



A COMPARATIVE STUDY OF GRADES 6 TO 9 STUDENTS' ATTITUDES  
TOWARD THAI LANGUAGE ACQUISITION CLASS AND THAI LANGUAGE  
LITERATURE CLASS AT A TRILINGUAL SCHOOL IN THAILAND

Tatchanan Jirananda

I.D. No. 6329518

A Thesis Submitted in Partial Fulfillment of the  
Requirements for the Degree of  
MASTER OF EDUCATION  
in Curriculum and Instruction  
Graduate School of Human Sciences  
ASSUMPTION UNIVERSITY OF THAILAND

2022

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**Field of Study:** CURRICULUM AND INSTRUCTION

**Thesis Advisor:** ASST. PROF. DR. ORLANDO RAFAEL GONZÁLEZ GONZÁLEZ

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## ABSTRACT

**I.D. No.:** 6329518

**Key Words:** ATTITUDES, THAI LANGUAGE ACQUISITION, THAI LANGUAGE LITERATURE, THAI LANGUAGE STUDIES, TRILINGUAL SCHOOL

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This study aimed to determine whether there was a significant difference, within and among grades, in Grades 6 to 9 students' attitudes toward Thai Language Acquisition and Thai Language Literature classes at a trilingual school in Thailand. A conveniently chosen sample of 239 students, enrolled in the target school during the academic year 2021-2022, participated in this study. For the data collection, the Attitudes Toward Thai Language Acquisition Class Questionnaire, and the Attitudes Toward Thai Language and Literature Class Questionnaire, adopted from two subscales from Gardner's (2010) Attitude/Motivation Test Battery (AMTB), were used. From performing the descriptive statistics on the collected data, it was found that the levels of attitudes toward Thai Language Acquisition class for Grades 6 and 7 students were partially positive, and partially negative for Grades 8 and 9 students. Moreover, it was found that the levels of attitudes toward Thai Language Literature class for Grades 6 and 7 students were positive, and partially positive for Grades 8 and 9 students. From conducting a statistical comparative analysis, it was found a significant difference between participants' attitudes toward Thai Language Acquisition class and Thai



Language Literature class for Grade 7 and Grade 8 students, with the mean scores difference favoring the latter class numerically. Moreover, the attitudes toward Thai Language Acquisition class were significantly more positive in Grade 6 students than in Grade 7, and Grade 8 at a trilingual school in Thailand, while the attitudes toward Thai Language Literature class were found to be significantly more positive in Grades 6 and 7 students than in Grade 9 students. Based on the research findings, recommendations for students, teachers, administrators, and future researchers are provided.



**Field of Study:** Curriculum and Instruction

**Graduate School of Human Sciences**

**Academic Year 2022**

**Student's Signature:** ... *Esno* .....

**Advisor's Signature:** *Orlando Gonzales*

## ACKNOWLEDGEMENTS

Many people have offered me valuable support during my study time, including my advisor, other professors, my family, colleagues, and every participant and contributor to my thesis research project.

Firstly, I would like to give my sincere gratitude to my advisor, Asst. Prof. Dr. Orlando Rafael González González, who with extraordinary patience and encouragement helped me and supported me during all the process of my thesis writing, by providing me with all the necessary materials and inspiration of new ideas to make progress on my thesis and fix my mistakes. His valuable suggestions gave me the confidence to finish my study. Without his help, this study could not be able to be completed.

My heartfelt thanks and gratitude also go to Assoc. Prof. Dr. Suwattana Eamorphaphan, Dr. Chayada Thanavisuth and Asst. Prof. Dr. Kirati Khuvasanond, who gave me valuable advice and suggestions during my final thesis defense.

Then, I would like to express my gratitude to my colleagues, for their utmost understanding and support when I spent my time conducting my thesis research project. They were there for me to listen to my worries and never failed to encourage me every time I was in doubt or encountered difficulties developing my thesis.

Most importantly, I am pleased to acknowledge my family for their invaluable assistance during the time that I have spent preparing this thesis and conducting my thesis research project. Many times, when I felt depressed about developing my study, they were there to encourage me.

Last but not least, my sincere thanks also go to every participant and contributor for this thesis research project, especially my Head of Department, and the secondary administrators. Thanks to their patience to help me finish the administration of the survey

questionnaire and allow me to collect the data necessary for the completion of this study.





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## LIST OF ABBREVIATIONS

ATL	Approach to Learning
IB	International Baccalaureate
IBO	International Baccalaureate Organization
ISAT	International School Association of Thailand
DP	Diploma Program
LA	Language Acquisition
LL	Language Literature
MOE	Ministry of Education
MYP	Middle Years Program
OPEC	Office of Private Education Commission
PYP	Primary Years Program



## **CHAPTER I**

### **INTRODUCTION**

The chapter presents the background of the study, statement of the problem, research questions, research objectives, research hypotheses, theoretical framework, conceptual framework, the scope of the study, definitions of terms and significance of the study.

#### **Background of the Study**

In Thailand, it is compulsory for learners at all school levels to study different aspects of Thai language, depending on the curriculum each school adopts and offers. According to Samudvajjana (as cited in Office of Basic Education Commission, 2008), the education policy that all schools in Thailand must follow the curriculum designed by the Ministry of Education (MOE) started from the academic year 2003. Each year, the MOE will follow up on the implementation of the curriculum, and evaluate the school on their applications (Office of the Basic Education Commission, 2008). As for private schools, the Office of the Private Education Commission (OPEC) is the institution in charge of curriculum design and development of all Thai language courses. All private schools in Thailand, including international ones, must offer Thai language courses in accordance with OPEC's curriculum design.

Referring to OPEC's curriculum, the Thai language department of each school must offer courses in Thai language that have to include reading, listening, speaking, writing, Thai literature, Thai social studies, along with arts and culture (Office of the Private Education Commission, 2020). According to Tongkumnerd (2015), Thai language represents the Thai identity, a cultural heritage that not only creates unity in the nation, but also enhances the

Thai personality. Moreover, Thai language acts as a communication tool that bridges understandings between people in the Thai society, and an analysis tool that eases research, criticisms, and creativities at the same pace as the fast-changing world. For these reasons, Thai language classes in public and private schools in Thailand generally allow students to develop reading, writing, listening, and speaking skills, in order to use Thai language properly as a first or foreign language. Students will be taught how to use Thai to communicate in everyday life and in particular situations.

In Thai literature class, students in both public and private schools learn to read Thai texts, and use analytical tools to analyze Thai poems, verses, and stories. The course focuses on various classical works of the Thai literature (e.g., *The Ramayana*, *Ngor Par*, and *Inao*), and literary analysis of values and concepts in such literary works. Students will be equipped with analytical and reading skills that will be useful in higher education. These conditions, too, applies to the target research location for this study.

Identifying various possible elements that have the potential to contribute to learners' educational success has always been a common concern for educational researchers. As reported by Das et al. (2014) and Dagnew (2017), attitude is an important and challenging component in education, that plays a vital role in influencing academic achievement. It is often referred to as the predisposition of students to respond in a favorable or unfavorable manner toward ideas (Vargas-Sánchez et al., 2016). According to Syukur (2016), possessing a positive attitude helps learners to become enthusiastic, confident, and generate an environment that truly supports learning. When learners have positive attitudes toward a learning subject, they tend to enjoy the experiences while they learn, and are motivated to discover new skills to make themselves achieve better (Syukur, 2016). According to Becker (2013), studying the mother tongue language allows learners to feel more relaxed and understand more about what they learn. The mother tongue is the first language learners

experience and develop macro language arts skills such as reading, listening, speaking, and writing. In accordance with Cahapay (2020), most learners observed in his study in Southern Philippines seemed to enjoy communicating in their mother tongue, and to have a positive attitude toward improving its proficiency.

### **Statement of the Problem**

At the target trilingual school in Thailand, Thai Language Acquisition and Thai Language Literature classes are taught on a daily basis as a mandatory subject for students from Grades 6 to 9. To elaborate, students from these two classes have different profiles, and are sorted based on their placement test performances. The placement test is generated by the Middle Years Program Thai teachers annually to test the level of Thai language proficiency of Grade 5 students. The test will be administered during the final quarter of the school year, in order to identify the language phase level in which the student entering Grade 6 will be placed in the next school year. If students are placed in Thai Language Acquisition class, they will not be attending Thai Language Literature class, and vice versa. Nevertheless, teachers will evaluate and decide whether students have the potential to move between classes throughout the first two quarters in one school year. The student must demonstrate that they are able to perform listening, speaking, reading, and writing skills at a suitable level in their first formative exam for teachers to consider moving them to another phase level.

In general, students in the Thai Language Acquisition class are those whose Thai Placement Test level is equivalent to the IB middle years language Phases 1 to 6 (i.e., Pre-Language and Literature). Students in Phases 1 to 2 are called “emergent communicators”. Phases 3 to 4 are called “capable communicators”, and Phases 5 to 6, are referred to as “proficient communicators” respectively (International Baccalaureate Organization, 2020). In the Thai Language Acquisition class, students are required to develop language arts skills

such as reading, writing, listening, speaking, and representing, through four units of Thai works of literature (i.e., classical literature, poetry, novels, films and short stories). Students are encouraged to use Thai language in class, along with some English explanations when complex points have to be explained. Students whose Thai language proficiency exceeded the requirements of the Thai Language Acquisition curriculum are placed into the Thai Language Literature course. In the Thai Language Literature class, students also learn based on units formed by various Thai works of literature. However, the class also incorporates literacy skills (e.g., reading, writing, listening, and speaking) and analytical skills (e.g., figure of speech, interpretation, writing style, and literary tools). Students will participate in different activities that help them learn how to analyze literature, and be equipped with literary tools when they graduate from middle school.

In Thai Language Acquisition class, students are mostly Thais and non-Thais whose expertise in the language is equal to the International Baccalaureate middle year Phases 1-6. Through Thai works of literature such as *Sang Thong*, students learn language arts skills and are evaluated using four criteria as follows: listening, reading, speaking, writing (International Baccalaureate Organization, 2020). Generally, students in the Thai Language Acquisition class have low performance in Thai language since the beginning. Nonetheless, students seem to have low motivation, frequently loss focus, and lack participation in class activities. Also, students make repetitive mistakes on matters that were already corrected, especially in writing. For example, even when provided with a word bank, students tend to misspell the vocabulary, showing that they did not pay attention to the materials provided. Moreover, students would share with teachers of other subjects that the contents being taught in Thai Language Acquisition classes are not interesting. These evidences are indicators that Grades 6 to 9 students seem to respond in an unfavorable manner toward Thai Language Acquisition class, and hence hold a negative attitude toward it.



In the Thai Language Literature class, students are also Thais and non-Thais whose language level are more advanced than students in the Thai Language Acquisition class. Focusing on the same units of literary works, students are evaluated using the following criteria: analyzing, organizing, producing text, and language use (International Baccalaureate Organization, 2014). In general, students in Thai Language Literature class seem to lose focus during the lesson. For this reason, they might be unable to understand the contents, and do not have the ability to complete the assigned tasks with better performances. For example, most of the students seem to be unable to recall characters in the literary works they studied, so they were unable to analyze their personalities or think critically about the story. As for attitudinal issues, students seem to deem Thai Language Literature class as less interesting. Consequently, students seem to have an unfavorable or negative tendency toward works on classical literature, folklore, and old novels, and lose focus during class, causing lower scores in formative assessment and class participation. The researcher has also observed that students seem to prefer to use English to communicate in class, even though Thai is their native language. These issues are indicators that Grades 6 to 9 students seem to respond in an unfavorable manner toward Thai Language Literature class, and hence hold a negative attitude toward it.

The researcher believes that Grades 6 to 9 students' attitudes toward Thai Language Acquisition and Thai Language Literature classes may highlight notable trends in particular aspects of their mother tongue learning. Thus, this study attempted to determine whether there was a significant difference in Grades 6 to 9 students' attitudes toward Thai Language Acquisition and Thai Language Literature classes at a trilingual school in Thailand.

### **Research Questions**

The following were the research questions addressed in this study.

1. What are the levels of Grades 6 to 9 students' attitudes toward Thai Language Acquisition class at a trilingual school in Thailand?
2. What are the levels of Grades 6 to 9 students' attitudes toward Thai Language Literature class at a trilingual school in Thailand?
3. Is there a significant difference in attitudes toward Thai Language Acquisition and Thai Language Literature classes between Grades 6 to 9 students at a trilingual school in Thailand?
4. Is there a significant difference in attitudes toward Thai Language Acquisition class between Grades 6 to 9 students at a trilingual school in Thailand?
5. Is there a significant difference in attitudes toward Thai Language Literature class between Grades 6 to 9 students at a trilingual school in Thailand?

### **Research Objectives**

The following were the research objectives that drove the current study.

1. To determine the levels of attitudes of Grades 6 to 9 students toward Thai Language Acquisition class at a trilingual school in Thailand.
2. To determine the levels of attitudes of Grades 6 to 9 students toward Thai Language Literature class at a trilingual school in Thailand.
3. To determine whether there is a significant difference between Grades 6 to 9 students' attitudes toward Thai Language Acquisition and Thai Language Literature classes at a trilingual school in Thailand.
4. To determine whether there is a significant difference between Grades 6 to 9 students' attitudes toward Thai Language Acquisition class at a trilingual school in Thailand.
5. To determine whether there is a significant difference between Grades 6 to 9

students' attitudes toward Thai Language Literature class at a trilingual school in Thailand.

### **Research Hypotheses**

The following hypotheses were tested in the current study.

1. There is a significant difference between Grades 6 to 9 students' attitudes toward Thai Language Acquisition and Thai Language Literature classes at a trilingual school in Thailand, at a significance level of .05.
2. There is a significant difference between Grades 6 to 9 students' attitudes toward Thai Language Acquisition class at a trilingual school in Thailand, at a significance level of .05.
3. There is a significant difference between Grades 6 to 9 students' attitudes toward Thai Language Literature class at a trilingual school in Thailand, at a significance level of .05.

### **Theoretical Framework**

There was one main theory supporting this research: the socio-educational model of second language acquisition developed by Gardner (2010). Details on this theory are indicated in the following section.

#### **Socio-Educational Model of Second Language Acquisition**

According to Gardner (2010), the socio-educational model of second language acquisition is a framework that describes the factors that mainly affect the language learning in general. The main statement of the theory is that achievement in the second language is moderated by attitude and motivation, and achievement also affects attitude and motivation in a recurring manner (Gardner, 2010). Among the 12 subscales of the model, the researcher used the following ones: attitudes toward learning situation, specifically the English course

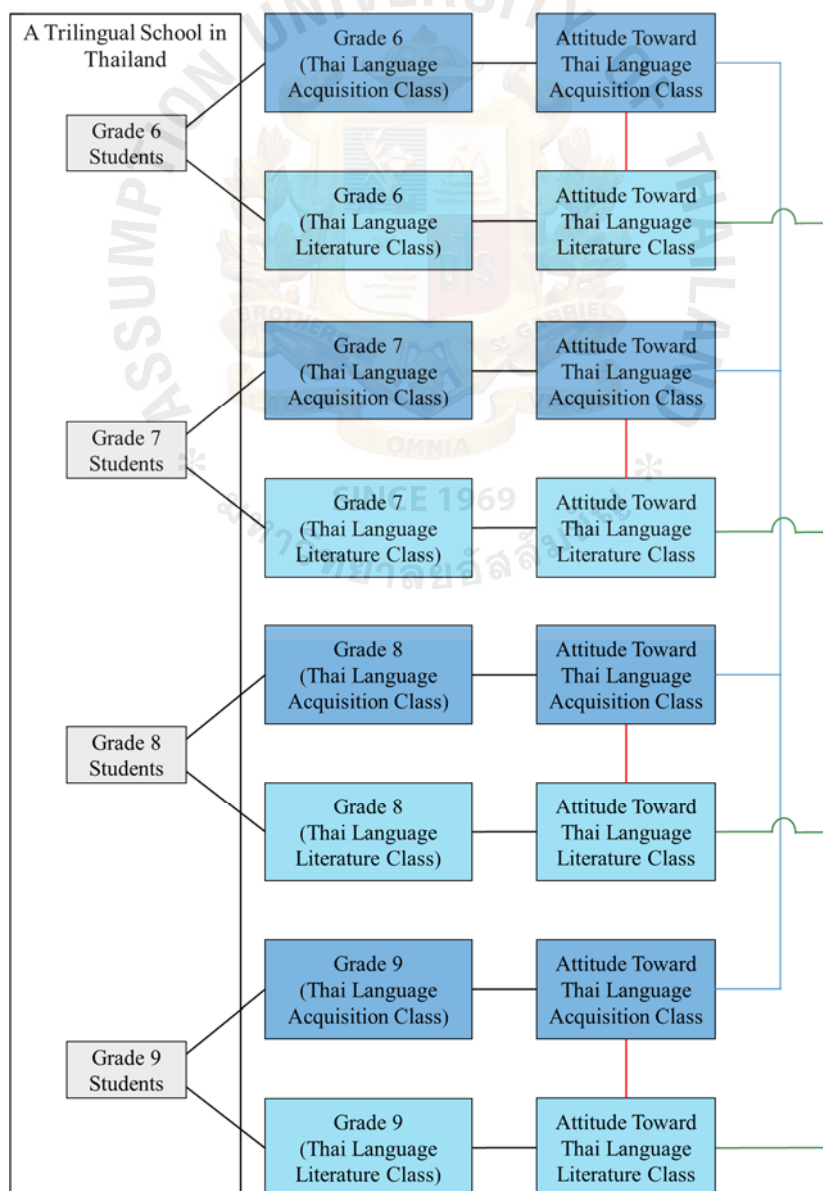
evaluation (i.e., a scale consisted of five positive and five negative items to evaluate the positive attitude toward English course). The attitudes toward learning English subscale (i.e., a five positively worded and five negatively worded scale on motivation to learn a language). The item wording was adapted to fit the research context.

### Conceptual Framework

Figure 1 depicts the conceptual framework of the current research project.

**Figure 1**

*Conceptual Framework for the Current Study*



## **Scope of the Study**

In this section, the boundaries of this study are clearly explained, including five different aspects: theoretical scope, variable scope, research design scope, demographic scope, and instrumental scope.

### **Theoretical Scope of This Study**

This research was guided by the socio-educational model of second language acquisition by Gardner (2010).

### **Variable Scope of This Study**

This study addressed the following research variables: the participants' grade level (i.e., Grades 6 to 9) served as the independent variable, and the attitudes toward Thai Language Acquisition and Thai Language Literature classes served as the dependent variables.

### **Research Design Scope of This Study**

The research used a comparative survey design to study Grades 6 to 9 students' attitude toward Thai Language Acquisition and Thai Language Literature classes.

### **Demographic Scope of This Study**

The participants of this study were 239 students of Grades 6 to 9, from a trilingual school in Thailand: 63 students from Grade 6, 70 students from Grade 7, 56 students from Grade 8, and 50 students from Grade 9.

### **Instrumental Scope of This Study**

The Attitudes Toward Thai Language Acquisition Class Questionnaire and the Attitudes Toward Thai Language Literature Class Questionnaire, both adopted from the English course evaluation and the attitudes toward learning English subscales of the Attitude/Motivation Test Battery (AMTB), were used to measure the dependent variables in this study. The questionnaire was designed by Gardner (2010), and it was originally used to

study English-speaking students who study French as their second language. After adapting the items to fit the research context, the subscales used in this study were comprised of 10 items, with only the positively worded items from the chosen subscales.

### **Definitions of Terms**

In order to assist the readers in getting a clear understanding, the following terms are being defined to express the sense in which they are used in this study.

#### **A Trilingual School in Thailand**

It refers to an educational institution offering K-12 education in three languages namely, Thai, English, and Chinese, located in Thailand. The school follows the International Baccalaureate curriculum ranging from pre-kindergarten to high school. The school employs over 200 full-time teachers and is now educating more than 900 students. The Thai language at the school is provided as a mandatory first and foreign language subject, which students must study every day.

#### **Attitude Toward Thai Language Acquisition Class**

It refers to an individual's learned predisposition to evaluate favorable or unfavorable tendencies toward objects or ideas related to Thai Language Acquisition class (such as reading, writing, grammar, and vocabulary). Attitudes can be interpreted as the students' positive or negative tendencies toward specific subjects offered by the school, reflecting their pleasure and enjoyment in the learning process. In this research, the attitudes of Grades 6 to 9 students toward Thai Language Acquisition class were measured using the Attitudes Toward Thai Language Acquisition Class Questionnaire. The subscales to be used in this study are 10 questions on Thai Language Acquisition class evaluation, and 10 questions on attitudes toward learning Thai Language Acquisition class.



### **Attitude Toward Thai Language Literature Class**

It refers to an individual's learned predisposition to evaluate favorable or unfavorable tendencies toward objects or ideas toward Thai Language Literature class (such as figure of speech, analytical skills, and poem interpretations). Attitudes can be interpreted as the students' positive or negative tendencies toward specific subjects offered by the school, reflecting their pleasure and enjoyment in the learning process. In this research, the attitudes of Grades 6 to 9 students toward Thai Language Literature class were measured using the Attitudes Toward Thai Language Literature Class Questionnaire. The subscales to be used in this study are 10 questions on Thai Language Literature class evaluation, and 10 questions on attitudes toward learning Thai Language Literature class.

### **Grades 6 to 9 Students**

It refers to the 239 students enrolled in Grade 6 ( $N = 63$ ), Grade 7 ( $N = 70$ ), Grade 8 ( $N = 56$ ), Grade 9 ( $N = 50$ ) in the academic year of 2021-2022 at a trilingual school in Thailand. After taking a Thai language placement test by the end of Grade 5, these students were placed in either Thai Language Acquisition class or Thai Language Literature class. Grade 6 students taking Thai Language Acquisition class (i.e., 40 from Grade 6, 38 from Grade 7, 16 from Grade 8, and 14 from Grade 9) were not attending Thai Language Literature class (i.e., 23 from Grade 6, 32 from Grade 7, 40 from Grade 8, and 36 from Grade 9), and vice versa.

### **Thai Language Acquisition Class**

Thai Language Acquisition class is an instructional course provided to students who were placed into the Middle Years Program (MYP) Phases 1 to 6 from Grades 6 to 9 at the target school. In this class students learn Thai language art skills (i.e., listening, speaking, reading, writing) along with simple analysis of contents. Students are required by the school to study this subject for five days per week, with one period lasting 55 minutes.

### **Thai Language Literature Class**

Thai Language Literature class is an instructional course provided to students who were placed into the Middle Years Program (MYP) Language Literature course from Grades 6 to 9 at the target school. In this class, students learn analytical skills (i.e., figure of speech, writing styles, literacy tools) with a mixture of language art skills from more complex contents. Students are required by the school to study this subject for five days per week, with one period lasting 55 minutes.

### **Significance of the Study**

The findings of this research will not only benefit the students, but also the teachers, school administrators, and future researchers on similar topics in relation to language learning.

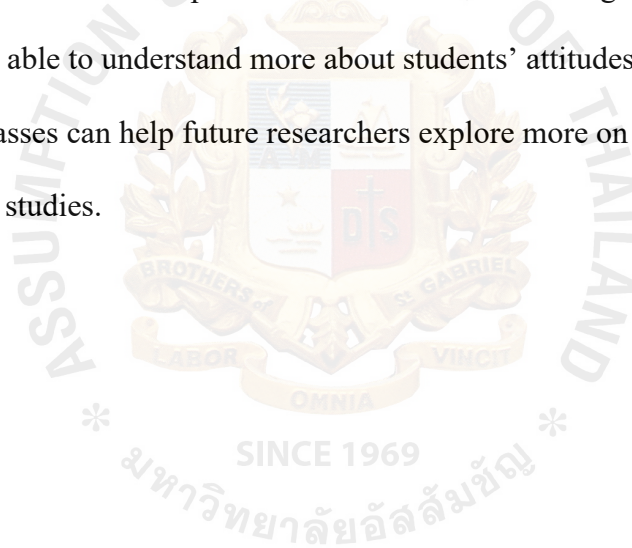
To begin with, the development of teachers, administrators, pedagogical strategies, and curriculum development in Thai Language Acquisition and Thai Language Literature classes will benefit the students to view Thai studies as useful subjects in higher education and future careers. To elaborate, successfully persuading students to possess a positive attitude toward Thai language and Thai literature classes may give students more opportunity when applying for higher education. For instance, graduating with an IB bilingual certificate can help students gain advantages when applying for international universities. Some can also use the certificate to prove their language proficiency, and save time from taking language proficiency exams. Moreover, students will gain advantage when working in Thailand due to their proficiency in native language. Also, being able to use Thai as a native is essential for students who aims to continue their higher education in Thailand. For instance, applying to medical school in Thailand requires students to take the Ordinary National Educational Test (O-NET), along with the exam provided by the Consortium of Thai Medical School, all

conducted in Thai. For these reasons, it is important that the school enforces the importance of Thai language and literature classes to provide more opportunities for the students.

Additionally, this study on students' attitudes toward Thai language and Thai literature classes will be helpful for teachers to understand what students think about the subjects, and whether improvements can be made to promote teaching and learning in specific courses.

Understanding the attitudes of students toward Thai language and Thai literature classes will allow the school administrators to design the curriculum in a way that reflects students' interests and needs. This knowledge is helpful for administrators to study further on how to best provide education to help students reach their academic goals.

Finally, being able to understand more about students' attitudes toward Thai language and Thai literature classes can help future researchers explore more on the change of attitudes toward first language studies.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher reviewed the essential theory and literature related to the study. There are five sections in this chapter as follows: Thai education system for international schools, the IB Middle Years Program language curriculum in Thailand, the socio-educational model of second language acquisition, previous studies on students' attitude toward Thai language courses, and the background of the target school.

#### **Thai Education System for International Schools**

According to the Association of International Schools in Thailand (2014), the educational curriculum in Thailand falls mainly into four systems: the American curriculum, the British curriculum, the International Baccalaureate curriculum, and curriculum provided by other nations (e.g., Canadian, Australian, French). The Ministry of Education of Thailand assigned the Office of Private Education Commission (OPEC) to be in charge of designing and enforcing the use of the Thai curriculum on all private schools situated in Thailand. In 2021, the OPEC announcement stated that all international schools must offer Thai language, Thai culture and history subjects for five periods per week, each period equals to fifty five minutes to all Thai students at every level (Office of Private Education Commission, 2021). For international students from Grades 1 to 8, the school must instruct the same instructional subjects of education in Thai, one period per week, while Grades 9 to 12 must be taught foreign language in the same time frame (Office of Private Education Commission, 2021). International schools may modify their curriculum to correspond with their school contexts and the basic core curriculum established in 2008 (Office of Private Education Commission,

2021).

Kohren et al. (2020) conducted research aiming to develop the learning management model of the curriculum for Thai language, Thai culture, and Thai history in international secondary schools. The research indicates that it is teachers' responsibility to develop a curriculum that corresponds to the school mission and the basic core curriculum. However, each international school has different learning approaches, some are more student centered while others may prefer to follow the core curriculum of the country (Nakasonth, 1997). The research stated issues that may occur after the implementation of the Thai curriculum. For instance, most international schools are packed with contents but not enough time to teach. There are no appropriate classroom placements for students with varying language skills, teachers have to translate English contents into Thai, and find materials in relation to school context (Kohren et al., 2020). Moreover, new found international schools with international management teams may not have full understanding of the Thai curriculum, causing them to not be able to provide the subject corresponding to the OPEC's standard (Kohren et al., 2020).

Referring to Nakasonth (1997), various international schools may encounter issues where their students begin to study in middle school or high school when their Thai subjects are not yet fully developed. Consequently, students fail to graduate using the Thai curriculum standard and schools are pushed to develop their Thai subject curriculum along with the delivery of the subjects. The International School Association of Thailand was found and unified most international schools in Thailand to develop the Thai curriculum for Thai students in Thai international schools (Nakasonth, 1997). Although plenty of efforts were put into the creation, different school contexts stand as the main issue of the curriculum development. Researchers and international schools in Thailand continue to study the issue, to successfully develop a Thai curriculum in the future.

## The IB Middle Years Program Curriculum Model

The International Baccalaureate (IB) curriculum has been used by various international schools in Thailand. Schools have to be annually accredited by the IB Organization in order to keep their title as one of the IB World School. The IB curriculum provides three levels of education in total, starting from the Primary Years Program (PYP), Middle Years Program (MYP), Diploma Program (DP). According to ISAT (2014), schools are allowed to offer one, two, or three of the programs.

Focusing on the MYP curriculum, the program enrolls students from the age of 11 to 16 years. Students are required to study eight subjects in a year (i.e., Language Acquisition, Language and Literature, Individuals and Societies, Sciences, Mathematics, Arts, Design, Physical and Health Education). Figure 2 below shows the MYP curriculum model.

**Figure 2**

*The IB Middle Years Program*



*Note.* Reprinted from *The International Baccalaureate Middle Years Programme Subject Brief*, by International Baccalaureate Organization, 2020

(<https://www.ibo.org/globalassets/digital-toolkit/brochures/myp-briefs/myp-brief-language-acquisition-2020-en.pdf>). In the public domain.



The MYP curriculum is driven by key concepts and related concepts to ensure and promote a community practice in all MYP IB World Schools. In practice, teachers use these concepts to guide their pedagogical strategies, to provide a specific focus for each subject (Neev Academy, 2020).

Additionally, students will practice and develop transdisciplinary skills through ATL skills incorporated in each subject. Apart from core subjects, Grades 6 to 9 students are required to work on service involvement each year. They explore the community to be aware, understand, and take actions on local and global issues (Neev Academy, 2020). In Grade 10, students approach their final year of the MYP curriculum. During this year, students will enroll in subjects required for their path to the IB Diploma Program. Along with their studies, students also develop their personal project, an assignment that joins students' interest and their actions in product creation together. Personal project enables students to apply their ATL skills, their understanding of the global context (i.e., identities and relationships, orientation in space and time, personal and cultural expression, scientific and technical innovation, globalization and sustainability, fairness and development) by integrating the community, and prepare students for the Diploma Program (Neev Academy, 2020).

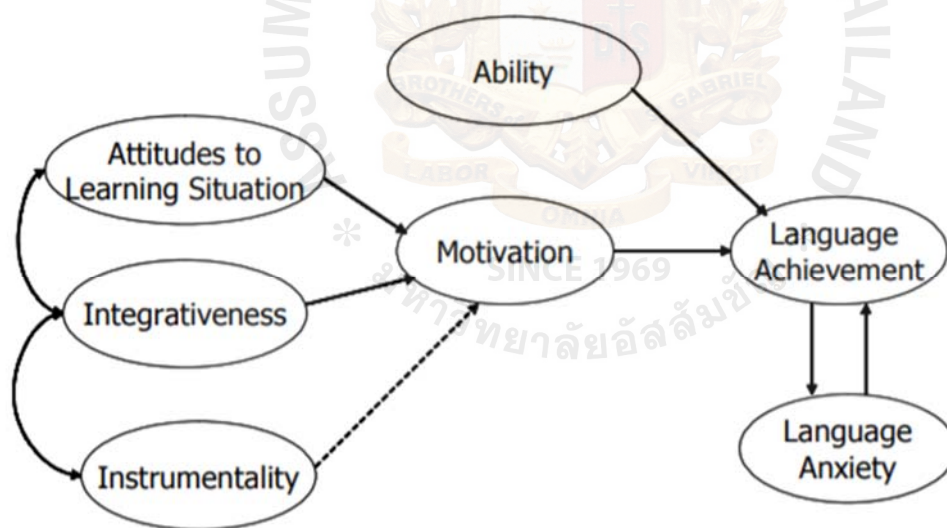
### **Socio-Educational Model of Second Language Acquisition**

Gardner's (2010) socio-educational model of second language acquisition is a framework that illustrates the role of individual difference in the second and foreign language learning process. The model assumes that achievement in the second language is moderated by attitude and motivation, and achievement also affects attitude and motivation in a recurring manner (Gardner, 2010). Unlike other subjects, Gardner emphasized that language learners study the language skills along with the behaviors of another culture. For this reason, learners' language learning achievement may also be influenced by their attitudes toward the

language community (Gardner, 1985). For instance, if learners possess a positive attitude toward the language community they are studying, their language learning achievement may be more successful than learners who possess a negative attitude. Although the model concerns mainly motivation, it is undeniable to role of the attitudes toward the learning situation in learning a language (Gardner, 2005, 2010). Gardner's socio-educational model of second language acquisition has been applied to different contexts in previous studies. For instance, Atay (2010) expanded the knowledge of the model in the Turkish context. The research was conducted to find the validity for AMTB in the Turkish context, and analyzed the elements of the model with learners' English scores (Atay, 2010). The following Figure 3 presents the socio-educational model of second language acquisition (Gardner, 2005).

**Figure 3**

*The Socio-Educational Model of Second Language Acquisition*



*Note.* Reprinted from “Integrative Motivation and Second Language Acquisition”, by R. C. Gardner, 2005, February 26. *Canadian Association of Applied Linguistics/Canadian Linguistics Association Joint Plenary Talk*, p. 6 (<http://publish.uwo.ca/~gardner/docs/caaltalk5final.pdf>).

Among the various indicator variables, the researcher only adopted two scales in this

research. The AMTB was originally developed to assess the attitudinal and motivational characteristics of Grades 7 to 11 students learning French as a second language in Ontario, Canada (Gardner, 1985, 2010), where people have two mother tongues: French and English. Therefore, the AMTB was considered to be a reasonable instrument to assess the attitudinal characteristics of Thai students learning their mother tongue. Moreover, the instrument has been validated and reliably used with language learners in diverse first, second and foreign language contexts (Gardner, 2010).

The following two AMTB subscales were chosen for this study to identify the target students' attitudes toward the Thai courses, and their attitudes toward learning Thai:

1. English Course Evaluation (from the Attitudes to Learning Situation construct).
2. Attitudes Toward Learning English (from the Motivation construct).

### ***English Course Evaluation***

This scale is the second element in relation to motivation and discusses attitudes toward the learning situation. The attitudes toward the learning situation are essential in language learning, since the learning context can influence learner's motivation (Gardner, 2010). Therefore, it is essential to consider the language learner's reaction toward the course. For instance, if the provided English language courses are not in line with the learners' need, their motivation and attitudes toward the course may not be certain. In Thai language classes, this scale can measure students' reactions toward the course, and highlights students' motivation to learn the language.

This subscale, which refers to evaluations of topics external to the students, in relation to their English courses, is made up of 10 items in total, including five positively and five negatively worded items (Gardner, 2010).

### ***Attitudes Toward Learning English***

This scale is the final element of motivation which has association with desire and positive affect on students' learning activity. It is important to understand learners' attitude in order to comprehend their interest toward the subject. For instance, for some non-English-speaking students, English language subject may seem unnecessary, causing learners to take the subject for granted and develop a negative attitude toward learning the language. Being able to understand this example of attitude may allow teachers and curriculum designers to develop methods to encourage students to value each subject equally.

These attitudes toward learning English are measured by 10 items in total, which five positively and five negatively worded items (Gardner, 2010).

### **Previous Studies on Students' Attitudes Toward Thai Language Courses**

Various previous research has been done to study students' attitudes toward Thai language related subjects. For instance, Charoensuk (2010) conducted research on factors affecting Thai language reading skill of the second level, primary Grades 4 to 6 students at Watchaichanasongkram School. According to Charoensuk (2010), three dimensions were used to identify the factors as follows. The first dimension is personal factors, including learning achievement, learning attitude, and reading habit. Second dimension is family factors which is comprised of guardians reading support. The final dimension is physical environmental factor, which refers to the Thai Language learning environment. In short, the study indicates all Grades 4 to 6 students have positive attitude toward Thai language learning and the factor that affects their reading the most was their reading habits. Even though the attitudes toward learning Thai subject were not statistically compared, numerically, there was a slight decreasing trend in mean score from year to year (from 3.98 in Grade 4, to 3.94 in Grade 5, and 3.77 in Grade 6).

According to Sithdichoke (1989), research was conducted on the relationship between attitude toward Thai subject and achievement in learning Thai subject of students in the colleges of physical education. The research was conducted on 2 Thai subjects including Thai 101: Principles and Language Use, and Thai 102: History of Thai Literature. In conclusion, students at the colleges of physical education have positive attitudes toward Thai subjects in all aspects including language use, value and importance of Thai subject, and Thai subject class participation.

Another research was conducted by Rumakom (2018) on Thai language learning strategies and attitudes toward Thai language of the Thai Muslim bachelor's degree students in Pathumthani Province. This research was done on 115 Thai Muslim students from different gender and field of interests, who were able to use Malay and Thai languages to communicate. The researcher stated that Malay is the language that many Thai Muslims from Pathumthani Province usually have as their mother tongue, and Thai language acts as their second language. However, in this study, both languages acted as Thai Muslims' first language with the same importance (Rumakom, 2018). This is similar to the current study where students are able to use English or Chinese along with Thai as their first or second language. The result of the research can be concluded that students have positive attitudes toward Thai language, and notices the importance of the language (Rumakom, 2018). The researcher also reckoned that different gender provide varying results in the usage of Thai language. The researcher noticed that female students tend to understand and answer questions more correctly than male students. She concluded that, regardless the gender, the higher the language proficiency a student possessed, the more positive the attitudes toward the language that student had. Moreover, the researcher mentioned that diverse fields of study may cause varying interests, that could result in different attitudes toward the language. In this case, students enrolled in language-related fields may be more familiar with

remembering and problem solving skills while communicating than students in other fields of study (Rumakom, 2018).

### **Background of the Target School**

The target school of this research refers to a medium-sized, trilingual school founded in the 2000s in Thailand. The target school implements the International Baccalaureate (IB) curriculum and the Thai curriculum designed by the Office of the Private Education Commission. The school provides subjects in three languages (i.e., Thai, English, and Chinese) throughout elementary to high school.

The target school recognizes and emphasizes the importance of the IB learner profile (i.e., inquirers, knowledgeable, thinkers, communicators, open-minded, caring, risk-takers, balanced, reflective) and the utilization of approaches to teaching and learning (ATL) skills in pedagogical strategies for middle school students. Teachers are trained to be able to incorporate pedagogies that prompts student to acquire the ATL skills and the IB learner profile as intended by the IB curriculum. According to the International Baccalaureate Organization (2020b), ATL skills are intended to allow MYP students to learn how to learn. At the end of each unit, students are assessed on whether they have attained ATL skills through assessments such as presentations, writing assignments, debates, speeches, and projects. Other than the teacher's evaluation, the school encourages students to practice self-reflection at the end of every unit. Students have time to think back about their performances throughout the unit, and reflect on how they can improve themselves in the future.

In Grades 6 to 9 (i.e., MYP Years 1 to 4), students begin their journey as middle school students by enrolling in all required subjects (i.e., Language Acquisition, Language and Literature, Individuals and Societies, Mathematics, Design, Arts, Sciences, Physical and Health Education). Through all the subjects provided by the school, students are equipped



and prepared with skills that will help them accomplish higher education. The MYP curriculum facilitates students with essential skills (i.e., communication skills, social skills, self-management skills, research skills, thinking skills.) through creative activities, assignments, and assessments (International Baccalaureate Organization, 2020). For instance, students learn to apply self-management, research, and thinking skills that they have practiced from Grades 6 to 9 through their development of a personal project in Grade 10. This help students be prepared for more challenging tasks in the Diploma Program and higher education.

Additionally, in Thai classes, students learn contents that fits their level of language proficiency and are encouraged to move on to higher phases each academic year. According to International Baccalaureate Organization (2020), it is unnecessary for students to begin learning a language from Phase 1. For this reason, Grade 6 to 9 students are separated into two groups depending on their phases. Students from Phases 1 to 6 studies Thai Language Acquisition students with better language proficiency study Thai Language Literature. The two courses include four units (i.e., classical literature, poetry, novels, films and short stories).

In Grades 6 to 9, students study Thai Language Acquisition for five classes per week, for 55 minutes per class. Grade 6 students learn “The Ramayana: Narai Defeats Nonthok” (about the beginning of a war between Hindu Gods and giants) and “Ngor Par” (about a love triangle in a tribe) for the first unit, and “Setthi Thao Chao Punya” (about an old millionaire’s heritage plan) and “Glon Karn Jark Baan Thai” (about Songkran and Thai house styles) for the second unit. In the third unit, students read two novels called “Sed Kradard” (about a girl who got bullied) and “Baan Lek Nai Pa Yai” (“Little House in the Big Woods”), then watches “Pang Piang Pasuta” (a story about Thai Kings) and “Khon La Mek” (about King Rama IX’s rainfall mission) for Unit 4. Grade 7 students learn “The Ramayana: Sukreep



Breaks the Umbrella” (an episode of the war between Hindu Gods and giants) and “Sang Thong” (about a prince who was born with a conch) for the first unit. They will learn “Khleng Lokkanit” (a collection of poems on truths in lives) for the second unit, followed by “Linla Narak” (a story between a strict aunt and her niece) and “Maengmoom Puen Rak” (“Charlotte’s Web”) for the third unit. For the fourth unit, students learn “Mom” (about a loyal dog during World War II in Thailand) and “The Legend of King Naraesuan” (the King Naraesuan’s story). Grade 8 students learn “The Ramayana: Khumbhakarna Blocks the River” (an episode of war between Hindu Gods and giants) and “Niras Phukaothong” (about a Thai poet’s journey to a temple) for classical literature. They study “Isarayarn Phasit” (Thai proverbs) for poetry, followed by the novel “Bae Hyung Jin” (about a boy with autism). For Unit 4, students will learn “Muea Lom Fon Paan Ma” (about public health issues). Finally, for Grade 9, students learn “Boht Park Erawan” (a description of Indra’s elephant from Ramayana) and “Phra Abhai Manee” (a fictional adventure of a prince) for the first unit. They study “Nakorn Meekha” (modern poetry on heaven and hell) for poetry unit, and “The Four Reigns” (a story of a Thai girl who lived through four reigns) for novel. For the fourth unit, students study about “Chao Ngim” (an anthology of modern short stories about finding true happiness in life).

In Grades 6 to 9, students study Thai Language Literature for five classes per week, for 55 minutes per class. Grade 6 students learn “The Ramayana: Narai Defeats Nonthok” (about the beginning of a war between Hindu Gods and giants) and “Ngor Par” (about a love triangle in a tribe) for the first unit, and “Setthi Thao Chao Punya” (about an old millionaire’s heritage plan) and “Glon Karn Jark Baan Thai” (about Songkran and Thai house styles) for the second unit. In the third unit, students read two novels called “Sed Kradard” (about a girl who got bullied) and “Baan Lek Nai Pa Yai” (“Little House in the Big Woods”), then watches “Pang Piang Pasuta” (a story about Thai Kings), “Jark Fark Fah Suralai Soo

Daen Din” (about Thai King’s love of the Thai people) and “Khon La Mek” (about King Rama IX’s rainfall mission) for Unit 4. Grade 7 students work on “The Ramayana: Sukreep Breaks the Umbrella” (an episode of war between Hindu Gods and giants) and “Sang Thong” (about a prince who was born with a conch) for the first unit. They will learn “Khlong Lokkanit” (a collection of poems on truths in lives) for the second unit, followed by “Linla Narak” (a story between a strict aunt and her niece) and “Maengmoom Puen Rak” (“Charlotte’s Web”) for the third unit. For the fourth unit, students learn “Mom” (about a loyal dog during World War II in Thailand) and “The Scientist in the Bank” (a story about the King Rama IX). Grade 8 students learn “The Ramayana: Khumbhakarna Blocks the River” (an episode of war between Hindu Gods and giants) and “Niras Phukaothong” (about a Thai poet’s journey to a temple) for classical literature. They study “Khlong Suphasit” (a collection of poems on truths in lives) and “Panithan Kawee” (a collection of poems by Angkarn Kallayanapongs) for poetry, followed by the novel “Nick and Pim” (a story of two dogs communicating through letters written by their owners). For Unit 4, students will learn “I Am the Tree” (a story of a tree that became sacred), “The Last Leaf” (a collection of short stories about the importance of education), and “The Limit of Acknowledgement” (a short story about perspectives). Lastly, for Grade 9, students learn “Boht Park Erawan” (a description of Indra’s elephant from Ramayana) and “Phra Abhai Manee” (a fictional adventure of a prince) for the first unit. They study “Nakorn Meekha” (modern poetry on heaven and hell) and “Isarayarn Phasit” (a collection of Thai proverbs) for poetry unit, and “The Four Reigns” (a story of a Thai girl who lived through four reigns) for novel. For the fourth unit, students study “Chao Ngin” (an anthology of modern short stories about finding true happiness in life) and “The Family on the Road” (a collection of short stories about family).

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter, the researcher presents the methodology and procedures implemented to measure the level of the participants' attitudes toward Thai Language Acquisition and Thai Language Literature classes. Moreover, details on the research methodology are presented, in relation to the research design, population and sample, research instruments, validity and reliability of the instruments, collection of data, data analysis, and summary of the research process.

#### **Research Design**

The purpose of this research was to determine whether there was a significant difference in the attitudes toward Thai Language Acquisition and Thai Language Literature classes between Grades 6 to 9 students at a trilingual school in Thailand. A comparative survey design was employed to reach the purpose of the current study.

The study was conducted based on the following research instruments: the Attitudes Toward Thai Language Acquisition Class Questionnaire, and the Attitudes Toward Thai Language and Literature Class Questionnaire, adopted from two subscales in Gardner's (2010) Attitude/Motivation Test Battery (AMTB).

Descriptive statistics, in terms of means and standard deviations, were performed. The statistical hypothesis testing methods known as the independent samples *t*-test and the one-way analysis of variance (ANOVA) were used, in order to perform the comparison of attitudes toward Thai Language Acquisition (LA) and Thai Language Literature (LL) classes between Grades 6 to 9 students at the target trilingual school in Thailand.

### Population

The target population of this study was comprised of all the Grades 6, 7, 8 and 9 students enrolled in the academic year of 2021-2022 at a trilingual school in Thailand. The participants were 239, distributed as follows: 63 students from Grade 6, 70 students from Grade 7, 56 students from Grade 8, and 50 students from Grade 9.

### Sample

In this study, the researcher selected all the participants from Grades 6 to 9 for the study's sample. Therefore, a population sample consisting of 239 students of Grades 6 to 9 from a trilingual school in Thailand were used. The research sample was comprised of 63 students from Grade 6, 70 students from Grade 7, 56 students from Grade 8, and 50 students from Grade 9 with a range of age from 11 to 16. A detailed information of the sample for this study is presented in Table 1.

**Table 1**

*Sample Sizes of Participants in Grades 6 to 9 at a Trilingual School in Thailand*

Grade	Sample size
Grade 6	63
Grade 6 LA	40
Grade 6 LL	23
Grade 7	70
Grade 7 LA	38
Grade 7 LL	32
Grade 8	56
Grade 8 LA	16
Grade 8 LL	40
Grade 9	50
Grade 9 LA	14
Grade 9 LL	36

### **Research Instruments**

This study was conducted based on the following two research instruments: the Attitudes Toward Thai Language Acquisition Class Questionnaire, and the Attitudes Toward Thai Language Literature Class Questionnaire, which were adopted from two subscales comprising Gardner's (2010) Attitude/Motivation Test Battery (AMTB).

#### **Attitudes Toward Thai Language Acquisition Class Questionnaire**

The researcher adapted two subscales from the Attitude/Motivation Test Battery (AMTB) international version, developed by Gardner in 2010, to study the attitudes of Grades 6 to 9 students toward Thai Language Acquisition class at a trilingual school in Thailand.

The Attitude/Motivation Test Battery (AMTB), originally developed by Gardner in 1972, is a tool used to assess attitude and motivation in selected research participants. For this study, the researcher utilized the international version of the AMTB on English as a foreign language developed by Gardner (2010). The questionnaire originally aimed to explore English as a foreign language using twelve subscales organized in five constructs. For this study, the subscales used were English course evaluation (from the attitudes toward learning situation construct), and the attitudes toward learning English (from the motivation construct).. In this study, in order to measure the attitudes of Grades 6 to 9 students toward Thai Language Acquisition class, all the occurrences of the words "English" in the original questionnaire were replaced by the phrase "Thai Language Acquisition". Although English is a foreign language for Thai students, the questionnaire was administered in English to the participants, because the students at the target school are capable to understand and comprehend the language used in the questionnaire.

The questionnaire was composed of one part, including all the 10 positive worded statements comprising the AMTB subscales English course evaluation and the attitudes

toward learning English (Gardner, 2010). This choice was made based on the express request of the target school to avoid the inclusion of negatively worded items, in order to minimize what it was considered a potential threat to the validity of the results. Students participating in this study were asked to carefully read the questions, and provide honest responses for all statements using a 6-point Likert scale.

A 6-point Likert scale was used to examine students' attitude toward Thai Language Acquisition class. Students may choose one out of the six choices (1 = *strongly disagree*, 2 = *moderately disagree*, 3 = *disagree*, 4 = *agree*, 5 = *moderately agree*, 6 = *strongly agree*). Below, Table 2 shows the interpretations of the 6-point Likert scale that was used in this study.

**Table 2**

*Interpretation of the 6-Point Likert Scale Thai Language Acquisition Class Questionnaire*

Agreement level	Score	Mean score	Interpretation level for the attitudes toward Thai Language Acquisition class
Strongly agree	6	5.50-6.00	Very positive
Moderately agree	5	4.50-5.49	Positive
Slightly agree	4	3.50-4.49	Partially positive
Slightly disagree	3	2.50-3.49	Partially negative
Moderately disagree	2	1.50-2.49	Negative
Strongly disagree	1	1.00-1.49	Very negative

### **Attitudes Toward Thai Language Literature Class Questionnaire**

The researcher adapted two subscales from the Attitude/Motivation Test Battery (AMTB), developed by Gardner in 2010, to study the attitudes of Grades 6 to 9 students toward Thai Language Literature class at a trilingual school in Thailand.

For this study, the subscales used were English course evaluation (from the attitudes toward learning situation construct), and the attitudes toward learning English (from the motivation construct). In this study, in order to measure the attitudes of Grades 6 to 9 students



toward Thai Language Literature class, all the occurrences of the words “English” in the original questionnaire were replaced by the phrase “Thai Language Literature”. Although English is a foreign language for Thai students, the questionnaire was administered in English to the participants, because the students at the target school are capable to understand and comprehend the language used in the questionnaire.

The questionnaire was composed of one part, including all the 10 positive worded statements comprising the AMTB subscales English course evaluation and the attitudes toward learning English (Gardner, 2010). As for the previous instrument, this choice was made based on the express request of the target school to avoid the inclusion of negatively worded items, in order to minimize what it was considered a potential threat to the validity of the results. Students participating were asked to carefully read the questions, and provide honest responses for all statements using a 6-point Likert scale.

A 6-point Likert scale was used to examine students’ attitudes toward Thai Language Literature class. Students may choose one out of the six choices (1 = *strongly disagree*, 2 = *moderately disagree*, 3 = *disagree*, 4 = *agree*, 5 = *moderately agree*, 6 = *strongly agree*). Table 3 below shows the interpretations of the 6-point Likert scale that was used in this study.

**Table 3**

*Interpretation of the 6-Point Likert Scale Thai Language Literature Class Questionnaire*

Agreement level	Score	Mean score	Interpretation level for the attitudes toward Thai Language Literature class
Strongly agree	6	5.50-6.00	Very positive
Moderately agree	5	4.50-5.49	Positive
Slightly agree	4	3.50-4.49	Partially positive
Slightly disagree	3	2.50-3.49	Partially negative
Moderately disagree	2	1.50-2.49	Negative
Strongly disagree	1	1.00-1.49	Very negative



## **Validity and Reliability of the Research Instruments**

In this section, the validity and reliability of the questionnaires were examined and described.

### ***Validity of the Research Instruments***

The validity of the Attitudes Toward Thai Language Acquisition Class Questionnaire (ATTLACQ) and Attitudes Toward Thai Language Literature Class Questionnaire (ATTLLCQ) were demonstrated through the validation of the AMTB. The AMTB was primarily developed by Gardner (2010) to investigate English-speaking learners studying French as their second language. Focusing on motivation, this instrument was designed to analyze both linguistic and non-linguistic tools people set as goals when learning a second language (Cocca et al., 2017). Generally, the AMTB has been commonly used to study motivation and attitudinal levels in learners of second or foreign languages. For instance, AMTB has been proven to have good content and construct validity (Ushioda & Dörnyei, 2012). The AMTB was developed aiming to assess the characteristics of motivation through items that signifies intensity, desire and affect, the three common aspects of motivation (Gardner, 2010). In order to validate it, the instrument went through the consideration of a representative collection of items along with the use of sensible methods of test construction (Gardner, 2010). Also, the pilot test of the instrument was conducted on 552 Grades 7 to 11 students who studied French as their second languages from five different schools, and the final validation test was conducted on 1,521 students from Grades 7 to 11 (Gardner, 2010).

### ***Reliability of the Research Instruments***

Regarding reliability, in 2006, Gardner examined the internal consistency reliability of the administration of the international version of the AMTB in groups of students sampled from countries such as Brazil, Japan, and Romania. The median reliabilities of the attitudes toward learning English and attitude toward English course were .91 and .87 for Brazil, .87

and .86 for Japan, and .64 and .75 for Romania, respectively (Gardner, 2006). Table 4 shows the reliability reported for previous and the current administration of the questionnaires.

**Table 4**

*Reliability of the Instruments*

Subscales	Cronbach's alpha						
	Gardner (2006)			Current study			
	Brazil	Japan	Romania	Grade 6	Grade 7	Grade 8	Grade 9
Attitudes toward learning English	.91	.87	.64	.92	.92	.88	.89
Attitudes toward English course	.87	.86	.75	.95	.91	.92	.87

*Note:* In the current research, the subscales are referred to as attitudes toward Thai Language Acquisition class, and attitudes toward Thai Language Literature class.

**Collection of Data**

The researcher got the permission from the principal of the target school to conduct this research study in September 2021. The data collection was conducted in May 2022.

After the data collection process, the researcher input the data on a statistical software package to analyze and interpret the results of the study. From June to July 2022, the researcher continued developing Chapters IV and V, based on the results of this study. The researcher planned to have her final defense in August 2022. Table 5 presents the timeline of this study.

**Table 5**

*Research Timeline*

Month	Activity
September 2021	To get the permission from the trilingual school authorities
November 2021	To write Chapters I, II and III
April 2022	To do the proposal examination
May 2022	To distribute the questionnaires and collect data
June-July 2022	To analyze the collected data and write Chapters IV and V
September 2022	To conduct the final thesis defense

### Data Analysis

Based on the research objectives, the data analysis for this study was carried out according to the following statistical methods.

1. To determine the levels of attitudes of Grades 6 to 9 students toward Thai Language Acquisition class at a trilingual school in Thailand.

**Method.** The means and standard deviations were used to determine the levels of attitudes of Grades 6 to 9 students toward Thai Language Acquisition class at a trilingual school in Thailand.

2. To determine the levels of attitudes of Grades 6 to 9 students toward Thai Language Literature class at a trilingual school in Thailand.

**Method.** The means and standard deviations were used to determine the levels of attitudes of Grades 6 to 9 students toward Thai Language Literature class at a trilingual school in Thailand.

3. To determine whether there is a significant difference between Grades 6 to 9 students' attitudes toward Thai Language Acquisition and Thai Language Literature classes at a trilingual school in Thailand

**Method.** Independent samples *t*-tests were used to determine whether there was a significant difference between Grades 6 to 9 students' attitudes toward Thai Language Acquisition and Thai Language Literature classes at a trilingual school in Thailand.

4. To determine whether there is a significant difference between Grades 6 to 9 students' attitudes toward Thai Language Acquisition class at a trilingual school in Thailand.

**Method.** One-way analysis of variance (ANOVA) was used to determine whether there was a significant difference between Grades 6 to 9 students' attitudes

toward Thai Language Acquisition class at a trilingual school in Thailand. The one-way ANOVA was found to be significant, and hence a Scheffe post-hoc multiple comparison test was performed as a follow-up test.

5. To determine whether there is a significant difference between Grades 6 to 9 students' attitudes toward Thai Language Literature class at a trilingual school in Thailand.

**Method.** One-way analysis of variance (ANOVA) was used to determine whether there was a significant difference between Grades 6 to 9 students' attitudes toward Thai Language Literature class at a trilingual school in Thailand. The one-way ANOVA was found to be significant, and hence a Scheffe post-hoc multiple comparison test was performed as a follow-up test.

### Summary of the Research Process

The relationship among the research objectives, source of data sample, data collection method and data analysis are summarized in the Table 6 below.

**Table 6**

*Summary of the Research Process*

Research objectives	Source of data or sample	Data collection method or research instrument	Method of data analysis
1. To determine the levels of attitudes of Grades 6 to 9 students toward Thai Language Acquisition class at a trilingual school in Thailand	A sample of 63 Grade 6 students, 70 Grade 7 students, 56 Grade 8 students, and 50 Grade 9 students from a trilingual school in Thailand	Attitude Toward Thai Language Acquisition Class Questionnaire	Descriptive statistics (means and standard deviations)

(continued)

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Research objectives	Source of data or sample	Data collection method or research instrument	Method of data analysis
2. To determine the levels of attitudes of Grades 6 to 9 students toward Thai Language Literature class at a trilingual school in Thailand	A sample of 63 Grade 6 students, 70 Grade 7 students, 56 Grade 8 students, and 50 Grade 9 students from a trilingual school in Thailand	Attitude Toward Thai Language Literature Class Questionnaire	Descriptive statistics (means and standard deviations)
3. To determine whether there is a significant difference between Grades 6 to 9 students' attitudes toward Thai Language Acquisition and Thai Language Literature classes at a trilingual school in Thailand	A sample of 63 Grade 6 students, 70 Grade 7 students, 56 Grade 8 students, and 50 Grade 9 students from a trilingual school in Thailand	Attitude Toward Thai Language Acquisition Class Questionnaire and Attitude Toward Thai Language Literature Class Questionnaire	Independent samples <i>t</i> -test
4. To determine whether there is a significant difference between Grades 6 to 9 students' attitudes toward Thai Language Acquisition class at a trilingual school in Thailand	A sample of 63 Grade 6 students, 70 Grade 7 students, 56 Grade 8 students, and 50 Grade 9 students from a trilingual school in Thailand	Attitude Toward Thai Language Acquisition Class Questionnaire	One-way analysis of variance (ANOVA; a Scheffe post-hoc multiple comparison test was performed as follow-up test)
5. To determine whether there is a significant difference between Grades 6 to 9 students' attitudes toward Thai Language Literature class at a trilingual school in Thailand	A sample of 63 Grade 6 students, 70 Grade 7 students, 56 Grade 8 students, and 50 Grade 9 students from a trilingual school in Thailand	Attitude Toward Thai Language Acquisition Class Questionnaire	One-way analysis of variance (ANOVA; a Scheffe post-hoc multiple comparison test was performed as follow-up test)

## CHAPTER IV

### RESEARCH FINDINGS

In this chapter, the researcher reports the findings gathered from conducting the present study on 239 students from Grades 6, 7, 8, and 9 at a trilingual school in Thailand. These findings were obtained to address the purpose of the research, which was to carry out a comparative study of Grades 6 to 9 students' attitudes toward Thai Language Acquisition class and Thai Language Literature class at a trilingual school in Thailand.

#### Research Findings

In the following sections, the findings obtained from addressing the research objectives of the current research are presented in detail.

##### Findings From Research Objective 1

Research Objective 1 was to determine the levels of attitudes of Grades 6 to 9 students toward Thai Language Acquisition class at a trilingual school in Thailand. In order to determine the level of attitudes toward Thai Language Acquisition class of the target students, the ATTACQ (see Appendix A) was used as an instrument. The ATTACQ has 10 items in total, all of them positively worded and rated against a 6-point Likert scale (1 = *strongly disagree*, 2 = *moderately disagree*, 3 = *slightly disagree*, 4 = *slightly agree*, 5 = *moderately*, 6 = *strongly agree*).

Table 7 displays the overall mean scores, standard deviations, and interpretations for attitudes of Grades 6 to 9 students toward Thai Language Acquisition class at a trilingual school in Thailand. Details on the overall values shown in Table 7 are presented in Table 8 for Grade 6, Table 9 for Grade 7, Table 10 for Grade 8, and Table 11 for Grade 9.



**Table 7**

*Mean Scores, Standard Deviations, and Interpretations for the Attitudes Toward Thai Language Acquisition Class of Grades 6 to 9 Students at a Trilingual School in Thailand*

Grade	<i>M</i>	<i>SD</i>	Interpretation
6	4.23	1.06	Partially positive
7	3.64	1.06	Partially positive
8	3.26	1.06	Partially negative
9	3.94	1.25	Partially positive

*Note.* See Table 2 (p. 28) for the interpretation table.

Table 7 shows that the level of attitudes toward Thai Language Acquisition class of Grade 6 students at the target school was partially positive because the overall mean score of the questionnaire was  $M = 4.23$  ( $SD = 1.06$ ).

For Grade 7, Table 7 shows that the level of attitudes toward Thai Language Acquisition class of Grade 7 students at the target school was partially positive because the overall mean score of the questionnaire was  $M = 3.64$  ( $SD = 1.06$ ).

For Grade 8, Table 7 illustrates that the level of attitudes toward Thai Language Acquisition class of Grade 8 students at the target school was partially negative because the overall mean score of the questionnaire was  $M = 3.26$  ( $SD = 1.06$ ).

For Grade 9, Table 7 portrays that the level of attitudes toward Thai Language Acquisition class of Grade 9 students at the target school was partially positive, because the overall mean score of the questionnaire was  $M = 3.94$  ( $SD = 1.25$ ).

For the purpose of thoroughly presenting the findings of the study from Research Objective 1, descriptive statistics on the attitudes toward Thai Language Acquisition class are reported in detail, by grade level, in the following subsections.



**Grade 6**

Table 8 portrays the mean scores, standard deviations, and interpretations for the attitudes toward Thai Language Acquisition class of Grade 6 students at a trilingual school in Thailand.

**Table 8**

*Mean Scores, Standard Deviations, and Interpretations for the Attitudes Toward Thai*

*Language Acquisition Class of Grade 6 Students at a Trilingual School in Thailand*

Item No.	Item statement	<i>M</i>	<i>SD</i>	Interpretation
1	I would rather spend more time in my Thai Language Acquisition class and less in other classes	4.00	1.01	Partially positive
2	I enjoy the activities of our Thai Language Acquisition class much more than those of my other classes	4.15	1.05	Partially positive
3	I like my Thai Language Acquisition class so much; I look forward to studying more Thai in the future	3.95	0.96	Partially positive
4	I look forward to the time I spend in Thai Language Acquisition class	4.28	0.88	Partially positive
5	Thai Language Acquisition is one of my favorite courses	4.13	1.18	Partially positive
6	Learning Thai Language Acquisition is really great	4.38	1.21	Partially positive
7	I really enjoy learning Thai Language Acquisition	4.22	1.12	Partially positive
8	Thai Language Acquisition is a very important part of the school program	4.83	1.01	Positive
9	I plan to learn as much Thai Language Acquisition as possible	4.22	1.03	Partially positive
10	I love learning Thai Language Acquisition	4.18	1.08	Partially positive
Overall (Attitudes toward Thai Language Acquisition class)		4.23	1.06	Partially positive

*Note.* See Table 2 (p. 28) for the interpretation table.

According to the mean scores of the items comprising the Attitudes Toward Thai Language Acquisition Class Questionnaire, Grade 6 students' insights on Item 1, Item 2, Item 3, Item 4, Item 5, Item 6, Item 7, Item 9, and Item 10 were interpreted as partially positive (e.g., "I would rather spend more time in my Thai Language Acquisition class and less in other classes" [Item 1], and "Thai Language Acquisition is one of my favorite

courses” [Item 5]). On the other hand, students’ insights on Item 8 (“Thai Language Acquisition is a very important part of the school program”) were interpreted as positive.

The overall mean score for the Attitudes Toward Thai Language Acquisition Class Questionnaire was  $M = 4.23$ , which can be interpreted as partially positive. Therefore, the attitudes toward Thai Language Acquisition class of Grade 6 students at a trilingual school in Thailand were, on average, partially positive.

### **Grade 7**

Table 9 portrays the mean scores, standard deviations, and interpretations for the attitudes toward Thai Language Acquisition class of Grade 7 students at the target school.

**Table 9**

*Mean Scores, Standard Deviations, and Interpretations for the Attitudes Toward Thai Language Acquisition Class of Grade 7 Students at a Trilingual School in Thailand*

Item No.	Item statement	<i>M</i>	<i>SD</i>	Interpretation
1	I would rather spend more time in my Thai Language Acquisition class and less in other classes	3.16	0.97	Partially negative
2	I enjoy the activities of our Thai Language Acquisition class much more than those of my other classes	3.66	1.10	Partially positive
3	I like my Thai Language Acquisition class so much; I look forward to studying more Thai in the future	3.34	1.12	Partially negative
4	I look forward to the time I spend in Thai Language Acquisition class	3.76	1.00	Partially positive
5	Thai Language Acquisition is one of my favorite courses	3.26	1.03	Partially negative
6	Learning Thai Language Acquisition is really great	3.89	1.11	Partially positive
7	I really enjoy learning Thai Language Acquisition	3.47	1.08	Partially negative
8	Thai Language Acquisition is a very important part of the school program	4.63	1.13	Positive
9	I plan to learn as much Thai Language Acquisition as possible	3.71	1.11	Partially positive
10	I love learning Thai Language Acquisition	3.53	0.92	Partially positive
Overall (Attitudes toward Thai Language Acquisition class)		3.64	1.06	Partially positive

*Note.* See Table 2 (p. 28) for the interpretation table.

According to the mean scores of the items comprising the Attitudes Toward Thai Language Acquisition Class Questionnaire, Grade 7 students' insights on Item 1, Item 3, Item 5, and Item 7, were interpreted as partially negative (e.g., "I like my Thai Language Acquisition class so much; I look forward to studying more Thai in the future" [Item 3], and "I really enjoy learning Thai Language Acquisition" [Item 7]). On the other hand, students' insights on Item 2, Item 4, Item 6, Item 9, and Item 10 were interpreted as partially positive (e.g., "I look forward to the time I spend in Thai Language Acquisition class" [Item 4], and "I plan to learn as much Thai Language Acquisition as possible" [Item 9]). Also, students' insights on Item 8 ("Thai Language Acquisition is a very important part of the school program") were interpreted as positive.

The overall mean score for the Attitudes Toward Thai Language Acquisition Class Questionnaire was  $M = 3.64$ , which can be interpreted as partially positive. Therefore, the attitudes toward Thai Language Acquisition class of Grade 7 students at a trilingual school in Thailand were, on average, partially positive.

### **Grade 8**

Table 10 portrays the mean scores, standard deviations, and interpretations for the attitudes toward Thai Language Acquisition class of Grade 8 students at a trilingual school in Thailand.

**Table 10**

*Mean Scores, Standard Deviations, and Interpretations for the Attitudes Toward Thai Language Acquisition Class of Grade 8 Students at a Trilingual School in Thailand*

Item No.	Item statement	<i>M</i>	<i>SD</i>	Interpretation
1	I would rather spend more time in my Thai Language Acquisition class and less in other classes	3.38	1.31	Partially negative
2	I enjoy the activities of our Thai Language Acquisition class much more than those of my other classes	3.06	1.06	Partially negative

(continued)

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Item No.	Item statement	<i>M</i>	<i>SD</i>	Interpretation
3	I like my Thai Language Acquisition class so much; I look forward to studying more Thai in the future	3.00	1.16	Partially negative
4	I look forward to the time I spend in Thai Language Acquisition class	3.44	0.96	Partially negative
5	Thai Language Acquisition is one of my favorite courses	2.50	0.97	Partially negative
6	Learning Thai Language Acquisition is really great	3.63	0.96	Partially positive
7	I really enjoy learning Thai Language Acquisition	3.31	0.80	Partially negative
8	Thai Language Acquisition is a very important part of the school program	4.25	1.07	Partially positive
9	I plan to learn as much Thai Language Acquisition as possible	3.00	1.16	Partially negative
10	I love learning Thai Language Acquisition	3.06	1.06	Partially negative
Overall (Attitudes toward Thai Language Acquisition class)		3.26	1.06	Partially negative

*Note.* See Table 2 (p. 28) for the interpretation table.

According to the mean scores of the items comprising the Attitudes Toward Thai Language Acquisition Class Questionnaire, Grade 8 students' insights on Item 1, Item 2, Item 3, Item 4, Item 5, Item 7, Item 9, and Item 10, were interpreted as partially negative (e.g., "I like my Thai Language Acquisition class so much; I look forward to studying more Thai in the future" [Item 3], and "Thai Language Acquisition is one of my favorite courses" [Item 5]). On the other hand, students' insights on Item 6, and Item 8 were interpreted as partially positive (e.g., "Learning Thai Language Acquisition is really great" [Item 6], and "Thai Language Acquisition is a very important part of the school program" [Item 8]).

The overall mean score for the Attitudes Toward Thai Language Acquisition Class Questionnaire was  $M = 3.26$ , which can be interpreted as partially negative. Therefore, the attitudes toward Thai Language Acquisition class of Grade 8 students at a trilingual school in Thailand were, on average, partially negative.

### **Grade 9**

Table 11 portrays the mean scores, standard deviations, and interpretations for the

attitudes toward Thai Language Acquisition class of Grade 9 students at a trilingual school in Thailand.

**Table 11**

*Mean Scores, Standard Deviations, and Interpretations for the Attitudes Toward Thai Language Acquisition Class of Grade 9 Students at a Trilingual School in Thailand*

Item No.	Item statement	<i>M</i>	<i>SD</i>	Interpretation
1	I would rather spend more time in my Thai Language Acquisition class and less in other classes	3.14	1.17	Partially negative
2	I enjoy the activities of our Thai Language Acquisition class much more than those of my other classes	3.71	1.49	Partially positive
3	I like my Thai Language Acquisition class so much; I look forward to studying more Thai in the future	3.29	1.44	Partially negative
4	I look forward to the time I spend in Thai Language Acquisition class	3.86	1.41	Partially positive
5	Thai Language Acquisition is one of my favorite courses	3.50	1.45	Partially positive
6	Learning Thai Language Acquisition is really great	4.43	0.85	Partially positive
7	I really enjoy learning Thai Language Acquisition	4.21	1.19	Partially positive
8	Thai Language Acquisition is a very important part of the school program	4.86	0.86	Positive
9	I plan to learn as much Thai Language Acquisition as possible	4.36	1.09	Partially positive
10	I love learning Thai Language Acquisition	4.07	1.39	Partially positive
Overall (Attitudes toward Thai Language Acquisition class)		3.94	1.25	Partially positive

*Note.* See Table 2 (p. 28) for the interpretation table.

According to the mean scores of the items comprising the Attitudes Toward Thai Language Acquisition Class Questionnaire, Grade 9 students' insights on Item 1, and Item 3, were interpreted as partially negative (e.g., "I like my Thai Language Acquisition class so much; I look forward to studying more Thai in the future" [Item 3]). On the other hand, students' insights on Item 2, Item 4, Item 5, Item 6, Item 7, Item 9, and Item 10 were interpreted as partially positive (e.g., "Thai Language Acquisition is one of my favorite courses" [Item 5], and "Learning Thai Language Acquisition is really great" [Item 6]). Also,



students' insights on Item 8 ("Thai Language Acquisition is a very important part of the school program") were interpreted as positive.

The overall mean score for the Attitudes Toward Thai Language Acquisition Class Questionnaire was  $M = 3.94$ , which can be interpreted as partially positive. In other words, the attitudes toward Thai Language Acquisition class of Grade 9 students at a trilingual school in Thailand were, on average, partially positive.

### Findings From Research Objective 2

Research Objective 2 was to determine the levels of attitudes of Grades 6 to 9 students toward Thai Language Literature class at a trilingual school in Thailand. In order to determine the level of attitudes toward Thai Language Literature class of the target students, the ATTLLCQ (see Appendix B) was used as an instrument. The ATTLLCQ has 10 items in total, each of them positively worded and rated against a 6-point Likert scale (1 = *strongly disagree*, 2 = *moderately disagree*, 3 = *slightly disagree*, 4 = *slightly agree*, 5 = *moderately agree*, 6 = *strongly agree*).

Table 12 displays the overall mean scores, standard deviations, and interpretations for attitudes of Grades 6 to 9 students toward Thai Language Literature class at a trilingual school in Thailand. Details on the overall values shown in Table 12 are presented in Table 13 for Grade 6, Table 14 for Grade 7, Table 15 for Grade 8, and Table 16 for Grade 9.

**Table 12**

*Mean Scores, Standard Deviations, and Interpretations for the Attitudes Toward Thai Language Literature Class of Grades 6 to 9 Students at a Trilingual School in Thailand*

Grade	<i>M</i>	<i>SD</i>	Interpretation
6	4.23	1.06	Partially positive
7	3.64	1.06	Partially positive
8	3.26	1.06	Partially negative
9	3.94	1.25	Partially positive

*Note.* See Table 3 (p. 29) for the interpretation table.

Table 12 shows that the level of attitudes toward Thai Language Literature class of Grade 6 students at the target school was positive, because the overall mean score of the questionnaire was  $M = 4.54$  ( $SD = 1.22$ ).

For Grade 7, Table 12 shows that the level of attitudes toward Thai Language Literature class of Grade 7 students at the target school was positive, because the overall mean score of the questionnaire was  $M = 4.57$  ( $SD = 0.96$ ).

For Grade 8, Table 12 illustrates that the level of attitudes toward Thai Language Literature class of Grade 8 students at the target school was partially positive, because the overall mean score of the questionnaire was  $M = 4.23$  ( $SD = 1.06$ ).

For Grade 9, Table 12 portrays that the level of attitudes toward Thai Language Acquisition class of Grade 9 students at the target school was partially positive, because the overall mean score of the questionnaire was  $M = 3.76$  ( $SD = 1.14$ ).

For the purpose of thoroughly presenting the findings of the study from Research Objective 2, descriptive statistics of the attitudes toward Thai Language Literature class are reported in detail, by grade level, in the following subsections.

### **Grade 6**

Table 13 portrays the mean scores, standard deviations, and interpretations for the attitudes toward Thai Language Literature class of Grade 6 students at a trilingual school in Thailand.



**Table 13**

*Mean Scores, Standard Deviations, and Interpretations for the Attitudes Toward Thai*

*Language Literature Class of Grade 6 Students at a Trilingual School in Thailand*

Item No.	Item statement	<i>M</i>	<i>SD</i>	Interpretation
1	I would rather spend more time in my Thai Language Literature class and less in other classes	4.39	1.17	Partially positive
2	I enjoy the activities of our Thai Language Literature class much more than those of my other classes	4.57	1.49	Positive
3	I like my Thai Language Literature class so much; I look forward to studying more Thai in the future	4.17	1.44	Partially positive
4	I look forward to the time I spend in Thai Language Literature class	4.48	1.41	Partially positive
5	Thai Language Literature is one of my favorite courses	4.57	1.45	Positive
6	Learning Thai Language Literature is really great	4.52	0.85	Positive
7	I really enjoy learning Thai Language Literature	4.65	1.19	Positive
8	Thai Language Literature is a very important part of the school program	5.04	0.86	Positive
9	I plan to learn as much Thai Language Literature as possible	4.43	1.09	Partially positive
10	I love learning Thai Language Literature	4.61	1.39	Positive
Overall (Attitudes toward Thai Language Literature class)		4.54	1.22	Positive

*Note.* See Table 2 (p. 29) for the interpretation table.

According to the mean scores of the items comprising the Attitudes Toward Thai Language Literature Class Questionnaire, Grade 6 students' insights on Item 1, Item 3, Item 4, and Item 9, were interpreted as partially positive (e.g., "I look forward to the time I spend in Thai Language Literature class" [Item 4]), and "I plan to learn as much Thai Language Literature as possible" [Item 9]). On the other hand, students' insights on Item 2, Item 5, Item 6, Item 7, Item 8, and Item 10 were interpreted as positive (e.g., "Thai Language Literature is one of my favorite courses" [Item 5], and "Learning Thai Language Literature is really great" [Item 6]).

The overall mean score for the Attitudes Toward Thai Language Literature Class

Questionnaire was  $M = 4.54$ , which can be interpreted as positive. In other words, the attitudes toward Thai Language Literature class of Grade 6 students at a trilingual school in Thailand were, on average, positive.

### **Grade 7**

Table 14 portrays the mean scores, standard deviations, and interpretations for the attitudes toward Thai Language Literature class of Grade 7 students at a trilingual school in Thailand.

**Table 14**

*Mean Scores, Standard Deviations, and Interpretations for the Attitudes Toward Thai Language Literature Class of Grade 7 Students at a Trilingual School in Thailand*

Item No.	Item statement	<i>M</i>	<i>SD</i>	Interpretation
1	I would rather spend more time in my Thai Language Literature class and less in other classes	4.13	1.13	Partially positive
2	I enjoy the activities of our Thai Language Literature class much more than those of my other classes	4.44	1.05	Partially positive
3	I like my Thai Language Literature class so much; I look forward to studying more Thai in the future	4.09	1.00	Partially positive
4	I look forward to the time I spend in Thai Language Literature class	4.59	0.98	Positive
5	Thai Language Literature is one of my favorite courses	4.66	1.00	Positive
6	Learning Thai Language Literature is really great	4.72	0.81	Positive
7	I really enjoy learning Thai Language Literature	4.69	0.90	Positive
8	Thai Language Literature is a very important part of the school program	5.25	0.88	Positive
9	I plan to learn as much Thai Language Literature as possible	4.44	0.98	Positive
10	I love learning Thai Language Literature	4.72	0.88	Positive
Overall (Attitudes toward Thai Language Literature class)		4.57	0.96	Positive

*Note.* See Table 2 (p. 29) for the interpretation table.

According to the mean scores of the items comprising the Attitudes Toward Thai Language Literature Class Questionnaire, Grade 7 students' insights on Item 1, Item 2, and

Item 3, were interpreted as partially positive (e.g., “I enjoy the activities of our Thai Language Literature class much more than those of my other classes” [Item 2]), and “I like my Thai Language Literature class so much; I look forward to studying more Thai in the future” [Item 3]). On the other hand, students’ insights on Item 4, Item 5, Item 6, Item 7, Item 8, Item 9, and Item 10 were interpreted as positive (e.g., “Thai Language Literature is one of my favorite courses” [Item 5], and “I love learning Thai Language Literature” [Item 6]).

The overall mean score for the Attitudes Toward Thai Language Literature Class Questionnaire was  $M = 4.57$ , which can be interpreted as positive. In other words, the attitudes toward Thai Language Literature class of Grade 7 students at a trilingual school in Thailand were, on average, positive.

### **Grade 8**

Table 15 portrays the mean scores, standard deviations, and interpretations for the attitudes toward Thai Language Literature class of Grade 8 students at a trilingual school in Thailand.

**Table 15**

*Mean Scores, Standard Deviations, and Interpretations for the Attitudes Toward Thai*

*Language Literature Class of Grade 8 Students at a Trilingual School in Thailand*

Item No.	Item statement	<i>M</i>	<i>SD</i>	Interpretation
1	I would rather spend more time in my Thai Language Literature class and less in other classes	3.93	1.12	Partially positive
2	I enjoy the activities of our Thai Language Literature class much more than those of my other classes	4.00	1.01	Partially positive
3	I like my Thai Language Literature class so much; I look forward to studying more Thai in the future	3.90	1.06	Partially positive
4	I look forward to the time I spend in Thai Language Literature class	4.22	0.97	Partially positive

(continued)

(continued)

Item No.	Item statement	<i>M</i>	<i>SD</i>	Interpretation
5	Thai Language Literature is one of my favorite courses	4.18	1.30	Partially positive
6	Learning Thai Language Literature is really great	4.43	0.90	Partially positive
7	I really enjoy learning Thai Language Literature	4.53	1.04	Positive
8	Thai Language Literature is a very important part of the school program	4.95	1.04	Positive
9	I plan to learn as much Thai Language Literature as possible	4.03	1.03	Partially positive
10	I love learning Thai Language Literature	4.20	0.94	Partially positive
Overall (Attitudes toward Thai Language Literature class)		4.23	1.05	Partially positive

*Note.* See Table 2 (p. 29) for the interpretation table.

According to the mean scores of the items comprising the Attitudes Toward Thai Language Literature Class Questionnaire, Grade 8 students' insights on Item 1, Item 2, Item 3, Item 4, Item 5, Item 6, Item 9, and Item 10, were interpreted as partially positive (e.g., "I enjoy the activities of our Thai Language Literature class much more than those of my other classes" [Item 2]), and "I like my Thai Language Literature class so much; I look forward to studying more Thai in the future" [Item 3]). On the other hand, students' insights on Item 7, and Item 8 were interpreted as positive (i.e., "I really enjoy learning Thai Language Literature" [Item 7], and "Thai Language Literature is a very important part of the school program" [Item 8]).

The overall mean score for the Attitudes Toward Thai Language Literature Class Questionnaire was  $M = 4.23$ , which can be interpreted as partially positive. In other words, the attitudes toward Thai Language Literature class of Grade 8 students at a trilingual school in Thailand were, on average, partially positive.

### **Grade 9**

Table 16 portrays the mean scores, standard deviations, and interpretations for the attitudes toward Thai Language Literature class of Grade 9 students at a trilingual school in

Thailand.

**Table 16**

*Mean Scores, Standard Deviations, and Interpretations for the Attitudes Toward Thai*

*Language Literature Class of Grade 9 Students at a Trilingual School in Thailand*

Item No.	Item statement	<i>M</i>	<i>SD</i>	Interpretation
1	I would rather spend more time in my Thai Language Literature class and less in other classes	3.61	1.20	Partially positive
2	I enjoy the activities of our Thai Language Literature class much more than those of my other classes	3.94	1.12	Partially positive
3	I like my Thai Language Literature class so much; I look forward to studying more Thai in the future	3.19	1.12	Partially negative
4	I look forward to the time I spend in Thai Language Literature class	4.11	1.19	Partially positive
5	Thai Language Literature is one of my favorite courses	3.56	1.23	Partially positive
6	Learning Thai Language Literature is really great	3.97	0.94	Partially positive
7	I really enjoy learning Thai Language Literature	4.00	1.20	Partially positive
8	Thai Language Literature is a very important part of the school program	4.22	1.07	Partially positive
9	I plan to learn as much Thai Language Literature as possible	3.17	1.21	Partially negative
10	I love learning Thai Language Literature	3.81	1.06	Partially positive
Overall (Attitudes toward Thai Language Literature class)		3.76	1.14	Partially positive

*Note.* See Table 2 (p. 29) for the interpretation table.

According to the mean scores of the items comprising the Attitudes Toward Thai Language Literature Class Questionnaire, Grade 9 students' insights on Item 1, Item 2, Item 4, Item 5, Item 6, Item 7, Item 8, and Item 10, were interpreted as partially positive (e.g., "I would rather spend more time in my Thai Language Literature class and less in other classes" [Item 1]), and "I really enjoy learning Thai Language Literature" [Item 7]). On the other hand, students' insights on Item 3, and Item 9 were interpreted as positive (e.g., "I like my Thai Language Literature class so much; I look forward to studying more Thai in the future" [Item 3], and "I plan to learn as much Thai Language Literature as possible" [Item

9)).

The overall mean score for the Attitudes Toward Thai Language Literature Class Questionnaire was  $M = 3.76$ , which can be interpreted as partially positive. In other words, the attitudes toward Thai Language Literature class of Grade 9 students at a trilingual school in Thailand were, on average, partially positive.

### **Findings From Research Objective 3**

Research Objective 3 was to determine whether there was a significant difference between Grades 6 to 9 students' attitudes toward Thai Language Acquisition and Thai Language Literature classes at a trilingual school in Thailand. In order to address Research Objective 3 and compare the attitudes toward Thai Language Acquisition and Thai Language Literature classes for each of the four target grades, the data collected from the administration on the target sample of two research instruments: the Attitudes Toward Thai Language Acquisition Class Questionnaire (see Appendix A), and the Attitudes Toward Thai Language Literature Class Questionnaire (see Appendix B) were analyzed through an independent samples *t*-test for each grade, in order to determine whether there was a significant difference in the participants' attitudes toward Thai Language Acquisition and Thai Language Literature classes at an international school in Bangkok. The researcher used an independent samples *t*-test because she needed to examine the difference in mean scores between two different groups of individuals that have been surveyed on two variables with the same nature (i.e., attitudes in the current study).

Findings in regard to Research Objective 3 are presented in detail, by grade, in the following sections.

#### ***Grade 6***

Table 17 shows the results of the independent samples *t*-test comparing Grade 6 students' attitudes toward Thai Language Acquisition and Thai Language Literature classes



at a trilingual school in Thailand.

**Table 17**

*Results of the Independent Samples t-Test Comparing Grade 6 Students' Attitudes Toward Thai Language Acquisition and Thai Language Literature Classes at a Trilingual School in Thailand*

Variable	<i>M</i>	<i>SD</i>	<i>MD</i>	<i>df</i>	<i>t</i>	<i>p</i>
Attitudes toward Thai Language Acquisition class	4.23	1.06	-0.31	61	-1.33	.189
Attitudes toward Thai Language Literature class	4.54	1.22				

*Note.* The significance level was set at .05 (two-tailed). “*MD*” stands for “mean difference”.

As illustrated in Table 17, the results of the independent samples *t*-test indicate that there was no significant difference in Grade 6 students' attitudes toward Thai Language Acquisition and Thai Language Literature classes at a trilingual school in Thailand, since the significance probability from the test was higher than .05;  $t(61) = -1.33, p = .189$ .

#### **Grade 7**

Table 18 shows the results of the independent samples *t*-test comparing Grade 7 students' attitudes toward Thai Language Acquisition and Thai Language Literature classes at a trilingual school in Thailand.

**Table 18**

*Results of the Independent Samples t-Test Comparing Grade 7 Students' Attitudes Toward Thai Language Acquisition and Thai Language Literature Classes at a Trilingual School in Thailand*

Variable	<i>M</i>	<i>SD</i>	<i>MD</i>	<i>df</i>	<i>t</i>	<i>p</i>
Attitudes toward Thai Language Acquisition class	3.64	1.06	-9.30	68	-5.02	< .001
Attitudes toward Thai Language Literature class	4.57	0.96				

*Note.* The significance level was set at .05 (two-tailed). “*MD*” stands for “mean difference”.

The results of the independent samples *t*-test indicate that there was a significant

difference in Grade 7 students' attitudes toward Thai Language Acquisition and Thai Language Literature classes at a trilingual school in Thailand,  $t(68) = -5.02, p < .001$ . Since the assumption of the two-tailed test assumes that any discrimination in Grade 7 students' attitude could run in either direction (i.e., either favoring Thai Language class or favoring Thai Literature class), it only can be concluded that the attitudes toward the two classes are statistically different. Therefore, with a significant nondirectional test, the researcher is not allowed to make statements of which attitudes are more positive or negative when inspecting the means being compared, even though a significant nondirectional test might be considered as evidence that the numerical difference is statistically significant.

### **Grade 8**

Table 19 shows the results of the independent samples *t*-test comparing Grade 8 students' attitudes toward Thai Language Acquisition and Thai Language Literature classes at a trilingual school in Thailand.

**Table 19**

*Results of the Independent Samples t-Test Comparing Grade 8 Students' Attitudes Toward Thai Language Acquisition and Thai Language Literature Classes at a Trilingual School in Thailand*

Variable	<i>M</i>	<i>SD</i>	<i>MD</i>	<i>df</i>	<i>t</i>	<i>p</i>
Attitudes toward Thai Language Acquisition class	3.26	1.06	-0.97	54	-4.25	< .001
Attitudes toward Thai Language Literature class	4.23	1.06				

*Note.* The significance level was set at .05 (two-tailed). “*MD*” stands for “mean difference”.

The results of the independent samples *t*-test indicate that there was a significant difference in the Grade 8 students' attitudes toward Thai Language Acquisition and Thai Language Literature classes,  $t(54) = -4.25, p < .001$ . Since the assumption of the two-tailed test assumes that any discrimination in Grade 8 students' attitude could run in either direction

(i.e., either favoring Thai Language class or favoring Thai Literature class), it only can be concluded that the attitudes toward the two classes are statistically different. While no statement on which attitudes are more positive or negative shall be made at all, a significant nondirectional does suggest that the numerical difference being tested is statistically significant.

### **Grade 9**

Table 20 shows the results of the independent samples *t*-test comparing Grade 9 students' attitudes toward Thai Language Acquisition and Thai Language Literature classes at a trilingual school in Thailand.

**Table 20**

*Results of the Independent Samples t-Test Comparing Grade 9 Students' Attitudes Toward Thai Language Acquisition and Thai Language Literature Classes at a Trilingual School in Thailand*

Variable	<i>M</i>	<i>SD</i>	<i>MD</i>	<i>df</i>	<i>t</i>	<i>p</i>
Attitudes toward Thai Language Acquisition class	3.94	1.25	-0.18	48	0.72	.473
Attitudes toward Thai Language Literature class	3.76	1.14				

*Note.* The significance level was set at .05 (two-tailed). “*MD*” stands for “mean difference”.

As illustrated in Table 20, the results of the independent samples *t*-test indicate that there was no significant difference in Grade 9 students' attitudes toward Thai Language Acquisition and Thai Language Literature classes at a trilingual school in Thailand, since the significance probability from the test was higher than .05;  $t(48) = 0.72, p = .473$

### **Findings From Research Objective 4**

Research Objective 4 was to determine whether there was a significant difference between Grades 6 to 9 students' attitudes toward Thai Language Acquisition class at a

trilingual school in Thailand. In order to address Research Objective 4 and compare the attitudes toward Thai Language Acquisition class between the four target grades, a one-way analysis of variance (ANOVA) was implemented. In a one-way ANOVA test, two or more groups or experimental conditions are compared simultaneously for their statistical equality on one dependent variable.

Table 21 presents the results obtained from performing the one-way ANOVA test on the collected data.

**Table 21**

*Results of the One-Way ANOVA Test Comparing Grades 6 to 9 Students' Attitudes Toward Thai Language Acquisition Class at a Trilingual School in Thailand*

Grade	<i>n</i>	<i>M</i>	<i>SD</i>	<i>dfs</i>		<i>F</i>	<i>p</i>
				Between groups	Within groups		
6	40	4.23	1.06	3	104	6.64	< .001
7	38	3.64	1.06				
8	16	3.26	1.06				
9	14	3.94	1.25				

*Note.* The significance level of the test was set at .05 (two-tailed).

According to Table 21, there is a statistically significant difference in the attitudes toward Thai Language Acquisition class between Grade 6 to 9 students at a trilingual school in Thailand,  $F(3, 104) = 6.64, p < .001$ .

The one-way ANOVA test identified a significant difference in the attitudes toward Thai Language Acquisition class between the four groups, but it does not indicate which groups were significantly different. Therefore, it was necessary to follow this significant ANOVA test up with a Scheffe's post hoc multiple comparison test, in order to compare all possible pairs of groups' mean scores and hence determine which groups were significantly different. Table 22 displays the results of the Scheffe's post hoc multiple comparison test

performed on the collected data.

**Table 22**

*Results of the Scheffe's Post Hoc Analysis to Identify Significant Differences in Grades 6 to 9 Students' Attitudes Toward Thai Language Acquisition Class at a Trilingual School in Thailand*

Grade	1	2	3	4
1. Grade 6	–			
2. Grade 7	-.59* (.020)	–		
3. Grade 8	-.97* (.002)	-.38 (.486)	–	
4. Grade 9	-.29 (.725)	-.30 (.705)	-.68 (.162)	–

*Note.* \* denotes a statistically significant difference (statistical significance level set at  $p = .05$ , two-tailed).  $p$ -values appear within parentheses under the mean difference values.

The results from the Scheffe's post hoc multiple comparison test (Table 22) revealed that, regarding participants' attitudes toward Thai Language Acquisition class, Grade 6 students were significantly different from Grade 7 ( $p = .020$ ), and Grade 8 ( $p = .002$ ). The post hoc analysis also indicated that the overall attitudes toward Thai Language Acquisition class were significantly more positive in Grade 6 students ( $M = 4.23$ ,  $SD = 1.06$ ) than in Grade 7, ( $M = 3.64$ ,  $SD = 1.06$ ), and Grade 8 students ( $M = 3.26$ ,  $SD = 1.06$ ).

The post hoc analysis shown in Table 24 failed to reveal a significant difference in attitudes toward Thai Language Acquisition class between Grade 6 and Grade 9 students ( $p = .725$ ), between Grade 7 and Grade 8 students ( $p = .486$ ), between Grade 7 and Grade 9 students ( $p = .705$ ), and between Grade 8 and Grade 9 students ( $p = .162$ ).

## Findings From Research Objective 5

Research Objective 5 was to determine whether there was a significant difference

between Grades 6 to 9 students' attitudes toward Thai Language Literature class at a trilingual school in Thailand. In order to address Research Objective 5 and compare the attitudes toward Thai Language Literature class between the four target grades, a one-way analysis of variance (ANOVA) was implemented. In a one-way ANOVA test, two or more groups or experimental conditions are compared simultaneously for their statistical equality on one dependent variable.

Table 23 presents the results obtained from performing the one-way ANOVA test on the collected data.

**Table 23**

*Results of the One-Way ANOVA Test Comparing Grades 6 to 9 Students' Attitudes Toward Thai Language Literature Class at a Trilingual School in Thailand*

Grade	<i>n</i>	<i>M</i>	<i>SD</i>	<i>dfs</i>		<i>F</i>	<i>p</i>
				Between groups	Within groups		
6	23	4.54	1.22	3	127	7.00	< .001
7	32	4.57	0.96				
8	40	4.23	1.06				
9	36	3.76	1.14				

*Note.* The significance level of the test was set at .05 (two-tailed).

According to Table 23, there is a statistically significant difference in the attitudes toward Thai Language Literature class between Grade 6 to 9 students at a trilingual school in Thailand,  $F(3, 127) = 7.00, p < .001$ .

The one-way ANOVA test identified a significant difference in the attitudes toward Thai Language Literature class between the four groups, but it does not indicate which groups were significantly different. Therefore, it was necessary to follow this significant ANOVA test up with a Scheffe's post hoc multiple comparison test, in order to compare all possible pairs of groups' mean scores and hence determine which groups were significantly



different. Table 24 displays the results of the Scheffe's post hoc multiple comparison test performed on the collected data.

**Table 24**

*Results of the Scheffe's Post Hoc Analysis to Identify Significant Differences in Grades 6 to 9 Students' Attitudes Toward Thai Language Literature Class at a Trilingual School in Thailand*

Grade	1	2	3	4
1. Grade 6	–			
2. Grade 7	.28 (.999)	–		
3. Grade 8	-.31 (.556)	.34 (.390)	–	
4. Grade 9	-.79* (.006)	-.81* (.001)	-.48 (.096)	–

*Note.* \* denotes a statistically significant difference (statistical significance level set at  $p = .05$ , two-tailed).  $p$ -values appear within parentheses under the mean difference values.

The results from the Scheffe's post hoc multiple comparison test (Table 24) revealed that, regarding participants' attitudes toward Thai Language Literature class, Grade 9 students were significantly different from Grade 6 ( $p = .006$ ), and Grade 7 ( $p = .001$ ). The post hoc analysis also indicated that the overall attitudes toward Thai Language Literature class were significantly more positive in Grade 7 students ( $M = 4.57$ ,  $SD = 0.96$ ) and Grade 6, ( $M = 4.54$ ,  $SD = 1.22$ ) than in Grade 9 students ( $M = 3.76$ ,  $SD = 1.14$ ).

The post hoc analysis shown in Table 24 failed to reveal a significant difference in attitudes toward Thai Language Acquisition class between Grade 6 and Grade 7 students ( $p = .999$ ), between Grade 6 and Grade 8 students ( $p = .556$ ), between Grade 7 and Grade 8 students ( $p = .390$ ), and between Grade 8 and Grade 9 students ( $p = .096$ ).

## **CHAPTER V**

### **CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS**

In the previous chapter, the researcher presented the research findings of this comparative study of Grades 6 to 9 students' attitudes toward Thai Language Acquisition class and Thai Language Literature class at a trilingual school in Thailand. In this chapter, the researcher presents a summary of the study, a summary of the findings, conclusions, discussion, and recommendations for students, teachers, school administrators, and future researchers.

#### **Summary of the Study**

The main purpose of the current study was to determine whether there was a significant difference, within and among grades, in the attitudes toward Thai Language Acquisition and Thai Language Literature classes held by Grades 6 to 9 students at a trilingual school in Thailand. In order to achieve this purpose, a comparative research design was adopted for this study.

The sample of participants for this study was comprised of a population sample of 239 students (63 students from Grade 6, 70 students from Grade 7, 56 students from Grade 8, and 50 students from Grade 9) enrolled in a trilingual school in Thailand, during the academic year 2021-2022.

The following were the research objectives of this study.

1. To determine the levels of attitudes of Grades 6 to 9 students toward Thai Language Acquisition class at a trilingual school in Thailand.
2. To determine the levels of attitudes of Grades 6 to 9 students toward Thai

Language Literature class at a trilingual school in Thailand.

3. To determine whether there is a significant difference between Grades 6 to 9 students' attitudes toward Thai Language Acquisition and Thai Language Literature classes at a trilingual school in Thailand.
4. To determine whether there is a significant difference between Grades 6 to 9 students' attitudes toward Thai Language Acquisition class at a trilingual school in Thailand.
5. To determine whether there is a significant difference between Grades 6 to 9 students' attitudes toward Thai Language Literature class at a trilingual school in Thailand.

The Attitudes Toward Thai Language Acquisition Class Questionnaire (ATTLACQ), and the Attitudes Toward Thai Language and Literature Class Questionnaire (ATLLCQ) were adopted and administered, in May 2022, to measure the levels of students' attitudes toward Thai Language Acquisition and Thai Language Literature classes. With the support of a statistical software package, the researcher performed on the collected data descriptive statistics (means and standard deviations), in order to determine the levels of the research variables being addressed in this study, and statistical comparative analysis (independent samples *t*-test, and one-way analysis of variance [ANOVA]), in order to address this research's hypotheses.

### **Summary of the Findings**

In this section, the findings obtained from the qualitative analysis on the collected data are summarized. The findings are organized and presented by research objective.

#### **Findings From Research Objective 1**

Regarding to this research objective, the following findings were obtained.

- The overall level of attitudes of Grades 6 students toward Thai Language Acquisition class at the target school was interpreted as partially positive.
- The overall level of attitudes of Grades 7 students toward Thai Language Acquisition class at the target school was interpreted as partially positive.
- The overall level of attitudes of Grades 8 students toward Thai Language Acquisition class at the target school was interpreted as partially negative.
- The overall level of attitudes of Grades 9 students toward Thai Language Acquisition class at the target school was interpreted as partially negative.

### **Findings From Research Objective 2**

Regarding to this research objective, the following findings were obtained.

- The overall level of attitudes of Grades 6 students toward Thai Language Literature class at the target school was interpreted as positive.
- The overall level of attitudes of Grades 7 students toward Thai Language Literature class at the target school was interpreted as positive.
- The overall level of attitudes of Grades 8 students toward Thai Language Literature class at the target school was interpreted as partially positive.
- The overall level of attitudes of Grades 8 students toward Thai Language Literature class at the target school was interpreted as partially positive.

### **Findings From Research Objective 3**

Regarding to this research objective, the following findings were obtained.

- It was found that there was no significant difference in Grade 6 students' attitudes toward Thai Language Acquisition and Thai Language Literature classes at a trilingual school in Thailand.

- It was found that there was a significant difference in Grade 7 students' attitudes toward Thai Language Acquisition and Thai Language Literature classes at a trilingual school in Thailand. This significant difference indicates that the Grade 7 participants' overall attitudes were significantly more positive toward Thai Language Literature class than toward Thai Language Acquisition class.
- It was found that there was a significant difference in Grade 8 students' attitudes toward Thai Language Acquisition and Thai Language Literature classes at a trilingual school in Thailand. This significant difference indicates that the Grade 8 participants' overall attitudes were significantly more positive toward Thai Language Literature class than toward Thai Language Literature class.
- It was found that there was no significant difference in Grade 9 students' attitudes toward Thai Language Acquisition and Thai Language Literature classes at a trilingual school in Thailand.

#### **Findings From Research Objective 4**

Regarding to this research objective, the following findings were obtained.

- It was found that there was a significant difference in overall attitudes toward Thai Language Acquisition class between Grades 6, Grade 7 and Grade 8 students at the target school. The post hoc analysis also indicated that the overall attitudes toward Thai Language Acquisition class were significantly more positive in Grade 6 students than in Grade 7 and Grade 8 at a trilingual school in Thailand.
- It was found that there was no significant difference in attitudes toward Thai Language Acquisition class between Grades 6 and Grade 9 students, between Grade 7 and Grade 8 students, between Grade 7 and Grade 9 students, and between Grade 8 and Grade 9 students at a trilingual school in Thailand.

### Findings From Research Objective 5

Regarding to this research objective, the following findings were obtained.

- It was found that there was a significant difference in overall attitudes toward Thai Language Literature class between Grade 9 and Grade 6, and between Grade 9 and Grade 7 students at the target school. The post hoc analysis also indicated that the overall attitudes toward Thai Language Literature class were significantly more positive in Grades 6 and 7 students than in Grade 9 students, at a trilingual school in Thailand.
- It was found that there was no significant difference in attitudes toward Thai Language Acquisition class between Grade 6 and Grade 7 students, between Grade 6 and Grade 8 students, between Grade 7 and Grade 8 students, and between Grade 8 and Grade 9 students at a trilingual school in Thailand.

### Conclusions

In this section, the researcher presents the main conclusions drawn from the data analysis. The conclusions are organized and presented by research objective.

#### Conclusions From Research Objective 1

Regarding to this research objective, the following findings were obtained.

- The overall level of predisposition toward objects or ideas related to Thai Language Acquisition class (such as reading, writing, grammar, and vocabulary), to evaluate them favorably or unfavorably, of Grade 6 students at the target school, reflecting their pleasure and enjoyment in the learning process, was interpreted as partially positive.
- The overall level of predisposition toward objects or ideas related to Thai Language Acquisition class (such as reading, writing, grammar, and vocabulary),



to evaluate them favorably or unfavorably, of Grade 7 students toward Thai Language Acquisition class at the target school, reflecting their pleasure and enjoyment in the learning process, was interpreted as partially positive.

- The overall level of predisposition toward objects or ideas related to Thai Language Acquisition class (such as reading, writing, grammar, and vocabulary), to evaluate them favorably or unfavorably, of Grade 8 students toward Thai Language Acquisition class at the target school, reflecting their pleasure and enjoyment in the learning process, was interpreted as partially negative.
- The overall level of predisposition toward objects or ideas related to Thai Language Acquisition class (such as reading, writing, grammar, and vocabulary), to evaluate them favorably or unfavorably, of Grade 9 students toward Thai Language Acquisition class at the target school, reflecting their pleasure and enjoyment in the learning process, was interpreted as partially negative.

### **Conclusions From Research Objective 2**

Regarding to this research objective, the following findings were obtained.

- The overall level of predisposition toward objects or ideas toward Thai Language Literature class (such as figure of speech, analytical skills, and poem interpretations), to evaluate them favorably or unfavorably, of Grade 6 students toward Thai Language Literature class at the target school, reflecting their pleasure and enjoyment in the learning process, was interpreted as positive.
- The overall level of predisposition toward objects or ideas toward Thai Language Literature class (such as figure of speech, analytical skills, and poem interpretations), to evaluate them favorably or unfavorably, of Grade 7 students toward Thai Language Literature class at the target school, reflecting their

pleasure and enjoyment in the learning process, was interpreted as positive.

- The overall level of predisposition toward objects or ideas toward Thai Language Literature class (such as figure of speech, analytical skills, and poem interpretations), to evaluate them favorably or unfavorably, of Grade 8 students toward Thai Language Literature class at the target school, reflecting their pleasure and enjoyment in the learning process, was interpreted as partially positive.
- The overall level of predisposition toward objects or ideas toward Thai Language Literature class (such as figure of speech, analytical skills, and poem interpretations), to evaluate them favorably or unfavorably, of Grade 9 students toward Thai Language Literature class at the target school, reflecting their pleasure and enjoyment in the learning process, was interpreted as partially positive.

### **Conclusions From Research Objective 3**

Regarding to this research objective, the following findings were obtained.

- It was found that there was no significant difference in Grade 6 students' attitudes toward Thai Language Acquisition and Thai Language Literature classes at a trilingual school in Thailand. Therefore, the subject in which Grade 6 students were enrolled in (i.e., Thai Language Acquisition class or Thai Language Literature class) appears to have no significant effect on their attitude toward it.
- It was found that there was a significant difference in Grade 7 students' attitudes toward Thai Language Acquisition and Thai Language Literature classes at a trilingual school in Thailand. Therefore, the subject in which Grade 7 students were enrolled in (i.e., Thai Language Acquisition class or Thai Language

Literature class) possibly has a significant effect on their attitude toward it: being enrolled in Thai Language Literature class draws a more positive attitude from Grade 7 students than being enrolled in Thai Language Acquisition class.

- It was found that there was a significant difference in Grade 8 students' attitudes toward Thai Language Acquisition and Thai Language Literature classes at a trilingual school in Thailand. Therefore, the subject in which Grade 8 students were enrolled in (i.e., Thai Language Acquisition class or Thai Language Literature class) possibly has a significant effect on their attitude toward it: being enrolled in Thai Language Literature class draws a more positive attitude from Grade 8 students than being enrolled in Thai Language Acquisition class.
- It was found that there was no significant difference in Grade 9 students' attitudes toward Thai Language Acquisition and Thai Language Literature classes at a trilingual school in Thailand. Therefore, the subject in which Grade 9 students were enrolled in (i.e., Thai Language Acquisition class or Thai Language Literature class) appears to have no significant effect on their attitude toward it.

#### **Conclusions From Research Objective 4**

Regarding to this research objective, the following findings were obtained.

- It was found that there was a significant difference in overall attitudes toward Thai Language Acquisition class between Grades 6, Grade 7 and Grade 8 students at the target school. Therefore, for these particular grade pairings, the grade in which students from the target trilingual school in Thailand were enrolled in appears to have a significant effect on their attitude toward Thai Language Acquisition class: being enrolled in Grade 6 draws a more positive attitude toward Thai Language Acquisition class from students than being enrolled in Grade 7 and Grade 8,

respectively.

- It was found that there was no significant difference in attitudes toward Thai Language Acquisition class between Grade 6 and Grade 9 students, between Grade 7 and Grade 8 students, between Grade 7 and Grade 9 students, and between Grade 8 and Grade 9 students at a trilingual school in Thailand.

Therefore, for these particular grade pairings, the grade in which students from the target trilingual school in Thailand were enrolled in appears to have no significant effect on their attitude toward Thai Language Acquisition class.

### **Conclusions From Research Objective 5**

Regarding to this research objective, the following findings were obtained.

- It was found that there was a significant difference in overall attitudes toward Thai Language Literature class between Grade 9 and Grade 6, and between Grade 9 and Grade 7 students at the target school. The post hoc analysis also indicated that the overall attitudes toward Thai Language Literature class was significantly more positive in Grades 6 and 7 students than in Grade 9 students, at a trilingual school in Thailand. Therefore, for these particular grade pairings, the grade in which students from the target trilingual school in Thailand were enrolled in appears to have a significant effect on their attitude toward Thai Language Literature class: being enrolled in Grade 6 draws a more positive attitude toward Thai Language Literature class from students than being enrolled in Grade 9, and being enrolled in Grade 7 draws a more positive attitude toward Thai Language Literature class from students than being enrolled in Grade 9.
- It was found that there was no significant difference in attitudes toward Thai Language Acquisition class between Grade 6 and Grade 7 students, between

Grade 6 and Grade 8 students, between Grade 7 and Grade 8 students, and between Grade 8 and Grade 9 students at a trilingual school in Thailand.

Therefore, for these particular grade pairings, the grade in which students from the target trilingual school in Thailand were enrolled in appears to have no significant effect on their attitude toward Thai Language Literature class.

### **Discussion**

In the following sections, the researcher presents a discussion of the research findings obtained from conducting the current study, by relating them with the findings reported by previous research studies.

#### **Attitudes Toward Thai Language Acquisition Class**

The results of the current study revealed that the overall level of attitudes toward Thai Language Acquisition class were partially positive for Grades 6 and 7, and partially negative for Grades 8 and 9. To elaborate, according to Charoensuk (2010), students' age can significantly affect their attitude toward Thai language, and students in earlier grades always have more positive attitude toward the mother tongue than students in later grades. These findings are in line with a previous study reported in the literature (i.e., Charoensuk, 2010). Charoensuk (2010) found that the attitudes toward learning Thai subject were positive for earlier grades than for later ones, when studying the factors affecting Thai language reading skills for 123 Grades 4 to 6 students at Watchaichanasongkarn School in Samphantawong District, Bangkok.

The results of the current study regarding the overall levels of attitude toward Thai Language Acquisition class were not in line with some previous studies reported in the literature (e.g., Rumakom, 2018; Sithdichoke, 1989). Rumakom (2018) found that the overall levels of attitude toward Thai language of Thai Muslim bachelor's degree students in

Pathumthani Province was positive, when conducting a study on Thai language learning strategies and attitudes toward Thai language on 115 students. Sithdichoke (1989) found that the levels of attitude toward Thai language of students at the colleges of physical education were positive when studying the relationship between attitude toward Thai subject and achievement in learning Thai of 530 students. This can be due to students' field of study (Sithdichoke, 1989), gender, beliefs, and fields of interests (Rumakom, 2018).

### **Attitudes Toward Thai Language Literature Class**

The results of the current study revealed that the overall levels of attitudes toward Thai Language Literature class were positive for Grades 6 and 7, and partially positive for Grades 8 and 9. These findings are in line with some previous studies reported in the literature (e.g., Rumakom, 2018; Sithdichoke, 1989). Rumakom (2018) found that the overall levels of attitude toward Thai language of Thai Muslim bachelor's degree students in Pathumthani Province were positive, when conducting a study on Thai language learning strategies and attitudes toward Thai language on 115 students. Sithdichoke (1989) found that the levels of attitude toward Thai language of students at the colleges of physical education were positive when studying the relationship between attitude toward Thai subject and achievement in learning Thai of 530 students.

The results of the current study regarding the overall levels of attitude toward Thai Language Literature class were not in line with a previous study reported in the literature (i.e., Charoensuk, 2010). Charoensuk (2010) found that the attitudes toward learning Thai subject are positive for earlier grades than later grades when studying the factors affecting on Thai language reading skills of 123 Grades 4 to 6 students at Watchaichanasongkarm School in Samphantawong District, Bangkok. This can be due to students' learning achievement, guardians' support, and learning environment (Charoensuk, 2010).



## **The Within-Grade Difference in Attitudes Toward Thai Language Acquisition and Thai Language Literature Classes**

The data from the current study showed that there was a significant difference in the attitudes toward Thai Language Acquisition and Thai Language Literature classes, within some grades, which was not in line with any of the previous studies that the researcher was able to find reported in the literature, due to none of the studies performing comparisons between two different classes of the same grade (e.g., Charoensuk, 2010; Rumakom, 2018; Sithdichoke, 1989). The current report study showed no significant difference in attitudes toward the two classes in Grades 6 and 9. However, there was a significant difference in Grades 7 and 8 students on their attitudes toward Thai Language Acquisition and Thai Language Literature classes at a trilingual school in Thailand. This result may occur due to different implementations, and approaches of each school toward the Thai curriculum, in relation to the students' needs. According to a study by Nakasonth (1997), it is stated that the implementation of the Thai curriculum as required by the Ministry of Education of Thailand may not always be applicable to every school, especially international schools. To elaborate, some international schools may try to implement the Thai curriculum, but due to time limits and the amount of content, there was not enough time to teach accordingly (Nakasonth, 1997). For this reason, it is possible for students to acquire knowledge that may not be useful for their applications in accordance with their needs, which may cause their attitudes toward the classes to decrease as they proceed in each grade level. According to Gardner (2010), language learners do not only study the language skills but also behaviors of another culture. Consequently, their attitudes toward that specific culture play an essential role in their learning process. Possessing less positive attitudes toward Thai Language Acquisition class than toward Thai Language Literature class in Grade 7 and 8 may result in students not being interested in studying the behavior and the culture that comes with the Thai language.

### **The Grade-Based Difference in Attitudes Toward Thai Language Acquisition Class**

The data analysis from the current study showed that there was no statistically significant difference in the overall level of attitudes toward Thai Language Acquisition class between Grades 6 and 9, Grades 7 and 8, and Grade 7 and 9, students at a trilingual school in Thailand. In other words, this can be due to students' age which can significantly affect their attitude toward Thai language. According to Charoensuk (2010), students in earlier grades always have more positive attitude toward the mother tongue than students in later grades. However, Grade 9 students may find Thai language important to their future goals, which may be the explanation to why they have higher level of attitudes than Grade 8 students. The result from the current study was found in line with Charoensuk (2010)'s findings, which reported that no significant difference in attitudes toward learning Thai subject was found among Grades 4 to 6. Also, the current study showed that the earlier grades always have better attitudes than later Grades (e.g., from the current study, Grade 6 has a more positive attitude than Grades 7 to 9 students). The result from the current study was found in line with Charoensuk (2010)'s findings, which reported that Grade 4 students had more positive attitudes toward Thai language subject than Grade 5 and 6 ones, respectively.

The result from the current study was found different from the ones reported by Rumakom (2018) and Sithdichoke (1989). Rumakom (2018) found that the overall levels of attitudes toward Thai language subject were positive for all Thai Muslim bachelor's degree students in Pathumthani Province, Thailand. Nonetheless, the result of the current study showed that Grade 6 students had significantly more positive attitudes toward Thai Language Acquisition class than in Grades 7, 8 and 9. Moreover, Sithdichoke's (1989) findings illustrated that the overall attitudes toward Thai subject of students from the colleges of physical education were positive. Nevertheless, the result of the current study showed that Grades 6, 7 and 9 students had partially positive attitudes toward Thai Language Acquisition

class, while Grade 8 having partially negative attitudes toward the subject at a trilingual school in Thailand.

### **The Grade-Based Difference in Attitudes Toward Thai Language Literature Class**

The data analysis from the current study showed that there was no statistically significant difference in the overall level of attitudes toward Thai Language Literature class between Grades 6 and 7, Grades 7 and 8, and Grade 8 and 9 students at a trilingual school in Thailand. The result from the current study was found in line with Charoensuk's (2010) findings, which reported as no significant difference found between Grades 4 to 6. Also, the current study showed that the earlier grades always had more positive attitudes toward Thai Language Literature class than later grades (e.g., from the current study, Grade 6 and 7 have a more positive attitude than Grades 8 and 9). The result from the current study was found in line with Charoensuk's (2010) findings, which reported that Grades 4 and 5 students had more positive attitudes toward Thai language subject than Grade 6.

The result from the current study was found different from Rumakom (2018), and Sithdichoke (1989). Rumakom (2018) found that the overall levels of attitudes toward Thai language subject were positive for all Thai Muslim bachelor's degree students in Pathumthani Province. Nonetheless, the result of the current study showed there was significantly more positive attitudes toward Thai Language Literature class in Grade 6, 7 and 8 students than in Grade 9. Moreover, Sithdichoke's (1989) findings illustrated that the attitudes toward Thai subject of students from the colleges of physical education were overall positive. Nevertheless, the result of the current study showed that only Grades 6 and 7 students have positive attitudes toward Thai Language Literature class, while Grades 8 and 9 have partially positive attitudes toward the subject at a trilingual school in Thailand.

## **Recommendations**

The researcher would like to provide the following recommendations for students, teachers, school administrators, and future researchers, according to the findings of the current study in relation to Grades 6 to 9 students' attitudes toward Thai Language Acquisition class and Thai Language Literature class at a trilingual school in Thailand.

### **Recommendations for Students**

In relation to their attitudes toward Thai Language Acquisition class, the findings of this study showed that the Grades 6 to 9 students at a trilingual school in Thailand had a slightly low overall level of attitudes toward Thai Language Acquisition class. In relation to the class, students at the target school were found to have a slightly low pleasure and enjoyment in the learning process (e.g., “I would rather spend more time in my Thai Language Acquisition class and less than other classes” [Item 1], “I like my Thai Language Acquisition class so much; I look forward to studying more Thai in the future” [Item 3], “Thai Language Acquisition is one of my favorite courses” [Item 5], “I plan to learn as much Thai Language Acquisition as possible” [Item 9]). Therefore, the researcher suggests that students should understand the objectives and importance of learning Thai Language Acquisition, a class that teaches topics such as Thai grammar, reading, writing, and vocabulary. Acquiring these language skills can be beneficial to students currently living in Thailand. The language is an essential tool that can be used to communicate with local Thai people, who may not be able to use English fluently. Moreover, students may use their knowledge of Thai language to navigate around the country, fill out forms such as an address, personal information, and to prevent themselves from being harassed or deceived by frauds while living in Thailand. Most importantly, if students wish to become business owners, lawyers, physicians, or follow other career paths in Thailand, being able to

communicate in Thai is an advantage.

In relation to the attitude toward Thai Language Literature class, the findings of this study showed that the Grades 6 to 9 students at a trilingual school in Thailand had a slightly low overall level of attitudes toward Thai Language Literature class. In relation to the class, students at the target school have slightly low pleasure and enjoyment in the learning process (e.g., “I would rather spend more time in my Thai Language Literature class and less than other classes” [Item 1], “I like my Thai Language Literature class so much; I look forward to studying more Thai in the future” [Item 3], “Thai Language Literature is one of my favorite courses” [Item 5], “I plan to learn as much Thai Language Literature as possible” [Item 9]). Therefore, the researcher suggests that students should understand the objectives and importance of learning Thai Language Literature class, a subject that allows students to practice and acquire analytical skills (e.g., figure of speech, interpretation, writing style, and literary tools). Acquiring these skills will be advantageous to students who wish to understand the Thai context at an advanced level. For example, students who would like to become writers, news reporters, social welfare workers, and government officers. Being able to utilize Thai language analytical skills such as interpretation, writing style acknowledgment, and literary tools can help students pursue, and become a professional, in their desired career path in Thailand.

### **Recommendations for Teachers**

In order to support students to have higher overall levels of attitude toward Thai Language Acquisition and Thai Language Literature classes, the researcher would like to suggest teachers to integrate more activities and put more emphasis on goals that appeal to students’ needs, that will help them acquire knowledge beneficial to their aims. For instance, teachers may provide students with more opportunities to use Thai language in different

situations that they may encounter in real life, such as shopping in the local area, using public transport, experiencing local Thai lifestyles, and future careers. The activities mentioned above will allow students to apply what they have learned from the Thai Language Acquisition class and Thai Language Literature class, and they will also acquire new knowledge from direct experiences. Teachers can also support these learning activities by giving students more opportunities to explore about what they have learned inside the classroom (e.g., students research and make a podcast about what they have learned), which will help students understand more about the importance of Thai language learning. Also, teachers can try to arrange more workshops and invite guest speakers in Thailand, such as writers, business owners, or other career paths students are interested in to illustrate the importance and advantages of acquiring the Thai language. They can also increase the use of resources provided by the school library, such as magazines and databases, to teach students about Thai culture, history, current events, and lifestyles.

### **Recommendations for School Principal and Administrators**

For the benefit of students' attitudes toward Thai Language Acquisition class and Thai Language Literature class, the school principal and administrators of the target school should allow students to visit local areas, or allocate space and resources to support students' learning in an authentic way. For example, inviting local shop owners to participate in school fairs, allows students to utilize their learned Thai in real-life situations. Providing activities as such may encourage students to experience using Thai language with local Thai people who may not be able to use English to communicate. Consequently, students discover the importance of Thai language classes and understand the objectives of learning the language, especially when they are living in Thailand. In addition, the school principal and administrator could also acquire more Thai language books for the school library, subscribe



to Thai magazines, and newspapers to provide more resources for students and teachers to utilize in their Thai language learning procedure. By using these resources, students can practice reading and writing Thai, along with learning Thai culture and catching up with current events in Thailand. The school principal and administrators are also suggested to set up a space, on either the school website or social media, to allow students to write entries in Thai, or to organize and launch a Thai speech contest (e.g., TED Talks), or essay writing competition (e.g., Matichon Awards Short Stories – Poetry Contest, and Young Thai Artist Award) in order for students to develop and utilize more their Thai writing and speaking skills. Moreover, the school principal and administrators should provide opportunities for ongoing professional development for all teachers, Thai or foreigners, to learn Thai in order to influence students to see the importance of the language since students seem to deem Thai language as futile (see Item 3 for both of the research instruments).

### **Recommendations for Future Researchers**

The current research was a quantitative one, designed to investigate the attitudes of Grades 6 to 9 students toward Thai Language Acquisition class and Thai Language Literature class at a trilingual school in Thailand. The data of this study were collected from 239 students (i.e., 63 students from Grade 6, 70 students from Grade 7, 56 students from Grade 8, and 50 students from Grade 9) from one trilingual school in Thailand. Based on the limitation of access, it is suggested that future researchers could examine a larger sample size of students, from an even wider range of grade levels, school subjects, and schools, which would be conducive to obtain more generalizable results regarding the variables addressed in this study. In terms of the research variables considered in the present study, it was found that the grade in which participants were enrolled in, for some particular grade pairings, appeared to have no significant effect on their attitudes toward either Thai Language Acquisition class or Thai Language Literature class. Therefore, it is suggested that future researchers consider

to include in their studies some of the variables and factors that have been reported in the literature to influence and have a significant impact on students' attitudes, that were not included in the current study, such as learning achievement, guardians' support, and learning environment (Charoensuk, 2010), students' field of study (Sithdichoke, 1989), gender, beliefs, and fields of interest (Rumakom, 2018).



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## APPENDICES



APPENDIX A:

Attitudes Toward Thai Language Acquisition Class Questionnaire



### Attitudes Toward Thai Language Acquisition Class Questionnaire

Grade: \_\_\_\_\_

Student I.D. Nº: \_\_\_\_\_

The study aims to investigate the attitudes of Grades 6 to 9 students toward Thai Language Acquisition class. Through this questionnaire, the researcher will find if there is a significant difference in students' attitudes toward Thai Language Acquisition class. For each of the 10 items listed below, please use a check mark (✓) to indicate your answer using the given rating scale (1-6).

1 = Strongly Disagree (SD)

2 = Moderately Disagree (MD)

3 = Disagree (D)

4 = Agree (A)

5 = Moderately Agree (MA)

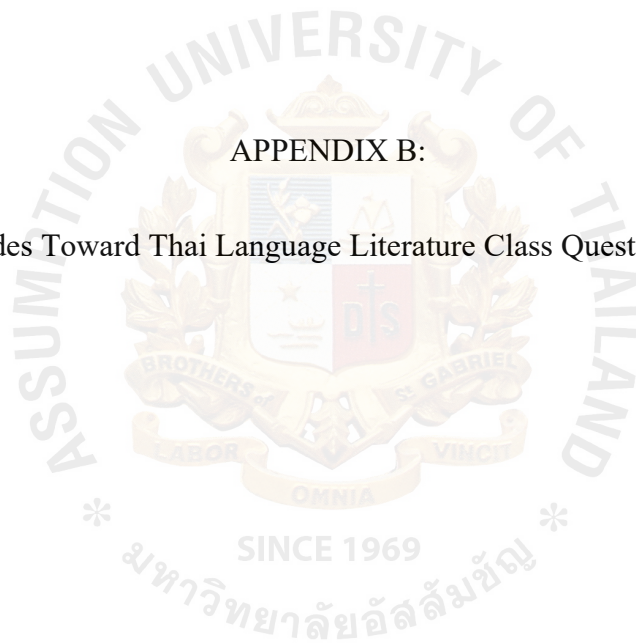
6 = Strongly Agree (SA)



No.	Items	1 Strongly Disagree (SD)	2 Moderately Disagree (MD)	3 Disagree (D)	4 Agree (A)	5 Moderately Agree (MA)	6 Strongly Agree (SA)
1.	I would rather spend more time in my Thai Language Acquisition class and less in other classes.	1 SD	2 MD	3 D	4 A	5 MA	6 SA
2.	I enjoy the activities of our Thai Language Acquisition class much more than those of my other classes.	1 SD	2 MD	3 D	4 A	5 MA	6 SA
3.	I like my Thai Language Acquisition class so much; I look forward to studying more Thai in the future.	1 SD	2 MD	3 D	4 A	5 MA	6 SA
4.	I look forward to the time I spend in Thai Language Acquisition class.	1 SD	2 MD	3 D	4 A	5 MA	6 SA
5.	Thai Language Acquisition is one of my favorite courses.	1 SD	2 MD	3 D	4 A	5 MA	6 SA
6.	Learning Thai Language Acquisition is really great.	1 SD	2 MD	3 D	4 A	5 MA	6 SA
7.	I really enjoy learning Thai Language Acquisition.	1 SD	2 MD	3 D	4 A	5 MA	6 SA
8.	Thai Language Acquisition is a very important part of the school program.	1 SD	2 MD	3 D	4 A	5 MA	6 SA
9.	I plan to learn as much Thai Language Acquisition as possible.	1 SD	2 MD	3 D	4 A	5 MA	6 SA
10.	I love learning Thai Language Acquisition.	1 SD	2 MD	3 D	4 A	5 MA	6 SA

APPENDIX B:

Attitudes Toward Thai Language Literature Class Questionnaire



### Attitudes Toward Thai Language Literature Class Questionnaire

Grade: \_\_\_\_\_

Student I.D. Nº: \_\_\_\_\_

The study aims to investigate the attitudes of Grades 6 to 9 students toward Thai Language Literature class. Through this questionnaire, the researcher will study whether there is a significant difference in students' attitudes toward Thai Language Literature class. For each of the 10 items listed below, please use a check mark (✓) to indicate your answer using the given rating scale (1-6).

1 = Strongly Disagree (SD)

2 = Moderately Disagree (MD)

3 = Disagree (D)

4 = Agree (A)

5 = Moderately Agree (MA)

6 = Strongly Agree (SA)





No.	Items	1 Strongly Disagree (SD)	2 Moderately Disagree (MD)	3 Disagree (D)	4 Agree (A)	5 Moderately Agree (MA)	6 Strongly Agree (SA)
1.	I would rather spend more time in my Thai Language Literature class and less in other classes.	1 SD	2 MD	3 D	4 A	5 MA	6 SA
2.	I enjoy the activities of our Thai Language Literature class much more than those of my other classes.	1 SD	2 MD	3 D	4 A	5 MA	6 SA
3.	I like my Thai Language Literature class so much; I look forward to studying more Thai in the future.	1 SD	2 MD	3 D	4 A	5 MA	6 SA
4.	I look forward to the time I spend in Thai Language Literature class.	1 SD	2 MD	3 D	4 A	5 MA	6 SA
5.	Thai Language Literature is one of my favorite courses.	1 SD	2 MD	3 D	4 A	5 MA	6 SA
6.	Learning Thai Language Literature is really great.	1 SD	2 MD	3 D	4 A	5 MA	6 SA
7.	I really enjoy learning Thai Language Literature.	1 SD	2 MD	3 D	4 A	5 MA	6 SA
8.	Thai Language Literature is a very important part of the school program.	1 SD	2 MD	3 D	4 A	5 MA	6 SA
9.	I plan to learn as much Thai Language Literature as possible.	1 SD	2 MD	3 D	4 A	5 MA	6 SA
10.	I love learning Thai Language Literature.	1 SD	2 MD	3 D	4 A	5 MA	6 SA

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