

Effects of Using an Online English Test Practice Program on Thai Undergraduates' English Listening and Reading Skills

Received: 3 October 2025

Revised: 17 November 2025

Accepted: 9 December 2025

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The use of technology in language learning has become increasingly pivotal in a digitalized world, particularly the use of online programs and applications. This study investigated the effects of the EduSynch-CEFR Level Test with Practice program, an online test-practice program, on the English listening and reading skills of Thai undergraduates, based on Thorndike's learning theory. A total of 165 third-year Bachelor of Education students were selected as participants through convenience sampling. Pretest and posttest scores were used to evaluate learning achievement, which showed a statistically significant improvement at the $p < 0.05$ level, increasing from the pretest ($M = 11.33$, $S.D. = 4.30$) to the posttest ($M = 17.64$, $S.D. = 5.05$). In terms of satisfaction, the participants expressed an overall high level of satisfaction with using the online test-practice program ($M = 4.22$, $S.D. = 0.80$). The program's usefulness was rated as the highest aspect ($M = 4.43$, $S.D. = 0.74$), followed by its effectiveness in promoting and developing English listening skills ($M = 4.32$, $S.D. = 0.80$). Regarding reading and listening behaviors, the participants rated the time allocation to practice as the highest-rated aspect ($M = 3.92$, $S.D. = 0.90$). Additionally, the students reported greater interest in English-language media and stronger self-directed learning habits, which will greatly benefit learners in the future.

Research Article

Abstract

Keywords

EduSynch-CEFR Level Test with Practice; Thorndike's learning theory; English listening and reading skills

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ผลการใช้โปรแกรมฝึกทำแบบทดสอบภาษาอังกฤษ ในรูปแบบออนไลน์ต่อทักษะการฟัง และการอ่านภาษาอังกฤษ ของนักศึกษาระดับปริญญาตรีของไทย

Received: 3 October 2025

Revised: 17 November 2025

Accepted: 9 December 2025

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การใช้เทคโนโลยีในการเรียนรู้ภาษาได้กลายเป็นสิ่งสำคัญในยุคดิจิทัล โดยเฉพาะการใช้โปรแกรมและแอปพลิเคชันออนไลน์ การศึกษาค้นคว้านี้มีวัตถุประสงค์เพื่อศึกษาผลการใช้โปรแกรมฝึกทำแบบทดสอบภาษาอังกฤษในรูปแบบออนไลน์ที่มีชื่อว่า “EduSynch-CEFR Level Test with Practice” ต่อการพัฒนาทักษะการฟังและการอ่านภาษาอังกฤษของนักศึกษาระดับปริญญาตรีของไทยตามทฤษฎีการเรียนรู้ของธอร์นไดค์ (Thorndike) กลุ่มตัวอย่างเป็นนักศึกษาหลักสูตรครุศาสตรบัณฑิต ชั้นปีที่ 3 จำนวน 165 คน คัดเลือกโดยวิธีการสุ่มแบบ Convenience Sampling ผลการศึกษาจากการเปรียบเทียบคะแนนก่อนการฝึก (Pretest) และหลังการฝึก (Posttest) พบว่าผู้เรียนมีพัฒนาการด้านภาษาอังกฤษเพิ่มขึ้นอย่างมีนัยสำคัญทางสถิติที่ .05 โดยมีคะแนนเฉลี่ยก่อนการฝึก 11.33 (SD = 4.30) และคะแนนเฉลี่ยภายหลังการฝึกเพิ่มขึ้นเป็น 17.64 (SD = 5.05) ในด้านความพึงพอใจ พบว่าผู้เรียนมีความพึงพอใจต่อการใช้โปรแกรมฝึกในภาพรวมอยู่ในระดับมาก (ค่าเฉลี่ย = 4.22, S.D. = 0.80) ด้านประโยชน์ของโปรแกรมได้รับคะแนนประเมินสูงสุด (ค่าเฉลี่ย = 4.43, S.D. = 0.74) รองลงมา ได้แก่ ความสามารถของโปรแกรมในการส่งเสริมและพัฒนาทักษะการฟังภาษาอังกฤษ (ค่าเฉลี่ย = 4.32, S.D. = 0.80) ในด้านพฤติกรรมการอ่านและการฟังภาษาอังกฤษ ผู้เรียนให้คะแนนด้านการจัดสรรเวลาในการฝึกสูงที่สุด (ค่าเฉลี่ย = 3.92, S.D. = 0.90) นอกจากนี้ ผลการศึกษายังแสดงให้เห็นว่าผู้เรียนมีความสนใจในสื่อภาษาอังกฤษเพิ่มมากขึ้นและมีพฤติกรรมการเรียนรู้ด้วยตนเองที่ดียิ่งขึ้น ซึ่งล้วนเป็นปัจจัยสำคัญที่เอื้อต่อการพัฒนาผู้เรียนอย่างมากในอนาคต

บทความวิจัย

บทคัดย่อ

คำสำคัญ

EduSynch-CEFR Level
Test with Practice;
ทฤษฎีการเรียนรู้
ของธอร์นไดค์;
ทักษะการฟังและการอ่าน
ภาษาอังกฤษ

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1. Introduction

In today's world, English plays a crucial role across dimensions, particularly in driving international economic advancement (Kiatkungwanglai & Sattayanuwat, 2018, p. 58). As a result, many non-native English-speaking countries prioritize improving citizens' English proficiency to strengthen global competitiveness. In Thailand, the Ministry of Education has promoted English proficiency to meet international standards, evidenced by its adoption of the Common European Framework of Reference for Languages (CEFR) in 2014.

Nevertheless, after over ten years of constant effort, Thailand is still struggling to achieve the desired levels of English language proficiency among Thai students. According to Education First (2023), Thailand was ranked 101st out of 113 nations on the EF English Proficiency Index (EPI) and 106th out of 116 nations in the 2024 EF EPI report (Education First, 2024). We were consistently ranked as having "very low" proficiency among ASEAN countries and globally. These test results corresponded to the English placement test scores of first-year students at Nakhon Pathom Rajabhat University (NPRU). The data were collected from the English placement test administered to 2,776 first-year students in 2021. The report revealed that the majority, 1,926 students, demonstrated English proficiency at the A1 and A2 levels, accounting for 69.39% (Language Institute, Nakhon Pathom Rajabhat University, 2021). This low level of English proficiency among the Thai people may impede the country's economic development and its ability to compete globally. Additionally, improving students' English language proficiency to meet both national needs and international standards is increasingly challenging for higher education institutions.

The Language Institute has been assigned to spearhead the endeavor to enhance English proficiency among NPRU students so that they can meet the CEFR standards required for graduation. According to the English Language Standard Announcement for NPRU Students (2020), general undergraduates are required to meet the B1 CEFR level, while students in English and international programs are required to meet the B2 level. Our students are EFL learners who aren't in real English-speaking situations, which makes it harder for them to learn and use the language. This limitation particularly affects their listening and reading skills, which require continuous access to various English media.

Besides classroom-based English instruction, online software offers an effective alternative. The EduSynch-CEFR Level Test with Practice promotes English listening and reading skills and aligns with the CEFR framework. It is currently used by over 100 secondary schools and 20 higher education institutions across the country (Sales staff, SE-EDUCATION Public Company Limited, personal communication, November 6, 2025). Despite its widespread use, its effectiveness has not been thoroughly examined, presenting a research gap. This study, therefore, investigates the program's impact on students' listening and reading comprehension skills and also provides guidance for future software

selection to enhance English competency and standardized test preparation to achieve the university's goals.

2. Literature Review

2.1 Thorndike's learning theory

This learning theory explains how people acquire and retain knowledge, resulting in changes in behavior and cognition. Learning can occur in various ways, including through reading, listening, and viewing. Among various learning theories, Thorndike's connectionism (1966) was found to be particularly relevant to this study. The theory emphasizes the relationship between stimuli and response. It is encapsulated into three basic laws: Law of Exercise and Repetition, Law of Effect, and Law of Readiness. This theory captures the link between stimulus and response, especially the Law of Exercise and Repetition, which is the main approach behind this study. Thorndike believes that a single stimulus can cause many different responses, and that people can find the right pattern through trial and error (Panmanee, 2003). Repeated practice leads to learning, and various response patterns diminish, leaving only the most appropriate response pattern. As the saying goes, "practice makes perfect." Furthermore, Thorndike argues that rewards and reinforcements enhance the relationship between stimulus and response, and increase the responses that provide desirable results, as well as being more likely to occur again (Chakraborty, 2021). At the same time, reactions with negative effects are less likely to occur (Thammabut, 2002).

This approach has had a big impact on education and psychology. In learning management, the theory is used to encourage students to improve their learning outcomes. Sompong & Panjiang (2021) investigated the impact of incorporating Thorndike's paradigm in the Western music curriculum for seventh-grade students. Students observed significantly improved learning outcomes in musical skills after following the five design plans, compared to pre-learning levels, while the participants expressed high levels of satisfaction with the five audiovisual learning management plans based on Thorndike's concept. Similarly, Srisurach (2016) developed a reading comprehension improvement program to help third-grade students improve their Thai reading comprehension skills. The designed exercises based on Thorndike's theory outperformed the standard of 80/80 with an efficiency of 82.16/88.80. The achievement after learning showed a notable improvement in learning outcomes, and the satisfaction with the Thai reading comprehension exercises was at a high level. This result is consistent with Gunthong's study (2022), which implemented a difficult word-spelling exercise model based on Thorndike's principles. The results showed that second-grade students' spelling skills improved significantly, and they were highly satisfied with the exercise mode as well. In English language teaching, Pimpisittawon (2018) employed this approach in

enhancing fifth-grade students' English writing abilities, resulting in significantly improved post-training outcomes. These findings highlight the effectiveness of using Thorndike's theory in skills training across diverse subjects. Repetitive skill training helps in deepening students' understanding, ultimately contributing to enhanced learning outcomes. Such outcomes underscore the significance of skill training in enhancing students' abilities across diverse academic disciplines.

2.2 Effectiveness of using an online English test practice program to enhance English language skills

To foster students' English language skills and to boost students' English test scores, Sampattakul & Promchan (2020) developed a test preparation training program for the American Language Course (ALC), namely "The ALC English Language Practice program." The findings revealed it was effective among second-year Naval Academy students. Post-learning scores significantly surpassed pre-learning scores, averaging 85.45/64.85, and students also expressed high satisfaction with the program. Similarly, Srinonyang et al. (2018) investigated the achievements of self-learning using Edusoft's English Discoveries program. The findings revealed that the students' English self-learning outcomes were higher after using the software. Additionally, students were also highly satisfied with their English self-learning using the provided program, because the content was well-designed, flexible, and responsive to individual differences.

Although there are numerous online English test practice programs, there is still a dearth of evidence that they actually help people improve their English language skills, especially the EduSynch-CEFR Level Test with Practice software. Consequently, the researcher was inspired by this tool to investigate the effects of integrating it into the English subject to enhance English listening and reading comprehension skills through practice grounded in Thorndike's principles. The program's beneficial features, combined with the score-based reinforcement, provide a strong motivation for learners to achieve their training objectives.

3. Research Questions

1. Does an online English test practice program affect the development of students' English listening and reading skills?
2. What are the students' perspectives on the effectiveness of the online test practice program in enhancing their English listening and reading proficiency?
3. How do students engage in listening and reading activities when using an online English test practice program to improve their English listening and reading skills?

4. Scope of the Study

4.1 Population and Sample

The population consisted of 600 third-year students majoring in Education who enrolled in the course "English for Professional Purposes" in the first semester of the academic year 2023. The 165 samples were selected from seven of the 29 classes using a convenience sampling method, selecting from the classes taught by the researcher.

4.2 Research Instruments

4.2.1 Pretest-posttest

This study used a single-group pretest-posttest design to evaluate students' achievement after practicing English listening and reading skills through an online test-practice program. A prototype test adapted from a TOEFL ITP mock test included 100 listening and reading items, which were piloted with 50 non-target students in the third semester of 2021. The results of item analysis (KR-20) showed that 40 items (20 per skill) met the criteria with both the difficulty index (p) and discrimination index (r).

It is often necessary to assess both validity and reliability simultaneously. However, the researchers used the TOEFL ITP mock test, which is an existing standardized test for test preparation training. Therefore, it was assessed for validity before being used. As a result, validity was not reassessed in this study. In terms of reliability, the selected 40 items were tested on 30 non-target students enrolled in TOEIC test preparation training in the second semester of academic year 2022 to evaluate the test's difficulty (p) and reliability using the KR-20 formula. The test assessment revealed that the reliability coefficient for this test is 0.87, suggesting high reliability.

4.2.2 Questionnaire

A questionnaire was developed to collect feedback on learners' attitudes toward the online English test practice program and their listening and reading habits. It comprised five parts: (1) general respondent information, (2) engagement in listening and reading activities while using the program, (3) opinions about program use, (4) listening and reading behaviors, and (5) suggestions. Each part was designed based on the 5-point Likert scale. The questionnaire was tested on 30 non-target students, and the index of item-objective congruence (IOC) was checked by three experts. The items that had scores lower than 0.5 were revised, and those with scores higher than or equal to 0.5 were retained. Then the reliability of the questionnaire was validated using Cronbach's alpha, and the results revealed a value of 0.92, which is higher than the indicated acceptable value of 0.80.

4.2.3 Online English test practice program

EduSynch - CEFR Level Test with Practice program is an online tool that provides thousands of items of English listening and reading practice tests, designed in accordance with the CEFR framework. The software used in this study was funded by NPRU.

4.2.4 Integrated learning management plan

The plan was created utilizing Thorndike's Law of Exercise and Repetition theory, employing the EduSynch-CEFR Level Test with Practice to improve the English listening and reading skills of third-year undergraduate students in the English for Professional Purposes subject. The integrated plan was designed to adhere to the previously established teaching plan. The designed plan was then reviewed by three experts in the field of English language teaching. The results showed that the designed plan was consistent and appropriate, and could be applied to the sample group.

4.3 Research Methodology

The procedures for conducting this study were divided into two phases: the first phase involved developing the research instruments, and the second phase involved their implementation.

In the first phase, research tools were developed based on relevant theories, documents, and literature. These tools underwent expert review to ensure content validity and quality. Following verification using the Index of Item-Objective Congruence (IOC), the tools were piloted on a non-target student group to assess difficulty (p), discrimination index (r), and reliability. The tools were subsequently refined to meet established quality standards before implementation.

In the second phase, the implementation was carried out as follows:

Step 1: The research project details, activity format, integration plan, and the benefits for participants were elaborated. The participants were then invited to join the research project, and those interested were provided with an informed consent form to sign.

Step 2: Personal information was gathered from 165 target students to register for a program user account.

Step 3: Participants were assigned to take a pretest before using an online English test practice program.

Step 4: Program user accounts were provided, and the use of the software, as well as the practice criteria, were demonstrated. Within 12 weeks (September 1-November 30, 2023), participants were required to complete a minimum of 500 questions, consisting of 250 listening questions and 250 reading questions, totaling 40 practice hours.

Step 5: Students learned and practiced through the online program independently. They had the flexibility to practice at their convenience, allowing them to experiment with various types of questions until they gained knowledge and developed proficiency in their target skill areas. The researcher offered advice, support, praise, and encouragement to ensure consistent use of the program. Additionally, the results of use were reported to students regularly.

Step 6: After 12 weeks of practicing English through the provided program, participants took a post-test and completed a questionnaire.

4.4 Data collection and analysis

To assess students' performance, opinions towards the program, and learning habits after their practice with the provided program:

1. A pretest was administered to participants at the beginning of the implementation, and the same test served as the posttest after 12 weeks. A paired-sample t-test was used to compare the scores, reporting the mean (M), standard deviation (S.D.), and minimum and maximum values.

2. To study the feedback on students' opinions toward the online test practice program, as well as their reading and listening habits, the questionnaire was employed to collect the data from the 165 participants. The quantitative data from the Google form was then analyzed, and descriptive statistical analysis was performed. The results were presented in terms of mean values and standard deviations (S.D.) for each set of questions as well as for the overall scores. The responses to the survey items were analyzed using descriptive statistics, and the mean scores were interpreted based on a 5-point Likert scale as follows: 1.00-1.80 = Very Low, 1.81-2.60 = Low, 2.61-3.40 = Average, 3.41-4.20 = High, and 4.21-5.00 = Very High. In addition, students' comments were examined using a qualitative content analysis approach grounded in Krippendorff's (2013) framework.

5. Results

5.1 Does an online English test practice program affect the development of students' English listening and reading skills?

Table 1

Differences between the pretest and posttest scores

Pretest		Posttest		Paired t-test	df	sig
Mean	S.D.	Mean	S.D.			
11.33	4.30	17.64	5.05	-15.92	164	0.000

*significant at the 0.05 level

Table 1 illustrates the students' learning achievement through the online English test practice program after practicing. The results indicate that the posttest scores ($M = 17.64$, $S.D. = 5.05$) were significantly higher than the pretest scores ($M = 11.33$, $S.D. = 4.30$). The analysis also shows the students' learning outcomes increased significantly at a .05 level after using the provided software.

Table 2

Differences between the pretest and posttest scores analyzed by skill

Part	Pretest		Posttest		Achievement		
	Max	Min	Max	Min	Increase	Decrease	Remain Stable
Listening (20 pts.)	15	0	19	0	129 78.18%	21 12.72%	15 9.09%
Reading (20 pts.)	15	1	16	2	138 83.63%	17 10.30%	10 6.06%
Total (40 pts.)	26	2	34	5	148 89.69%	14 8.48%	3 1.81%

Table 2 illustrates the students' learning outcomes after studying English listening and reading through the online English test preparation program, analyzed by skill. The results are as follows:

Regarding the listening test, student learning outcomes increased for 129 out of 165 participants, accounting for 78.18%. The analysis also showed that 21 participants (12.72%) decreased their listening post-test scores, while 15 (9.09%) maintained the same scores. In terms of the reading test, student learning outcomes improved for 138 out of 165 participants, or 83.63%. According to the data, 17 participants (10.30%) saw a reduction, whereas 10 participants (6.06%) maintained their reading post-test scores. In considering the total score (40 points), the data shows that 148 out of 165 participants, or 89.69%, increased their post-test scores, while 14 individuals (8.48%) dropped, and 3 participants (1.81%) remained unchanged. Based on the students' learning outcomes above, it has been shown that the online English test practice program can significantly affect the development of students' English listening and reading skills.

5.2 What are the students' perspectives on the effectiveness of the online test practice program in enhancing their English listening and reading proficiency?

Table 3

Mean and standard deviation of student opinions on using an online English test practice program

Statement	Mean	S.D.	Interpretation
1. The program is beneficial.	4.43	0.74	very high
2. The program is user-friendly.	4.24	0.78	very high
3. The length of time for practicing English listening and reading tests through the provided program is appropriate (40 hours within 12 weeks).	4.19	0.93	high
4. The program helped promote and enhance my English listening skills.	4.32	0.80	very high
5. The program helped promote and enhance my English reading skills.	4.23	0.78	very high
6. The program provided a better grasp of the formats and structure of standardized English tests.	4.21	0.78	very high
7. The program enhanced familiarity with English listening and reading exam formats and instructions.	4.23	0.81	very high
8. The program helped develop English language proficiency in accordance with the CEFR guidelines.	4.20	0.75	high
9. The program boosted my confidence in taking standardized English tests.	4.06	0.84	high
10. The program fostered a positive attitude toward utilizing the online program to practice the English language for self-study and educational purposes.	4.13	0.83	high
Overall	4.22	0.80	very high

Table 3 illustrates that overall, the participants expressed their satisfaction in utilizing an online English test practice program at a very high level ($M = 4.22$, $S.D. = 0.80$). In particular, the results reveal that the participants rated the program's usefulness as the highest aspect ($M = 4.43$, $S.D. = 0.74$), followed by promoting and enhancing English listening skills ($M = 4.32$, $S.D. = 0.80$). The program's ability to boost student confidence in taking standardized English tests was ranked the lowest ($M = 4.06$, $S.D. = 0.84$).

5.3 How do students engage in listening and reading activities when using an online English test practice program to improve their English listening and reading skills?

Table 4

Mean and standard deviation of students' opinions on reading and listening behaviors regarding the use of an online English test practice program

Statement	Mean	S.D.	Interpretation
1. I usually set a plan to practice English reading and listening tests through an online test practice program.	4.04	0.80	high
2. I make full use of the online English practice test program with enthusiasm.	3.92	0.97	high
3. I allocate time to practice English skills through an online test practice software.	4.10	0.80	high
4. I regularly take note of interesting terms and phrases during the practice.	3.73	1.05	high
5. I learn and practice English reading and listening comprehension skills, in addition to practicing through the provided program.	3.86	0.90	high
6. I apply knowledge and skills learned to other standardized English tests, such as the TOEIC, TOEFL ITP, and CEFR Level Tests.	3.88	0.89	high
7. I apply English listening and reading techniques in my daily life.	3.89	0.87	high
8. I have a greater interest in reading and listening to various English media.	3.95	0.91	high
Overall	3.92	0.90	high

Table 4 illustrates how participants used the online English test practice program to improve their English listening and reading skills. The overall mean score of 3.92 reflected that all aspects were evaluated highly. The respondents rated allocating time to practicing English listening and reading through the online test practice program as the highest aspect (M = 4.10, S.D. = 0.80). Setting a plan to enhance English reading and listening comprehension was the second-highest-rated aspect (M = 4.04, S.D. = 0.80). The lowest-rank aspect was taking notes on intriguing vocabulary and phrases while practicing the tests (M = 3.73, S.D. = 1.05).

5.4 Students' comments on the improvement of their English listening and reading skills using an online English test practice program

In analyzing students' comments, a qualitative content analysis, as proposed by Krippendorff (2013), was employed. The analysis revealed three main themes. First, students reported noticeable improvements in listening and reading skills, especially in vocabulary and comprehension. They also expressed positive views on the program's effectiveness in improving their English proficiency. Key excerpts from students' comments are presented as follows:

Excerpt 1: "This program was very helpful. It improved my English listening and reading skills and provided both classroom and cumulative scores." (Participant 26, student comment, October 31, 2023)

Excerpt 2: "This software contributed to the development of my listening skills, particularly in the comprehension of diverse English accents." (Participant 20, student comment, October 31, 2023)

Second, the analysis showed engagement of learners through repeated practice and autonomous learning.

Excerpt 1: "I think frequent practice increased students' familiarity with vocabulary and expressions, expanded lexical knowledge, and also enhanced English listening and reading skills." (Participant 15, student comment, October 31, 2023)

Excerpt 2: "I could try the tasks according to my own ability." (Participant 11, student comment, October 31, 2023)

Excerpt 3: "I was able to practice English reading more frequently." (Participant 85, student comment, October 31, 2023)

Third, technical issues such as unstable log-ins, inaccurate time records, and audio issues were identified as obstacles to both engagement and perceived program efficiency.

Excerpt 1: "The items load slowly when changing questions." (Participant 98, student comment, October 31, 2023)

Excerpt 2: "The system often logs out, and inaccurate time records." (Participant 71, student comment, October 31, 2023)

6. Discussion

6.1 Effects of online English test practice programs on the development of students' listening and reading skills

The findings indicate that the EduSynch-CEFR Level Test with Practice program significantly enhances students' listening and reading skills, as evidenced by improvements in pretest and posttest scores. Chetupon (2022) stated that integrating online tools in the classroom can boost learning outcomes. Similarly, Sampattakul & Promchan (2020) found that a test-preparation program for the American Language Course (ALC) improved student achievement. Other studies (Sriwisit, 2019; Ahmad & Mohammed, 2020) also confirmed that digital tools support higher grades and exam scores. A key factor in these positive outcomes was the interactive aspect of online tools, which allows learners to practice at their own pace, anytime and anywhere, with immediate feedback. This aligns with Thorndike's Law of Exercise and Repetition, where behaviors are strengthened through practice and trial and error. Regular practice helps learners improve according to their individual learning styles. Additionally, integrating online programs fosters self-directed learning and a student-centered environment (Ahmadi, 2018).

6.2 Students' perspectives on the effectiveness of the online test practice program in enhancing their English listening and reading proficiency

The results show that the online test practice program effectively enhanced students' learning and strengthened their English listening and reading skills, with participants reporting a high level of overall satisfaction. The use of technology also supports diverse learning styles, consistent with Thorndike's learning theory (Thorndike, 1966). However, some survey results from the questionnaire are quite surprising, revealing new insights. Most learners perceived the online test practice program as beneficial for developing their English listening and reading skills. However, technical issues, difficult and repetitive content, limited practice time, and uncertainty about their acquired knowledge led to reduced confidence in taking actual standardized tests. The findings align with Bandura's (1997) concept that "self-efficacy" develops through experiences that confirm one's abilities. When learners lack self-efficacy, they may experience doubt or anxiety about taking actual tests, even when their post-training performance demonstrates achievement.

7. Conclusion

The findings revealed that the provided program has a positive influence on learning outcomes and significantly enhances students' English reading and listening skills. Participants reflected on substantial benefits from incorporating this online tool into their classroom, noting improvements in both English listening and reading ability. They also expressed a high level of satisfaction with the online English test practice tool, particularly its effectiveness and utility. Moreover, it encourages greater engagement with a variety of English-language media and promotes self-discipline and responsibility in independent practice. By utilizing this online software, students can develop effective learning habits that will benefit their future self-study.

8. Limitations and suggestions for further study

In the present study, although the online English test practice program effectively enhanced students' listening and reading skills, the 40-hour practice period may have been insufficient to significantly strengthen their confidence in taking standardized tests. According to Thorndike (1966) and Bandura (1997), students' self-efficacy can be enhanced, and test anxiety reduced, through frequent practice, adequate reinforcement time, and opportunities for learners to ask questions. Moreover, technical issues, including unstable internet connections, time recording errors, and inaccessible audio files, disrupted the continuity of practice and consequently limited the actual time available for skill development. Consistent with Knight (2018) and Sara (2023), adult learners typically require approximately 200 guided learning hours to advance one CEFR level. Therefore, future studies could extend the training period to six months or a year to provide students with more practice time and also provide them with the opportunity to ask questions about the practice at the end of each class. Such improvements would not only offer learners sufficient practice time but also help build their confidence and self-efficacy in using English and in English standardized testing.

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