderate
34	I worry about the consequences of failing my foreign language class	3.30	1.13	Moderate
35	I don't understand why some people get so upset over foreign language classes	2.97	1.10	Moderate
36	I would not be nervous speaking the foreign language with native speakers	3.03	1.05	Moderate
37	The more I study for a language test, the more confuse I get	3.54	1.03	High
38	I got nervous when I don't understand every word the language teacher says	3.37	1.24	Moderate
	Overall (Test anxiety for learning EFL)	3.27	1.11	Moderate

3. Findings from Research Objective 3

The findings regarding the level of English academic achievement of the Grade 9 students at a public school in Chonburi, Thailand, who participated in this study, are reported in Table 5.

Table 5 Frequency Distribution, Overall Mean and Standard Deviation of Grade 9 Students' English Academic Achievement from the English as a Foreign Language Final Test Scores

Mathematics academic achievement interpretation	Academic score (GPA)	n	%
Excellent	4.00	48	44.4
Very good	3.50-3.99	12	11.1
Good	3.00-3.49	7	6.5
Very fair	2.50-2.99	10	9.3
Fair	2.00-2.49	19	17.6
Satisfactory	1.50-1.59	5	4.6
Barely satisfactory	1.00-1.49	7	6.5
Descriptive statistics			
Minimum	4.0		
Maximum	1.0		
M	3.08		
SD	1.02		

4. Findings from Research Objective 4

Table 6 below indicates the bivariate correlations of self-efficacy and test anxiety for learning EFL with English academic achievement, in regard to the Grade 9 students at a public school in Chonburi, Thailand, participating in this study.

Table 6 Bivariate Correlations Between Self-Efficacy and Test Anxiety for Learning EFL and English Academic Achievement of Grade 9 Students at a Public School in Chonburi, Thailand

Variables	1	2	3
1. Self-efficacy for learning EFL	—		
2. Test anxiety for learning EFL	-.29* (.002)	—	
3. English academic achievement	.31* (.001)	-.24 (.012)	—

Note. *denotes a statistically significant relationship (statistical significance level set at $p = .05$, two tailed). p-values appear within parentheses below the correlation coefficients.

Research Discussion

In this section, a discussion of the research findings from the current study is provided, by relating such findings with the ones reported by previous research studies.

Self-Efficacy for Learning English as a Foreign Language

The results of the current study revealed that the overall level of self-efficacy for learning EFL, as well as the overall levels of self-efficacy for listening, speaking, reading and writing held by Grade 9 students at a public school in Chonburi, Thailand, were slightly low. This finding is not in line with some previous studies reported in the literature (e.g., Alexander & González, 2020; Noorollahi, 2021). This can be due to various characteristic factors which may influence the self-efficacy for learning EFL, such as the attitudes and motivation for learning EFL (Dörnyei, 2005), the influence on participants' self-efficacy for learning EFL by behavioral outcomes (e.g., goal progress and achievement) and by environmental inputs (e.g., feedback from parents, teachers and peers; Gardner, 2010; Horwitz, 2010; MacIntyre & Gardner, 1994).

Test Anxiety for Learning English as a Foreign Language

The results of the current study revealed that the overall level of test anxiety for learning EFL held by Grade 9 students at a public school in Chonburi, Thailand, was moderate. The current findings are similar with the one of Salehi and Marefat (2014), who found a moderate level of test anxiety in 200 Iranian students from the Iran Language Institute (ILI). However, the result from the current study is different with the one reported by Birjandi and Alemi (2010), who found that 164 first-year university students in Iran had a low level of test anxiety for learning EFL. This can be due to various characteristic factors that might be influencing the current levels of the participants' test anxiety for learning EFL, such as their current level of English academic achievement (e.g., Dörnyei, 2005; Gardner, 2010; Kitikanan, 2017; Partridge, 2014).

English Academic Achievement

The results of the current study revealed that the overall level of English academic achievement held by Grade 9 students at a public school in Chonburi, Thailand, was good. The current findings are similar with the one of Alexander and González (2020), who found that the Batch 5 and Batch 6 students at Level Up Academy, Loikaw Township, Kayah State, Myanmar, had a good level of English academic achievement. This can be due to students' current levels of self-efficacy and test anxiety for learning EFL acting as determinant factors leading to both good and bad results in students' English academic achievement, as it has been claimed by several researchers (e.g., Dörnyei, 2005; Kitikanan, 2017; Partridge, 2014).

The Relationship of Self-Efficacy and Test Anxiety for Learning English as a Foreign Language with English Academic Achievement

The combination of self-efficacy and test anxiety for learning EFL held by Grade 9 students at a public school in Chonburi, Thailand, was found to be significantly and weakly correlated with their English academic achievement. This can be interpreted as the combination of self-efficacy and test anxiety for learning EFL held by the participants having a weak multiple explanatory and predictive power for their English academic achievement. This finding is in line with Yusuf (2011), who found a significant, positive and very weak correlation between self-efficacy and academic achievement in a group of 300 undergraduate students enrolled in the University Kebangsaan Malaysia. Moreover, this finding is also in line with Salehi and Marefat (2014), who reported a significant, negative, and very weak correlation between the test anxiety and English academic achievement held by 200 Iranian students.

This result was not in line with other studies reported in the literature, who found that there was a significant, positive, strong or very strong relationship between the self-efficacy for learning English as a foreign language with the English academic achievement in their respective studies (e.g., Alexander & González, 2020; Mohammadyari, 2012; Noorollahi, 2021); or either no or a significant, negative, and strong correlation between the test anxiety and English academic achievement (e.g., Birjandi & Alemi, 2010; Mohammadyari, 2012). A possible reason to obtain a different result to these previous studies could be that other factors not considered in the current study, such as self-regulated learning and school identification (Ahmad & Hussain, 2012), achievement motivation (Yusuf, 2011), achievement level and gender (Cakici, 2016), or attitudes toward and motivation for learning EFL (Dörnyei, 2005), are likely to account for a higher percentage of the variance in English academic achievement.

Research Body of Knowledge

The body of knowledge obtained from conducting this study is summarized in Figure 1, which displays the different factors that were found to be either significantly related or influencing participants' English academic achievement.
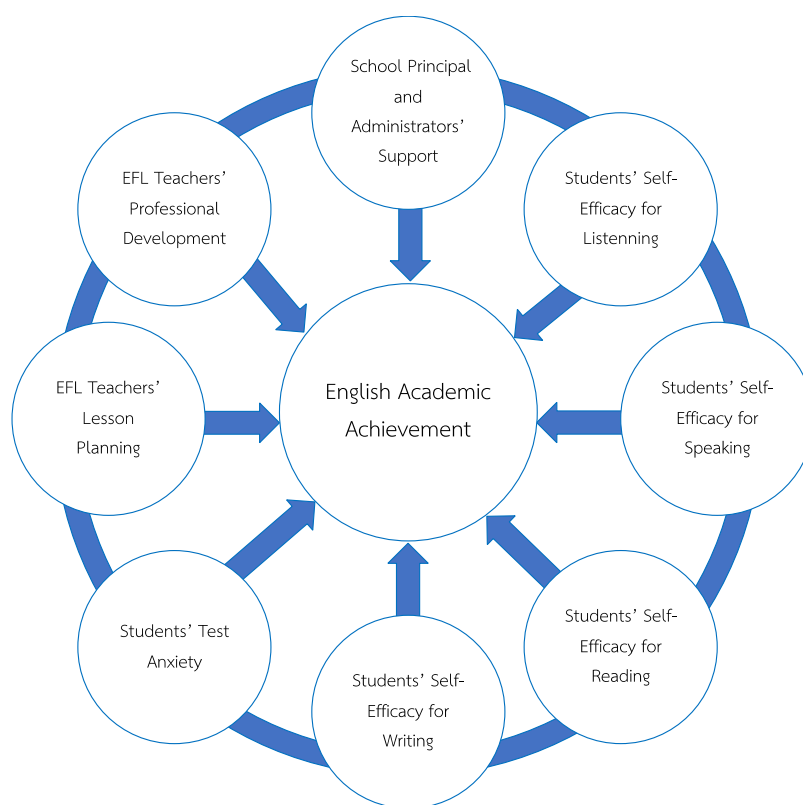
Figure 1 Research Body of Knowledge

        Self-efficacy has been shown to have a significant influence in academic achievement, as well as in the instigation, direction, persistence, and outcomes of achievement-related actions (Schunk & Pajares, 2007). Therefore, the four language macro skills comprising self-efficacy for learning English as a foreign language identified by Wang et al. (2013; i.e., self-efficacy for listening, self-efficacy for speaking, self-efficacy for reading, and self-efficacy for writing) are significant factors between in a students' acquisition of knowledge, skills, understanding, and self-confidence in relation to learning English.

        The test anxiety triggered by the unpleasant emotions that the students feel in relation to the process of taking tests or examinations has also been found to be a significant factor influencing students' English academic achievement (Horwitz, 2001).

        The environment of the students can also influence the emotion, behavior, and performance of the students (Bandura, 1986). The students' immediate surroundings, comprised of environmental factors that include the support and encouragement from the teacher, the curriculum or the lessons that the students need to learn, and the school of the students, have an effect on how the students think, their actions, and the achievement or the failure of the students (Bandura, 1986). Therefore, EFL teachers' lesson planning and professional development, as well as the school principal and administrators' support, will have direct influence upon students' acquisition of English academic achievement.

Research Suggestions

    1. Suggestions in practice

        1.1 The findings of this study showed that the Grade 9 students at a public school in Chonburi, Thailand, had a slightly low overall level of self-efficacy for learning EFL. In relation to the listening subscale, students at the target school did not believe or have confidence and security in their ability to use the English language in listening and to succeed in their EFL class, and rated some items on this subscale as slightly low (e.g., Items 3, 9, and 22). Moreover, some items were rated as neither high nor low (e.g., Items 1, 24, and 27). Therefore, the researchers suggest that students should focus their attention on improving their English language listening, by starting with strategies such as watching more often the English films that they like the most without the subtitles. When they are familiar with the film's words, phrases, and sentences, it may be straightforward for them to understand, which will lead them to believe in their listening ability and then improve their overall level of self-efficacy for learning EFL (Wang et al., 2013).

        1.2 In relation to the speaking subscale, some items were slightly low (e.g., Items 4, 6, and 19). The researchers suggest that students try to communicate more often with others in English language, describe where they live or their school's location, and introduce other people, such as their teacher and classmates.

        1.3 In relation to the reading subscale, some items were rated as slightly low (e.g., Items 2, 21, 25, and 32). The researchers suggest that students increase their vocabulary by using an application or their preferred online platform to look up for the meaning of the unknown words or unfamiliar vocabulary they have read.

        1.4 In relation to the writing subscale, some items were rated as slightly low (e.g., Items 5, 7, 11, 13, 14 and 28). The researchers advise students to engage in more English writing with their friends and classmates, by exchanging messages in English through Facebook, Twitter, and other social media platforms. Also, the researcher suggests students to try to write at least one sentence with every new English word they learn, in order to increase their vocabulary and improve their English writing.

        1.5 In addition, the findings of this study also indicated that Grade 9 students at a public school in Chonburi, Thailand, had a moderate level of test anxiety. Nevertheless, the data analysis revealed a high level of test anxiety by the participants in relation to the statement of Item 37. In this regard, the researchers suggest that students could try to relax and gain more confidence in relation to taking tests in EFL class by participating in more extracurricular activities in English, either individually or with peers, in the period leading up to the test, as students are under stress and worry about their ability and possible outcome due to the upcoming test.

1.6 In order to support students to have higher overall levels of self-belief, confidence, and security in their ability to use English in the EFL classroom, the researchers would like to suggest teachers to provide activities that are appealing and interesting to the students, in order to support the development of their students' interest in English language, which is always motivating and results in meaningful engagement (Renninger & Hidi, 2017).

1.7 Teachers are suggested to include in their EFL lessons activities that promote students' listening, such as watching English films without activating subtitles or captions, listening to their favorite songs or radio programs from English-speaking countries, or trying to repeat telephone numbers spoken in English.

1.8 Regarding students' English speaking, teachers are suggested to include classroom activities in which the students are required to describe to others the location where they live or their school is located, as well as to introduce other people, such as their teacher and classmates, since the participants were found to have a slightly low English speaking self-efficacy in relation to these actions.

1.9 Regarding students' English reading, teachers are suggested to implement instructional activities that allow students to look up for and pick up new English terminology, such as adding synonyms and antonyms during their reading, in order to increase and assist with their comprehension of messages and news items in English on the Internet, and English-language newspapers, which were reading materials for which the participants were found to have a slightly low English reading self-efficacy.

1.10 Regarding students' English writing, teachers are suggested to encourage their students to take notes in English as much as possible during their EFL class, as well as to write emails and message in English using e-mail or social media platforms (e.g., Facebook and Twitter), or provide additional "How to write" lessons, in order for students to get more familiar on how to start writing and build a writing outline, and hence help them deal with their writing assignments.

1.11 Additionally, in order to relieve students' fear, stress, and anxiety about their ability to take tests in the EFL class, teachers can organize and increase extracurricular activities in English language, review EFL lessons, and provide appropriate pre-exam counseling to help students become more familiar with their test in EFL class, in order to lower their levels of test anxiety for learning English as a foreign language.

1.12 Since participants were found to have a slightly low level of self-efficacy in relation to reading short English-language narratives, newspapers and magazines, the school principal and administrators should support the teachers and students in EFL class by acquiring more English books for the school library, and subscriptions for English-language newspapers and magazines for the school community. Also, the school principal and administrators of the

target school are suggested to set up an audiovisual room in the school's computer lab or any other facility, in which students could engage in English listening activities, with the guidance of their EFL teacher, in order to improve in relation to those actions they were found to have a slightly low listening self-efficacy (e.g., understanding TV and radio programs from English-speaking countries, as well as English films without subtitles). The school principal and administrators are also suggested to set up a space, in either the school website or social media, to allow students to write diary entries in English, or to organize and launch an English essay writing competition and English poetry recitation contest, in order for students to develop more their English writing and speaking skills. Moreover, the school principal and administrators should provide opportunities for ongoing professional development for EFL teachers, so they get more prepared to incorporate the instructional use of internet apps and platforms in their lessons, since students were found to have a slightly low level of writing self-efficacy in relation to composing messages in English in social media platforms such as Facebook and Twitter (see Item 5).

1.13 In relation to participants' test anxiety for learning EFL, the school principal and administrators of the target school are suggested to support EFL teachers in the organization and provision of extracurricular activities in English language, in order to support the increase of students' level of self-efficacy for learning EFL and hence lower their level of confusion experienced by the students while they study for a EFL test (as revealed by the results from Item 37), due to the fear, stress, and worry they feel about their ability and the possible outcomes on tests administered in EFL class. Moreover, the school principal and administrators should provide appropriate pre-exam counseling to help students become more confident and less confused in relation to their tests in EFL class, and hence lower their levels of test anxiety for learning English as a foreign language.

2. Suggestions for research

2.1 The current quantitative research was conducted on 108 Grade 9 students enrolled in only one public school in Eastern Thailand. Based on the limitation of access, it is suggested that future researchers could examine a larger sample size of students, from even a wider range of grade levels, which would be conducive to obtain more generalizable results regarding the variables addressed in this study.

2.2 In terms of the research variables considered in the present study, it was found that the combination of the participants' self-efficacy and test anxiety for learning English as a foreign language accounted for only 12% of the variance of their English academic achievement, and hence an 88% of that variance was explained by other variables that were not included in the current study. There are many factors that can influence and have a significant impact on English academic achievement, in addition to the two proposed in this

study, such as: motivation, attitude, self-regulated learning, school identification, and gender (Ahmad & Hussain, 2012; Azar et al., 2010; Dörnyei, 2005; Gardner, 2010; Pajares & Graham, 1999; Yusuf, 2011). It is suggested that future researchers consider the inclusion of some of these variables and explore their relationship with English academic achievement in depth.

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