

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

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Abstract: This study focused on three objectives. The first objective was to determine the level of upper secondary students' attitudes toward English as a foreign language learning in Science-Mathematics at the Demonstration School of Ramkhamhaeng University. The second objective was to determine the level of upper secondary students' attitudes toward English as a foreign language learning in Arts-Language at the Demonstration School of Ramkhamhaeng University. The third objective was to compare the students' attitude toward English as a foreign language learning between students in Science-Mathematics and Arts-Language programs. There were four hundred and thirty one upper secondary students at the Demonstration School of Ramkhamhaeng University participated in academic year 2015. The study used two groups of students that consist of Science-Mathematics and Arts-Language students. In conclusion, the findings indicated that Thai upper secondary students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University had positive attitudes toward English as a foreign language learning. The research result also reviewed that there was no significant difference between the students' attitudes toward English as a foreign language learning. The study concludes with recommendations for practice and for future research.

Keywords: Attitudes, English as a Foreign Language Learning.

Introduction

Thailand had very low English proficiency of EF EPI Score that was 45.35 out of 100 points. Comparison with some countries in ASEAN, Malaysia had very high proficiency of EF EPI Score that was 60.30 out of 100 points. Vietnam had moderate proficiency of EF EPI Score that was 53.81 out of 100 points (EF English Proficiency

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Index, 2015). While the approach of ASEAN community 2015, English language would not be just a subject which was studied and taught in the classroom, but also which was useful to apply in various places. It was noted that English was used by more nonnative English speakers such as in the expanding and outside circles. Everyone who is related should modify teaching and learning methods in line, especially for the examination. The multiple choice format for entrance examination almost had focused on grammar and comprehension and with little consideration to speaking and listening skills. However, memory strategy might not make the students had positive attitudes toward English as a foreign language learning. It might cause Thai students to delay behind their contemporaries in neighboring countries in the vacancy job market. (Choomthong, 2014).

From Thai basic education core curriculum, there are eight subjects as a standard. Foreign Languages is one of them and English is the major foreign language in Thailand. Therefore, Thai students in the secondary level must study English. Both Thai students in Science-Mathematics program and Arts-Language program must study English as a foreign language which is the main course. The role of English as a foreign language is important same many other developing countries. New knowledge and the development of the internet have been affected in a main transits business, education, science and technical conditions, all of which needs to high ability in English (Wiriyachitra, 2002). Especially, Thai students' attitudes toward English as a foreign language learning should be positive attitudes for ready to improve their English skills. Many jobs call for the applicants who are fluent in English as most business organizations aim at recruiting employees who have excellent language skills and are ready to efficiently perform their business. For this knowing English is a requirement (Pawapatcharaudom, 2007).

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

In the English classroom in Thailand, where Thai teachers teach English, it is inevitable to speak Thai with their students. By doing so, it may reduce students' anxiety. Still, the use of English should be maximized. This can be done by setting the curriculum where speaking and listening skills are focused on. It is understood that the aims of each course can form the language use in the classroom and the teachers' teaching methods (Choomthong, 2014). Moreover, the results from the English-proficiency test which is the Ordinary National Educational Test (O-NET) in Thailand, the students of primary schools in Thailand 2010 and 2011 with average scores of 31.75 and 20.99 out of 100 points sequentially. Over 900,000 students at

the lower secondary-schools level gained average scores approximately 32.42, 26.05, and 16.19 out of 100 points sequentially in 2009 to 2011. The number of 350,000 students at upper-secondary schools level in 2009 to 2011 gained average scores between 30.68, 23.98, and 19.22 out of 100 points respectively (Noom-Ura, 2013). Therefore, Thai students have a low score in English subject.

Research Objectives

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

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

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

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

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

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

Literature Review

Uribe et al. (2013) had researched to which these attitudes in English as a foreign language learning gender and influence in English variables. However, they had also indicated to the pressure on the English as a foreign language learning as the critical factor. This factor had shown a high average all of correlation variables. Therefore, the pressure to learn English is the important factor for them to expose the motivation to learn a second language. It meant English as a foreign language learning is a key component for the integration in an area in which the use of Spanish is prohibited by law. Attitude is a hypothetical whose be constructed and represented an individual's like or dislike for the preference. Either attitudes were positive, or negative and neutral views called of attitude object. The relationship between integrative motivation and proficiency which was described that it was indispensable which made learners be response for their loves in languages. (Hosseini & Pourmandnia, 2013). Attitude could assist the students to express whether they like or dislike the things or surrounding. It had recognized that the inner moods and feelings of students have influenced on their perspectives and attitudes towards the target language (Choy & Troudi, 2006). Moreover, Gardner (1985) explained attitudes as components of

motivation in language learning and combination of effort and desire to understand the goal of learning the language and positive attitudes toward learning the language.

Conceptual Framework

This study compared two groups of upper secondary students in The Demonstration School of Ramkhamhaeng University. Students in Science-Mathematics and Arts-Language programs were considered in the study. In this study, the conceptual framework was designed as below.

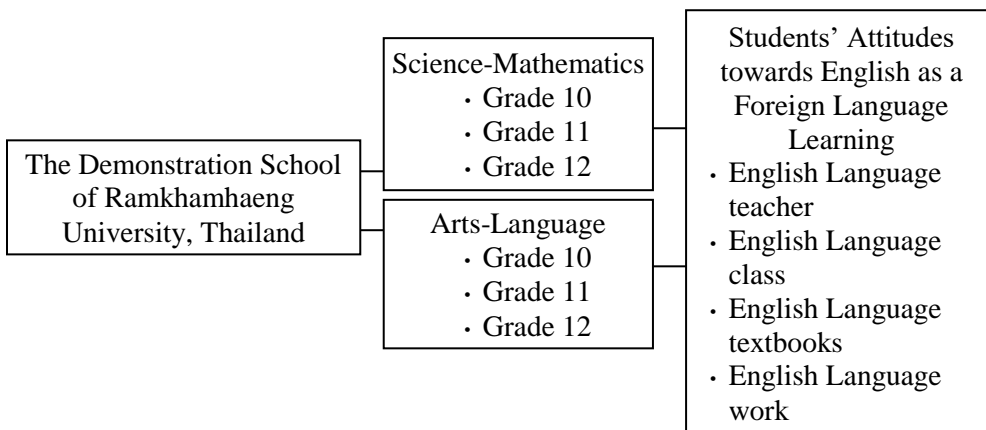


Figure 1: Conceptual Framework of The Study

Research Methodology

The sample of the research is all students of the upper secondary level from grade 10 to 12 in Science-Mathematics students and Arts-Language students at The Demonstration School of Ramkhamhaeng University, academic year 2015. Therefore, total numbers of samples for this study are 431 students.

For this research, there are two parts of the questionnaire. The second part is Students' Attitudes that consisted of English Language teacher, English Language class, English Language textbooks, and English Language work. There are five scales of this questionnaire and it was designed and was based mainly on models implemented by previous study. Therefore, the questionnaire was from the study at the University of Granada. The topic is "Attitudes of Mexican American Students towards Learning English as a Second Language in a Structured Immersion Program" (Uribe, Gutiérrez & Madrid, 2013). Certainly, this study will conduct data from Thai student in Thai school. Therefore, this questionnaire was translated by GM Translation Center, Grand Mercantile Ltd. which is the famous in translation service in professional knowledge. In this study, the researcher collected the data and a total number of 431 questionnaires were returned from 431 participants.

Findings

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

Table 1: Mean and Standard Deviation for Science-Mathematics Students' Attitudes towards English Language Teacher (n=264)

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

In general as, Table 1 shown, the mean scores of Science-Mathematics students' attitudes towards English language teacher were high, in the range of 3.51 – 4.50, it meant Science-Mathematics students' attitudes towards English language teacher were regarded as “high”.

Table 2: Mean and Standard Deviation for Science-Mathematics Students' Attitudes towards English Language Class (n=264)

No.	Items	M	S.D.	Interpretation
18	L2 contents	4.16	0.60	High
19	Class materials	3.96	0.64	High
20	Teacher explanations	3.92	0.70	High
21	Teacher methodology	3.72	0.67	High
22	Students class participation rate	3.84	0.73	High
23	Written activities	3.14	0.95	Moderate
24	Oral activities	3.11	0.98	Moderate
25	Individual activities	3.17	1.04	Moderate
26	Team activities	3.10	1.01	Moderate

Table 2: Mean and Standard Deviation for Science-Mathematics Students' Attitudes towards English Language Class (n=264)

No.	Items	M	S.D.	Interpretation
27	Activities in pairs	3.14	0.94	Moderate
28	Teacher corrections	3.84	0.71	High
29	Discipline in class	3.82	0.78	High
30	Teacher assessment	3.87	0.74	High
31	Songs and games	3.83	0.73	High
32	Homework	3.12	1.01	Moderate
33	Class atmosphere	3.09	1.00	Moderate
34	Teacher pronunciation	3.82	0.79	High
35	Class pacing	3.81	0.74	High
36	Classmates	3.77	0.68	High
Total		3.59	0.81	High

In general as, Table 2 shown, the mean scores of Science-Mathematics students' attitudes towards English language class were high, in the range of 3.51 – 4.50, it meant Science-Mathematics students' attitudes towards English language class were regarded as “high”.

Table 3: Mean and Standard Deviation for Science-Mathematics Students' Attitudes towards English language textbooks (n=264)

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

In general as, Table 3 shown, the mean scores of Science-Mathematics students' attitudes towards English language textbooks were high, in the range of 3.51 – 4.50, it meant Science-Mathematics students' attitudes towards English language textbooks were regarded as “high”.

Table 4: Mean and Standard Deviation for Science-Mathematics Students' Attitudes towards English Language Work (n=264)

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

In general as, Table 4 shown, the mean scores of Science-Mathematics students' attitudes towards English language work were moderate, in the range of 2.51 – 3.50, it meant Science-Mathematics students' attitudes towards English language work were regarded as “moderate”.

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

Table 5: Mean and Standard Deviation for Arts-Language Students' Attitudes towards English Language Teacher (n=167)

No.	Items	M	S.D.	Interpretation
1	Way of teaching L2 subject matter	4.4	0.56	High
2	Behavior and attitude towards students	4.13	0.58	High
3	Class explanations	3.82	0.64	High
4	Class preparation	3.73	0.64	High
5	Favor students participation in class	3.68	0.78	High
6	Motivation to teach	3.8	0.75	High
7	Class materials	3.79	0.78	High
8	Motivates students	3.78	0.77	High
9	Class methodology	3.74	0.83	High

Table 5: Mean and Standard Deviation for Arts-Language Students' Attitudes towards English Language Teacher (n=167)

No.	Items	M	S.D.	Interpretation
10	Assessment practices	3.76	0.88	High
11	Oral and written work balance	3.85	0.83	High
12	Audio visuals	3.72	0.70	High
13	Way students are treated	3.82	0.80	High
14	Variety of class work: pairs, group, individual	3.78	0.72	High
15	Discipline	3.66	0.71	High
16	Sociolinguistic and cultural emphasis	3.84	0.75	High
17	Games and free time activities	3.92	0.73	High
Total		3.84	0.73	High

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

Table 6: Mean and Standard Deviation for Arts-Language Students' Attitudes towards English Language Class (n=167)

No.	Items	M	S.D.	Interpretation
18	L2 contents	4.16	0.65	High
19	Class materials	3.94	0.62	High
20	Teacher explanations	3.87	0.71	High
21	Teacher methodology	3.77	0.71	High
22	Students class participation rate	3.86	0.68	High
23	Written activities	3.93	0.75	High
24	Oral activities	3.92	0.69	High
25	Individual activities	3.92	0.73	High
26	Team activities	3.91	0.75	High
27	Activities in pairs	3.83	0.69	High
28	Teacher corrections	3.89	0.69	High
29	Discipline in class	3.83	0.81	High
30	Teacher assessment	3.83	0.76	High
31	Songs and games	3.8	0.77	High
32	Homework	3.84	0.78	High
33	Class atmosphere	3.87	0.71	High
34	Teacher pronunciation	3.88	0.81	High
35	Class pacing	3.84	0.74	High
36	Classmates	3.84	0.71	High
Total		3.88	0.72	High

In general as, Table 6 shown, the mean scores of Arts-Language students' attitudes towards English language class were high, in the range of 3.51 – 4.50,

according to the interpretation criteria, it meant Arts-Language students' attitudes towards English language class were regarded as "high".

Table 7: Mean and Standard Deviation for Arts-Language Students' Attitudes towards English Language Textbooks (n=167)

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

In general as, Table 7 shown, the mean scores of Arts-Language students' attitudes towards English language textbooks were high, in the range of 3.51 – 4.50, according to the interpretation criteria, it meant Arts-Language students' attitudes towards English language textbooks were regarded as "high".

Table 8: Mean and Standard Deviation for Arts-Language Students' Attitudes towards English Language Work (n=167)

No.	Items	M	S.D.	Interpretation
53	Games and songs	3.98	0.75	High
54	Listening	4.01	0.69	High
55	Recording in video	3.82	0.76	High
56	Oral activities	3.83	0.74	High
57	Vocabulary activities	3.75	0.80	High
58	Team activities	3.78	0.77	High
59	Individual activities	3.75	0.78	High
60	Activities in pairs	3.80	0.75	High
61	Dialogs	3.74	0.79	High
62	Pronunciation activities	3.81	0.72	High
63	Oral comprehension activities	3.85	0.80	High
64	Activities that involve going out	3.81	0.77	High
65	Grammar activities	3.35	0.95	High

Table 8: Mean and Standard Deviation for Arts-Language Students' Attitudes towards English Language Work (n=167)

No.	Items	M	S.D.	Interpretation
66	Writing activities	3.79	0.81	High
67	Conversation activities	3.81	0.73	High
68	Culture and civilization activities	3.78	0.73	High
69	Projects	3.80	0.74	High
70	Reading activities	3.84	0.79	High
71	Workbook activities	3.80	0.82	High
	Total	3.80	0.77	High

In general as, Table 8 shown, the mean scores of Arts-Language students' attitudes towards English language work were high, in the range of 3.51 – 4.50, according to the interpretation criteria, it meant Arts-Language students' attitudes towards English language work were regarded as “high”.

In general as, Table 9 presents, the total mean scores of Science-Mathematics and Arts-Language students' attitudes towards English as a foreign language learning as a foreign language were high, in the range of 3.51 – 4.50, it meant Science-Mathematics and Arts-Language students' attitudes towards English as a foreign language learning as a foreign language were regarded as “high”.

Table 9: Comparison the Level of Science-Mathematics and Arts-Language Students' Attitudes towards English as a Foreign Language Learning

Attitudes	Science-Mathematics (n=264)			Arts-Language (n=167)		
	M	S.D.	Interpretation	M	S.D.	Interpretation
English language teacher	3.83	0.72	High	3.84	0.73	High
English language Class	3.59	0.81	High	3.88	0.72	High
English language textbooks	3.56	0.84	High	3.82	0.74	High
English language work	3.41	0.88	Moderate	3.80	0.77	High
Total	3.60	0.81	High	3.83	0.74	High

Research Objective 3: To compared the students' attitude toward English as a foreign language learning between students in Science-Mathematics and Arts-Language programs at the Demonstration of Ramkhamhaeng University.

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

Grade 10	Mean Score	t-test for Equality of Means		
		t	df	Sig. (2-tailed)
Science-Mathematics	3.78	-1.578	176	.235
Arts-Language	3.95			

In order to test the research hypothesis, grade 10 students' attitudes of students in Science-Mathematics and Arts-Language programs based on sum scores were

calculated and compared by independent sample t-test. As Table 10 shown, since the probability significant was .235, which was bigger than .05, the research hypothesis was rejected and thus meant “There is no significant difference between grade 10 students in Science-Mathematics and students in Arts-Language in their attitudes toward English as a foreign language learning.”

Table 11: Grade 11 Students’ Attitudes Comparison between Science-Mathematics and Arts-Language Programs

Grade 11	Mean Score	t-test for Equality of Means		
		t	df	Sig. (2-tailed)
Science-Mathematics	3.55	-1.337	114	.331
Arts-Language	3.76			

In order to test the research hypothesis, grade 11 students’ attitudes of students in Science-Mathematics and Arts-Language programs based on sum scores were calculated and compared by independent sample t-test. As Table 11 shown, since the probability significant was .331, which was bigger than .05, the research hypothesis was rejected and thus meant “There is no significant difference between grade 11 students in Science-Mathematics and students in Arts-Language in their attitudes toward English as a foreign language learning.”

Table 12: Grade 12 Students’ Attitudes Comparison between Science-Mathematics and Arts-Language Programs

Grade 12	Mean Score	t-test for Equality of Means		
		t	df	Sig. (2-tailed)
Science-Mathematics	3.40	-2.411	125	.202
Arts-Language	3.72			

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

Table 13: Comparison between Science-Mathematics and Arts-Language Students’ Attitudes at the Demonstration School of Ramkhamhaeng University

Grade 10 - 12	Mean Score	t-test for Equality of Means		
		t	df	Sig. (2-tailed)
Science-Mathematics	3.58	-2.881	424	.419
Arts-Language	3.81			

In general as, table 13 shown the comparison between 264 Science-Mathematics students and 167 Arts-Language students' attitudes towards English as a foreign language learning at the Demonstration School of Ramkhamhaeng University.

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

1. For students in Science-Mathematics program at the Demonstration School of Ramkhamhaeng University, they were satisfied with English language as a foreign language learning.

2. For students in Arts-Language program at the Demonstration School of Ramkhamhaeng University, they were satisfied with English language as a foreign language learning.

3. About comparison the students' attitudes toward English as a foreign language learning in both programs, there is no significant difference between students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University in their attitudes toward English as a foreign language learning.

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

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

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

Discussion

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

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

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

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

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

When comparing the students' attitudes in both programs, the researcher found that there were no significant differences between students in Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University.

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

The testing of research hypothesis results showed that the probability significance was .235, which was higher than .05, thus the research hypothesis was rejected and thus meant there were no significant differences between grade 10 student in Science-Mathematics and Arts-Language. Regarding to English language teacher, Ghazali, Setia, Muthusamy, and Jusoff (2009) explained teachers play an important role in students' education teacher exactly help students shape attitudes toward the teacher. It is necessary for teachers to be properly trained and prepared skills to positively achieve their tasks. Essentially, teachers need to know exactly how to read any text and to interpret the texts using critical thinking skills and they need to specify the cultural elements of texts because to neglect it may limit students' participation and possibly result in misunderstanding Moreover, Ghazali et al. (2009) explained the ability to produce their own additional materials is a skill that teachers need. Teachers should be able to search for information through the internet and modify it to fit with their students' interest and proficiency level instead of depending on the Ministry of Education. It is essential that teachers are prepared with enough pedagogical content knowledge which positively impact classroom practices and in turns affect learning results and success of students.

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

The testing of research hypothesis results showed that the probability significance was .331, which was bigger than .05, thus the research hypothesis was rejected and thus meant there were no significant differences between grade 11 student in Science-Mathematics and Arts-Language. Regarding to English language work, according to Gardner (2007), attitude towards the other languages are not the only attitudes that would be involved, but recognition of others ethnicity, language, and tradition may call attends to many attitudes that may affect learning language skill. Therefore, homework or activities for learning are very important. It has high opportunities that many of attitudes become important for the first time in the language class. Exactly,

many of the attitudes specifically associated with the group or the language are quite probably latent until the student meets the needs of learning the language in environments surrounded by the other language groups is not especially represented. Thus, English language works whether individual activities or activities in pairs are very important to make the students have positive attitudes toward English language work.

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

The testing of research hypothesis results showed that the probability significance was .202, which was bigger than .05, thus the research hypothesis was rejected and thus meant there were no significant differences between grade 12 student in Science-Mathematics and Arts-Language. Regarding to English language textbook, Uribe et al. (2013) described students' attitudes towards English language textbook can measure students' attitudes towards the lessons with special emphasis on the textbook and class exercises. Gardner (1985) explained attitudes as components of motivation in language learning and combination of effort and desire to understand the goal of learning the language and positive attitudes toward learning the language. Regarding to English language class, Uribe et al. (2013) explained the motivation to learn a foreign language is determined by basic feelings and behavior features such as the learner's attitudes towards foreign people in general, and language in individual, motives for learning, and comprehensive attitudes. Thus, English language textbooks are important for students because if textbook contents and format are interesting, the students will have positive attitudes toward English language textbook.

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