

Primary and Lower Secondary School Teachers' Attitudes toward English Language Learning: A Case Study of Teachers in Muak Lek and Wang Muang Districts, Saraburi Province

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Abstract

This study surveyed the attitudes of primary and lower secondary school teachers in Muak Lek and Wang Muang districts of Basic Education Service Area Office 2, Saraburi province, toward the English language, and examined the significant difference between male and female teachers' attitudes toward English and the significant difference between those with 1-4 years and those with more than 20 years of teaching experience. A modified 20-item attitude survey adapted from Gardner's (1985) Attitude/Motivation Test Battery (AMTB) was administered to 203 primary and lower secondary school teachers in Muak Lek and Wang Muang districts, Saraburi province. The data was analysed using MINITAB version 16, and the significance of differences between means was analysed using Two-Sample T-test. The findings of the study revealed that the attitude of the primary and lower secondary school teachers toward the English language was slightly positive. The study also showed that there was no significant difference between male and female teachers' attitudes, and no significant difference in the teachers' attitudes between those with 1-4 years of teaching experience and those with more than 20 years of teaching experience.

Keywords: *attitudes, English language learning*

Introduction

Over the past years, English language teaching and learning has not been successfully implemented in Thai schools. The results of students undertaking the Ordinary National Educational Test (O-NET) proved that Thai students performed poorly in the English subject (Kaewmala, 2012) and the trend showed the O-NET scores for the last three years were becoming worse (Phanphruek, cited in Kaewmala, 2012). Students should not be criticised alone for their failure, but teachers must also bear the responsibility because they are knowledge providers to this young generation. The University of Cambridge as part of a field trial launched a survey in February 2006 to gauge 400 Thai teachers' English's language proficiency. The results showed that over 60% of the teachers had insufficient knowledge of English and teaching methodology and what they had was below the syllabus level they were teaching (Kaewmala, 2012). Many of the primary teachers in the government schools in Thailand admitted that they were forced to teach English although they had limited knowledge or no knowledge of the language at all. Many state schools in remote and sparsely populated areas lack qualified teachers, and in them one teacher ends up teaching all grade levels despite the fact that the teachers themselves lack skills and knowledge of those particular subjects. Such a situation has a strong impact on student learning ability in any educational system since teaching refers to the action of a real life teacher imparting learning to students (Patanathabutr, 2008). Teachers need to develop positive attitudes toward their teaching profession in order to strive for excellent teaching and expertise in the level they aspire to teach at as their positive attitudes and actions ultimately make a positive difference on the lives of their students (Gourneau, nd.) and their roles in the classroom play a crucial part in developing the personality of the students (Hussain et al., 2011).

Teachers are required to have a higher level of professionalism due to the rapid change of globalisation, and they must adjust to a new educational development system if such a change enhances their professionalism and benefits the students. After the presentation of Cebu Declaration on the Acceleration of the Establishment of an ASEAN Community by 2015, the Thai government has been actively gearing its commitment to achieve its roadmap for ASEAN 2015 (Kitjaroonchais, 2012). Over the past few years the Thai Ministry of Education has been promoting English as an international language, in which all educational institutions from basic to tertiary level must emphasise English to learners at their schools as Thailand is becoming part of the ASEAN Community in 2015. Thailand's English Speaking Year 2012 programme was launched in December 2011 by Former Education Minister Worawat Auapinyakul. This initiative encouraged teachers and students to use English inside and outside the classroom without being concerned about any grammatical errors in their conversation. In 2012, volunteer teachers from England were employed to train non-English speaking Thai teachers in public and private schools nationwide, and the Ministry of Education also allotted over USD 3 million to train 1,137 local Thai teachers in native English speaking countries (Searchlight Process, 2013). As can be seen, not only were the students urged to develop their English proficiency to get ready for the AEC 2015, but teachers also were encouraged to improve their language skills as they are the pillars of the education system in the nation. In such circumstances, it is important to know how teachers feel about the trend towards English language teaching. Thus, this study aims to investigate the primary and lower secondary school teachers' attitudes toward English language.

Although a plethora of research in language attitudes has been conducted nationally and internationally over the past decades (Balcazar, 2003; Marley, 2004; Mee-ling, 2009; Mamun, et al., 2012), most of those studies aimed to investigate students or learners' attitudes toward a foreign (FL), or second language (L2) they were acquiring. There are still limited studies that attempt to explore school teachers' attitudes toward the English language, particularly in this part of the region. To the best of the researcher's knowledge, no other study has been conducted to investigate the attitudes of Thai primary school teachers toward the English language. As the country is approaching the ASEAN Community 2015, it is necessary to perceive the attitudes of the teachers (the basic knowledge providers) toward the English language, which is believed to be a language for communication in the ASEAN countries. To address this gap, the present investigation would contribute to the understanding of such issues with regard to the attitudes of the primary and lower secondary school teachers in Muak Lek and Wang Muang districts, Saraburi province, toward the English language. This could serve as a reference for responsible people who are committed to developing a Basic Education Curriculum in the region, and to improving the English language proficiency of the primary and lower secondary school teachers, and their attitudes toward the English language.

Objective of this study

This study aims to investigate the attitudes of primary and lower secondary school teachers in Muak Lek and Wang Muang districts, Saraburi province, toward the English language.

Research Questions and Hypotheses

This study endeavoured to answer the following questions:

1. What are the attitudes of the primary and lower secondary school teachers toward the English language? What are some of the problems of English language teaching in Thailand?
2. Is there any significant difference between male and female teachers' attitudes toward the English language?
3. Is there any significant difference in the teachers' attitudes toward English language between those with 1-4 years and those with more than 20 years of teaching experience?

Ho1: There is no significant difference between male and female primary and lower secondary school teachers' attitudes toward English language.

Ho2: There is no significant difference in the primary and lower secondary school teachers' attitudes toward English language between those with 1-4 years of teaching experience and those with more than 20 years of teaching experience.

Literature Review

This section provides a review of literature relevant to the scope of the research objectives. The review includes a brief overview of the concepts of attitudes.

Attitudes and Attitude

Over the past years a plethora of studies on language attitudes have been conducted, such as attitudes toward the mother tongue, attitudes toward different languages (Balcazar, 2003; Marley, 2004) or attitudes toward a second or foreign language (Mee-ling, 2009). Some of these studies attempted to look into the attitudes of the people toward the languages, and what constructs, or changes people's attitudes toward the languages. According to Gardner (cited in Al- Tamimi & Shuib, 2009, p. 33), 'attitudes are a component of motivation, which refers to the combination of effort plus desire to achieve the goal of learning the language', and 'one of the key predominant factors for success in the language learning process' (Zainol, et al., 2012, p. 120). When learners construct positive attitudes through learning experiences, they will learn and accomplish their goals much easier than those with negative attitudes, because negative attitudes lead to decreased motivation as well as input and interaction (Brown, 1994).

According to Montano and Kasprzyk (cited in Zainol, 2012, p. 120), attitude is 'the individual's beliefs about outcomes or attributes of performing the behaviour, weighted by evaluations of those outcomes and attributes', whereas Gardner (cited in Al-Tamimi & Shuib, 2009, p. 33) defines attitude as 'the sum total of a man's instincts and feelings, prejudice or bias, preconceived notions, fear, threats, and convictions about any specified topic.' Gardner's definition of attitudes is in line with Papanastasiou (2002) who states that attitude is the emotional tendency of an individual in favour of or against any circumstances, events, objects, places or ideas. Thus, attitude is linked to a person's values and beliefs and promotes or discourages the choices made in all realms of activity an individual encounters. The Online Business Dictionary defines attitudes as 'a predisposition or a tendency to respond positively or negatively towards a certain idea, object, person, or situation, and it influences an individual's choice of action, and responses to challenges, incentives, and rewards.' Individuals may develop a sense of positive or negative attitude depending on experience and challenge they encounter, and attitudes can be changed when stimulated by persuasion or surrounding phenomenon (Eagly & Chaiken, 1995) and this change can result from changes in a cognitive component such as receiving new information from other people (Triandis, cited in Khunasathitchai, 2009).

Hogg and Vaughan (cited in Melhim & Rahman, 2009, p. 1) define attitude as 'a mental and neural state of readiness organised through experience exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related', while Eagly and Chaiken (cited in Melhim & Rahman, 2009, p. 2) state that attitude is 'a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor.' 'Attitude forms a part of one's perception of self, of others, and of the culture in which one is living' (Brown, 2000, p. 180) and it determines the personal and behavioural intention (Garcia-Santillan, et al., 2012).

After exploring the various definitions of the term 'attitude' defined by different educators and psychologists, it can be concluded that attitude is a feeling or perception or belief gained through past experience, and in that a person inclines to correspond through behavioural expression either favourably or unfavourably towards the persons, objects, situations or circumstance that the person is engaged with, and it can be changed through stimuli or persuasion.

Components of Attitude

Gardner (1985) describes the attitude concept in three components, namely the affective component (feelings about the attitude object); the behavioural component (predisposition to act towards the attitude object in a certain way); and the cognitive component (beliefs about the attitude object).

- a). *The affective or emotional aspect of attitude* can help learners to express whether they like or dislike the objects or surrounding situations and the inner feelings and emotions of foreign language learners influence their perspectives and their attitudes toward the target language (Zainol, et al., 2012). This is because learning a foreign language is an emotional process in which the teacher and his students engage in emotional activities in a classroom setting (Feng & Chen, 2009). Emotional expressions can be

identified through facial movements such as smiling or scowling or reactions through crying or laughing.

- b). *The behavioural aspect of attitude* deals with people's reaction and behaviour toward situations they encounter. Their reaction can be expressed either favourably or unfavourably. According to Kara (2009), positive attitudes lead to the exhibition of positive behaviours toward courses of study in that learners will absorb the acquired knowledge and put themselves into it and strive to learn more. These students will be more eager to solve problems and apply information and skills useful for daily life than those who have neutral or negative attitudes. Thus, the behavioural aspect might view any positive act toward a person or object as positive attitude. In contrast, it views any negative acts as negative attitude.
- c). *The cognitive aspect of attitude* is the beliefs of the language learners regarding their acquired knowledge and their comprehension and understanding toward the process of language acquisition. According to Zainol, et al., (2012) this aspect of attitude can be classified into four steps; namely, connecting the previous knowledge with the new one, creating new knowledge, checking new knowledge and applying the new knowledge in different situations.

From a different angle, Van Els et al. (cited in Al-Tamimi & Shuib, 2009, p. 33), suggests that 'it does not really matter whether all or only one of the three components are measured; the relationship between the components is so close that sufficient information on an attitude can be obtained by measuring only one component, no matter which.'

Functions of Attitudes

Attitudes may also express some important aspects of an individual's personality (Petty & Cacioppo, 1996, p. 8). Gardner (cited in Melhim & Rahman, 2009, p. 3) describes four functions of attitudes that may serve a person; namely, value-expressive, ego-defensive, knowledge and utilitarian functions.

- a). *Value-expressive function* may enable us to express who we are and what we believe in (Gardner, cited in Melhim & Rahman, 2009, p. 3). The value-expressive function will occur when a person holds a certain attitude towards someone or something and that attitude allows that person to express an important value (Petty & Cacioppo, 1996, p. 8). This can be illustrated by a person who likes solar panels for power energy provision in a remote area where state-funded electricity is inaccessible because he values the energy conservation, and in that his attitude will serve a value-expressive function. Values vary from one person to another and they are important as they form, shape and change the attitudes of individuals toward different circumstances (Bektas & Nalcaci, 2012, p. 1244).
- b). *Ego-defensive function* helps protect individuals from unflattering truth about themselves or about others who are important to them (Petty & Cacioppo, 1996, p. 8) and sometimes this ego-defensive attitude acts to 'resolve inner conflict and minimize or obliterate certain aspects of emotional life' (Sarnoff & Katz, 1954, p. 118). Eagly & Chaiken, (cited in Lapinski & Boster, 2001, p. 315) state that 'ego-defensive attitudes are generally not accessible directly to those who hold them and that they are highly resistant to change as they serve as a means of projecting a person's self-concept from inconsistencies and disconfirming information.' The ego-defensive attitudes can be illustrated by a person who sees himself as fine-looking and persevering with a promising future, yet his inner self, reminds him of his roots as an ethnic minority in his society. When the person is confronted with a message that threatens the consistency of the cognition, he may put forth cognitive effort in order to cope with the internal conflict within his conscience.
- c). *Knowledge function* will enable us to know the world (Gardner, 1985). The attitudes that serve a knowledge function will allow individuals to better understand situations and people who they associate with or people around them. Such attitudes also help people ascribe causes to events and direct attention towards features of people or situations, and in consequence, they help make the world more understandable, predictable, and knowledgeable, as well as increasing the efficiency of information processing (Sammons, nd). The attitudes that serve as knowledge function can be illustrated by a group of environmentalists which finds all means to oppose the construction of a

modern poultry farm intended to offer local residents career opportunity and generate revenue, claiming that the new project will rather jeopardise the surrounding environment where these residents inhabit than bring it goodwill as claimed. Their opposition is grounded with convincing evidence or scientific knowledge which has been professionally researched. Their claims may gradually sway other people's perception. Such attitudes of knowledge function 'help simplify our perception of the world around us so that it becomes more manageable and understandable' (Petty & Cacioppo, 1996, p. 8).

d). *Utilitarian function* helps us to gain rewards and avoid punishment (Gardner, 1985). The attitudes that serve a utilitarian function may enable us to avoid unpleasant circumstances but obtain things that look more pleasurable. In other words, such attitudes will maximise rewards and minimise punishment. Sammons (nd) states that people who express other attitudes may help them avoid negative circumstances. The attitudes which serve a utilitarian function can be demonstrated by an employee in a well-established company who has perfectly adopted his manager's policies as well as his attitudes prior to asking for an increase in salary, and it is obvious that the employee's new attitudes are for a utilitarian function.

Katz's functional view of attitudes (cited in Petty & Cacioppo, 1996, p. 8) avers that 'different people may hold the same attitudes, but the attitudes may serve very different purposes for them.' It is obvious to us that attitudes can serve in different but useful functions. According to Zainol, et al., (2012) language attitudes could 'enhance the learner's language acquisition and influence the nature of their behaviours and beliefs towards the language, culture, and community, and this will identify learners' propensity to acquire that particular language.'

From the above literature review it is apparent that individuals may have different attitudes toward languages and their attitudes may serve in different useful functions. However, the attitudes of the primary and lower secondary school teachers toward English language learning have not been explored yet. Thus, the present study intends to fill up this identified research gap by investigating the attitudes of primary and lower secondary school teachers in Muak Lek and Wang Muang districts, Saraburi province, toward the English language learning.

Research Methodology

Participants

The participants were 203 primary and lower secondary school teachers from 52 different schools in Muak Lek and Wang Muang districts of Saraburi province, Thailand, who attended the workshop entitled *Basic English Communication Skills for ASEAN Community 2015* organised by the Interdisciplinary Schools of Muak Lek and Wang Muang districts, at Asia-Pacific International University, on Sunday, March 24, 2013. The respondents were 50 male and 153 female teachers, with different years of teaching experience ranging from 1 to more than 20 years. These teachers teach different subjects defined in Basic Education Core Curriculum 2008, such as Thai language, Mathematics, Science, English, Social studies, Religion and Culture, History, Health and Physical Education, Arts and Occupations and Technology. The participating teachers came from different backgrounds of English language knowledge and many of whom never or hardly ever use English at school to communicate with their colleagues due to the environmental and cultural context.

Design

The design of this study was quantitative in nature. Therefore, the adapted questionnaire items were employed as a measuring instrument. We assumed that the subjects answered all the items in the questionnaire honestly, giving their own perceptions about their attitudes toward English language. They were asked to respond to the questionnaire after they had participated in the workshop, and data were collected for further analysis.

Instrument

The measuring instrument used in this study was an attitude questionnaire which focused on the attitudes toward the English language. The questionnaire items were adapted from the Attitude and Motivation Test Battery (AMTB) developed by Gardner (1985). However, some statements were compiled by the researcher based on his teaching experience in order to select those most suitable for the participants and the reality of their cultural context. There were 20 five-point Likert (1932) scale items on a scale of 1 – 5, ranging from strongly disagree = 1 to strongly agree = 5 (for positive statements), and 5 – 1 from strongly agree = 1 to strongly disagree = 5 (for negative statements). There were 11 positive statements and 9 negative statements decoded by odd and even numbers respectively on the questionnaire (see Appendix 1).

The open-ended question was used to obtain supplementary information concerning the respondent's attitudes toward English language teaching and learning in Thailand. Their comments in this section could express barriers or difficulties of English language teaching and learning which they perceive through their teaching experiences in their schools. This would help the researcher to better perceive their attitudes toward English language teaching problems.

The questionnaire consisted of the following parts:

Part I: Demographic profile of the respondent: gender, teaching class level, years of teaching experience and responsible subject. Some of these demographic data in this study would be partially used for analysis.

Part II: Twenty closed-ended attitude questionnaire items; items 1-16 are examining attitudes of the respondents toward English in general, and items 17 – 20 are investigating their attitudes toward the adequacy of English materials and quality of English teachers at their respective schools. The 20 statements were divided into 11 positive attitude statements and 9 negative attitude statements respectively. The positive statements are defined in odd numbers, whereas the negative ones are defined in even numbers, except item 16. These questionnaire items were rated on a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree for positive statements, and vice versa for the negative statements).

Part III: Two closed-ended questions concerning the respondent's frequency of using English and level of English communication skills. One open-ended question was to investigate the respondent's attitudes toward English language teaching and learning in Thailand.

It should be noted that the questionnaire items were translated into Thai in order to ensure that all the participants would be able to understand the statements clearly.

Data Analysis Procedure

The first section of the questionnaire was analysed through percentages to explore the participants' demographical profile. The second section was analysed through statistical analysis in terms of percentage, means, and standard deviations by using MINITAB version 16, to explore the primary and lower secondary school teachers' attitudes toward English and any significant differences between male and female teachers, and their years of teaching experience. The Two-Sample T-test was conducted to answer the third and fourth question. The additional open-ended question in Part III of this questionnaire was analysed quantitatively aiming to examine the teachers' attitudes toward problems of English language teaching and learning.

To interpret the mean score, the researcher adopted the interpreting procedure developed by Chaihiranwattana & Nookua (2010) as shown in Table 1 below.

Table 1: Interpretation of mean score of primary school teachers' attitude

Mean levels:	Score Range
very positive	4.21 - 5.00
positive	3.41 - 4.20
neutral	2.61 - 3.40
negative	1.81 - 2.60
very negative	1.00 – 1.80

The mean score for each item indicated the level of the teachers' attitude: the higher score indicated that they had positive attitude, while the lower score indicated negative attitude toward English language.

Results and Discussion

The demographic characteristics of the participants are summarised in Table 2. Two hundred and three people participated in this study. Of these, 50 were male and 153 were female. They were teaching in different grades ranging from nursery to lower secondary levels (grades 7-9). Six of these (3%) were school administrators. These teachers varied in years of experience ranging from 1 year to more than 20 years of teaching. Of these, 36.9% stated that they had more than 20 years of teaching experience, while 33% only had 1-4 years of teaching experience. Others had taught between 5-8 years (10.3%), 9-12 years (7.9%), 13-16 years (4.9%) and 17-20 years (6.9%) respectively.

Interestingly, as shown in Table 2, 22.2% of the respondents stated that they teach all levels of students from grades 1-6, while 28.1% said they teach all subjects defined in Basic Education Core Curriculum 2008. Such a finding corresponds with Permanent Secretary of the Office of Basic Education Commission, Chinnapat Bhumirat's response to the interview on the topic *Ministry of Education on Rural Schools* in which he claimed that in rural schools, one teacher has to teach classes from kindergarten to grade six due to the shortage of teachers (Sea, 2011), and a lack of teachers in some subject areas means they were taught by teachers in schools who were occasionally unqualified to teach the subject (Srisa-Ard, et al., nd).

Table 2: Frequency of subjects divided according to gender, level of teaching, years of teaching experience, subject area of teaching, frequency of using English, and level of English proficiency (N = 203)

Gender	Frequency	Percentage
Male	50	24.6%
Female	153	75.4%
Level of Teaching	Frequency	Percentage
Grade 1	24	11.8%
Grade 2	18	8.9%
Grade 3	16	7.9%
Grade 4	14	6.9%
Grade 5	18	8.9%
Grade 6	12	5.9%
Low secondary	20	9.9%
Nursery	30	14.8%
Multi-grades 1-6	45	22.2%
Administration	6	3.0%
Years of Teaching Experience	Frequency	Percentage
1 - 4 years	67	33.0%
5 - 8 years	21	10.3%
9 - 12 years	16	7.9%
13 - 16 years	10	4.9%
17 - 20 years	14	6.9%
More than 20 years	75	37.0%
Subject Area of Teaching	Frequency	Percentage
Thai	25	12.3%
Mathematics	20	9.9%
Science	9	4.4%
Sociology and Culture	8	3.9%
Art	7	3.4%
Occupation and Technology	15	7.4%
English	16	7.9%
Health Studies	5	2.5%
Physical Education	6	3.0%
All Subjects	57	28.1%
Nursery Education	29	14.3%
Administration	6	3.0%

Figure A: Percentage of frequency of using English (N = 203)

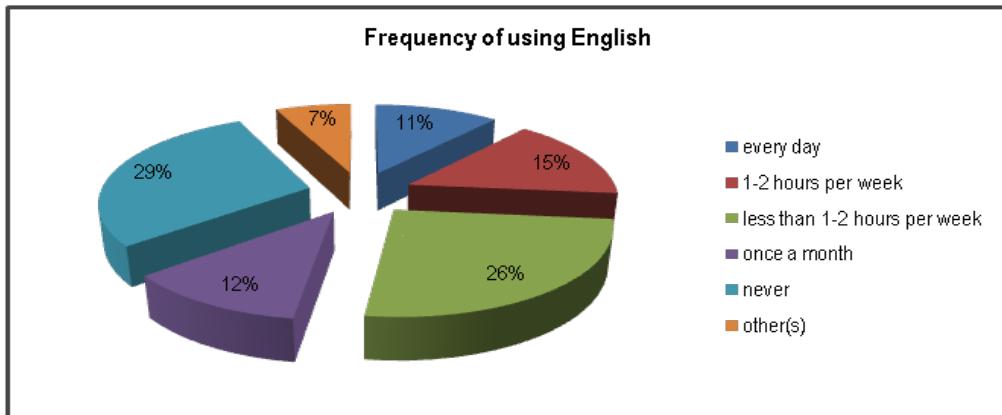
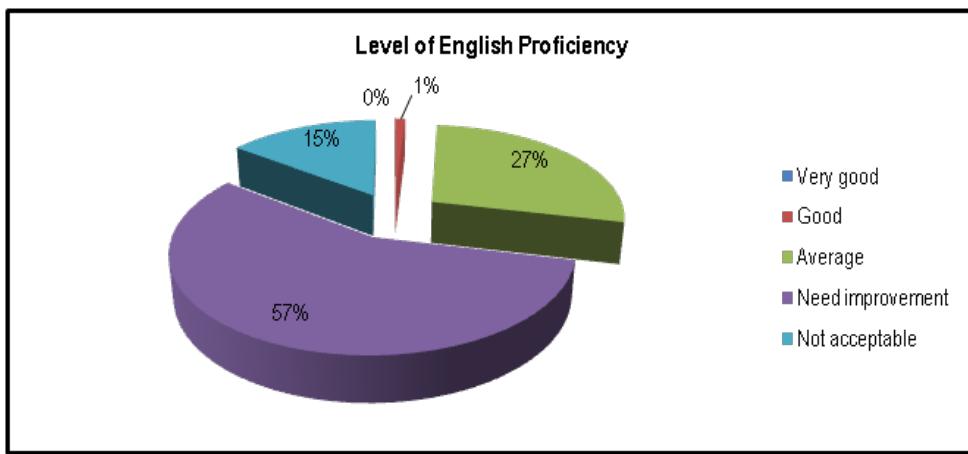


Figure A shows the frequency of the participants using English for communication. Of these 203 respondents, 59 or 29% stated they never used English to communicate with others in daily life, whereas 12% said they only used English about once a month. Fifty two of the participants (26%) stated they used English less than 1-2 hours a week, and 15% said they spent 1-2 hours a week to communicate in English with other people. Some 11% used English daily, while 7% of the respondents stated that they used English only once in a while or when it is necessary or on a particular occasion such as travelling abroad, taking exams or meeting with foreigners. From the findings, it can be concluded that the majority of the primary and lower secondary school teachers participating in this study hardly ever used English to communicate with their colleagues or other people in their community due to an unsupportive atmosphere and cultural context. As Punthumasen (2007) stated in her research findings that the environment in school and outside school does not facilitate learners in practising their English daily. In addition, a number of the respondents stated in the open-ended question that they felt shy to speak English with other people and they did not realise the importance of English for they hardly ever used it in daily life and they live in a community surrounded by their Thai fellow citizens by whom the national language (Thai) is proudly and widely spoken.

Figure B: Percentage level of English proficiency (N = 203)



As seen in Figure B, none of the respondents admitted that their English proficiency is very good. Of the 203 participants, 1% or only 2 of them admitted that their English is good, whereas 27% said their language proficiency is about average, while 57 % admitted that their language proficiency needs improvement, and 15% of them stated that their English is unacceptable. Many of these teachers do not use English in daily life and it is hardly possible for them to practise the language with their colleagues at workplace. Language skills cannot be developed if learners neglect to use it regularly as part of their daily communication. As seen from Table 2, about 8% of the respondents teach English and they might as well use the language only in classroom when they instruct the lessons. Once the language lesson is over, they would resume to habitual routine where colleagues and students speak to them in the mother tongue.

To verify the teachers' attitudes towards English language learning, the respondents were asked to scale a

list of twenty statements in the second section of the research questionnaire. Each statement had a 5-point Likert scale and their attitudes were ranked as (5) strongly agree, (4) agree, (3) undecided, (2) disagree, and (1) strongly disagree for positive statements, and vice versa for the negative statements. Percentages of teachers' attitudes in a 5 point Likert rating scale were given to investigate the data analysis as seen in Table 3 below.

Table 3: The percentage of primary and lower secondary school teachers' attitudes toward English language learning (N = 203).

Statement	(5)	(4)	(3)	(2)	(1)
1. I like to speak English.	8.9	20.2	39.4	22.6	8.9
2. I do not like someone who speaks to me in English.	7.4	14.3	37.9	22.2	18.2
3. English is a universal language for communication.	67.0	19.2	7.4	3.9	2.5
4. English is not important for the older generation.	12.8	11.8	27.6	22.7	25.1
5. Knowing English is beneficial for me to find a good job.	65.5	19.2	12.3	2.0	1.0
6. Knowing English does not help me to find a good job.	14.3	11.8	19.2	19.7	35.0
7. The primary and secondary school levels should define English as a medium for communication.	35.0	26.1	26.6	8.4	3.9
8. The primary and secondary school levels should not define English as a compulsory subject in their program curriculum.	11.3	8.9	19.2	21.7	38.9
9. The teaching and learning of English should start as early as the first grade in school (grade 1)	62.6	20.2	7.9	5.4	3.9
10. I am not interested in taking additional English lessons.	8.9	12.3	30.0	14.8	34.0
11. Learning English is important because it will help me become more knowledgeable.	60.6	25.1	10.8	2.5	1.0
12. I think studying English is boring.	6.4	10.3	29.6	27.1	26.6
13. English is a fun language to learn.	26.6	27.1	38.4	5.4	2.5
14. I will never be able to learn English because I do not understand grammar.	10.3	15.3	36.5	20.7	17.2
15. I expect my children to learn English more attentively.	69.5	18.7	10.3	0.5	1.0
16. I think my children can still find jobs without knowing English.	10.8	11.8	31.0	18.7	27.6

As can be seen in Table 3, the results showed that 88.2% of the respondents agreed and strongly agreed that they expect the children to learn English more attentively (item 15), 86.2% agreed and strongly agreed that English is a universal language for communication (item 3), and over 84% considered English a beneficial language for them to find a good job (item 5), in which this strong agreement was supported at 69.5% with the idea that 'I expect my children to learn English more attentively' (item 15). Over 85% of the respondents stated that learning English is important because it will help them become knowledgeable (item 11), and 83.1% agreed and strongly agreed that English should be taught as early as the first grade in school (item 9). This agreement was supported at 61.1% and 60.6% with the idea that 'The primary and secondary school levels should define English as a medium for communication', and English should be a compulsory subject in their program curriculum (items 7 and 8). However, only 8.9% strongly agreed with the statement 'I like to speak English' (item 1), and 26.6% strongly agreed that English is a fun language to learn (item 13). This implies that many of these teachers do not really like to speak English as evidence shows in the percentage of those using English in Figure A, that only 11% stated they used English daily (assumed to be English teachers), while the majority hardly ever used or never used English. It might be possible that they do not strongly agree that English is a fun language to learn despite the fact that the language is highly demanded currently. Thus, more than half of the respondents admitted that their English proficiency needs improvement and 15% said their language proficiency is unacceptable (see Figure B).

For negative statements, it is interesting to note that 21.7% showed agreement and strong agreement whereas 18.2% strongly disagreed with the statement, 'I do not like someone who speaks to me in English',

and in that 37.9 % showed neutral or neither agree or disagree with the statement (item 2). This might be due to the fact that these teachers do not use English in daily life and they do not understand the language when being communicated with. Furthermore, nearly a quarter of the respondents agreed and strongly agreed, whereas more than one quarter neither agreed nor disagreed with item 4, 'English is not important for the older generation' and their response to the statement was supported at 21.2% with the statement 'I am not interested in taking additional English lessons' (item 10). This might be due to the fact that through their life in the teaching profession they perceived English as an inactive medium of communication in school and the language was not earnestly implemented, but they could still progress professionally. Furthermore, the official language used nationwide in all arenas is their mother tongue.

Surprisingly, over a quarter agreed and strongly agreed that English does not help them to find a good job whereas 19.2% showed a neutral perception with such an idea (item 6). These teachers might observe that a number of people around them possess good positions despite not knowing English. The survey also showed that 22.6 % of the respondents agreed and strongly agreed with the idea that their children can still find jobs without knowing English, whereas 31% neither agreed nor disagreed with this (item 16). This might be because a number of local companies or private sector businesses still recruit and accept applicants with only monolingual skills to work with local customers although payment may not be competitive. Some 16.7% showed agreement and strong agreement with the statements, 'I think English is boring', whereas 29.6% neither agreed nor disagreed with it (item 12). About a quarter (25.6%) admitted that they would never be able to learn English because they find grammar difficult to understand, whereas 36.5% showed a neutral perception with such a statement (item 14). These respondents' perception corresponded with Punthumasen's (2007) who claimed that Thai people do not want to learn English because they find the subject sort of boring, and local teachers who teach English still use rote learning methods for teaching the language. Such archaic teaching methods prevent learners from creativity and learners will be unable to apply the knowledge into real life situations (Kaewmala, 2012).

Table 4: The percentage of primary and lower secondary school teachers' attitudes toward adequacy of English materials and quality of English teachers at their respective schools (N = 203).

Statement	(5)	(4)	(3)	(2)	(1)
17. The Thai English teachers at the school where I teach are expert and knowledgeable.	18.7	39.4	26.6	7.4	7.9
18. The school where I teach lacks native English teachers.	43.4	16.7	14.3	11.3	14.3
19. The school where I teach has adequate teaching and learning materials for English class.	10.3	27.1	36.0	14.3	12.3
20. The school where I teach does not have adequate teaching and learning materials for English class.	18.2	20.7	36.5	13.8	10.8

Regarding the percentage shown in Table 4, about 60% of the respondents agreed and strongly agreed that the school where they teach lacks native English teachers, whereas 14.3% strongly disagreed with this statement (item 18). This might be due to the fact that only a few of these schools could hire native English teachers to assist in the language classroom on a voluntary basis after the government heavily campaigned to improve English language proficiency in schools nationwide beginning last year 2012 by allocating funds to hire native speakers to help teach English in schools (Searchlight Process, 2013; Kaewmala, 2012). However, many small-sized public schools in remote areas might not benefit from the government subsidy, and so they could not afford to recruit foreign teachers to aid their language classes. The study also showed that more than half (58.1%) considered the non-native English teachers at schools where they teach are knowledgeable enough to teach the language, while 15.3% disagreed and strongly disagreed with this, and other 26.6% neither agreed nor disagreed with the statement (item 17). Many of these teachers hardly ever or never used English themselves and they might perceive that those colleagues who speak little English and teach English at schools are knowledgeable enough to lead young students at their level of study. While 37.4% admitted that the schools where they teach have adequate teaching and learning materials for English class, some 26.6% disagreed and strongly disagreed, and another 36% neither agreed nor disagreed with this (item 19). Such findings bring attention to respective schools and language teachers in which they must understand that teaching materials play a vital role in learners' learning experience. The materials used in language classroom

should effectively engage learners' interest in self-initiated learning.

Table 5: Mean score and standard deviation of the primary and lower secondary teachers' attitudes toward English language (N= 203)

Descriptive Statistics: Mean

Variable	Mean	Standard Deviation
	3.662	0.525

As shown in Table 5, the mean score for all positive and negative attitude statements stands at 3.66 or 73.23% which can be interpreted that these primary and lower secondary school teachers had slightly positive attitudes toward English language.

Figure C: Respondents' comments on problems or reasons why teaching and learning English in Thailand has not been successful over the past years.

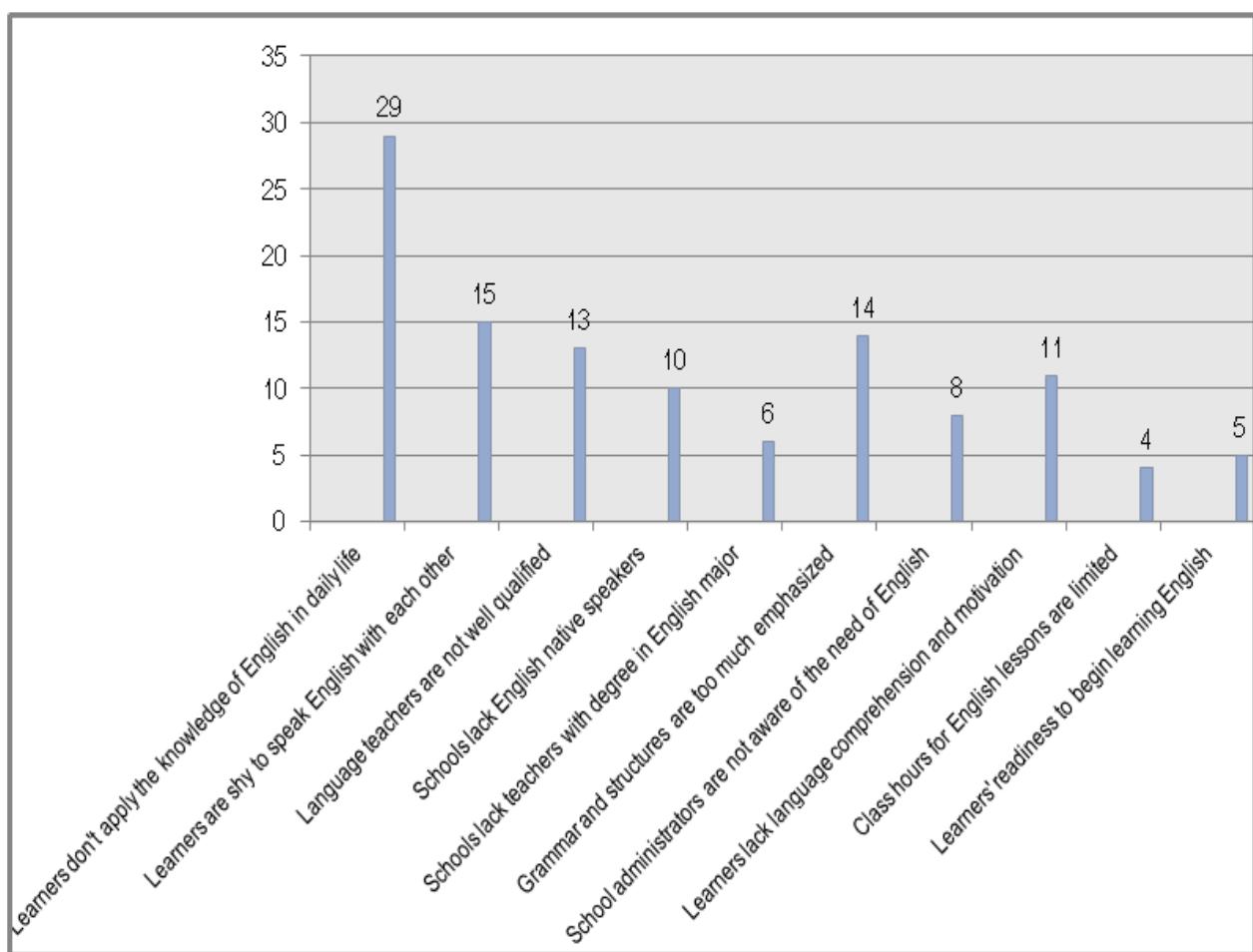


Figure C shows the problems and reasons indicated by the research participants regarding the teaching and learning of English in Thailand that has not been successful over the past years. The open-ended question in the research questionnaire was quantitatively analysed, and the data were based on the 94 respondents (46%) of the total who responded to the question. Their comments were categorised into ten different topics regarding problems of teaching and learning English in Thailand. However, some of these respondents indicated more than one problem in the comments and the repetition of comments is indicated by the number as shown in Figure C.

As seen, the three most encountered problems of teaching and learning indicated by the respondents were learners who do not apply the knowledge of English in daily life (29), learners who are shy to speak English (15) and grammar and structures that are emphasized too much in language classrooms (14) respectively.

This might be due to the fact that Thai teachers and students in school do not speak English and they are not familiar with using it or they have seldom been encouraged to do so (Hodal, 2012; Kaewmala, 2012), and Thai peoples fear of speaking English in daily life whereas lessons focus too much on grammar and vocabulary rather than speaking drill (Punthumasen, 2007; Kaewmala, 2012). Such findings were supported by a large percentage of respondents' lack of using English (see Figure A, page 7).

Other problems were language teachers not well qualified (13), learners lack of comprehension and motivation to learn (11), schools lack of English native speakers (10), school administrators not aware of the need of English (8), schools lack of teachers with degrees in English (6), learners' readiness to begin to learn the language (5) and class hours for English lessons limited (4). Although these problems were perceived by a minority, they should not be ignored. The responsible organisations and concerned parties from the Ministry of Education down to the classroom school teacher must join hands and creatively tackle the problems and offer tactful solutions. The qualifications of a language teacher must be scrutinised before inviting them to teach the language, and school administrators must demonstrate a good model to their inferiors by showing genuine interest in learning the language as well as supporting their subordinates to develop professionally. The Ministry of Education might consider allocating sufficient funds to aid rural schools in recruiting native English teachers or non-native fluent English speakers with some degree or certification in education or language teaching. Otherwise language teachers should receive a short-term training course from experts to develop their language teaching strategies on a continual basis. This might demand a large sum of financial investment from the Ministry's appropriation, but it is worth-while spending if it brings a paradigm shift to the education scenario.

Table 6: Analysis of the significant difference between male and female primary and lower secondary school teachers' attitudes toward the English language

Two-Sample T-Test and Confidence Interval: Male, Female

Two-sample T for Male vs Female

	N	Mean	StDev	SE Mean
Male	50	3.703	0.523	0.074
Female	153	3.648	0.461	0.037

Difference = mu (Male) – mu (Female)

Estimate for difference: 0.0550

95% CI for mu (Male) - mu (Female) : (-0.098,0.208)

T-Test mu (Male) = mu (Female)(vs not =): T = 0.71 P = 0.48 DF = 201

Both use Pooled StDev = 0.477

As can be seen in Table 6, the statistical analysis shows that there is no significant difference between male and female teachers' attitudes toward the English language (P-Value = 0.48) at 95% Confidence Interval (-0.098, 0.208). Such finding suggests that both male and female teachers have equally positive attitudes toward English language learning respectively. Hence, we fail to reject the null hypothesis. Therefore, it can be concluded that there is no significant difference between male and female primary and lower secondary school teachers' attitudes toward English language learning.

Table 7: Analysis of the significant difference the primary and lower secondary school teachers' attitudes toward English language learning between those with 1-4 years and those with more than 20 years of teaching experience

Two-Sample T-Test and Confidence Interval: between 1-4 yrs, more than 20 yrs

Two-sample T for 1-4 yrs vs more than 20 yrs of teaching experience

	N	Mean	StDev	SE Mean
1-4 yrs	67	3.646	0.486	0.059
More than 20 yrs	75	3.739	0.417	0.048

Difference = mu (1-4 yrs) – mu (More than 20 yrs)

Estimate of difference: -0.0924

95% CI for mu 1-4 yrs - mu More than 20 yrs: (-0.242, 0.058)

T-Test mu 1-4 yrs = mu More than 20 yrs (vs not =): T = -1.22 P = 0.23

DF = 140

Both use Pooled StDev = 0.451

From Table 7, the analysis shows that there is no significant difference in the primary and lower secondary school teachers' attitudes toward English language learning between teachers with 1-4 years of teaching experience and the ones with more than 20 years of teaching experience (P-Value = 0.23) at 95% Confidence Interval (-0.242, 0.058). Thus, we fail to reject the null hypothesis, and therefore we conclude that there is no significant difference in the primary and lower secondary school teachers' attitudes toward English language between those with 1-4 years of teaching experience and those with more than 20 years of teaching experience.

Such finding can be interpreted that those early-stage teachers' attitudes toward English have not been improved compared to those with over twenty years of teaching experience. Interestingly, the mean score of young experienced teachers' attitudes toward English language learning slightly dropped at 0.09 point. This finding reflects the dilemma of English teaching and learning instructions in Thailand (Kaewmala, 2012; Nagi, 2012) since the teaching methodology and teachers' attitudes toward their profession impact students' learning outcomes (Patanathabutr, 2008; Hussain, et. al, 2011), and teachers play a significant role in developing the knowledge and skills of students (Punthumasen, 2007). This is despite the fact that the English language has been emphasized in schools over the last decade (Darasawang, 2007), and Former Education Minister Worawat launched the project, 'Thailand's English Speaking Year 2012' with the hope of boosting English language proficiency in the country. Moreover, there were other initiative projects launched by the Ministry of Education over the past years aiming to improve the English language pedagogy in Thailand but they did not yield positive outcomes (Boriboon, 2011).

Conclusion

This research aimed to investigate the attitudes of primary and lower secondary school teachers in Muak Lek and Wang Muang districts, Saraburi Province, Thailand, toward English language learning, problems of English language teaching in Thailand, and the significant difference between male and female teachers' attitudes toward English and the significant difference between those with 1-4 years and those with more than 20 years of teaching experience. The findings of this study showed that the participating teachers had slightly positive attitudes toward English language learning. They also showed that there are no significant differences between male and female teachers' attitudes toward English language, nor in the attitudes between those with shorter teaching experience and the ones with longer teaching experience. Some major problems of English language teaching in this region that were identified in the survey were that learners do not apply their knowledge of English in daily life; they are shy to speak the language, grammar and structures which are emphasised too much in the language classroom; language teachers are not well qualified; and learners lack language comprehension and motivation to learn. The findings may not be conclusive enough to generalise distinctive attitudes of other teachers in other regions. However, the study results should be valuable to the Saraburi Primary Educational Service Area Office 2 in their quest to improve English Language teaching, or to those researchers whose interests dwell on teachers' and students attitudes toward English, both in the classroom and outside. It should be remembered with this study that teachers' positive attitudes toward English language play a crucial role in developing students' positive learning motivation and experience in acquiring the language for use in school and outside in the wider community.

Recommendations

As the research findings revealed that these primary and lower secondary school teachers had positive attitudes toward English language, the concerned parties such as the Office of Basic Education Commission (OBEC) and Primary Educational Service Area Officer 2 of Saraburi province should consider carrying on planning a variety of English intensive workshops in different schools to foster these teachers exposure to English and improve their basic communication skills. Activities in the workshops should be presented in the way that matches learning preferences so that they can use them in practical real life situations. A needs survey and analysis should provide helpful information prior to planning the programme. Additionally, each workshop should be conducted and offered to smaller groups of participants for more productive and efficient learning interaction. The responsible parties might also consider some elements that contribute to optimal learning such as English language ability between those who are from urban schools and the ones from rural schools. Learners of the language will feel more at ease when they work with partners who share a similar background. Age differences, position, and subject area of teaching may also count toward learning efficiency when learners bear these in common.

Schools could establish public address systems or provide radio broadcasts to boost teachers and students listening and speaking drills. School may want to start a daily simple English news program or daily English communication via public address system, or distance education via satellite broadcast with the support from OBEC. Encourage teachers and students to take turn hosting a news talk each morning before classes commence or during class breaks. Through this channel teachers and students will be exposed to English and get familiar with the language although there might be challenges at the initial phase. Fear and reluctance to use English may eventually decline if the program is effectively implemented.

Schools may negotiate with an international education institution requesting support for academic service programs, and also for an allocation of funds from their controlling body. The Office of the Higher Education Commission (OHEC) and Office for National Education Standards and Quality Assessment (ONESQA) urge teachers in colleges and universities to conduct academic services to their community and integrate them into teaching and learning and research. This could be an open door for primary and secondary schools to grasp opportunities and seek assistance from professionals to help train their teachers through intensive English courses. These would be held at convenient hours for both parties on a weekly or biweekly basis, with remuneration for trainers should be considered for their services.

The Primary Education Service Area Officer 2 of Saraburi province may consider rewarding best practice or outstanding teachers who could improve their language proficiency by faithfully attending a series of language training workshops or courses. Their achievement could be gauged through a standard proficiency testing procedure designed by language experts. The responsible sector may grant these noteworthy teachers some incentives such as professional development gift, plaque of achievement, or scholarship. Although such incentives are instrumental motivation, it is positively related to integrative orientation and often boosts a student's learning process. The award presentations can be made at annual teacher conventions or other public occasions to honour their commitment and achievement.

Regarding the problems of language teaching and learning which hinder Thai educational development, the responsible education sectors must endeavour to boost English communication skills and find all means to motivate teachers and students to use English as part of daily communication. This must be modelled by policy makers such as officials in the Ministry of Education, academic providers, school administrators and supervisors. The initiative 'Thailand's English Speaking Year 2012' was launched in December 2011 and it should be carried out and implemented in schools nationwide on a continuing basis. Teachers and students must engage in daily English communication not only in their classrooms but also in the school social gatherings, assemblies, and the playground. Teachers and students should integrate their knowledge of English as part of their daily routines and use it confidently without embarrassment when making errors. They must understand that making mistakes is part of the language learning process which motivates to achieve success. Language teachers must admit that the young students of this era of globalisation are equipped with advanced instruments that facilitate their learning process. The older methods of rote learning and memory based learning should be avoided in language classrooms where possible. Such learning methods stop students from becoming creative and inquisitive with language. It may be appropriate to introduce language grammar or structures in writing class, but these do not translate to students' speaking skills which language teachers need to emphasise in their classrooms.

For Further Study

I would like to suggest that consideration be given to further study being made in the following areas:

1. The participants of the current study were teachers who attended a seminar in basic English Language skills for communication. This would indicate that their attitudes toward the English language may be more positive than those of the teachers who did not attend. I would recommend, therefore, that another survey could be carried out, selecting teachers to participate on a random basis, or administering the same survey instrument with those teachers who missed attending the seminar.
2. Parents and other family members also have an influence, and their attitudes could influence the attitudes of their children. I would recommend, therefore, that a survey be carried out of the families of randomly selected students from the same schools where these teachers' attitudes were investigated. This would give another insight into the problems of English language acquisition in Thailand.

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Appendix 1

A Questionnaire แบบสอบถาม

A questionnaire to investigate attitudes toward English of primary and lower secondary school teachers in Muak Lek and Wang Muang district, Saraburi Province.

แบบสอบถามเพื่อสำรวจทัศนคติที่มีต่อภาษาอังกฤษของครูสอนระดับชั้นประถมศึกษาในอำเภอเมืองเหล็ก และอำเภอวังน่วง จังหวัดสระบุรี

Instructions: The questionnaire is divided into three parts: คำชี้แจง: แบบสอบถามแบ่งออกเป็น 3 ตอน

Part I: Demographic profiles of the respondent ตอนที่ 1: ข้อมูลทั่วไปผู้ตอบแบบสอบถาม

Part II: Items on attitudes toward English language ตอนที่ 2: หัวข้อเกี่ยวกับทัศนคติที่มีต่อภาษาอังกฤษ

Part III: Questions about English proficiency of the respondent and problems of English language learning

ตอนที่ 3: คำถามเกี่ยวกับทักษะการใช้ภาษาอังกฤษของผู้ตอบแบบสอบถาม

Part I: Demographic profiles of the respondent ตอนที่ 1: ข้อมูลทั่วไปผู้ตอบแบบสอบถาม

Instructions: Please indicate your answer with a tick (✓) in the bracket provided.

คำสั่ง: กรุณาตอบคำถามโดยทำเครื่องหมาย ถูก (✓) ลงในวงเล็บ

1. Gender เพศ () male ชาย () female หญิง

2. Teaching class level สถานะระดับชั้น () elementary 1 ป.1 () elementary 2 ป.2 () elementary 3 ป.3
() elementary 4 ป.4 () elementary 5 ป.5 () elementary 6 ป.6
() lower secondary ม. ต้น () nursery อนุบาล
() other, please specify ชั้นอื่น ๆ โปรดระบุ _____

3. Years of teaching experience () 1-4 years 1-4 ปี () 5-8 years 5-8 ปี () 9-12 years 9-12 ปี

ประสบการณ์การสอน () 13-16 years 13-16 ปี () 17-20 years 17-20 ปี () more than 20 years มากกว่า 20 ปี

4. Responsible subject รายวิชาที่รับผิดชอบ () Thai ภาษาไทย () Mathematics คณิตศาสตร์
() Science วิทยาศาสตร์ () Sociology and Culture สังคมวิทยาและวัฒนธรรม
() Arts ศิลปะ () Occupation and Technology การงานวิชาชีพและเทคโนโลยี
() English ภาษาอังกฤษ () Health Studies สุขศึกษา
() Physical Education พลศึกษา () All subjects ทุกวิชา
() Nursery Education ปฐมวัย () Other, please specify อื่น ๆ โปรดระบุ _____

Part II: Items on attitudes toward English language ตอนที่ 2: หัวข้อเกี่ยวกับทัศนคติที่มีต่อภาษาอังกฤษ

Instructions: Please indicate your choice with a tick (✓) in the column provided which appears most applicable to you. Please read each statement carefully and give accurate answers. There's no **right** or **wrong** answer.

คำสั่ง: กรุณาระบุค่าตอบของท่านโดยทำเครื่องหมาย [✓] ลงในตารางตามที่ท่านเห็นสมควรที่สุด กรุณาอ่านข้อความอย่างละเอียดด้วยความระมัดระวังและให้คำตอบที่ถูกต้องตามความเห็นของท่าน ไม่มีคำตอบใดถูกหรือผิด

Notes: หมายเหตุ

For the statements which indicate positive attitude, the scores are rated as below: สำหรับข้อความที่แสดงทัศนคติทางบวก เกณฑ์การให้คะแนนเป็นดังนี้

5 = strongly agree เห็นด้วยอย่างยิ่ง 4 = agree เห็นด้วย, 3 = undecided ไม่แน่ใจ, 2 = disagree ไม่เห็นด้วย,

1 = strongly disagree ไม่เห็นด้วยอย่างยิ่ง

For statements which indicate negative attitude, the scores are rated as below: สำหรับข้อความที่แสดงทัศนคติทางลบ เกณฑ์การให้คะแนนเป็นดังนี้

1 = strongly agree เห็นด้วยอย่างยิ่ง, 2 = agree เห็นด้วย, 3 = undecided ไม่แน่ใจ, 4 = disagree ไม่เห็นด้วย,

5 = strongly disagree ไม่เห็นด้วยอย่างยิ่ง

Items on Attitude (หัวข้อเกี่ยวกับทัศนคติ)	5	4	3	2	1
1. I like to speak English. ข้าพเจ้าชอบพูดภาษาอังกฤษ					
2. I do not like someone who speaks to me in English. ข้าพเจ้าไม่ชอบคนที่พูดกับข้าพเจ้าเป็นภาษาอังกฤษ					
3. English is a universal language for communication. ภาษาอังกฤษเป็นภาษาทั่วไปที่ใช้ในการสื่อสาร					
4. English is not important for the older generation. ภาษาอังกฤษไม่มีความสำคัญต่อคนรุ่นก่อน					
5. Knowing English is beneficial for me to find a good job. ความรู้ภาษาอังกฤษเป็นประโยชน์ต่อข้าพเจ้าในการได้งานทำที่ดี					
6. Knowing English does not help me to find a good job. ความรู้ภาษาอังกฤษไม่ได้ช่วยให้ข้าพเจ้าได้งานทำที่ดี					
7. The primary and secondary school levels should define English as a medium for communication. โรงเรียนระดับชั้นประถมและมัธยมศึกษาควรกำหนดให้ภาษาอังกฤษเป็นภาษากลางที่ใช้ในการสื่อสาร					
8. The primary and secondary school levels should not define English as a compulsory subject in their program curriculum. โรงเรียนระดับชั้นประถมและมัธยมศึกษาไม่ควรกำหนดให้ภาษาอังกฤษเป็นวิชาบังคับในหลักสูตรการศึกษา					
9. The teaching and learning of English should start as early as the first grade in school (grade 1). การเรียนการสอนภาษาอังกฤษควรกำหนดให้ผู้เรียนเริ่มเรียนตั้งแต่ชั้นประถมศึกษาปีที่ 1					
10. I am not interested in taking additional English lessons. ข้าพเจ้าไม่สนใจเรียนภาษาอังกฤษเพิ่มเติม					

11. Learning English is important because it will help me become more knowledgeable.			
การเรียนภาษาอังกฤษเป็นสิ่งที่สำคัญ เพราะจะทำให้ข้าพเจ้ามีความรู้มากขึ้น			
12. I think studying English is boring.			
ข้าพเจ้าคิดว่าการเรียนภาษาอังกฤษเป็นสิ่งที่น่าเบื่อหน่าย			
13. English is a fun language to learn. ภาษาอังกฤษเป็นภาษาที่เรียนแล้วสนุก			
14. I will never be able to learn English because I do not understand grammar.			
ข้าพเจ้าคิดว่าข้าพเจ้าจะไม่สามารถเรียนรู้ภาษาอังกฤษได้ เพราะไม่เข้าใจหลักไวยากรณ์			
15. I expect my children to learn English more attentively.			
ข้าพเจ้าปรารถนาให้บุตรหลานของตนตั้งใจเรียนภาษาอังกฤษอย่างจริงจัง			
16. I think my children can still find jobs without knowing English.			
ข้าพเจ้าคิดว่าบุตรหลานของตนสามารถหาเลี้ยงชีพได้โดยไม่ต้องใช้ภาษาอังกฤษ			
17. The Thai English teachers at the school where I teach are expert and knowledgeable.			
ครูสอนภาษาอังกฤษที่เป็นคนไทยในโรงเรียนที่ข้าพเจ้าสอนมีความรู้ความชำนาญ			
18. The school where I teach lacks native English teachers.			
โรงเรียนของข้าพเจ้าขาดแคลนครูสอนภาษาอังกฤษที่เป็นเจ้าของภาษา			
19. The school where I teach has adequate teaching and learning materials for English class.			
โรงเรียนของข้าพเจ้ามีสื่ออุปกรณ์การเรียนการสอนภาษาอังกฤษที่เพียงพอ			
20. The school where I teach does not have adequate teaching and learning materials for English class.			
โรงเรียนของข้าพเจ้าขาดแคลนสื่ออุปกรณ์การเรียนการสอนภาษาอังกฤษที่จำเป็น			

Part III: Please indicate your answer with a tick (✓) in the bracket which appears most applicable to you.

ตอนที่ 3: กรุณาตอบคำถามโดยทำเครื่องหมาย ถูก (✓) ลงในวงเล็บตามความเป็นจริง

1. How often do you use English? คุณใช้ภาษาอังกฤษบ่อยแค่ไหน

() every day ทุกวัน () 1-2 hours per week 1-2 ชั่วโมงต่อสัปดาห์
() lesser than 1-2 hours per week น้อยกว่า 1-2 ชั่วโมงต่อสัปดาห์ () once a month เดือนละครั้ง
() never ไม่เคย () other, please specify อื่น ๆ โปรดระบุ _____

2. What level is your English communication skill? คุณคิดว่าความสามารถในการสื่อสารภาษาอังกฤษของคุณอยู่ในระดับใด

() very good ดีมาก () good ดี () average ปานกลาง
() need improvement ควรปรับปรุง () not acceptable ใช้ไม่ได้

3. Indicate one problem or reason why teaching and learning English in Thailand hasn't been successful over the past years.

จะระบุปัญหาหรือสาเหตุมา 1 อย่างที่คุณคิดว่าการเรียนการสอนภาษาอังกฤษในประเทศไทยยังไม่ประสบผลสำเร็จในช่วงหลาปีที่ผ่านมา