A COMPARATIVE STUDY OF ATTITUDES TOWARD ENGLISH AS A FOREIGN LANGUAGE LEARNING BETWEEN UPPER SECONDARY STUDENTS IN SCIENCE-MATHMATICS AND ARTS-LANGUAGE PROGRAMS AT THE DEMONSTRATION SCHOOL OF RAMKHAMHAENG UNIVERSITY, THAILAND

Natsporn Manachom

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of MASTER OF EDUCATION in Curriculum and Instruction Graduate School of Education ASSUMPTION UNIVERSITY OF THAILAND 2015
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Thesis Advisor: ASSOCIATE PROFESSOR DR. SUWATTANA EAMORAPHAN

This study focused on three objectives. a) The first objective was to determine the level of upper secondary students’ attitudes toward English as a foreign language learning in Science-Mathematics at the Demonstration School of Ramkhamhaeng University. b) The second objective was to determine the level of upper secondary students’ attitudes toward English as a foreign language learning in Arts-Language at the Demonstration School of Ramkhamhaeng University. c) The third objective was to compare the students’ attitude toward English as a foreign language learning between students in Science-Mathematics and Arts-Language programs. Moreover, there were three objectives that were separated from the third objective. First objective was to compare the students’ attitude toward English as a foreign language learning between grade 10 students in Science-Mathematics and Arts-Language
programs. Second objective was to compare the students' attitude toward English as a foreign language learning between grade 11 students in Science-Mathematics and Arts-Language programs. Third objective was to compare the students' attitude toward English as a foreign language learning between grade 12 students in Science-Mathematics and Arts-Language programs. There were four hundred and thirty one upper secondary students at the Demonstration School of Ramkhamhaeng University participated in this study in Academic year 2015. The study used two groups of students that consist of Science-Mathematics and Arts-Language students. The purpose of this study is to find if there is a significant difference between students in Science-Mathematics program and Arts-Language program in their attitudes toward English as a foreign language learning. In conclusion, the findings indicated that Thai upper secondary students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University had positive attitudes toward English as a foreign language learning. Four hundred and thirty one students satisfied with English language teacher, English language class, English language textbook, and English language work. The research result also reviewed that there was no significant difference between the students' attitudes toward English as a foreign language learning. The study concludes with recommendations for practice and for future research.

Field of Study: Curriculum and Instruction

Graduate School of Education

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Student's signature

Advisor's signature
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CHAPTER I

INTRODUCTION

In this chapter, an overview of the research is explained. The background of the study, the statement of the problem, the research questions, the research objectives, the research hypotheses, the theoretical framework, and the conceptual framework is described. Moreover, the scope of the study, the definitions of terms, and the significance of the study are also explained here.

Background of the Study

Thailand had very low English proficiency of EF EPI Score that was 45.35 out of 100 points. Comparison with some countries in ASEAN, Malaysia had very high proficiency of EF EPI Score that was 60.30 out of 100 points. Vietnam had moderate proficiency of EF EPI Score that was 53.81 out of 100 points (EF English Proficiency Index, 2015). While the approach of ASEAN community 2015, English language would not be just a subject which was studied and taught in the classroom, but also which was useful to apply in various places, such as the workplace and for social utilization. It was noted that English was used by more nonnative English speakers such as in the expanding and outside circles.

The standard of learning and teaching English had changed. Thai students and teachers should be awareness of this point. Moreover, everyone who is related should modify teaching and learning methods in line, especially for the examination. The multiple choice format for entrance examination almost had focused on grammar and comprehension and with little consideration to speaking and listening skills.
Certainly, students in upper secondary level had to prepare for the entrance examination to famous university. Both students in Science-Mathematics and Arts-language program had to prepare their English skills for the examination also.

However, memory strategy might not make the students had positive attitudes toward English as a foreign language learning. It might cause Thai students to delay behind their contemporaries in neighboring countries in the vacancy job market. (Choomthong, 2014).

In 2016, the increasing numbers of tourists in Thailand from countries in ASEAN and East Asia is 17.70%. Therefore, there were English-speaking tourists in Thailand more than last year (Thailand Ministry of Tourism and Sports, 2016). English is the global language which is the acknowledgement language in the world. English has been appeared in everyday life in many countries around the world. Politicians from all over the world used English for speaking and communication. Meanwhile, English has existed in advertisements, in the hotels, restaurants, and various sectors around the world (Crystal, 1998).

Thai students in the secondary level have to study English as a foreign language course and develop their English skills. Certainly, English grammar, pronunciation, and sentence structure are important, but many Thai students improve English skills slowly. That is the problem in Thailand, so the first factor that Thai people should realize is Thai students’ attitudes in English as a foreign language learning. Although Thai education system is developed continuously, Thai students’ English skills should be developed because the most important foreign language in Thailand is English and nowadays Thai society realize that people who can speak English have more opportunity. In Thai society, English is now playing an important role because, in every school, it is a essential subject. Certainly, English is used as a
language for international organizations and conferences, international tourism or advertising of global brands, etc. The beginning of the ASEAN community in 2015 is a clear manifestation of globalization where ten member nations of ASEAN have to open their national borders and this is why Thai people have to struggle against other member nations in the labor markets where candidates with English proficiency are considered necessary (Choomthong, 2014).

From Thai basic education core curriculum, there are eight subjects as a standard. Foreign Languages is one of them and English is the major foreign language in Thailand. Therefore, Thai students in the secondary level must study English. Both Thai students in Science-Mathematics program and Arts-Language program must study English as a foreign language which is the main course. Although, students in Science-Mathematics program studied more periods in Science and Mathematics course than students in Arts-Language programs, students in both programs must study English as a foreign language course. For this course, students in both programs studied in the same textbooks and same activities. In Thailand, the most important foreign language is English. It is a main foreign language Thai people are using to speak with foreigners. The role of English as a foreign language is important same many other developing countries. New knowledge and the development of the internet have been affected in a main transits business, education, science and technical conditions, all of which needs to high ability in English (Wiriyachitra, 2002).

The important reason that Thai students should be developed English skill because the economy of Thailand is growing rapidly and the government has been trying to expand and promote Thai products in international markets. Especially, Thai students’ attitudes toward English as a foreign language learning should be positive attitudes for ready to improve their English skills. This increase demands for labors
who are competent in using English for business communication. Many jobs call for the applicants who are fluent in English as most business organizations aim at recruiting employees who have excellent language skills and are ready to efficiently perform their business. For this knowing English is a requirement (Pawapatcharaudom, 2007).

In addition, Pawapatcharaudom (2007) found that memory strategies helped learners to accumulate new information in their memory and recover it later. Even though memory strategies could highly contribute to language learning, many research show that students who learn language are seldom to report using strategies. It is likely that students do not use memory strategy much, mainly when they passed elementary levels of language learning.

Memory strategy was the easy way for students who studied English as a foreign language because this way was easy to memorize new vocabularies, sentences structures, or tenses. Undoubtedly, the memory method or technique used in teaching English as a foreign language in Thailand. Most of the time was to request the students to memorize new vocabularies and sentence structures, but learning was the study which could change their behavior through their experiences. English as a foreign language learning had to be studied and practiced to change behaviors because the learning could relatively permanent change in behavior through experience. Therefore, if the students would like to have the positive attitudes toward English as a foreign language learning, understanding would be the better way than memory strategy for them (Farenga & Ness, 2015).
Statement of the Problem

Actually, the many things around the world are changing such as economic, ideas, technology and education influences on most people around the world and Thailand is a developing country that is very strong in cultural tradition also. English is the foreign language and the working language for ASEAN and Thai students study English in primary and secondary schools or twelve years in total. The English proficiency scores were fairly low while compare to people in neighboring countries (EF English Proficiency Index, 2015). Besides, considering TOEFL test score, the international average score was 80 but Thai people’s average score was 74 (Test and Score Data Summary for TOEFL iBT Tests, 2014). It was lower than international standard and it was a little higher than the average scores of Cambodia, Laos, Myanmar and Vietnam. Compare to Singapore, the Philippines, Malaysia and Indonesia, it was very much lower (Noom-Ura, 2013).

In the English classroom in Thailand, where Thai teachers teach English, it is inevitable to speak Thai with their students. By doing so, it may reduce students’ anxiety. Still, the use of English should be maximized. This can be done by setting the curriculum where speaking and listening skills are focused on. It is understood that the aims of each course can form the language use in the classroom and the teachers’ teaching methods (Choomthong, 2014).

Moreover, the results from the English-proficiency test which is the Ordinary National Educational Test (O-NET) in Thailand, the students of primary schools in Thailand 2010 and 2011 with average scores of 31.75 and 20.99 out of 100 points sequentially. Over 900,000 students at the lower secondary-schools level gained average scores approximately 32.42, 26.05, and 16.19 out of 100 points sequentially in 2009 to 2011. The number of 350,000 students at upper-secondary
schools level in 2009 to 2011 gained average scores between 30.68, 23.98, and 19.22 out of 100 points respectively (Noom-Ura, 2013). Therefore, Thai students have a low score in English subject.

From the results of English proficiency test, Thai students should have positive attitudes toward English as a foreign language learning because it can help them to improve their English skills better. Gardner (1985) described positive attitudes were important in language learning and combination of effort and desire. Moreover, it could make learners understand the goal of learning the language.

Many schools in Thailand have Science-Mathematics program and Arts-Language program in upper secondary level. Actually, they have three years for deciding to select the programs to study in upper secondary level. It meant students in lower secondary level might have different attitudes towards language leaning because students who study in Arts-Language program will study different from students in Science-Mathematics program. However, there were the core course that both of them have to study. Student in Arts-Language are able in English skills than students in Mathematics. For English learners in Thailand, they hope they could confidently communicate in English. However, Thai people who are interested in English think that English is too difficult and challenging for them because of many difficulties such as they have no occasion to use English in their everyday life, they have been interfered from their mother language which is Thai mainly in accent, grammar, and idiomatic usage, English classes are not challenging enough, they are passive learners, they are too shy to speak English with classmates or, it is because of lack of duty for their own learning (Wiriyachitra, 2002).
Research Questions

This research aims to answer the following questions:

1. What are the levels of Thai upper secondary students’ attitudes toward English as a foreign language learning in Science-Mathematics program at the Demonstration School of Ramkhamhaeng University?

2. What are the levels of Thai upper secondary students’ attitudes toward English as a foreign language learning in Arts-Language program at the Demonstration School of Ramkhamhaeng University?

3. Is there a significant difference between students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University in their attitudes toward English as a foreign language learning?

   3.1 Is there a significant difference between grade 10 students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University in their attitudes toward English as a foreign language learning?

   3.2 Is there a significant difference between grade 11 students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University in their attitudes toward English as a foreign language learning?

   3.3 Is there a significant difference between grade 12 students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University in their attitudes toward English as a foreign language learning?
Research Objectives

1. To determine the level of upper secondary students’ attitudes toward English as a foreign language learning in Science-Mathematics program at the Demonstration School of Ramkhamhaeng University.

2. To determine the level of upper secondary students’ attitudes toward English as a foreign language learning in Arts-Language program at the Demonstration School of Ramkhamhaeng University.

3. To compare the students’ attitude toward English as a foreign language learning between students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University.

   3.1 To compare the students’ attitude toward English as a foreign language learning between grade 10 students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University.

   3.2 To compare the students’ attitude toward English as a foreign language learning between grade 11 students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University.

   3.3 To compare the students’ attitude toward English as a foreign language learning between grade 12 students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University.
Research Hypotheses

1. There is a significant difference between students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University in their attitudes toward English as a foreign language learning at the level of 0.05.

2. There is a significant difference between grade 10 students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University in their attitudes toward English as a foreign language learning at the level of 0.05.

3. There is a significant difference between grade 11 students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University in their attitudes toward English as a foreign language learning at the level of 0.05.

4. There is a significant difference between grade 12 students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University in their attitudes toward English as a foreign language learning at the level of 0.05.

Theoretical Framework

Attitude toward English Language Model

Uribe, Gutiérrez and Madrid (2013) considered the scope to which the attitude differs in relation to the variables of gender and performance in English. In addition, pressure to learn English was also recognized because it was the important factor. This factor showed in a high average relationship of all variables. Thus, the pressure to learn English was the important factor for them to reveal the motivation to
learn a second language. It meant learning English was a key element for the combination in an area. There were four objectives that Uribe, Gutiérrez and Madrid tried to measure student attitudes towards learning English as a second language.

Uribe et al. (2013) explained a main factor that was the attitude toward learning English that was connected to a set of specific factors related to attitudes toward the language teacher, methods, classes, materials and the assignments. Therefore, there were four subscales that can measure student’s attitudes toward English learning. First, students’ attitudes towards English language teacher can measure students’ attitude of teacher’s performance in the classroom, treatment of students and class behavior. Second, students’ attitudes towards English language class can measure the students’ attitudes towards the English classroom: contents, activities, methods, assessment, etc. Third, students’ attitudes towards English language textbook can measure students’ attitudes towards the lessons with special emphasis on the textbook and class exercises. Moreover, it also addressed verbal components, communication skills, use of tables and diagrams. Fourth, students’ attitudes towards English language work can measure students’ attitudes towards assignment and class exercises. For example, oral and written activities communication trainings, games, sentence structure, culture, etc.

Conceptual Framework

This study compared two groups of upper secondary students in The Demonstration School of Ramkhamhaeng University. Students in Science-Mathematics and Arts-Language programs were considered in the study. They completed a questionnaire. The difference between the results of the questionnaires was used to determine whether there was a significant difference between students in
Science-Mathematics and Arts-Language programs in their attitudes toward English as a foreign language learning.

In this study, the conceptual framework was designed as below.

**Figure 1. Conceptual Framework of this study**

**Scope of the Study**

This study conducted in academic year 2015 at The Demonstration School of Ramkhamhaeng University, Thailand. It was limited only students in the upper secondary level of Science-Mathematics students and Arts-Language from grade 10 to 12. This study investigated about Students' attitudes which consisted of English Language teacher, English Language class, English Language textbooks, and English Language work. Attitude toward English Language Model from Uribe et al. was the main model that supports the study and the instruments.

**Definitions of Terms**

The following terms are defined to convey the sense in which they are used in this study to help the readers get a clear understanding, the following terms are specifically defined:
ASEAN is an abbreviation of The Association of Southeast Asian Nations. It is important for Thai students to improve their English skill because English is the working language in ASEAN.

Attitudes refer to the thinking and feeling of Thai students in Thai school in English as a foreign language learning and it is the students' attitudes of to what degree that their English as a foreign language learning. In this study, Uribe, Gutiérrez and Madrid (2013) described four parts of students' attitudes were investigated, including:

- **English Language Teacher** refers to the performance of a teacher in the classroom, students' treatment and class behavior.
- **English Language Class** refers to the English classroom: activities, assessment, the contents, methods, etc.
- **English Language Textbooks** refer to the textbook and class exercise: it addressed communication skills, linguistic components, use of tables and diagrams as well.
- **English Language Work** refers to class exercise and homework: oral and written activities, communication drills, games, etc.

**EF** is an abbreviation of Education First which is an international education company that focuses on language preparation, educational travel, academic degree programs, and cultural exchange.

**EFL** is an abbreviation of English as a Foreign Language that is normally used to talk about students whose first language is not English and learning English while living in their own country and regularly speak mother language.

**EPI** is an abbreviation of English Proficiency Index which is a report which tries to rank countries by the average level of English skills among adults.
O-NET is an abbreviation of Ordinary National Educational Test that The National Institute of Educational Testing Service, Thailand conducts O-NET scores for grade 6, 9, and 12 students to assess their academic proficiency.

Students in this study refer to Thai students in the upper secondary level who study in Science-Mathematics and Arts-Language programs at The Demonstration School of Ramkhamhaeng University.

- Arts-Language refers to the program in Arts and language in upper secondary students.

- Science-Mathematics refers to the program in Science and Mathematics in upper secondary students.

Upper secondary students refer to Thai students who study in grade 10-12 at The Demonstration School of Ramkhamhaeng University

Significance of the Study

This study was the first study conducted on this topic at The Demonstration School of Ramkhamhaeng University, Thailand and there were the benefits in the following.

This study was helpful for the school that could develop teaching styles for students’ positive attitudes in English as a foreign language learning. Certainly, this study might provide directions to teachers to understand Thai students’ attitudes in English as a foreign language learning. Therefore, the teacher could design activities or teach English skills that students need and interest. Certainly, the finding of this study will gave the guidance to the teacher to improve students’ skill by providing the resources that could give students good or excellent attitudes toward English as a foreign language learning. In the classroom, teacher could teach as well
as the discipline behavior of students. The need to use new technology such as smart board according to observe the behavior to their students.

This study was helpful for the students to improve their English skills. Moreover, they could evaluate their attitudes by themselves while they do the evaluation form. Therefore, if they did not have the positive attitude towards English as a foreign language learning, they could know how to do better. In practically, students should be self-confidence to speak English to the other person in the classroom. This way might make them have positive attitudes in English as a foreign language learning. However, classroom was the training room which is given the opportunity to learn, observe and ask the question in easily. Moreover, students also recognized the new experience as implementally in their skills, such as new vocabulary, coaching, encourage, participate and enjoyable in classroom.

This study was helpful for the future research to develop Thai education especially English as a foreign language learning. Thai education will be developing continuously for good quality of Thai students. Especially, English subject is in the core course of Thai education curriculum, so Thai students have to develop their English skills to be able in ASEAN community. However, this research was provided recommendation for readers who would like to promote English as a foreign language learning for Thai students.

**Summary**

In this chapter, the research presented the reasons and the purposes of English as a foreign language learning for Thai students in the upper secondary level. In chapter 2, the literature review will be presented more details about English as a foreign language learning.
CHAPTER II

REVIEW OF RELATED LITERATURE

In the first chapter, the researcher presented the research objectives and the overall picture of the research. This chapter provides review of related literature by Attitude toward English Language Model, English as a Foreign Language, Gardner’s Socio-educational Model, Dörnyei’s Process Model, Learning Language Process, Education System of Thailand, The Background of the School, Summary of Literature on students’ Attitudes toward English as a foreign language Learning.

Attitude toward English Language Model

Uribe et al. (2013) had researched to which these attitudes in English as a foreign language learning gender and influence in English variables. However, they had also indicated to the pressure on the English as a foreign language learning as the critical factor. This factor had shown a high average all of correlation variables. Therefore, the pressure to learn English is the important factor for them to expose the motivation to learn a second language. It meant English as a foreign language learning is a key component for the integration in an area in which the use of Spanish is prohibited by law. There were four objectives that Uribe, Gutiérrez and Madrid tried to measure student attitudes towards English as a foreign language learning. The first objective had to measure students’ attitudes towards the teacher’s performance in the classroom, treatment of students and class behavior. After that, the second objective should measure students’ attitude to the English classroom, as the contents, activities, methods and assessment procedures. The third objective needs to measure students’
attitudes towards the textbook and class exercises; it had also addressed linguistic components, communication skills, use of tables and diagrams. Then, the fourth objective had to measure students’ attitude to homework and exercises, oral and written communication practices, games, grammar, culture, etc.

Moreover, they used the questionnaire that consists of the five scales of this questionnaire and it was designed and was based mainly on models implemented by previous study. The Cronbach alpha is 0.94, reliability values were obtained for the sample Uribe, Gutiérrez and Madrid. It had a reasonable level of confidence in the results got from the instrument, since the number of reports is high and they maintain a strong internal consistency in features measured relatively on the four subscales. The international study also indicated high internal reliability for the measurement of attitudes resulting in a general factor in which all variables are highly related. The sample for this study consisted of 110 participants. There were 56 girls and 54 boys from grade 8 to 12 in a public school in the Compton Unified School District, South, South of Los Angeles. Students spent an hour to complete 71 items of questionnaires (Uribe et al., 2013).

**English as a Foreign Language**

Learning language process could improve their own abilities because foreign language acquisition was very significant due to learners who were positive in self-learning language would progress and consider that. Nonetheless, effective learning strategies in the context and classroom were significant due to it shows that at heart of English as Foreign Language (EFL) classroom pedagogy because of learner's awareness. In fact, understanding the characteristic and role of beliefs in EFL
context is better. It applied cognitive in term of socio-cultural approaches (Hosseini & Pourmandnia, 2013).

The attitude related the perception of the language students about the knowledge and they got comprehension in the process of learning language. The cognitive attitude could be categorized into four steps of relating the previous understanding, creating new knowledge, checking new knowledge, and apply the new understanding in various circumstances. The learning process regarded an optimistic change in the individual’s capacity in terms of the behavioral, emotional as well as cognitive domains, when a learner studied in a specific subject, they were supposed to think and behave in a different way and one’s perception will be outstanding. Moreover, learning process also refers to social and psychological approaches in term of the cognitive approach. Attitude concept could perform from these three perspectives of view. Definitely, each perspective also had different features to show language attitude outcomes, and the attitude concept had three components that composed of behavioral, cognitive and affective. These three attitude perspectives depended on the three theoretical approaches of cognitivism, behaviorism and humanism sequentially. The study of comprehension in both second and English language acquisition was very significant, as it had been said that it helped learners to improve critical knowledge in learning language processes, and to benefit for learners to improve their own capacity of using effective learning strategies in the context and the classroom. Therefore, it showed that at the heart of EFL classroom pedagogy because of learner's awareness. Thus, it applied cognitive in term of socio-cultural approaches. This research emphasized on classifying psychological characteristics. For example, expectation and value to success in order to achieve their goals, and attempt to explain the relationship of these identified qualities to academic
achievement. Attitude is a hypothetical whose be constructed and represented an individual’s like or dislike for the preference. Either attitudes were positive, or negative and neutral views called of attitude object. The relationship between integrative motivation and proficiency which was described that it was indispensable which made learners be response for their loves in languages. (Hosseini & Pourmandnia, 2013).

Both second language and foreign language acquisition was very significant due to learners who were successful in self-learning language will progress and believe that learning language process could improve their own abilities. Nevertheless, effective learning strategies in the context and classroom were significant due to it showed that at heart of English as Foreign Language (EFL) classroom pedagogy. As a matter of fact, comprehending the characteristic and role of beliefs in EFL context was better due to many studies were have taken up by scholars that apply to different approaches to their studies. Thus, it applied cognitive in term of socio-cultural approaches. This research emphasized on classifying psychological characteristics (Hosseini & Pourmandnia, 2013).

**Gardner’s Socio-educational Model**

Gardner (1985) explained motivation in the socio-educational model was assessed in terms of three components that consisted of the aspiration to learn the language, Attitudes toward learning the language, and Motivational intensity. Consequently, according to Gardner (1985), a functioning description of motivation which made possible the dimension of the three components of motivation, for example, need to study the language, motivational force, and attitudes towards learning the language. Exactly, the success in language learning was related to
motivation that could be designed by a various attitude variables such as ethnic
relations, as well as ability and language factors and it was possible that the social and
cultural background in which language learning takes place will control learners'
views and effect which attitudinal variables served as basic supports for their
motivation.

However, Gardner (2006) explained the socio-educational model could be
related to both foreign and second language learning contexts. To find out the
generalizability of the Garner's model, a number of researches were conducted in this
area in EFL contexts. In the same way, the study conducted by Gardner (2006)
presents that when standardized measures were developed, the finding results present
considerable stability. Moreover, Gardner's socio-educational model was the
important role that cannot be abandoned because this model is superior to other.
Certainly, it could be said that considering the complexity of the construct of
motivation still there was a long way ahead of researchers to be taken.

Figure 2. Gardner's Socio-educational Model of Second Language Acquisition from
Gardner, 2006
Dörnyei’s Process Model

A procedure model of second language learning marked by three separate, sequential stages that consists of the pre-action stage, the action stage, and the post-action stage.

Dörnyei (2003) explained firstly the pre-action stage contained the primary choice to begin learning a second language and making goals for oneself. Actually, this stage was related with setting aims, starting plans, and beginning action. Throughout the pre-action phase, the main motivational effects were the values related with second language learning, attitudes towards the second language speaking community, students’ expectations, and environmental support.

Secondly, the action stage contained supporting one’s level of enthusiasm through the language learning process. This stage included making and carrying out subtasks, measuring the achievement, and self-regulation. Throughout the action stage the major motivational effects are the quality of the second language learning experience, sense of autonomy as second language students, teachers and parents’ effect, and practice of self-regulatory strategies.

Lastly, the post-action stage contained attitude after the fact and self-reflection on the language learning understanding and results. This stage involved forming fundamental attributions, explaining standards and strategies, and dismissing the intention and additional planning. Throughout the post-action stage which was the main motivational effects were the learners’ attribution styles and biases, self-concept attitudes, and received reaction through the second language learning process.

Consideration in the motivational basic of language learning tasks could be understood as the outcome of the found approach in second language motivation study. From the perspective, tasks constitute the basic building blocks of classroom
learning. Thus, second language motivation could be examined in a more situated way than within a task-based framework. Moreover, identifying the significance of tasks in responsible learners’ concern and attention agrees with practicing classroom teachers’ perceptions that the quality of the activities used in language classes and the way of the activities. It presented and managed make an enormous difference in students’ attitudes toward language learning (Csizer & Dörnyei, 2003).

<table>
<thead>
<tr>
<th>Preactional stage</th>
<th>Actional stage</th>
<th>Postactional stage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHOICE MOTIVATION</strong></td>
<td><strong>EXECUTIVE MOTIVATION</strong></td>
<td><strong>MOTIVATIONAL RETROSPECTION</strong></td>
</tr>
<tr>
<td><strong>Motivation functions:</strong></td>
<td><strong>Motivation functions:</strong></td>
<td><strong>Motivation functions:</strong></td>
</tr>
<tr>
<td>• Setting goals</td>
<td>• Generating and carrying out subtasks</td>
<td>• Forming causal attributions</td>
</tr>
<tr>
<td>• Forming intentions</td>
<td>• Ongoing appraisal (of one’s achievement)</td>
<td>• Elaborating standards and strategies</td>
</tr>
<tr>
<td>• Launching action</td>
<td>• Action control (Self-regulation)</td>
<td>• Dismissing intention &amp; further planning</td>
</tr>
<tr>
<td><strong>Main motivational influences:</strong></td>
<td><strong>Main motivational influences:</strong></td>
<td><strong>Main motivational influences:</strong></td>
</tr>
<tr>
<td>• Various goal properties (e.g. goal relevance, specificity and proximity)</td>
<td>• Quality of learning experience (pleasantness, need significance, coping potential, self and social image)</td>
<td>• Attributional factors (e.g. attributional styles and biases)</td>
</tr>
<tr>
<td>• Values associated with the learning process itself, as well as with its outcomes and consequences</td>
<td>• Sense of autonomy</td>
<td>• Self-concept beliefs (e.g. self-confidence and self-worth)</td>
</tr>
<tr>
<td>• Attitudes towards the L2 and its speakers</td>
<td>• Teachers’ and parents’ influence</td>
<td>• Received feedback, praise, grades</td>
</tr>
<tr>
<td>• Expectancy of success and perceived coping potential</td>
<td>• Classroom reward- and goal structure (e.g. competitive or cooperative)</td>
<td></td>
</tr>
<tr>
<td>• Learner beliefs and strategies</td>
<td>• Influence of the learner group</td>
<td></td>
</tr>
<tr>
<td>• Environmental support or hindrance</td>
<td>• Knowledge and use of self-regulatory strategies (e.g. goal setting, learning and self-motivating strategies)</td>
<td></td>
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</tbody>
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*Figure 3. Dörnyei’s Process Model of Second Language Motivation from Dörnyei, 2003*

**Learning Language Process**

Learning process similarly mentioned to social and psychological approaches in term of the cognitive approach. The learning process concerned a positive change in the person’s capability in terms of the behavioral, responsive as well as cognitive domains, when students studied in a specific subject, they are supposed to reflect and worked in a different way and one’s view would be
outstanding. Language attitude effects and the attitude concept had three components that composed of behavioral, cognitive and affective. Consequently, if teacher agree with high positive attitude of students, it would be very good for both students and teachers. Certainly, each perspective also had different features to show language attitude outcomes. Moreover, to enable learning of the English language by three theoretical approaches of behaviorism, cognitivism and humanism consecutively. However, if students did not have the tendency and interested in acquiring learning English language to talk with others foreigners, both in classroom and outside of the classroom, these students assumed that as pessimistic and would not be motivated and active in learning languages. Therefore, students’ attitudes should open mind for learning language because it could impact their act in acquiring the target language. (Abidin, Pour-Mohammadi, & Alzware, 2012).

Bruner (2009) mentioned interest in the material to be learned is the best stimulus to learning, rather than such external aims as grades or later competitive benefit. Therefore, it was important for students to learn English using the active process and material. Furthermore, Stefanova (2010) stated that new demands for the knowledge and usage of the language had been set because people of different languages used English as a medium of communication. The latest alteration in second language learning research and pedagogical orientation in communicative language teaching was changing the highlighting in language learning to be more practical, with a concentration on learners and on providing them with chances to interact and to use language most actively. According to Stefanova (2010) mentioned the teacher had to focus on the students because students who study the second language, especially English that was the foreign language in Thailand should learn and practice.
Brandon et al., (2012) suggested that opinions are likely to persist unless the individual experiences new learning opportunities. Convincing communications that could be a question and an answer at the same time could work as learning experiences. Taking the recommended answer was dependent on the amount of incentives included in communication and the opportunity for mental rehearsal or practice of the attitude respondent. The active process of learning concentrated on background knowledge of learners. In order to acquire the second language quickly, students had to link their new experiences they got with their own previous knowledge. Even so, this process depended on the readiness of each learner. Moreover, instructions of teachers also play a major role in learning readiness of students (Watcharapunyawong, n.d.).

Weegar and Pacis (2012) explained that using knowledge in online courses had moved the theoretical balance from behaviorism to constructivism slowly. More teachers were using these two learning styles together in order to meet the need for the learning styles of all students. In fact, there were four perspectives of learning theories that consist of Behaviorist Perspective, Cognitive Perspective, Humanistic Perspective, and Social Learning Perspective. Therefore, learning techniques were very important because they could be used in conjunction while using educational technology.

Attitude could assist the students to express whether they like or dislike the things or surrounding. It had recognized that the inner moods and feelings of students have influenced on their perspectives and attitudes towards the target language (Choy & Troudi, 2006). Moreover, Watcharapunyawong, n.d. explained that learning theories were effective tools for teachers to use to improve their learner’s cognitive improvement. Nevertheless, each theory was not suitable for every
classroom. Therefore, teachers should be responsible to study the theory in which they were interested in order to use it for the real learning improvement of their students. Certainly, all strategies were important to make students have good attitudes in English as a foreign language learning. If the teacher understood and applied to teach, students can understand and feel good in English.

Furthermore, learning process also refer to social and psychological approaches in term of the cognitive approach. Language attitude results and the attitude concept had three components that composed of behavioral, cognitive and affective. If a learner did not have the tendency and interested in acquiring learning English language to communicate with others foreigners, whether in the classroom or not, these students assumed that as pessimistic and would not be motivated and active in learning languages. Thus, student should open mind for learning language because it can influence their performance in acquiring the target language and had positive attitude for learning language. (Abidin, Pour-Mohammadi, & Alzware, 2012).

Using Thai language to teach English should be decreased as English teachers might code change from Thai to English from time to time since this caused too much exposure to English as possible for learners. Certainly, teachers needed to adapt the students’ attitude towards English to understand that English had more various, not only to the standard and equal validity in the globalization. Becoming a part of the global economic might not be simple, but if these facts are conveyed to the stakeholders and educational administration, it should be a place for Thailand to take its right position in the ASEAN economic community (Choomthong, 2014)
Education System of Thailand

From the Compulsory Education Act B.E.2545 and the National Education Act B.E. 2542 (revised B.E.2545), there are three types of education.

1). Formal education: This type of education should explain the aims, methods, curricula duration assessment, and evaluation of its completion.

2). Non-formal education: For this type of education, it is flexible in setting the aims, management procedures, modalities, duration, assessment and evaluation of its completion. Both contents and curricula have to be appropriate and able to meet the requirements and the needs of learners.

3). Informal education: Learners are allowed to search for knowledge by themselves according to their interests, potentialities, enthusiasm and chances offered from society, individuals, media, environment or other knowledge sources.

For formal education, it can be categorized into two levels which are basic education and higher education. In this study, the researcher presented only basic education that related. For basic education, there are three levels in basic education which are pre-elementary level, elementary level and secondary level. There are two levels in formal education in Thailand that consists of basic education and higher education. Exactly, the current basic education system is a 6: 3: 3 systems. It meant containing of 6 years of primary education, 3 years of lower secondary education and 3 years of upper secondary education (Punthumasen, 2007). However, there are two levels in the secondary level, which are lower and upper secondary levels. For this study, the researcher will conduct data from upper secondary students.

Exactly, upper secondary level is an essential stage for students who will continue to higher education. It is a three-year course which aims to prepare students to meet the demand of the labor market and to stimulate their entrepreneurship skills.
In this level, there are two approaches for students to choose. The first approach is vocational-oriented. It is provided in vocational and technical colleges for students who are good at skills. The second approach is the academic stream. It is for students, who are academically inclined, in general education schools (Thailand Ministry of Education, 2008).

According to Thai education system has the basic education that is divided into three levels. For this study, the researcher aims to determine Thai students’ attitudes toward English as a foreign language learning. For upper secondary level, there are two programs in many secondary schools in Thailand. First, there are many students who selected to study in Science-Mathematics program which proper for students who like to study in Science course and Mathematics course. Second, students who selected to study in Arts-Language program are the students who like to study languages such as Chinese, Japanese, Korean, French, etc.

Moreover, Thailand Ministry of Education (2008) described clearly about secondary school. It has to deliver education for children in the age of 12 to 17. The first three years are the lower secondary and it is compulsory. The second three years is the upper secondary and it is not compulsory. The Ministry of Education and local municipalities are responsible for the public secondary schools. The Private Education Commission manages private secondary schools. Each student has to study for 1,400 hours a year at the secondary level. Students at the age of 14 to 17 generally go to private tutoring schools because they look for admission and want to continue study in the university. In order to expand educational chances for those in the lower socio-economic classes who live in faraway rural areas, the Office of the National Primary Education Commission (ONPEC) has opened lower secondary programs. Besides,
there are many scholarships for secondary education prepare for girls in rural areas because they are weak to abuse by the commercial sex industry.

For the upper secondary curriculum, it is divided into two basic tracks. There is general academic and vocational. Students about 57% choose to go the academic track and 43% go to the vocational track. Four basic elements are included in both lower and upper secondary’s curriculums. The first element is core subjects such as Thai, mathematics, science, and English which must be taken by all students. The second element is elective subjects, which can be adapted to fit with local conditions and needs and the special needs of schools in Islamic areas of the south. The third element is free elective subjects, depending on the learners’ interests and the last element is Activities. Strands and Learning Standards Forms in The Basic Education Core Curriculum has been illustrated a total of 67 standards for the eight learning areas but the researcher reviewed the details of the Foreign Languages.

Firstly, language for communication is very important for students to understand and can interpret what has been heard and read from various types of media, and ability to show their opinions with proper reasonable. Moreover, students have to possess efficiency language communication skills to exchange the data and information, effectiveness expression of feelings and opinions. Thus, students must able to present data and information, concepts and views on various subjects by speaking and writing.

Secondly, language and cultural is important for learners to appreciate the relationship between language and culture of native speakers and capacity for using of language in appropriate to occasions and places. In addition, students must appreciate similarities and differences of language and culture of native speakers and Thai speakers, and capacity for correct and use of language in appropriate.
Thirdly, language and relationship with other learning areas is also important for both teachers and student to use foreign languages to link knowledge with other learning areas and as foundation for further development, to acquire the knowledge and widen one’s world perspectives.

Fourthly, language and relationship with community and the world is important for students in new generation. They have to be able to use foreign languages in various environments in school, community and society and to use foreign languages as a basic instrument for further education, livelihood and exchange of learning with the world communities.

The Background of the School

The Demonstration School of Ramkhamhaeng University was founded in 1994. It is a government-supported multilingual school that offers classes in Thai, English and Chinese as well. Students joining this school range from kindergarten to grade 12. The Demonstration School of Ramkhamhaeng University operates demonstration schools, which is known as laboratory schools because it is a part of their teacher-training programmes. This school provides teachers with practicing and teaching opportunities. Moreover, they are also a part of the education research and development of the university.

This school uses the core education curriculum from the Ministry of Education that has illustrated the framework for learning time of foreign language 240 hours in English per year. English as a Foreign Language is the core course for upper secondary student must study 240 hours per year. Therefore, students in both Science-Mathematics and Arts-Language programs study in this core course in the same textbook and duration.
Summary of Literature on Students' Attitudes toward English as a Foreign Language Learning

Muzaffar and Malik (2012) explained the relationship between behaviors and attitudes. It was expected that inconsistency between behavior and attitude was the reason why the individual were discomforting. Therefore, one tried to reduce his or her tension through keeping the balance between behavior and attitude. Thus, students could change permanent behaviors and had positive attitudes in English as a foreign language learning by developing their attitudes about learning especially English as a foreign language learning which this study that presented.

The relationship of language attitudes and second language achievement had been a controversial topic of study for a long time. Clement, Dörnyei and Noels (1994) found that the students who expressed little nervousness when using English had own ability relatively positively and they were satisfied with their current level of English proficiency and reported positive and frequent contact with English. After a comprehensive review of studies on language and attitudes, Baker (1992) maintained that on balance, the integrative attitude appeared a valuable variable in analyzing second language achievement, but its relative effect must not be over-emphasized. Also, the integrative attitude must be viewed in a group and cultural context.

Nowadays, people in Thai society believe that education can make people get good jobs. Therefore, people who get good education have more occasion than people who did not study. It means the people should develop themselves by learning, especially the English language, which is the popular foreign language in Thailand. It is the language used in many organizations to communicate with both inbound and outbound. Good teachers can make their students interested in learning on their own, not only teach them to understand dialogues (Watcharapunyawong, n.d.)
Wenden (1991) saw attitudes as including three components. Firstly, attitudes tend to have a cognitive component. This could contain views or attitudes about the things or surroundings related to the attitude. Secondly, attitudes had an evaluative element. This meant that the objects or situations related to the attitude may make like or dislike. Thirdly, attitudes had a behavioral component. For example, certain attitudes tend to prompt students to adopt specific learning behaviors. However, Csizér and Dörnyei (2005) concluded attitude as an essential factor in language learning on the internal structure of language learning motivation and its relationship with language choice and learning effort, that was put onward before as the process model of second language motivation. Moreover, Dörnyei (2000) proposed a process-oriented attitude to the understanding of student motivation that broke down the motivational process into several separate chronological sections organized along the progress that describes how original needs and requirements were first changed into goals and then into operationalized intentions, and how these intentions were enacted, hopefully to the achievement of the goal and settled by the final evaluation of the process.

For the problem in learning English as a foreign language learning, students attitude was the most problem and writing was serious problem reported by students. Listening skills, reading, sociocultural on learning a second language, speaking, and barriers to intercultural communication were other problems found in this study respectively (Pawapatcharaudom, 2007). The attitudes could be referred to make a relationship between the opportunities to apply the good job, if students could learn English very well. In this perspective, English is the international language, and implement to get the best awareness. In case of non-native speaker, it was difficult to speak English more influence than other methods. Usually, students and teachers had
been practiced in the classroom, as well as the similarly area and to teach as the English teacher Model (Tsuda, 2003)

Attitude towards the other languages were not the only attitudes that would be involved. The majority of the attitudes was doubtless developed and strengthens in environment that surrounded by the fresh atmosphere in the general community, and reinforced by an individual’s peers. Nonetheless, it had high opportunities that many of attitudes become important for the first time in the language class. Specifically, in environments surrounded by the other language groups were not especially represented, many of the attitudes exactly associated with the group or the language. Therefore, when student met the needs of learning the language, the attitudes might affect learning language skill (Gardner, 2007)

Bernat and Gvozdenko (2005) discussed about educational suggestions and new directions in beliefs about language learning containing social, cultural, contextual, cognitive, affective, and personal factors among which attitudes have an important place. There is the model that is well-know that the ABC model of attitudes which consisted of Affective component, Behavioral component, and Cognitive component. One of the fundamental assumptions about the connection between behavior and attitudes is consistency. This means we frequently think that the behavior of a person has to be consistent with their attitudes. This is the principle of consistency (McLeod, 2014).

For Thai students, most students already knew English was the foreign language and they studied English from primary to secondary school that was Thai basic education because the government selected this subject to be the core course that Thai students should learn. Although, Thai students studied English when they were young, there were some problems that were the causes of low scores in English
test. It was found that students who study in urban schools had average scores higher than those in suburban schools. Scores of students in urban schools were also higher than the average scores in all subjects of all students in the country. Students in both urban and suburban schools had the highest average scores in health education and the subject that they had the lowest average scores was in English language (Kuptametanon & Walker, 2014).

Certainly, teachers played an important role in students’ education because they parted on knowledge to students and helped students shape attitudes toward education, school and the subjects that teachers taught. In order to do so, it was necessary for teachers to be properly trained and prepared with decent knowledge and skills to successfully achieve their tasks. Firstly, teachers needed to know exactly how to read any text and to interpret the texts using critical thinking skills. Also, they needed to specify the cultural elements of texts because to neglect it might limit students’ participation and possibly result in misunderstanding. The capability to create their own additional resources is another skill that teachers need. Teachers should be able to search for information through the internet and modify it to fit with their students’ interest and proficiency level instead of depending on the Ministry of Education or reference books. It was essential that teachers were prepared with enough pedagogical content knowledge which positively impact classroom practices and in turns affect learning results and success of students (Ghazali, Setia, Muthusamy, & Jusoff, 2009).

The second class of motivation was classroom learning processes, mainly the language classroom. This was the type of motivation which highlighted by Heckhausen and Kuhl (1985), it was the type classification by Dörnyei’s three-way pre-action, action and post motivation, and was common to educational psychological
in normally. It had also characterized in the socio-educational model of second
language acquisition, even though it was measured an essential part of motivation in
overall (Gardner, 1985). It mentioned to the motivation in the classroom situation, or
in any specific situation. They had focused on the individuals’ perception of the task
in hand, and largely state oriented. Clearly, it would be influenced by a rule of factors
associated with the language in classroom. Thus, it had indicated that the teacher, the
classroom atmosphere, contents, resources and facilities, as well as personal
characteristics of the student had been influenced on the individual’s classroom
motivation learning. In the socio-educational model, it had contended that it had also
influenced by the general language learning motivation as the above. However, the
notice in this case concerned about a real responsiveness, anyone could not
distinguish between the two types of motivation. They activate on the individual at
any given period, but it was essential to consider all of both were in processes to make
the positive attitude. Normally, the English speaking and listening skills of Thai
students was low. Because of both in and outside the classroom, they did not have an
opportunity to practice speaking English. Students speak English to their teacher only
when they were called. The learning atmosphere was also individualistic. Moreover,
in Thailand, when it came to learning English, teachers usually taught their students to
memorize new words and sentence structure only (Pawapatcharudom, 2007).

Gardner (1985) explained attitudes as components of motivation in
language learning and combination of effort and desire to understand the goal of
learning the language and positive attitudes toward learning the language. Gardner
(1985) considered the motivation to learn a foreign language was determined by basic
feelings and behavior features such as the learner’s attitudes towards foreign people in
general, and language in individual, motives for learning, and comprehensive attitudes.

For this study, Uribe et al. (2013) described a main factor that were attitudes toward learning English was connected to a set of specific factors related to attitudes toward the language teacher, methods, classes, materials and the assignments. Therefore, there were four subscales that can measure student’s attitudes toward English learning. First, students’ attitudes towards English language teacher can measure students’ attitude of teacher’s performance in the classroom, treatment of students and class behavior. Second, students’ attitudes towards English language class can measure the students’ attitudes towards the English classroom: contents, activities, methods, assessment, etc. Third, students’ attitudes towards English language textbook can measure students’ attitudes towards the lessons with special emphasis on the textbook and class exercises. Moreover, it also addressed verbal components, communication skills, use of tables and diagrams. Fourth, students’ attitudes towards English language work could measure students’ attitudes towards assignment and class exercises. For example, oral and written activities communication trainings, games, sentence structure, culture, etc.
CHAPTER III

RESEARCH METHODOLOGY

This study aims to examine whether there is a significant difference between upper secondary students in Science-Mathematics and students in Arts-Language programs at the Demonstration school of Ramkhamhaeng University in their attitudes toward English as a foreign language learning. In the previous chapter, the researcher presented literature review that related to English as a foreign language learning. Therefore, in this chapter, research focuses on the design and method of research. Population, sample, Instrument, collection of data, and data analysis are also explained in this chapter. Moreover, this chapter also presents about the summary of the research process.

Research Design

This research was a quantitative and comparative research that the researcher used the data from the questionnaire to attain the following objectives:

1. To determine the level of upper secondary students’ attitudes toward English as a foreign language learning in Science-Mathematics program at the Demonstration School of Ramkhamhaeng University.

2. To determine the level of upper secondary students’ attitudes toward English as a foreign language learning in Arts-Language program at the Demonstration School of Ramkhamhaeng University.
3. To compare the students' attitude toward English as a foreign language learning between students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University.

3.1 To compare the students' attitude toward English as a foreign language learning between grade 10 students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University.

3.2 To compare the students' attitude toward English as a foreign language learning between grade 11 students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University.

3.3 To compare the students' attitude toward English as a foreign language learning between grade 12 students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University.

However, this research was designed as quantitative and comparative research. There are two parts of the questionnaire. The first part is Students' Demographics and the second part is Students' Attitudes toward English as a foreign language learning.

**Population and Sample**

The population for this study included Thai students in the upper secondary level at The Demonstration School of Ramkhamhaeng University, Thailand. This study aimed to compare Thai students' attitudes of two programs that consisted of students in Science-Math and students in the Arts-language programs.
The sample of the research is all students of the upper secondary level from grade 10 to 12 in Science-Math students and Arts-Language students at The Demonstration School of Ramkhamhaeng University, academic year 2015. Therefore, total numbers of samples for this study are 431 students.

Table 1 below shows the number of students from grade 10 to 12 in Science-Math and Arts-Language programs.

### Table 1

**Number of Grade 10-12 Students at the Demonstration School of Ramkhamhaeng University, Academic Year 2015**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Programs</th>
<th>Number</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Science-Mathematics</td>
<td>109</td>
<td>181</td>
</tr>
<tr>
<td></td>
<td>Arts-Language</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Science-Mathematics</td>
<td>66</td>
<td>118</td>
</tr>
<tr>
<td></td>
<td>Arts-Language</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Science-Mathematics</td>
<td>89</td>
<td>132</td>
</tr>
<tr>
<td></td>
<td>Arts-Language</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>431</strong></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 below shows the number of students in Science-Math and Arts-Language in grade 10-12 at the Demonstration School of Ramkhamhaeng University, Academic Year 2015.

### Table 2

**Number of Students in Science-Mathematics and Arts-Language at the Demonstration School of Ramkhamhaeng University, Academic Year 2015**

<table>
<thead>
<tr>
<th>Major</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science-Mathematics</td>
<td>264</td>
</tr>
<tr>
<td>Arts-Language</td>
<td>167</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>431</strong></td>
</tr>
</tbody>
</table>
Research Instrument

For this research, there are two parts of the questionnaire. The first part is the students’ demographics that consisted of gender, grade, age, and majoring. The second part is Students’ Attitudes that consisted of English Language teacher, English Language class, English Language textbooks, and English Language work.

There are five scales of this questionnaire and it was designed and was based mainly on models implemented by previous study. Therefore, the questionnaire that the researcher will use to conduct the study was from the study at the University of Granada. The topic is “Attitudes of Mexican American Students towards Learning English as a Second Language in a Structured Immersion Program” (Uribe, Gutiérrez & Madrid, 2013).

Table 3 below shows the questionnaire characteristic and scale reliability of students’ attitude toward English as a foreign language learning.

Table 3

Reliability for All Questions of Students’ Attitudes towards English as a Foreign Language Learning of Uribe et al., 2013 and current study

<table>
<thead>
<tr>
<th>Questionnaire</th>
<th>Items</th>
<th>Items No.</th>
<th>Scale Reliability</th>
<th>Uribe et al., 2013</th>
<th>Current Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Attitudes toward the teacher</td>
<td>17</td>
<td>1 – 17</td>
<td>.83</td>
<td>.80</td>
<td></td>
</tr>
<tr>
<td>2 Attitudes toward the class</td>
<td>19</td>
<td>18 – 36</td>
<td>.88</td>
<td>.82</td>
<td></td>
</tr>
<tr>
<td>3 Attitudes toward the textbooks</td>
<td>16</td>
<td>37 – 52</td>
<td>.85</td>
<td>.81</td>
<td></td>
</tr>
<tr>
<td>4 Attitudes toward the work</td>
<td>19</td>
<td>53 – 71</td>
<td>.85</td>
<td>.88</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>71</td>
<td>1 – 71</td>
<td>.94</td>
<td>.94</td>
<td></td>
</tr>
</tbody>
</table>
By calculating the Cronbach alpha, reliability values were obtained for the sample by Uribe, Gutiérrez and Madrid. The overall reliability values got for this study, and a set of 71 statements, is significantly high ($\alpha = 0.94$) as illustrated in Table 3. This means we can have a reasonable level of confidence in the results got from this instrument, since the number of statements is high and they maintain a strong internal consistency in aspects measured partly on the four subscales. The global survey also indicated high internal consistency for the measurement of attitudes resulting in a general factor in which all variables are highly correlated (Uribe, Gutiérrez & Madrid, 2013).

Certainly, this study will conduct data from Thai student in Thai school. Therefore, this questionnaire was translated by GM Translation Center, Grand Mercantile Ltd. which is the famous in translation service in professional knowledge. Exactly, the translation of the research instrument was executed by a professional translator competent to translate from English to Thai.

Moreover, there are five experts for checking the research instrument. There are two lecturers from Rajamangala University of Technology Phra Nakhon, two lecturers from Suan Sunandha Rajabhat University, and a lecturer from Rajamangala University of Technology Rattanakosin. Certainly, this research instrument which reviewed by five experts can be used for this study.

Table 4 below shows interpretation and scale for students’ attitude toward English as a foreign language learning.
Table 4

*Interpretation and Scale for Students' Attitude toward English as a Foreign Language Learning (Uribe, Gutiérrez & Madrid, 2013)*

<table>
<thead>
<tr>
<th>Level</th>
<th>Score</th>
<th>Scale</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied</td>
<td>5</td>
<td>4.51-5.00</td>
<td>Very high</td>
</tr>
<tr>
<td>Satisfied</td>
<td>4</td>
<td>3.51-4.50</td>
<td>High</td>
</tr>
<tr>
<td>Neutral</td>
<td>3</td>
<td>2.51-3.50</td>
<td>Moderate</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>2</td>
<td>1.51-2.50</td>
<td>Low</td>
</tr>
<tr>
<td>Very Dissatisfied</td>
<td>1</td>
<td>1.00-1.50</td>
<td>Very low</td>
</tr>
</tbody>
</table>

From table 4, the criteria for this study divided into five levels of interpretation to identify the students’ attitude between the two majors, the part two included questions 1-71. A score of “5” or the core mean of 4.51-5.00 meant the respondents’ attitude is very positive, while a score of “1” or the core mean of 1.00-1.50 meant the respondents’ attitude is very negative to the related statements on the questions. Students spend an hour of homeroom class for reading and filling in whole questionnaires.

**Collection of Data**

Firstly, the researcher asked the permission from the director of the school to conduct this study for students in Science-Mathematics and Arts-Language programs in upper secondary level at the Demonstration School of Ramkhamhaeng University, Thailand.

Secondly, the researcher administered the questionnaires and distributed the hard copy of questionnaires to Thai students. A total 71 items used to measure students’ attitude in English as a foreign language learning as a foreign language.
In this study, the researcher collected the data and a total number of 431 questionnaires were returned from 431 participants, who were students in Science-Mathematics and Arts-Language programs in academic year 2015 returned the questionnaires on February, 2016.

Data Analysis

In this study, all collected data were statistically calculated and analyzed. To analyze the data for each objective, the following statistical method was utilized.

Research objective 1: To determine the level of upper secondary students’ attitudes toward English as a foreign language learning in Science-Mathematics program at the Demonstration School of Ramkhamhaeng University. For this objective, quantitative statistics was used and the researcher looked at the score from the interpretation chart to identify Thai students’ attitudes toward English as a foreign language learning.

Research objective 2: To determine the level of upper secondary students’ attitudes toward English as a foreign language learning in Arts-Language program at the Demonstration School of Ramkhamhaeng University. For this objective, quantitative statistics was used and the researcher looked at the score from the interpretation chart to identify Thai students’ attitudes toward English as a foreign language learning.

Research objective 3: To compare the students’ attitude toward English as a foreign language learning between students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University. For this objective, the researcher used the independent samples t-test because the researcher wants to compare the difference in Thai students’ attitudes toward English
as a foreign language learning between two independent groups that consist of Science-Mathematics and Arts-Language students.

Research objective 3.1: To compare the students’ attitude toward English as a foreign language learning between grade 10 students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University. For this objective, the researcher used the independent samples t-test because this objective was to compare the difference in Thai students’ attitudes toward English as a foreign language learning between two independent groups that consist of Science-Mathematics students and Arts-Language students in grade 10.

Research objective 3.2: To compare the students’ attitude toward English as a foreign language learning between grade 11 students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University. For this objective, the researcher used the independent samples t-test because this objective was to compare the difference in Thai students’ attitudes toward English as a foreign language learning between two independent groups that consist of Science-Mathematics students and Arts-Language students in grade 11.

Research objective 3.3: To compare the students’ attitude toward English as a foreign language learning between grade 12 students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University. For this objective, the researcher used the independent samples t-test because this objective was to compare the difference in Thai students’ attitudes toward English as a foreign language learning between two independent groups that consist of Science-Mathematics students and Arts-Language students in grade 12.
## Summary of the Research Process

<table>
<thead>
<tr>
<th>Research Objective</th>
<th>Source of Data or Number</th>
<th>Research Instrument</th>
<th>Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To determine the level of upper secondary students’ attitudes toward English as a foreign language learning in Science-Mathematics program at the Demonstration School of Ramkhamhaeng University.</td>
<td></td>
<td></td>
<td>Mean and Standard Deviation</td>
</tr>
<tr>
<td>2. To determine the level of upper secondary students’ attitudes toward English as a foreign language learning in Arts-Language program at the Demonstration School of Ramkhamhaeng University.</td>
<td>264 Science-Mathematics students and 167 Arts-Language students in upper secondary level at The Demonstration School of Ramkhamhaeng University, Thailand.</td>
<td>Thai Students’ attitudes toward the English as a foreign language learning questionnaire</td>
<td>Mean and Standard Deviation</td>
</tr>
<tr>
<td>3. To compare the students’ attitude toward English as a foreign language learning between students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University.</td>
<td></td>
<td></td>
<td>Independent Samples t-test (Two-tailed)</td>
</tr>
<tr>
<td>3.1 To compare the students’ attitude toward English as a foreign language learning between grade 10 students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2 To compare the students’ attitude toward English as a foreign language learning between grade 11 students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3 To compare the students’ attitude toward English as a foreign language learning between grade 12 students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER IV

RESEARCH FINDINGS

In the previous chapter, the research described the purpose and the importance of this study. This chapter reveals research findings and information obtained by 431 respondents (100% of targeted population) who have completed the questionnaires. Data analysis and research findings were presented with the sequence of the research objectives of the study as follows:

1. To determine the level of upper secondary students’ attitudes toward English as a foreign language learning in Science-Mathematics program at the Demonstration School of Ramkhamhaeng University.

2. To determine the level of upper secondary students’ attitudes toward English as a foreign language learning in Arts-Language program at the Demonstration School of Ramkhamhaeng University.

3. To compare the students’ attitude toward English as a foreign language learning between students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University.
3.1 To compare the students’ attitude toward English as a foreign language learning between grade 10 students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University.

3.2 To compare the students’ attitude toward English as a foreign language learning between grade 11 students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University.

3.3 To compare the students’ attitude toward English as a foreign language learning between grade 12 students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University.

Main Findings

The findings for each research objective were presented below.

Research Objective 1

Research objective one was to determine the level of Thai upper secondary students’ attitudes toward English as a foreign language learning in Science-Mathematics program at the Demonstration School of Ramkhamhaeng University.

In general as, tables 5 – 8 below presented the details of Science-Mathematics students’ attitudes towards English language teacher, English language class, English language textbook, and English language work.
Table 5

Mean and Standard Deviation for Science-Mathematics Students’ Attitudes towards English language teacher (n=264)

<table>
<thead>
<tr>
<th>No.</th>
<th>Items</th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Way of teaching L2 subject matter</td>
<td>4.37</td>
<td>0.56</td>
<td>High</td>
</tr>
<tr>
<td>2</td>
<td>Behavior and attitude towards students</td>
<td>4.09</td>
<td>0.58</td>
<td>High</td>
</tr>
<tr>
<td>3</td>
<td>Class explanations</td>
<td>3.78</td>
<td>0.60</td>
<td>High</td>
</tr>
<tr>
<td>4</td>
<td>Class preparation</td>
<td>3.67</td>
<td>0.62</td>
<td>High</td>
</tr>
<tr>
<td>5</td>
<td>Favor students participation in class</td>
<td>3.65</td>
<td>0.71</td>
<td>High</td>
</tr>
<tr>
<td>6</td>
<td>Motivation to teach</td>
<td>3.81</td>
<td>0.79</td>
<td>High</td>
</tr>
<tr>
<td>7</td>
<td>Class materials</td>
<td>3.73</td>
<td>0.78</td>
<td>High</td>
</tr>
<tr>
<td>8</td>
<td>Motivates students</td>
<td>3.74</td>
<td>0.77</td>
<td>High</td>
</tr>
<tr>
<td>9</td>
<td>Class methodology</td>
<td>3.73</td>
<td>0.79</td>
<td>High</td>
</tr>
<tr>
<td>10</td>
<td>Assessment practices</td>
<td>3.72</td>
<td>0.88</td>
<td>High</td>
</tr>
<tr>
<td>11</td>
<td>Oral and written work balance</td>
<td>3.84</td>
<td>0.78</td>
<td>High</td>
</tr>
<tr>
<td>12</td>
<td>Audio visuals</td>
<td>3.77</td>
<td>0.77</td>
<td>High</td>
</tr>
<tr>
<td>13</td>
<td>Way students are treated</td>
<td>3.86</td>
<td>0.77</td>
<td>High</td>
</tr>
<tr>
<td>14</td>
<td>Variety of class work: pairs, group, individual</td>
<td>3.77</td>
<td>0.69</td>
<td>High</td>
</tr>
<tr>
<td>15</td>
<td>Discipline</td>
<td>3.78</td>
<td>0.71</td>
<td>High</td>
</tr>
<tr>
<td>16</td>
<td>Sociolinguistic and cultural emphasis</td>
<td>3.82</td>
<td>0.77</td>
<td>High</td>
</tr>
<tr>
<td>17</td>
<td>Games and free time activities</td>
<td>3.92</td>
<td>0.71</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3.83</td>
<td>0.72</td>
<td>High</td>
</tr>
</tbody>
</table>

In general as, Table 5 shown, the mean scores of Science-Mathematics students’ attitudes towards English language teacher were high, in the range of 3.51 – 4.50, according to the interpretation criteria, it meant Science-Mathematics students’ attitudes towards English language teacher were regarded as “high”
Table 6

Mean and Standard Deviation for Science-Mathematics Students’ Attitudes towards English Language Class (n=264)

<table>
<thead>
<tr>
<th>No.</th>
<th>Items</th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>L2 contents</td>
<td>4.16</td>
<td>0.60</td>
<td>High</td>
</tr>
<tr>
<td>19</td>
<td>Class materials</td>
<td>3.96</td>
<td>0.64</td>
<td>High</td>
</tr>
<tr>
<td>20</td>
<td>Teacher explanations</td>
<td>3.92</td>
<td>0.70</td>
<td>High</td>
</tr>
<tr>
<td>21</td>
<td>Teacher methodology</td>
<td>3.72</td>
<td>0.67</td>
<td>High</td>
</tr>
<tr>
<td>22</td>
<td>Students class participation rate</td>
<td>3.84</td>
<td>0.73</td>
<td>High</td>
</tr>
<tr>
<td>23</td>
<td>Written activities</td>
<td>3.14</td>
<td>0.95</td>
<td>Moderate</td>
</tr>
<tr>
<td>24</td>
<td>Oral activities</td>
<td>3.11</td>
<td>0.98</td>
<td>Moderate</td>
</tr>
<tr>
<td>25</td>
<td>Individual activities</td>
<td>3.17</td>
<td>1.04</td>
<td>Moderate</td>
</tr>
<tr>
<td>26</td>
<td>Team activities</td>
<td>3.10</td>
<td>1.01</td>
<td>Moderate</td>
</tr>
<tr>
<td>27</td>
<td>Activities in pairs</td>
<td>3.14</td>
<td>0.94</td>
<td>Moderate</td>
</tr>
<tr>
<td>28</td>
<td>Teacher corrections</td>
<td>3.84</td>
<td>0.71</td>
<td>High</td>
</tr>
<tr>
<td>29</td>
<td>Discipline in class</td>
<td>3.82</td>
<td>0.78</td>
<td>High</td>
</tr>
<tr>
<td>30</td>
<td>Teacher assessment</td>
<td>3.87</td>
<td>0.74</td>
<td>High</td>
</tr>
<tr>
<td>31</td>
<td>Songs and games</td>
<td>3.83</td>
<td>0.73</td>
<td>High</td>
</tr>
<tr>
<td>32</td>
<td>Homework</td>
<td>3.12</td>
<td>1.01</td>
<td>Moderate</td>
</tr>
<tr>
<td>33</td>
<td>Class atmosphere</td>
<td>3.09</td>
<td>1.00</td>
<td>Moderate</td>
</tr>
<tr>
<td>34</td>
<td>Teacher pronunciation</td>
<td>3.82</td>
<td>0.79</td>
<td>High</td>
</tr>
<tr>
<td>35</td>
<td>Class pacing</td>
<td>3.81</td>
<td>0.74</td>
<td>High</td>
</tr>
<tr>
<td>36</td>
<td>Classmates</td>
<td>3.77</td>
<td>0.68</td>
<td>High</td>
</tr>
</tbody>
</table>

| Total |      | 3.59 | 0.81 | High          |

In general as, Table 6 shown, the mean scores of Science-Mathematics students’ attitudes towards English language class were high, in the range of 3.51 – 4.50, according to the interpretation criteria, it meant Science-Mathematics students’ attitudes towards English language class were regarded as “high”
Table 7

*Mean and Standard Deviation for Science-Mathematics Students’ Attitudes towards English language textbooks (n=264)*

<table>
<thead>
<tr>
<th>No.</th>
<th>Items</th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>37</td>
<td>Textbook format</td>
<td>4.06</td>
<td>0.67</td>
<td>High</td>
</tr>
<tr>
<td>38</td>
<td>Textbook contents</td>
<td>3.87</td>
<td>0.65</td>
<td>High</td>
</tr>
<tr>
<td>39</td>
<td>Textbook organization and structure</td>
<td>3.84</td>
<td>0.73</td>
<td>High</td>
</tr>
<tr>
<td>40</td>
<td>Connection with other areas of the curriculum</td>
<td>3.74</td>
<td>0.73</td>
<td>High</td>
</tr>
<tr>
<td>41</td>
<td>Textbook variety</td>
<td>3.83</td>
<td>0.78</td>
<td>High</td>
</tr>
<tr>
<td>42</td>
<td>Songs and games</td>
<td>3.79</td>
<td>0.78</td>
<td>High</td>
</tr>
<tr>
<td>43</td>
<td>Review if previous content</td>
<td>3.69</td>
<td>0.76</td>
<td>High</td>
</tr>
<tr>
<td>44</td>
<td>Table, charts</td>
<td>3.67</td>
<td>0.81</td>
<td>High</td>
</tr>
<tr>
<td>45</td>
<td>Dialogs</td>
<td>3.00</td>
<td>1.02</td>
<td>Moderate</td>
</tr>
<tr>
<td>46</td>
<td>Conversation activities</td>
<td>3.13</td>
<td>1.02</td>
<td>Moderate</td>
</tr>
<tr>
<td>47</td>
<td>Writing activities</td>
<td>3.11</td>
<td>0.96</td>
<td>Moderate</td>
</tr>
<tr>
<td>48</td>
<td>Reading activities</td>
<td>3.16</td>
<td>1.00</td>
<td>Moderate</td>
</tr>
<tr>
<td>49</td>
<td>Listening</td>
<td>3.22</td>
<td>1.00</td>
<td>Moderate</td>
</tr>
<tr>
<td>50</td>
<td>Vocabularies activities</td>
<td>3.86</td>
<td>0.73</td>
<td>High</td>
</tr>
<tr>
<td>51</td>
<td>Phonetic activities</td>
<td>3.11</td>
<td>0.97</td>
<td>Moderate</td>
</tr>
<tr>
<td>52</td>
<td>Culture related activities</td>
<td>3.88</td>
<td>0.75</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>3.56</strong></td>
<td><strong>0.84</strong></td>
<td><strong>High</strong></td>
</tr>
</tbody>
</table>

In general, as Table 7 shown, the mean scores of Science-Mathematics students’ attitudes towards English language textbooks were high, in the range of 3.51 – 4.50, according to the interpretation criteria, it meant Science-Mathematics students’ attitudes towards English language textbooks were regarded as “high”
Table 8

Mean and Standard Deviation for Science-Mathematics Students’ Attitudes towards English Language Work (n=264)

<table>
<thead>
<tr>
<th>No.</th>
<th>Items</th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>53</td>
<td>Games and songs</td>
<td>3.96</td>
<td>0.68</td>
<td>High</td>
</tr>
<tr>
<td>54</td>
<td>Listening</td>
<td>3.96</td>
<td>0.65</td>
<td>High</td>
</tr>
<tr>
<td>55</td>
<td>Recording in video</td>
<td>3.81</td>
<td>0.76</td>
<td>High</td>
</tr>
<tr>
<td>56</td>
<td>Oral activities</td>
<td>3.18</td>
<td>1.01</td>
<td>Moderate</td>
</tr>
<tr>
<td>57</td>
<td>Vocabulary activities</td>
<td>3.08</td>
<td>0.98</td>
<td>Moderate</td>
</tr>
<tr>
<td>58</td>
<td>Team activities</td>
<td>3.12</td>
<td>0.97</td>
<td>Moderate</td>
</tr>
<tr>
<td>59</td>
<td>Individual activities</td>
<td>3.08</td>
<td>0.96</td>
<td>Moderate</td>
</tr>
<tr>
<td>60</td>
<td>Activities in pairs</td>
<td>3.22</td>
<td>1.00</td>
<td>Moderate</td>
</tr>
<tr>
<td>61</td>
<td>Dialogs</td>
<td>3.07</td>
<td>0.95</td>
<td>Moderate</td>
</tr>
<tr>
<td>62</td>
<td>Pronunciation activities</td>
<td>3.19</td>
<td>0.96</td>
<td>Moderate</td>
</tr>
<tr>
<td>63</td>
<td>Oral comprehension activities</td>
<td>3.16</td>
<td>1.00</td>
<td>Moderate</td>
</tr>
<tr>
<td>64</td>
<td>Activities that involve going out</td>
<td>3.21</td>
<td>0.95</td>
<td>Moderate</td>
</tr>
<tr>
<td>65</td>
<td>Grammar activities</td>
<td>3.06</td>
<td>0.99</td>
<td>Moderate</td>
</tr>
<tr>
<td>66</td>
<td>Writing activities</td>
<td>3.22</td>
<td>0.94</td>
<td>Moderate</td>
</tr>
<tr>
<td>67</td>
<td>Conversation activities</td>
<td>3.19</td>
<td>0.95</td>
<td>Moderate</td>
</tr>
<tr>
<td>68</td>
<td>Culture and civilization activities</td>
<td>3.84</td>
<td>0.7</td>
<td>High</td>
</tr>
<tr>
<td>69</td>
<td>Projects</td>
<td>3.84</td>
<td>0.72</td>
<td>High</td>
</tr>
<tr>
<td>70</td>
<td>Reading activities</td>
<td>3.87</td>
<td>0.71</td>
<td>High</td>
</tr>
<tr>
<td>71</td>
<td>Workbook activities</td>
<td>3.82</td>
<td>0.81</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>3.41</strong></td>
<td><strong>0.88</strong></td>
<td>Moderate</td>
</tr>
</tbody>
</table>

In general as, Table 8 shown, the mean scores of Science-Mathematics students’ attitudes towards English language work were moderate, in the range of 2.51 – 3.50, according to the interpretation criteria, it meant Science-Mathematics students’ attitudes towards English language work were regarded as “moderate”
Table 9

*The Level of Science-Mathematics Students’ Attitudes towards English as a Foreign Language Learning (n=264)*

<table>
<thead>
<tr>
<th>Attitudes</th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language teacher</td>
<td>3.83</td>
<td>0.72</td>
<td>High</td>
</tr>
<tr>
<td>English language class</td>
<td>3.59</td>
<td>0.81</td>
<td>High</td>
</tr>
<tr>
<td>English language textbook</td>
<td>3.56</td>
<td>0.84</td>
<td>High</td>
</tr>
<tr>
<td>English language work</td>
<td>3.41</td>
<td>0.88</td>
<td>Moderate</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3.60</strong></td>
<td><strong>0.81</strong></td>
<td><strong>High</strong></td>
</tr>
</tbody>
</table>

Table 9 presented the level of Science-Mathematics students’ attitudes towards English as a foreign language learning as a foreign language and presented the mean score of upper students in Science-Mathematics and Arts-Language.

**Research Objective 2**

Research objective two was to determine the level of Thai upper secondary students’ attitudes toward English as a foreign language learning in Arts-Language program at the Demonstration School of Ramkhamhaeng University.

In general as, tables 10 – 13 below shown the details of Arts-Language students’ attitudes towards English language teacher, English language class, English language textbook, and English language work.
Table 10

Mean and Standard Deviation for Arts-Language Students’ Attitudes towards English Language Teacher (n=167)

<table>
<thead>
<tr>
<th>No.</th>
<th>Items</th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Way of teaching L2 subject matter</td>
<td>4.4</td>
<td>0.56</td>
<td>High</td>
</tr>
<tr>
<td>2</td>
<td>Behavior and attitude towards students</td>
<td>4.13</td>
<td>0.58</td>
<td>High</td>
</tr>
<tr>
<td>3</td>
<td>Class explanations</td>
<td>3.82</td>
<td>0.64</td>
<td>High</td>
</tr>
<tr>
<td>4</td>
<td>Class preparation</td>
<td>3.73</td>
<td>0.64</td>
<td>High</td>
</tr>
<tr>
<td>5</td>
<td>Favor students participation in class</td>
<td>3.68</td>
<td>0.78</td>
<td>High</td>
</tr>
<tr>
<td>6</td>
<td>Motivation to teach</td>
<td>3.8</td>
<td>0.75</td>
<td>High</td>
</tr>
<tr>
<td>7</td>
<td>Class materials</td>
<td>3.79</td>
<td>0.78</td>
<td>High</td>
</tr>
<tr>
<td>8</td>
<td>Motivates students</td>
<td>3.78</td>
<td>0.77</td>
<td>High</td>
</tr>
<tr>
<td>9</td>
<td>Class methodology</td>
<td>3.74</td>
<td>0.83</td>
<td>High</td>
</tr>
<tr>
<td>10</td>
<td>Assessment practices</td>
<td>3.76</td>
<td>0.88</td>
<td>High</td>
</tr>
<tr>
<td>11</td>
<td>Oral and written work balance</td>
<td>3.85</td>
<td>0.83</td>
<td>High</td>
</tr>
<tr>
<td>12</td>
<td>Audio visuals</td>
<td>3.72</td>
<td>0.70</td>
<td>High</td>
</tr>
<tr>
<td>13</td>
<td>Way students are treated</td>
<td>3.82</td>
<td>0.80</td>
<td>High</td>
</tr>
<tr>
<td>14</td>
<td>Variety of class work: pairs, group, individual</td>
<td>3.78</td>
<td>0.72</td>
<td>High</td>
</tr>
<tr>
<td>15</td>
<td>Discipline</td>
<td>3.66</td>
<td>0.71</td>
<td>High</td>
</tr>
<tr>
<td>16</td>
<td>Sociolinguistic and cultural emphasis</td>
<td>3.84</td>
<td>0.75</td>
<td>High</td>
</tr>
<tr>
<td>17</td>
<td>Games and free time activities</td>
<td>3.92</td>
<td>0.73</td>
<td>High</td>
</tr>
</tbody>
</table>

Total 3.84 0.73 High

In general as, Table 10 shown, the mean scores of Arts-Language students’ attitudes towards English language teacher were high, in the range of 3.51 – 4.50, according to the interpretation criteria, it meant Arts-Language students’ attitudes towards English language teacher were regarded as “high”
Table 11

Mean and Standard Deviation for Arts-Language Students’ Attitudes towards English

Language Class (n=167)

<table>
<thead>
<tr>
<th>No.</th>
<th>Items</th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>L2 contents</td>
<td>4.16</td>
<td>0.65</td>
<td>High</td>
</tr>
<tr>
<td>19</td>
<td>Class materials</td>
<td>3.94</td>
<td>0.62</td>
<td>High</td>
</tr>
<tr>
<td>20</td>
<td>Teacher explanations</td>
<td>3.87</td>
<td>0.71</td>
<td>High</td>
</tr>
<tr>
<td>21</td>
<td>Teacher methodology</td>
<td>3.77</td>
<td>0.71</td>
<td>High</td>
</tr>
<tr>
<td>22</td>
<td>Students class participation rate</td>
<td>3.86</td>
<td>0.68</td>
<td>High</td>
</tr>
<tr>
<td>23</td>
<td>Written activities</td>
<td>3.93</td>
<td>0.75</td>
<td>High</td>
</tr>
<tr>
<td>24</td>
<td>Oral activities</td>
<td>3.92</td>
<td>0.69</td>
<td>High</td>
</tr>
<tr>
<td>25</td>
<td>Individual activities</td>
<td>3.92</td>
<td>0.73</td>
<td>High</td>
</tr>
<tr>
<td>26</td>
<td>Team activities</td>
<td>3.91</td>
<td>0.75</td>
<td>High</td>
</tr>
<tr>
<td>27</td>
<td>Activities in pairs</td>
<td>3.83</td>
<td>0.69</td>
<td>High</td>
</tr>
<tr>
<td>28</td>
<td>Teacher corrections</td>
<td>3.89</td>
<td>0.69</td>
<td>High</td>
</tr>
<tr>
<td>29</td>
<td>Discipline in class</td>
<td>3.83</td>
<td>0.81</td>
<td>High</td>
</tr>
<tr>
<td>30</td>
<td>Teacher assessment</td>
<td>3.83</td>
<td>0.76</td>
<td>High</td>
</tr>
<tr>
<td>31</td>
<td>Songs and games</td>
<td>3.84</td>
<td>0.77</td>
<td>High</td>
</tr>
<tr>
<td>32</td>
<td>Homework</td>
<td>3.87</td>
<td>0.78</td>
<td>High</td>
</tr>
<tr>
<td>33</td>
<td>Class atmosphere</td>
<td>3.88</td>
<td>0.71</td>
<td>High</td>
</tr>
<tr>
<td>34</td>
<td>Teacher pronunciation</td>
<td>3.88</td>
<td>0.81</td>
<td>High</td>
</tr>
<tr>
<td>35</td>
<td>Class pacing</td>
<td>3.84</td>
<td>0.74</td>
<td>High</td>
</tr>
<tr>
<td>36</td>
<td>Classmates</td>
<td>3.84</td>
<td>0.71</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>3.88</td>
<td>0.72</td>
<td>High</td>
</tr>
</tbody>
</table>

In general as, Table 11 shown, the mean scores of Arts-Language students’ attitudes towards English language class were high, in the range of 3.51 – 4.50, according to the interpretation criteria, it meant Arts-Language students’ attitudes towards English language class were regarded as “high”
Table 12

*Mean and Standard Deviation for Arts-Language Students’ Attitudes towards English Language Textbooks (n=167)*

<table>
<thead>
<tr>
<th>No.</th>
<th>Items</th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>37</td>
<td>Textbook format</td>
<td>4.03</td>
<td>0.69</td>
<td>High</td>
</tr>
<tr>
<td>38</td>
<td>Textbook contents</td>
<td>3.87</td>
<td>0.65</td>
<td>High</td>
</tr>
<tr>
<td>39</td>
<td>Textbook organization and structure</td>
<td>3.78</td>
<td>0.70</td>
<td>High</td>
</tr>
<tr>
<td>40</td>
<td>Connection with other areas of the curriculum</td>
<td>3.77</td>
<td>0.70</td>
<td>High</td>
</tr>
<tr>
<td>41</td>
<td>Textbook variety</td>
<td>3.81</td>
<td>0.77</td>
<td>High</td>
</tr>
<tr>
<td>42</td>
<td>Songs and games</td>
<td>3.82</td>
<td>0.79</td>
<td>High</td>
</tr>
<tr>
<td>43</td>
<td>Review if previous content</td>
<td>3.74</td>
<td>0.76</td>
<td>High</td>
</tr>
<tr>
<td>44</td>
<td>Table, charts</td>
<td>3.71</td>
<td>0.8</td>
<td>High</td>
</tr>
<tr>
<td>45</td>
<td>Dialogs</td>
<td>3.79</td>
<td>0.83</td>
<td>High</td>
</tr>
<tr>
<td>46</td>
<td>Conversation activities</td>
<td>3.89</td>
<td>0.79</td>
<td>High</td>
</tr>
<tr>
<td>47</td>
<td>Writing activities</td>
<td>3.77</td>
<td>0.70</td>
<td>High</td>
</tr>
<tr>
<td>48</td>
<td>Reading activities</td>
<td>3.71</td>
<td>0.65</td>
<td>High</td>
</tr>
<tr>
<td>49</td>
<td>Listening</td>
<td>3.86</td>
<td>0.70</td>
<td>High</td>
</tr>
<tr>
<td>50</td>
<td>Vocabularies activities</td>
<td>3.82</td>
<td>0.75</td>
<td>High</td>
</tr>
<tr>
<td>51</td>
<td>Phonetic activities</td>
<td>3.9</td>
<td>0.74</td>
<td>High</td>
</tr>
<tr>
<td>52</td>
<td>Culture related activities</td>
<td>3.86</td>
<td>0.74</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>3.82</strong></td>
<td><strong>0.74</strong></td>
<td><strong>High</strong></td>
</tr>
</tbody>
</table>

In general as, Table 12 shown, the mean scores of Arts-Language students’ attitudes towards English language textbooks were high, in the range of 3.51 – 4.50, according to the interpretation criteria, it meant Arts-Language students’ attitudes towards English language textbooks were regarded as “high”
Table 13

Mean and Standard Deviation for Arts-Language Students’ Attitudes towards English Language Work (n=167)

<table>
<thead>
<tr>
<th>No.</th>
<th>Items</th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>53</td>
<td>Games and songs</td>
<td>3.98</td>
<td>0.75</td>
<td>High</td>
</tr>
<tr>
<td>54</td>
<td>Listening</td>
<td>4.01</td>
<td>0.69</td>
<td>High</td>
</tr>
<tr>
<td>55</td>
<td>Recording in video</td>
<td>3.82</td>
<td>0.76</td>
<td>High</td>
</tr>
<tr>
<td>56</td>
<td>Oral activities</td>
<td>3.83</td>
<td>0.74</td>
<td>High</td>
</tr>
<tr>
<td>57</td>
<td>Vocabulary activities</td>
<td>3.75</td>
<td>0.80</td>
<td>High</td>
</tr>
<tr>
<td>58</td>
<td>Team activities</td>
<td>3.78</td>
<td>0.77</td>
<td>High</td>
</tr>
<tr>
<td>59</td>
<td>Individual activities</td>
<td>3.75</td>
<td>0.78</td>
<td>High</td>
</tr>
<tr>
<td>60</td>
<td>Activities in pairs</td>
<td>3.80</td>
<td>0.75</td>
<td>High</td>
</tr>
<tr>
<td>61</td>
<td>Dialogs</td>
<td>3.74</td>
<td>0.79</td>
<td>High</td>
</tr>
<tr>
<td>62</td>
<td>Pronunciation activities</td>
<td>3.81</td>
<td>0.72</td>
<td>High</td>
</tr>
<tr>
<td>63</td>
<td>Oral comprehension activities</td>
<td>3.85</td>
<td>0.80</td>
<td>High</td>
</tr>
<tr>
<td>64</td>
<td>Activities that involve going out</td>
<td>3.81</td>
<td>0.77</td>
<td>High</td>
</tr>
<tr>
<td>65</td>
<td>Grammar activities</td>
<td>3.35</td>
<td>0.95</td>
<td>High</td>
</tr>
<tr>
<td>66</td>
<td>Writing activities</td>
<td>3.79</td>
<td>0.81</td>
<td>High</td>
</tr>
<tr>
<td>67</td>
<td>Conversation activities</td>
<td>3.81</td>
<td>0.73</td>
<td>High</td>
</tr>
<tr>
<td>68</td>
<td>Culture and civilization activities</td>
<td>3.78</td>
<td>0.73</td>
<td>High</td>
</tr>
<tr>
<td>69</td>
<td>Projects</td>
<td>3.80</td>
<td>0.74</td>
<td>High</td>
</tr>
<tr>
<td>70</td>
<td>Reading activities</td>
<td>3.84</td>
<td>0.79</td>
<td>High</td>
</tr>
<tr>
<td>71</td>
<td>Workbook activities</td>
<td>3.80</td>
<td>0.82</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>3.80</strong></td>
<td><strong>0.77</strong></td>
<td><strong>High</strong></td>
</tr>
</tbody>
</table>

In general as Table 13 shown, the mean scores of Arts-Language students’ attitudes towards English language work were high, in the range of 3.51 – 4.50, according to the interpretation criteria, it meant Arts-Language students’ attitudes towards English language work were regarded as “high”
Table 14

*The Level of Arts-Language Students’ Attitudes towards English as a Foreign Language Learning (n=167)*

<table>
<thead>
<tr>
<th>Attitudes</th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language teacher</td>
<td>3.84</td>
<td>0.73</td>
<td>High</td>
</tr>
<tr>
<td>English language Class</td>
<td>3.88</td>
<td>0.72</td>
<td>High</td>
</tr>
<tr>
<td>English language textbooks</td>
<td>3.82</td>
<td>0.74</td>
<td>High</td>
</tr>
<tr>
<td>English language work</td>
<td>3.80</td>
<td>0.77</td>
<td>High</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3.83</td>
<td>0.74</td>
<td>High</td>
</tr>
</tbody>
</table>

Table 14 presented the level of Arts-Language students’ attitudes towards English as a foreign language learning as a foreign language and presented the mean score of upper students in Science-Mathematics and Arts-Language. Moreover, the levels to which the students’ attitudes were generally high with the total mean score of 3.83. It indicated that the students in Arts-Language satisfied with English as a foreign language learning at the Demonstration of Ramkhamhaeng University.

In general, Table 15 presents the total mean scores of Science-Mathematics and Arts-Language students’ attitudes towards English as a foreign language learning as a foreign language were high, in the range of 3.51 – 4.50, according to the interpretation criteria, it meant Science-Mathematics and Arts-Language students’ attitudes towards English as a foreign language learning as a foreign language were regarded as “high”
Table 15

Comparison the Level of Science-Mathematics and Arts-Language Students’ Attitudes towards English as a Foreign Language Learning

<table>
<thead>
<tr>
<th>Attitudes</th>
<th>Science-Mathematics (n=264)</th>
<th>Arts-Language (n=167)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>English language teacher</td>
<td>3.83</td>
<td>0.72</td>
</tr>
<tr>
<td>English language Class</td>
<td>3.59</td>
<td>0.81</td>
</tr>
<tr>
<td>English language textbooks</td>
<td>3.56</td>
<td>0.84</td>
</tr>
<tr>
<td>English language work</td>
<td>3.41</td>
<td>0.88</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3.60</td>
<td>0.81</td>
</tr>
</tbody>
</table>

Meanwhile, Table 15 also showed, in details, the mean score of Science-Mathematics students’ attitudes towards English language teacher were high; the mean score of Science-Mathematics students’ attitudes towards English language class were high; the mean score of Science-Mathematics students’ attitudes towards English language textbook were high; the mean score of Science-Mathematics students’ attitudes towards English language work were moderate. According to the interpretation criteria, it meant Science-Mathematics Students’ Attitudes towards English as a foreign language Learning as a Foreign Language including English language teacher, English language class, English language textbook, and English language work at the Demonstration School of Ramkhamhaeng University were “high”.

In general as, Table 15 shown, the total mean scores of Arts-Language students’ attitudes towards English as a foreign language learning as a foreign language were high, in the range of 3.51 – 4.50, according to the interpretation criteria, it meant Arts-Language students’ attitudes towards English as a foreign language learning were regarded as “high”. Meanwhile, Table 15 also showed, in
details, the mean score of Arts-Language students’ attitudes towards English language teacher were high; the mean score of Arts-Language students’ attitudes towards English language class were high; the mean score of Arts-Language students’ attitudes towards English language textbook were high; the mean score of Arts-Language students’ attitudes towards English language work were high. All those mean scores were in the range of 3.51 – 4.50. According to the interpretation criteria, it meant Arts-Language Students’ Attitudes towards English as a foreign language Learning as a Foreign Language including English language teacher, English language class, English language textbook, and English language work at the Demonstration School of Ramkhamhaeng University were “high”

Research Objective 3

The researcher compared the students’ attitude toward English as a foreign language learning between students in Science-Mathematics and Arts-Language programs as the second research objective. According to this objective, the researcher set up a “Research Hypothesis” as follow;

1. There is a significant difference between grade 10 students in Science-Mathematics and students in Arts-Language programs at the Demonstration School of Ramkhamhaeng University in their attitudes toward English as a foreign language learning.

2. There is a significant difference between grade 11 students in Science-Mathematics and students in Arts-Language programs at the Demonstration School of Ramkhamhaeng University in their attitudes toward English as a foreign language learning.
3. There is a significant difference between grade 12 students in Science-Mathematics and students in Arts-Language programs at the Demonstration School of Ramkhamhaeng University in their attitudes toward English as a foreign language learning.

Table 16

*Grade 10 Students' Attitudes Comparison between Science-Mathematics and Arts-Language Programs*

<table>
<thead>
<tr>
<th>Grade 10</th>
<th>Mean Score</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>t</td>
</tr>
<tr>
<td>Science-Mathematics</td>
<td>3.78</td>
<td>-1.578</td>
</tr>
<tr>
<td>Arts-Language</td>
<td>3.95</td>
<td></td>
</tr>
</tbody>
</table>

In order to test the research hypothesis, grade 10 students' attitudes of students in Science-Mathematics and Arts-Language programs based on sum scores were calculated and compared by independent sample t-test. As Table 18 shown, since the probability significant was .235, which was bigger than .05, the research hypothesis was rejected and thus meant “There is no significant difference between grade 10 students in Science-Mathematics and students in Arts-Language in their attitudes toward English as a foreign language learning.”

Table 17

*Grade 11 Students' Attitudes Comparison between Science-Mathematics and Arts-Language Programs*

<table>
<thead>
<tr>
<th>Grade 11</th>
<th>Mean Score</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>t</td>
</tr>
<tr>
<td>Science-Mathematics</td>
<td>3.55</td>
<td>-1.337</td>
</tr>
<tr>
<td>Arts-Language</td>
<td>3.76</td>
<td></td>
</tr>
</tbody>
</table>
In order to test the research hypothesis, grade 11 students' attitudes of students in Science-Mathematics and Arts-Language programs based on sum scores were calculated and compared by independent sample t-test. As Table 17 shown, since the probability significant was .331, which was bigger than .05, the research hypothesis was rejected and thus meant "There is no significant difference between grade 11 students in Science-Mathematics and students in Arts-Language in their attitudes toward English as a foreign language learning."

Table 18

<table>
<thead>
<tr>
<th>Grade 12</th>
<th>Mean Score</th>
<th>t-test for Equality of Means</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts-Language</td>
<td>3.72</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In order to test the research hypothesis, grade 12 students' attitudes of students in Science-Mathematics and Arts-Language programs based on sum scores were calculated and compared by independent sample t-test. As Table 20 shown, since the probability significant was .202, which was bigger than .05, the research hypothesis was rejected and thus meant "There is no significant difference between grade 12 students in Science-Mathematics and students in Arts-Language in their attitudes toward English as a foreign language learning."
Table 19

Comparison between Science-Mathematics and Arts-Language Students’ Attitudes at the Demonstration School of Ramkhamhaeng University

<table>
<thead>
<tr>
<th>Grade 10 - 12</th>
<th>Mean Score</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science-Mathematics</td>
<td>3.58</td>
<td>-2.881</td>
</tr>
<tr>
<td>Arts-Language</td>
<td>3.81</td>
<td>424</td>
</tr>
<tr>
<td></td>
<td></td>
<td>.419</td>
</tr>
</tbody>
</table>

In general as, table 19 shown the comparison between 264 Science-Mathematics students and 167 Arts-Language students’ attitudes towards English as a foreign language learning at the Demonstration School of Ramkhamhaeng University.

From these research hypotheses as follow, in order to test, the research hypotheses were rejected and thus meant;

Research hypothesis 1: There is a significant difference between students in Science-Mathematics and students in Arts-Language in their attitudes toward English as a foreign language learning at the level of 0.05.

There is no significant difference between students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University in their attitudes toward English as a foreign language learning.

Research hypothesis 2: There is a significant difference between grade 10 students in Science-Mathematics and students in Arts-Language in their attitudes toward English as a foreign language learning at the level of 0.05.

There is no significant difference between grade 10 students in Science-Mathematics and students in Arts-Language programs at the Demonstration School of Ramkhamhaeng University in their attitudes toward English as a foreign language learning.
Research hypothesis 3: There is a significant difference between grade 11 students in Science-Mathematics and students in Arts-Language in their attitudes toward English as a foreign language learning at the level of 0.05.

There is no significant difference between grade 11 students in Science-Mathematics and students in Arts-Language programs at the Demonstration School of Ramkhamhaeng University in their attitudes toward English as a foreign language learning.

Research hypothesis 4: There is a significant difference between grade 12 students in Science-Mathematics and students in Arts-Language in their attitudes toward English as a foreign language learning at the level of 0.05.

There is no significant difference between grade 12 students in Science-Mathematics and students in Arts-Language programs at the Demonstration School of Ramkhamhaeng University in their attitudes toward English as a foreign language learning.

Additional Findings

As the researcher noticed that among four dimensions of students’ attitudes, all of mean scores are not quite different. In order to test whether or not there was no significant difference of students’ attitudes of 4 dimensions between students in Science-Mathematics and Arts-Language programs. The researcher also did the independent sample t-test to compare the students’ attitudes of those 4 dimensions, including students’ attitudes towards English language teacher, English language class, English language textbooks, and English language work.

Table 20 below showed that independent sample t-test comparison of students’ attitudes towards four dimensions.
Table 20

Grade 10 – 12 Students’ Attitudes Comparison between Science-Mathematics and Arts-Language Programs at the Demonstration School of Ramkhamhaeng University

<table>
<thead>
<tr>
<th>Grade</th>
<th>Science-Mathematics and Arts-Language</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>t</td>
</tr>
<tr>
<td>10</td>
<td>English language teacher</td>
<td>-2.126</td>
</tr>
<tr>
<td></td>
<td>English language class</td>
<td>-1.274</td>
</tr>
<tr>
<td></td>
<td>English language textbooks</td>
<td>-1.754</td>
</tr>
<tr>
<td></td>
<td>English language work</td>
<td>-1.244</td>
</tr>
<tr>
<td>11</td>
<td>English language teacher</td>
<td>0.198</td>
</tr>
<tr>
<td></td>
<td>English language class</td>
<td>-1.793</td>
</tr>
<tr>
<td></td>
<td>English language textbooks</td>
<td>-1.172</td>
</tr>
<tr>
<td></td>
<td>English language work</td>
<td>-2.394</td>
</tr>
<tr>
<td>12</td>
<td>English language teacher</td>
<td>2.084</td>
</tr>
<tr>
<td></td>
<td>English language class</td>
<td>-3.903</td>
</tr>
<tr>
<td></td>
<td>English language textbooks</td>
<td>-3.028</td>
</tr>
<tr>
<td></td>
<td>English language work</td>
<td>-4.424</td>
</tr>
</tbody>
</table>

As the result shown, the significance probability of the difference of the grade 10 students’ attitudes towards English language teacher (.151), English language class (.330), English language textbooks (.167), and English language work (.274). Grade 11 students’ attitudes towards English language teacher (.513), English language class (.412), English language textbooks (.305), and English language work (.109). Grade 12 students’ attitudes towards English language teacher (.178), English language class (.283), English language textbooks (.135), and English language work (.200).
Table 21

Comparison between Science-Mathematics and Arts-Language Students' Attitudes on Four Dimensions

<table>
<thead>
<tr>
<th>Science-Mathematics and Arts-Language</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>t</td>
</tr>
<tr>
<td>English language teacher</td>
<td>-0.172</td>
</tr>
<tr>
<td>English language class</td>
<td>-3.504</td>
</tr>
<tr>
<td>English language textbooks</td>
<td>-3.095</td>
</tr>
<tr>
<td>English language work</td>
<td>-4.503</td>
</tr>
</tbody>
</table>

Summary

In this chapter, the results of the data analysis were presented and the researcher presented the research findings of the level of students' attitudes towards English as a foreign language learning held by upper secondary students in Science-Mathematics and Arts-Language programs at the demonstration school of Ramkhamhaeng University, academic year 2015.

In the next chapter, the researcher will discuss the findings, recommendations, and suggestions for school, students, and future researcher.
CHAPTER V

CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

This chapter presents a brief review of how this study was conducted, what instruments were used to collect the data, as well as the study's findings, conclusion, discussion, and recommendations for the school and future researcher.

Firstly, the study identified the demographic factor of respondents from both programs. Thus, the researcher tried to determine the level of Thai upper secondary students' attitudes toward English as a foreign language learning in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University.

The researcher selected the sample of two programs. A total of 431 survey questionnaires were distributed to students from both programs, and 431 respondents (100%) returned the valid surveys. There were three research objectives in this study.

1. To determine the level of upper secondary students' attitudes toward English as a foreign language learning in Science-Mathematics program at the Demonstration School of Ramkhamhaeng University.

2. To determine the level of upper secondary students' attitudes toward English as a foreign language learning in Arts-Language program at the Demonstration School of Ramkhamhaeng University.

3. To compare the students' attitude toward English as a foreign language learning between students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University.
3.1 To compare the students’ attitude toward English as a foreign language learning between grade 10 students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University.

3.2 To compare the students’ attitude toward English as a foreign language learning between grade 11 students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University.

3.3 To compare the students’ attitude toward English as a foreign language learning between grade 12 students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University.

Findings

The level of upper secondary students’ attitude towards English as a foreign language learning in Science-Mathematics and Arts-Language programs were high. This implied that the students in both programs were satisfied with English as a foreign language learning.

1. For students in Science-Mathematics program, they were satisfied with English language teacher, English language class, and English language textbook. On the other hand, they were neutral with English language work.

2. For students in Arts-Language program, they were satisfied with English language teacher, English language textbook, English language class, and English language work.
3. About comparison the students’ attitudes toward English as a foreign language learning in both programs, there is no significant difference between students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University in their attitudes toward English as a foreign language learning.

3.1 There is no significant difference between grade 10 students in Science-Mathematics and students in Arts-Language in their attitudes toward English as a foreign language learning at the Demonstration School of Ramkhamhaeng University.

3.2 There is no significant difference between grade 11 students in Science-Mathematics and students in Arts-Language in their attitudes toward English as a foreign language learning at the Demonstration School of Ramkhamhaeng University.

3.3 There is no significant difference between grade 12 students in Science-Mathematics and students in Arts-Language in their attitudes toward English as a foreign language learning at the Demonstration School of Ramkhamhaeng University.

The study contradicts the finding of Hosseini and Pourmandnia (2013) who concluded that effective learning strategies in the context and classroom were significant due to it showed that at heart of English as Foreign Language (EFL). Attitudes toward English language class and English language textbook are not the important to make students’ attitudes toward English as a foreign language learning between students in Science-Mathematics and Arts-Language different.
Conclusions

This section draws conclusion from the findings derived by data analysis.

The population in both programs distribution was different. The population composed of 264 students from Science-Mathematics program, and there were 167 students from Arts-Language program. There were 181 students in grade 10, there were 118 students in grade 11, and there were 132 students in grade 12.

In general, the students' attitudes in Science-Mathematics and Arts-Language programs were high and there is no significant difference of students' attitude between Science-Mathematics and Arts-Language programs.

For students' attitudes toward English language teacher, students in both programs were satisfied with the way of teaching English as a foreign language, class explanations, class preparation, favor students participation in class, motivates students, the way students are treated, etc.

For students' attitudes toward English language class, students in both programs were satisfied with class materials, class atmosphere, songs and games, class pacing, classmates, etc.

For students' attitudes toward English language textbook, students in both programs were satisfied with textbook format, textbook contents, connection with other areas of the curriculum, table and charts, dialog, textbook variety, etc.

For students' attitudes toward English language work, students in Science-Mathematics program were neutral and students in Arts-Language program were satisfied with oral activities, vocabulary activities, team activities, individual activities, activities in pairs, pronunciation activities, activities that involve going out, grammar activities, writing activities, conversation activities, reading activities, etc.
Discussion

1. What are Thai upper secondary students’ attitudes toward English as a foreign language learning in Science-Mathematics program at the Demonstration School of Ramkhamhaeng University?

As this study found, Science-Mathematics students’ attitudes towards English as a foreign language learning were high. The students most satisfied with English language teacher and the students least satisfied with English language work.

2. What are Thai upper secondary students’ attitudes toward English as a foreign language learning in Arts-Language program at the Demonstration School of Ramkhamhaeng University?

As this study found, Arts-Language students’ attitudes towards English as a foreign language learning were high. The students most satisfied with English language class and the students least satisfied with English language work.

In fact in both programs, there were no previous studied conducted about students’ attitude, while this study indicated that the general students’ attitudes towards English as a foreign language learning as a foreign language are “satisfied”.

3. Is there a significant difference between students in Science- Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University in their attitudes toward English as a foreign language learning?

When comparing the students’ attitudes in both programs, the researcher found that there were no significant differences between students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University.
1.1 Is there a significant difference between grade 10 students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University in their attitudes toward English as a foreign language learning?

The testing of research hypothesis results showed that the probability significance was .235, which was bigger than .05, thus the research hypothesis was rejected and thus meant there were no significant differences between grade 10 student in Science-Mathematics and Arts-Language. However, significant difference of students’ attitude towards English language teacher, English language class, English language textbook, and English language work were also founded in two programs, since the probability significant of students’ attitudes towards English language teacher (.151), English language class (.330), English language textbook (.167), and English language work (.274) were all higher than .05.

Regarding to English language teacher, Ghazali, Setia, Muthusamy, and Jusoff (2009) explained teachers play an important role in students’ education teacher exactly help students shape attitudes toward the teacher. It is necessary for teachers to be properly trained and prepared skills to positively achieve their tasks. Essentially, teachers need to know exactly how to read any text and to interpret the texts using critical thinking skills and they need to specify the cultural elements of texts because to neglect it may limit students’ participation and possibly result in misunderstanding. Moreover, Ghazali et al. (2009) explained the ability to produce their own additional materials is a skill that teachers need. Teachers should be able to search for information through the internet and modify it to fit with their students’ interest and proficiency level instead of depending on the Ministry of Education. It is essential that teachers are prepared with enough pedagogical content knowledge which positively impact classroom practices and in turns affect learning results and success of students.
1.2 Is there a significant difference between grade 11 students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University in their attitudes toward English as a foreign language learning?

The testing of research hypothesis results showed that the probability significance was .331, which was bigger than .05, thus the research hypothesis was rejected and thus meant there were no significant differences between grade 11 student in Science-Mathematics and Arts-Language. However, significant difference of students’ attitude towards English language teacher, English language class, English language textbook, and English language work were also founded in two programs, since the probability significant of students’ attitudes towards English language teacher (.513), English language class (.412), English language textbook (.305), and English language work (.109) were all higher than .05.

Regarding to English language work, according to Gardner (2007), attitude towards the other languages are not the only attitudes that would be involved, but recognition of others ethnicity, language, and tradition may call attends to many attitudes that may affect learning language skill. Therefore, homework or activities for learning are very important. It has high opportunities that many of attitudes become important for the first time in the language class. Exactly, many of the attitudes specifically associated with the group or the language are quite probably latent until the student meets the needs of learning the language in environments surrounded by the other language groups is not especially represented. Thus, English language works whether individual activities or activities in pairs are very important to make the students have positive attitudes toward English language work.
1.3 Is there a difference between grade 12 students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University in their attitudes toward English as a foreign language learning?

The testing of research hypothesis results showed that the probability significance was .202, which was bigger than .05, thus the research hypothesis was rejected and thus meant there were no significant differences between grade 12 student in Science-Mathematics and Arts-Language. However, significant difference of students’ attitude towards English language teacher, English language class, English language textbook, and English language work were also founded in two programs, since the probability significant of students’ attitudes towards English language teacher (.178), English language class (.283), English language textbook (.135), and English language work (.200) were all higher than .05.

Regarding to English language textbook, Uribe et al. (2013) described students’ attitudes towards English language textbook can measure students’ attitudes towards the lessons with special emphasis on the textbook and class exercises. Gardner (1985) explained attitudes as components of motivation in language learning and combination of effort and desire to understand the goal of learning the language and positive attitudes toward learning the language. Regarding to English language class, Uribe et al. (2013) explained the motivation to learn a foreign language is determined by basic feelings and behavior features such as the learner’s attitudes towards foreign people in general, and language in individual, motives for learning, and comprehensive attitudes. Thus, English language textbooks are important for students because if textbook contents and format are interesting, the students will have positive attitudes toward English language textbook.
Recommendations

Recommendations for school

According to the research finding, the researcher would like to recommend English as a foreign language learning about more how to create new techniques to design classwork or homework regarding students’ attitudes towards English language work. Thus, teacher should develop teaching styles and create new interesting works for students. Moreover, teachers can design activities to improve English skills for students. Actually, innovation can be used for English class such as smart board, e-learning, sound lab room, etc.

In fact, teachers are recommended to evaluate the students’ satisfaction towards their work in the classroom and homework, to understand the students’ attitude and how they feel about it and in order to develop a better teaching strategy for the students’ satisfaction. Moreover, teacher can create more opportunities in order to make them participate in academic activities.

Considering that the students had a high degree of satisfaction and they had positive attitudes to learn English as a foreign language learning, the researcher strongly recommends that the teacher become aware of the motivation related to success in learning English. The proper teaching and learning strategies to make them interested for learning English is very important. Therefore, the teacher should be aware of the difficulty of the content material and try to engage students, positive feelings of English language.
Recommendations for students

Actually, students should improve their English skills by participate in all activities in classroom and they can evaluate their attitudes by themselves while they do the evaluation form which teachers designed. Moreover, they can improve their English skills by developing the positive attitude towards English as a foreign language learning by practicing English skills in favorite activities such as listening to music, singing songs, watching movies, etc. but apply English to their activities. In practically, students should be self-confidence to speak English to the other person in the classroom. Because it is the training room, which is given the opportunity to learn, observe and ask the question in easily. Moreover, students have also recognized the new experience such as new vocabulary, coaching, encourage, participate and enjoyable in classroom.

Recommendations for future research

Thai students have no occasion to use English in their everyday life and they always worry about grammar, and idiomatic usage. Moreover, English classes are not challenging enough and they are too shy to speak English with friends, teacher, foreigners or others. This kind of study on students’ attitudes levels of English language teacher, class, textbook, and work should be also conducted not only in public school in Thailand, but also in other private school in Thailand. In fact, future researchers can develop English as a foreign language learning as a foreign language classroom environment for developing Thai students’ skill in English. However, it would be much better if the future researchers could conduct the research a bit longer for instance a month, and at more schools in Thailand.
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&type=pdf
APPENDICES
APPENDIX A

Certification of Translation
CERTIFICATION OF TRANSLATION

To Whom It May Concern:

I, Miss Sirinna Suriya-Amrit, Director of Grand Mercantile Ltd., Part., Registration No. 0103555033220, do hereby certify that the translation of the attachment document(s) was executed by a professional translator competent to translate from English to Thai, and is to the best of my professional knowledge and belief, a true and faithful rendering of the original document(s) in English.

In witness, whereof, I have affixed the company stamp and my signature to all pages of the documents.

In Thailand, this 21st day of October 2015

Miss Sirinna Suriya-Amrit
Director
**English language teacher (อาจารย์สอนภาษาอังกฤษ)**

<table>
<thead>
<tr>
<th>No.</th>
<th>Attitudes toward English Learning</th>
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<tbody>
<tr>
<td>1</td>
<td>Way of teaching L2 subject matter</td>
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<td>Behavior and attitude towards students</td>
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<td>3</td>
<td>Class explanations</td>
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<td>4</td>
<td>Class preparation</td>
</tr>
<tr>
<td>5</td>
<td>Favor students participation in class</td>
</tr>
<tr>
<td>6</td>
<td>Motivation to teach</td>
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<td>7</td>
<td>Class materials</td>
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<tr>
<td>8</td>
<td>Motivates students</td>
</tr>
<tr>
<td>9</td>
<td>Class methodology</td>
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<td>Oral and written work balance</td>
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<td>Way students are treated</td>
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<td>Variety of class work pairs, group, individual</td>
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<td>15</td>
<td>Discipline</td>
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<td>16</td>
<td>Sociolinguistic and cultural emphasis</td>
</tr>
<tr>
<td>17</td>
<td>Games and free time activities</td>
</tr>
</tbody>
</table>

Certified correct translation วิทยาศาสตร์คอมพิวเตอร์

---

*Note:* Please read each item carefully whether you are Very Satisfied, Satisfied, Neutral, Dissatisfied, or Very Dissatisfied and mark ✅ in the appropriate box.
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Certified correct transcription

Miss Sirinna Surya Amn
Grand Mercantile Ltd., Pkt.
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Certified correct translation
ร่างแปลตอถตตง

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APPENDIX B

Questionnaire
แบบสำรวจคัดคือของนักเรียนที่มีต่อการเรียนภาษาอังกฤษในภาษาต่างประเทศ

ส่วนที่ 1: ข้อมูลส่วนตัว
ค่าสัมประสิทธิ์: กรุณาอ่านคำถามอย่างระมัดระวังและทำเครื่องหมาย ในข้อที่เหมาะสม
1. ชั้นมัธยมศึกษาปีที่ □ ม.4 □ ม.5 □ ม.6
2. สาย □ วิทย์-คณิต □ คณิต-ภาษา

ส่วนที่ 2: คัดคือของนักเรียนไทยที่มีต่อการเรียนภาษาอังกฤษ
ค่าสัมประสิทธิ์: กรุณาอ่านคำถามอย่างระมัดระวังและทำเครื่องหมาย ในข้อที่เหมาะสม
5 = พอใจมาก 4 = พอใจ 3 = เบ دي 2 = ไม่พอใจ 1 = ไม่พอใจมาก

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คำชี้แจง: ถ้ามีอาการหลากหลายรวมถึงทุกอาการ ให้เลือกไว้ตามระดับ 5 แต่ละอาการ 4 = อาการหนัก 3 = เริ่มต้น 2 = ไม่รู้สึก 1 = ไม่รู้สึก

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APPENDIX C

Validity of the Instrument
Validity of the Instrument

Experts for checking the research instrument

1. **Asst. Prof. Pawinee Ounwattana**
   - Master of Education in Teaching English as a Foreign Language (EFL)
   - Lecturer at Rajamangala University of Technology Phra Nakhon

2. **Asst. Prof. Gaysinee Bumroongthai**
   - Master of Arts in Applied Linguistics
   - Lecturer at Rajamangala University of Technology Phra Nakhon

3. **Asst. Prof. Dr. Wipada Prasansaph**
   - Doctor of Education in TESOL Policy
   - Lecturer at Suan Sunandha Rajabhat University

4. **Dr. Duangkamol Thitivesa**
   - Doctor of Education in TESOL Policy
   - Lecturer at Suan Sunandha Rajabhat University

5. **Asst. Prof. Tawatchai Teanprative**
   - Master of Education in Higher Education
   - Lecturer at Rajamangala University of Technology Rattanakosin
APPENDIX D

Letters for Collecting Data and Content Validity of the Instrument
Ref: DE 008/2016

February 12, 2016

Director
The Demonstration School of Ramkhamhaeng University
2086 Ramkhamhaeng Rd.
Hua-mak,
Bangkapi,
Bangkok 10240

Dear Director,

I would like to introduce Ms. Nataporn Manachon who is student in the Master of Education Program in Curriculum and Instruction, Graduate School of Human Sciences, Assumption University. Ms. Nataporn is conducting a thesis on "A COMPARATIVE STUDY OF ATTITUDES TOWARD ENGLISH AS A FOREIGN LANGUAGE LEARNING HELD BY UPPER SECONDARY STUDENTS IN SCIENCE-MATHEMATICS AND ARTS-LANGUAGE PROGRAMS AT THE DEMONSTRATION SCHOOL OF RAMKHAMHAENG UNIVERSITY" under the supervision of Assoc. Prof. Dr. Suwattana Eamoraphan.

In this regard, Ms. Nataporn would like your kind permission to collect data in your institute.

Should you need more information, please contact the student at email red.jinnee@hotmail.com. Thank you so much in anticipation of your positive reply relating to this request and her possible further information needs.

Very truly yours,

[Signature]

Dr. Sangob Laksana
Dean, Graduate School of Human Sciences
Assumption University
February 12, 2016

Asst. Prof. Gaysinee Bumroongthai
Rajamangala University of Technology Phra Nakhon
399 Samsen Rd.
Vachira Phayaban
Dusit
Bangkok 10300

Dear Asst. Prof. Gaysinee Bumroongthai,

I would like to introduce Ms. Nataporn Manachon who is student in the Master of Education Program in Curriculum and Instruction, Graduate School of Human Sciences, Assumption University. Ms. Nataporn is conducting a thesis on “A COMPARATIVE STUDY OF ATTITUDES TOWARD ENGLISH AS A FOREIGN LANGUAGE LEARNING HELD BY UPPER SECONDARY STUDENTS IN SCIENCE-MATHEMATICS AND ARTS-LANGUAGE PROGRAMS AT THE DEMONSTRATION SCHOOL OF RAMKHAMHAENG UNIVERSITY” under the supervision of Assoc. Prof. Dr. Suwattana Eamoraphan.

Ms. Nataporn would like your comments and suggestions on the content validity of her research instrument.

Please accept my sincere gratitude for your support and much needed assistance in this matter. Should you need more information, please contact Ms. Nataporn at email red_jinnee@hotmail.com or mobile phone 084-053-4596. Thank you so much in anticipation of your positive reply relating to this request and her possible further information needs.

Very truly yours,

[Signature]

Dr. Sangob Laksana
Dean, Graduate School of Human Sciences
Assumption University
February 12, 2016

Asst. Prof. Pawinee Ounwattana
Rajamangala University of Technology Phra Nakhon
399 Samsen Rd.
Vachira Phayaban
Dusit
Bangkok 10300

Dear Asst. Prof. Pawinee Ounwattana,

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Very truly yours,

Dr. Sangob Laksana
Dean, Graduate School of Human Sciences
Assumption University
Ref: DE 009/2016

February 12, 2016

Dr. Duangkamol Thitivesa
Suan Sunandha Rajabhat University
1 U-Thong Nok Road,
Dusit,
Bangkok 10300

Dear Dr. Duangkamol Thitivesa,

I would like to introduce Ms. Nataporn Manachon who is student in the Master of Education Program in Curriculum and Instruction, Graduate School of Human Sciences, Assumption University. Ms. Nataporn is conducting a thesis on “A COMPARATIVE STUDY OF ATTITUDES TOWARD ENGLISH AS A FOREIGN LANGUAGE LEARNING HELD BY UPPER SECONDARY STUDENTS IN SCIENCE-MATHMATICS AND ARTS-LANGUAGE PROGRAMS AT THE DEMONSTRATION SCHOOL OF RAMKHAMHAENG UNIVERSITY” under the supervision of Assoc. Prof. Dr. Suwattana Eamoraphan.

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Very truly yours,

Dr. Sangob Laksana
Dean, Graduate School of Human Sciences
Assumption University
Ref. DE 009/2016

Graduate School of Human Sciences
Assumption University
Hua Mak, Bangkapi
Bangkok 10240

February '12, 2016

Asst. Prof. Dr. Wipada Prasansaph
Suan Sunandha Rajabhat University
1 U-Thong Nok Road,
Dusit,
Bangkok 10300

Dear Asst. Prof. Dr. Wipada Prasansaph,

I would like to introduce Ms. Nataporn Manachon who is student in the Master of Education Program in Curriculum and Instruction, Graduate School of Human Sciences, Assumption University. Ms. Nataporn is conducting a thesis on “A COMPARATIVE STUDY OF ATTITUDES TOWARD ENGLISH AS A FOREIGN LANGUAGE LEARNING HELD BY UPPER SECONDARY STUDENTS IN SCIENCE-MATHEMATICS AND ARTS-LANGUAGE PROGRAMS AT THE DEMONSTRATION SCHOOL OF RAMKHAMHAENG UNIVERSITY” under the supervision of Assoc. Prof. Dr. Suwattana Eamoraphan.

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Very truly yours,

[Signature]

Dr. Sangob Laksana
Dean, Graduate School of Human Sciences
Assumption University

February 12, 2016

Asst. Prof. Tawatchai Teanpratit
Rajamangala University of Technology Rattanakosin
96 Moo.3 Phutthamonthon sai 5 Rd.,
Salaya,
Buddha Monthon,
Nakhonpathom 73170

Dear Asst. Prof. Tawatchai Teanpratit,

I would like to introduce Ms. Nataporn Manachon who is student in the Master of Education Program in Curriculum and Instruction, Graduate School of Human Sciences, Assumption University. Ms. Nataporn is conducting a thesis on “A COMPARATIVE STUDY OF ATTITUDES TOWARD ENGLISH AS A FOREIGN LANGUAGE LEARNING HELD BY UPPER SECONDARY STUDENTS IN SCIENCE-MATHEMATICS AND ARTS-LANGUAGE PROGRAMS AT THE DEMONSTRATION SCHOOL OF RAMKHAMHAENG UNIVERSITY” under the supervision of Assoc. Prof. Dr. Suwattana Eamoraphan.

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Very truly yours,

Dr. Sangob Laksana
Dean, Graduate School of Human Sciences
Assumption University
BIOGRAPHY
NATAPORN MANACHON

Bangkok, Thailand
Contact No.: +66840534596
E-mail: super_nat@icloud.com

Education

Master of Education  Major in Curriculum and Instruction
Assumption University of Thailand
Bangkok, Thailand

Bachelor of Arts  Major in English
Minor in International Business Management
Walailak University, Thailand
Nakhon Si Thammarat, Thailand

Certification:

2007  Writing contest to celebrate the 30th anniversary of
EU-ASEAN relations, Ministry of Foreign Affairs, Thailand

2010  English Camp Volunteer for Trang Christian Suksa School

2014  Participate with Assumption University to train Education
2020: Quality Learning Spaces

Work Experience:

2011.09 – 2011.12  Internship at Office of Commercial Affairs,
Royal Thai Embassy in Singapore

2012.03 – 2013.08  Diplomatic Training Operator at Devawongse Varopakarn
Institution, Ministry of Foreign Affairs, Bangkok, Thailand

2013.08 – 2014.12  Thai Teacher for Foreigners and Librarian at Rasami British
International School, Bangkok, Thailand

2015.08 – present  Translator at Bureau of Scout Movement, Red Cross Youth,
and Students Affairs, Ministry of Education, Thailand