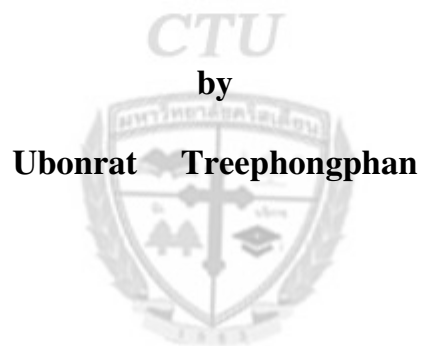# RELATIONSHIPS BETWEEN ATTITUDES TOWARD A STUDY

OF ENGLISH AND ENGLISH PROFICIENCY: A CASE

STUDY OF STUDENTS IN NAKPRASITH SCHOOL,

NAKHON PATHOM PROVINCE

by

Ubonrat   Treephongphan

A Thesis Submitted in Partial Fulfillment

of the Requirements for the Degree

MASTER OF ARTS

(English as a Second Language)

Graduate School

CHRISTIAN UNIVERSITY OF THAILAND

2005

RELATIONSHIPS BETWEEN ATTITUDES TOWARD A STUDY OF

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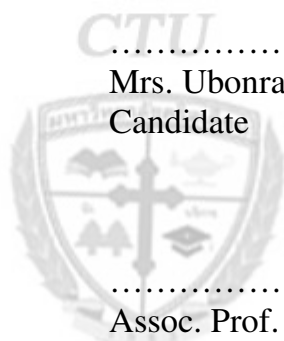Assoc. Prof. Pragob Kunarak , Ph.D.
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Ubonrat Treephongphan

ABSTRACT

The purpose of this study was to substantiate the hypothesis that there is a significant relationship between the students' attitudes and English proficiency of Mathayomsuksa 2 students in Nakprasith School in Nakhon Pathom Province. The research samples were composed of 300 Matthayomsuksa 2 students divided into 8 classes in this grade in the academic year of 2005 in Nakprasith School in Nakhon Pathom Province. The data were collected in Sep 2005. The research instruments consisted of an English language attitude questionnaire and an English proficiency test. The questionnaire explored the students' attitude towards studying English that including four skills of English proficiency: listening, speaking, reading, and writing. The students were scored on a 1-5 rating scale. The results were analyzed by mean of percentage and using Correlation co- efficient.

The results of this research showed that the attitude of students' studying English and their English Proficiency were related. These findings suggest that attitudes significantly affect English language acquisition. Teachers can influence student attitudes towards learning English language through supportive activities, clearer instructions, division of students for group and pairing activities according to their proficiency level and equitable time distribution by the teacher for all students.

บทคัดย่อ

  การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อยืนยันสมมติฐานในความสัมพันธ์ระหว่างเจตคติต่อการเรียนภาษาอังกฤษกับผลสัมฤทธิ์ทางภาษาอังกฤษ ของนักเรียนระดับชั้นมัธยมศึกษาปีที่ 2 โรงเรียนนาคประสิทธิ์ จังหวัดนครปฐม ตัวอย่างการค้นคว้าวิจัยประกอบด้วย นักเรียนชั้นมัธยมศึกษาปีที่ 2 จำนวน 300 คน จาก 8 ห้องเรียน ประจำปีการศึกษา 2549 ในโรงเรียนนาคประสิทธิ์ จังหวัดนครปฐม ข้อมูลถูกรวบรวมในเดือนกันยายน 2549 เครื่องมือการค้นคว้าวิจัยประกอบด้วยแบบสอบถามเจตคติต่อการเรียนภาษาอังกฤษและแบบทดสอบผลสัมฤทธิ์ทางภาษาอังกฤษ แบบสอบใช้สำรวจเจตคติของนักเรียนที่มีต่อการเรียนภาษาอังกฤษ ซึ่งรวมถึงสี่ทักษะภาษาอังกฤษคือ การฟัง, การพูด, การอ่าน, และการเขียน คะแนนของนักเรียนแบ่งเป็นระดับ 1 ถึงระดับ5 วิเคราะห์ผลโดยวิธีอัตราร้อยละและการใช้ การหาค่าสหสัมพันธ์

  ผลการค้นคว้าวิจัยนี้ที่แสดงว่าเจตคติของนักเรียนที่มีต่อการเรียนภาษาอังกฤษมีความสัมพันธ์กับผลสัมฤทธิ์ทางภาษาอังกฤษ ผลการวิจัยเหล่านี้แสดงให้เห็นว่าเจตคติมีผลต่อการเรียนภาษาอังกฤษอย่างมีความหมาย ครูสามารถเสริมแรงด้านเจตคติของนักเรียนที่มีต่อภาษาอังกฤษโดยการเรียนรู้ผ่านกิจกรรมต่าง ๆ คำอธิบายที่ชัดเจนมากยิ่งขึ้น การจัดนักเรียนปฏิบัติกิจกรรมกลุ่มหรือกิจกรรมคู่ตามระดับความสามารถของผู้เรียนและการที่ครูจัดแบ่งเวลาให้แก่นักเรียนอย่างเหมาะสมและยุติธรรมสำหรับนักเรียนทุกคน

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CHAPTER I

INTRODUCTION

1.1 Background and Problem of the Study

English is an international language and most students have to learn English at secondary schools around the world. Most of them are taught by non-native speakers of English, some of whom might have complaints about the current system of teaching English in their countries as well as having trouble   in teaching the students English.

Ekkarin Sungtong (2001) states that in Thailand, students start to learn English in primary school (Prathomsuksa 5, about 11 years old). Primary school has 6 levels: Prathomsuksa 1-6. After that they will learn English for 6 years in secondary school. It has six levels, too - Mathayomsuksa 1-3 or lower secondary and Mathayomsuksa 4-6 or upper secondary. Thailand English curriculum is based on the communicative teaching and child-centred approach. Most activities are taught with a lot of emphasis on various techniques: games, problem solving, role play, etc. Most students in Thailand learn English for their university entrance exams which focuses on reading comprehension (about 50 % of the test). So they don't have much success in learning English subject. They know the rules of English grammar very well, but they can't communicate as much. Moreover, students don't have many chances of using English in real situations. However, English is very important in every level of learning.

Robert Sedgwick (2005) stressed that the structure of school education in Thailand is based on a 6+3+3 system: six years of primary school, three years of lower secondary school and another three years of upper secondary school. The language of instruction is Thai, but English is taught as a second language in most secondary schools. In 1995, the government made studying the English language compulsory beginning at the primary school level. Studying English is very important especially, trends in education. Education trends in Thailand stress that there has been more proficiency in learning English than in the past. It is described below:

Affective variables affect ESL/EFL learning processes and English proficiency of the learners. There are a number of dimensions of learner differences which are generally acknowledged, namely, age, affective states, beliefs, culture, language aptitude, learner attitudes, learning style, learning strategies, motivation and personality. The following variables: culture, learning style, and motivation, will be discussed for illustration purposes.

The term *culture* encompasses both ethnic distance. In an investigation into the relationship between ethnic distance and second language (L2) outcomes, Parson (1951, 15) states that "Culture is transmitted; it constitutes a heritage or a social tradition… It is learned, it is not a manifestation, in particular content, of man's genetic constitution; ….. It is shared. Culture, that is, is on the one hand the product of, on the other hand a determinant of, systems of human social interaction". With limited knowledge about the school culture, students

may behave differently from the norm, resulting in being rejected by other students.

Learning style is a relatively fixed and not readily changed variable and thus better seen as a personal trait (Keefe, Oxford). There are various ways to interpret learners' different learning styles. One of the most popular ways is to categorise learners as either field independent (FI) or field dependent (FD) (Willing). Brown (1994a, 106) thinks that people who are field independent are able to perceive a particular, relevant item or factor in a field (e.g. a set of ideas) of distracting items. They are described as more independent, competitive and confident. People who are field dependent, on the other hand, tend to perceive the field as a unified whole. They are usually more socialized and more empathetic to others' feelings and thoughts.

Reid interprets learning styles in a different way. She distinguishes four perceptual learning modalities:

- Visual learning (for example, reading and studying charts)
- Auditory learning (for example, listening to lectures or to audio tapes)
- Kinaesthetic learning (involving physical responses)
- Tactile learning (hands-on learning, as in building models).

It is generally believed that learners differ tremendously in their style for learning. Quite possibly, learners who are more flexible in their learning style tend to be more successful in their learning. What is still uncertain is to what extent their preferred approach will affect their learning. A more useful way to

deal with learning style may be by assisting learners to recognise their own preferences of style so that they can develop their own particular way of learning.

Motivation is a key factor in learning (Gardner & Lambert; Clement & Kruidenier; Dornyei). Generally speaking, learners with high motivation tend to be more successful in learning. The source of motivation can derive from need or interest, which will then fuel the desire to learn; continue to influence the learners' conscious decision to act and the effort that they will put into learning. Motivation is interdependent with achievement. Gardner & Lambert (133) hold that there is a high correlation between students' motivation and achievement. In other words, high motivation enhances learning and success or perceived success can sustain motivation.

In conclusion, the way to succeed in learning English varies according to various factors surrounding the learners. If learners are flexible in learning English, they can apply their knowledge in using English more.

Attitudes toward the study of English have impacted on the learners' English proficiency. Learners who have positive attitude in learning English will get more English proficiency progress. On the other hand, learners who have a negative attitude in learning English will get lower English proficiency progress. There are several attitudes involving studying English. For example: students dislike English but are forced to learn English because of pressure from their parents. Some students who are interested in English will pay attention to English more than the other ones. In summary, students' attitudes

toward English learning involve both intrinsic motivation and extrinsic motivation.

Statement of the Problem

Nakprasith School belongs to Wat Bang Chang Nua foundation under the Office of Private Education Commission, Educational Service Area Office Nakhon Pathom 2; it is the first private school in Samphran district, Nakhon Pathom Province. (See APPENDIX D)

The general background on English teaching in Nakprasith School is as follow: for the last 20-30 years, English has been taught by explanation in Thai more than in English. The students memorize a lot of English vocabulary. They practice a lot of English structures. However, they rarely have any English conversations with foreigners in real events or situations. They are so weak in speaking and listening to English, because of the little opportunity, they had to meet foreigners. The students are also too shy and have no self-confidence to speak with foreigners.

Many factors are related to Nakprasith students' English proficiency. Many students are always silent and shy when they have to speak English in class or in real situations. The students lack self-confidence and the opportunity to communicate in English. Many students have pronunciation problems and some students' negative attitudes toward learning English. The summary of the

National Test results for Nakprasith School in 2001 show that the English score is the lowest of the three subjects tested tests at school. (See APPENDIX B)

To deal with the problem of learning English, Nakprasith School tries to increase the teachers' potential to teach English by providing seminars and training on new teaching techniques and interesting activities for better English teaching that is suitable for Nakprasith students. There are many foreign teachers from the educational company that manages teaching English for Nakprasith School students. The students have more chances to meet foreigners, have more self-confidence and speak with the foreigners more. But there are still many students who think that English is very difficult and that they cannot do well, although the teachers try to give them more chances of practice in four English skills. It is possible that because there are about forty to fifty students in a class in Nakprasith School, the students can not fully practice their English skills.

1.2 Purposes of the Study

1.2.1) To identify the students' attitudes towards studying English.

1.2.2) To identify the relationship between the students' attitudes and English proficiency.

1.3 Research Questions

1.3.1) What are the students' attitudes towards the studying English?

1.3.2) What are the relationships between students' attitudes and English proficiency?

1.4 Hypotheses of the Study

The following hypotheses are expected as directional research expectations.

1.4.1) There will be a significant relationship between the students' attitudes and English learning.

1.4.2) There is a significant relationship between the students' attitudes and English proficiency.

1.5 Limitations of the Study

1.5.1 The samplings of the study are 300 Matthayomsuksa 2 students in Nakprasith School Nakhon Pathom Province.

1.5.2 The study was conducted between May and October of the first semester of the academic year 2005.

1.5.3   There are 2 variables in the study as follows

A. Independent variables: The attitudes towards the study English.

B. Dependent variables: The students' English proficiency.

1.6 Definitions of Terms

1) *Students* are the 350 Matthayomsuksa 2 students in Nakprasit School Nakhon Pathom Province, First Semester, and AcademicYear 2005

2) *Attitude* is a complex mental state involving beliefs, feelings, values and dispositions to act in certain ways. In this study it is the students' attitude towards a study of English and English proficiency.

3) *English proficiency* refers to students' abilities in four English skills: listening skill, speaking skill, reading skill, and writing skill.

4) *Sample* refers to a group of Nakprasith students in Matthayomsuksa 2 who have been chosen to give information by answering questionnaires and doing the English proficiency test.

5) *The study of English* is teaching and learning English as a foreign language in Matthayomsuksa 2 including listening, speaking, reading and writing.

6) *The relationship* refers to the way in which the attitudes are related to the students 'English proficiency.

CHAPTER II

LITERATURE REVIEW

This chapter describes the related literature review which includes the following topics.

2.1 Attitude, language learning and related studies

2.2 English proficiency

2.3 The relationship between language attitude and English proficiency

2.4 EFL Curriculum

2.1 Attitude, language learning and related studies

Attitude is an important notion in the study of bilingualism and multilingualism. Attitude may be defined as the sum total of a person's psychological construct towards certain objects, institution, persons, ideas, etc. Attitude owes its origin to the collective behavior of the members of a social group. It plays a crucial role in the social behavior of an individual as it defines and promotes certain behavior. (Satarupa)

According to Fasold (148), some language-attitudes studies are strictly limited to attitudes toward the language itself. However, most often the concept of language attitudes includes attitudes towards speakers of a particular language; if the definition is even further broadened, it can allow all kinds of behavior concerning language to be treated (e.g. attitudes toward language maintenance and planning efforts). Fasold suggests that attitudes

toward a language are often the reflection of attitudes towards members of various ethnic groups; (Edwards, 20).

Attitudes are crucial in language growth or decay, restoration or destruction; the status and importance of a language in society and within an individual derive largely from adopted or learnt attitudes. An attitude is individual, but it has origins in collective behaviour. Attitude is something an individual has which defines or promotes certain behaviours. Although an attitude is a hypothetical psychological construct, it touches the reality of language life. Baker stresses the importance of attitudes in the discussion of bilingualism. Attitudes are learned predispositions, not inherited, and are likely to be relatively stable. They have a tendency to persist. However, attitudes are affected by experience. Attitude change is thus an important notion in bilingualism. Attitudes vary from favorable to unfavorable. Attitudes are complex constructs. There may be both positive and negative feelings attached to, e.g. a language situation (Baker, 112- 115).

According to Lambert (1967), attitudes consist of three components: the cognitive, affective and conative components (Dittmar, 181). The cognitive component refers to an individual's belief structure, the affective to

emotional reactions and the conative component refers to the tendency to behave in a certain way. (Gardner)

Fishman and Agheyisi have suggested that there is a mentalist and behaviourist viewpoint to language attitudes. According to the mentalist view,

attitudes are a "mental and neutral state of readiness which cannot be observed directly, but must be inferred from the subject's introspection". Difficulties arising from this viewpoint include the question that from what data can attitudes be derived, and in what way they are quantifiable. According to behaviourism, attitudes are a dependent variable that can be statistically determined by observing actual behaviour in social situations. This also causes problems; it can be questioned whether attitudes can be defined entirely in terms of the observable data (Dittmar, 181).

When studying language attitudes, the concept of motives is important. Two basic motives are called instrumental and integrative motives. If L2 acquisition is considered as instrumental, the knowledge in a language is considered as a "passport to prestige and success". The speaker/learner considers the speaking/learning of English as functional (Ellis, 117). On the other hand, if a learner wishes to identify with the target community; to learn the language and the culture of the speakers of that language in order to perhaps be able to become a member of the group, the motivation is called integrative. In general, research has proved the integrative motivation to have been more beneficial for the learning of another language (Loveday, 17-18). Gardner & Lambert, for instance, discovered that where the L2 functions as a second language (i.e., it is used widely in the society), instrumental motivation seems to be more effective. Moreover, motivation derived from a sense of academic or communicative success is more likely to motivate one to speak a foreign/second language (Ellis, 118).

Language attitudes are the feelings people have about their own language or the languages of others (Crystal). Susan Burr adds that "An attitude is a mental state of readiness, organized through experience, exerting an influence upon an individual's response to an object and the situations with which it is related." (Burr)

The major dimensions along which views about languages can vary are social status and group solidarity. The distinction of standard/nonstandard reflects the relative social status or power of the groups of speakers, and the forces held responsible for vitality of a language can be contributed to the solidarity value of it. Another dimension, called group solidarity or language loyalty, reflects the social pressures to maintain languages/language varieties, even one without social prestige (Edwards, 20.)

The Relationship between Language Attitudes and Language Learning.

MacIntyre et.al. (2001) conducted an analysis to find the overlaps among four different models of motivation for second language learning, and "Attitudinal Motivation" emerged as the first and strongest model. Gardner presents empirical evidence that clearly demonstrates a relationship between attitude, motivation, and proficiency. Furthermore, qualitative studies like those of Syed also show the importance of attitude in motivation for second language acquisition, reporting that, "when initially asked as to why they were learning Hindi, the participants mentioned a number of academic and personal reasons…. But what really ties it all together for them is a love and

appreciation for the culture" (Syed, 135). Much recent research has related this area of SLA more specifically to formal instruction. Masgoret et al.) declare that attitudes and motivation are "key factors that influence the rate and success of second language learning in the classroom" (Masgoret, 281). Gardner claims that the social milieu, or cultural beliefs, that help form integrative motivation influence both formal (classroom) and informal (natural) contexts equally, and Anderson (2000) even argues that attitudes shaped by this social context are the most important factors in determining the success of formal classroom language instruction. An example of this relationship is a study of unsuccessful classroom language learners by Nikolov. In this qualitative study, when 87 participants who had failed in their efforts to learn Russian in school were asked which cultures they found interesting or attractive, only one interviewee mentioned Russia. Since a consistent lack of positive attitude towards Russia was prominent amongst these unsuccessful students, a connection between attitude and unsuccessful language learning experiences seems to be indicated: It is logical that students in this study, just like my students, would fail to learn the language of a people they find neither interesting nor attractive. Moreover, there also exists a relationship between positive attitudes and successful language learning: Lalleman's study of Turkish immigrant children learning Dutch in the classroom found positive and significant correlations between Dutch proficiency and both social and psychological orientations towards Dutch society. Integrative motivation is a term, coined by Gardner and his colleagues, that denotes a desire to interact

with or become part of a target culture, caused by appreciation for that target culture, and causing incentive to learn the language of that culture. In a general way, the attitude/language-learning success connection might be explained by Krashen's monitor model, which suggests that language is acquired through an affective filter. This filter, which is constituted in part by attitude, many times has the power to either permit or block language input from reaching the part of a learner's brain that acquires language. Knowing that attitude can facilitate or impede second language acquisition, however, is not enough. In the past 15 years, researchers have begun to concentrate on determining exactly how attitudes affect language learners. What they have discovered is that the effects are more pervasive than one might assume, and that they range from cognitive to social in nature. All of the following have been shown with empirical evidence to have a strong positive relationship to attitude (This means for example that a positive attitude towards the target culture occurs along with willingness to do these activities, while a negative attitude strongly correlates with refusal or avoidance of them)

As a teacher of foreign languages, it can be disheartening to see how slowly things change in the world of education. Those who have the power to make decisions about curriculum in the public school system seem never to have considered the effects of ethnocentric attitudes on second language acquisition, and, I fear, it may be many years before the stacks of evidence grow too high to be ignored. Therein, perhaps, lies the root of our troubles: Our children's attitude problem is a result of the culture in which they have been

raised – the same culture that molded those who are designing foreign language curriculum for our classrooms. It is not the young alone who have an attitude problem! In light of this information gap, those with an understanding of the problems and solutions associated with attitude and foreign language education, the author included, have a responsibility to share it, not just in publications read by other researchers, but amongst the educators who should be using such knowledge in their classrooms and with administrators who can institute the curriculum changes that are called for so desperately. Hahn suggests that we are missing a golden opportunity for changing societal attitudes in the language classrooms of the world. In fact, some researchers even argue that intercultural communication skills are of paramount importance in today's world – that they, and not necessarily competence in a foreign language, should be the goal of modern foreign language instruction (Morain). In short, this call to arms in the foreign language classroom must be sounded louder than it apparently has been in the past: It must be heralded; it must be heard. It must be heeded.

Studies related to Attitude and English Proficiency.

   Foreign Studies.   The results of a study of English and Chinese EFL students, indicated that the differences in attitudes between the Chinese and English native speakers towards the "same" words reflect to some extent the cultural values and concepts inherent in the Chinese and English lexical items also showed that the EFL students' attitude towards the English words

appeared to vary according to their proficiency levels of English. Learners with higher English proficiency moved closer to the cultural understanding that native English speakers have to learn these words. Along with the learners increase of proficiency level they would increase their cultural understanding of the culturally bound words in English. Such a tendency in the change of cultural understanding of lexical items revealed a cognitive process of appropriating a second language culture (Gambino, 8)

Jacqueline Norris-Holt's study found that junior and senior high school students in a girl school in Japan expressed overall agreement with the statements. Students were also found to respond similarly with regard to speaking English during their English class. In response to this statement both groups displayed overall disagreement with a total of 89.4% of students indicating they make few verbalizations in English. Differences were found to exist in students' general views towards the study of English, with junior high school students indicating they studied harder in class and enjoyed doing homework more. Senior high school students displayed stronger positive attitudes towards the continued study of English and English classes at school being conducted in the English language. The results imply the need for further research into the reasons why students possess the particular attitudes they do and at what stage some of these perceptions and attitudes change during secondary school.

In a study conducted at a national technical university in Kyushu, Japan, the attitudes of 601 students toward their high school English learning

experience were examined (Long & Russell). Results from the survey showed that students were relatively positive, with 70% indicating that their teachers could teach grammar effectively. However, more than 50% were negative in their response when questioned regarding their teacher's ability to teach oral communication effectively or make classes interesting and innovative. When questioned regarding their enjoyment of English class and level of confidence, the negative responses of students were double that of the positive ones.

Kobayashi et al. conducted a survey of 549 freshmen and sophomores in Japan to assess the high school students learning experiences and attitudes towards English. The survey was found an overall interest in the study of English, with 73% of students wanting to be able to speak the language and 83% to use it to learn about other cultures. A further 87% saw English as being important in their future career choice. However, approximately 85% of the students indicated that their high school English course had failed to improve their communicative competence. When asked if they had been interested in studying English in high school 60.2% of the students responded positively. Students were also questioned to determine if university entrance examinations had in some way facilitated their ability to speak English, and 85.4% of the subjects responded negatively to this statement.

Similarly, Lanara, in a study of 90 first-year English major university students in Japan, found that there was a negative response to their high school English language classes. Students expressed the view that they had not learned anything of value in high school due to poor teaching methods, which

were characterized by monotonous grammar-translation drill practice. Christensen reinforced these findings in her study of first year university students, with many subjects indicating they had a negative impression of high school English classes. When questioned regarding weak aspects of high school English, grammar was the most frequently mentioned? Students pointed out that little time was allocated to spoken English, with heavy stress being placed instead on university entrance examination preparation.

Apart from the above-mentioned studies, there has been little research conducted to address differences which may exist between junior high school and senior high school students in their attitudes towards English. In one article by Hatori the primary reasons why junior high school students in Japan dislike English and the time period in which they develop this particular attitude was examined. The study was conducted over a 16-month time frame with the subjects being surveyed on three occasions, in May and October of first year and in September the following year. When first questioned, the majority of students indicated that English was not a difficult subject. However, when surveyed for the second time 33% of the students felt it was. When questioned in second year the percentage had risen to 62%. When asked to indicate when English became difficult 49% of the students responded in the third semester of first year, whilst 42% of the students indicated it was in the first semester of second year. Hatori claims there are five major reasons for this change in students' attitudes in junior high school. They include: (a) students not understanding information in class and being unable to make a connection

between new material and that which has already been covered; (b) students not liking their English teacher; (c) instructors teaching English as a subject and not as a language for communication; (d) the structure of the Japanese education system in which students are required to cover a considerable amount of work, with teachers lacking the time to review material with students who do not understand; and (5) Japanese students tend to underestimate their English ability.

In a similar study of third year junior high school students in Japan (Matsuhata 1970), it was discovered that 26.3% of students liked English, 38.4% disliked the subject and 35.4% were undecided. Of the students who indicated that they enjoyed studying English the majority felt that they had begun to like the subject from first semester in first year, this coinciding with the commencement of English study. Of the students who did not like English, the majority suggested that they had begun to dislike English from first semester in second year. The major reasons for beginning to like English, in order of preference included (a) I liked the teacher; (b) I was interested in learning a foreign language; (c) I could understand the lesson; (d) I achieved good test results; and (e) I wanted to do well in a new school subject. Of the main reasons listed for beginning to dislike English, in order of preference, the following were the five most common responses; (a) English class was difficult and I couldn't understand; (b) I didn't like the teacher; (c) I didn't study hard; (d) the teacher changed and their English pronunciation and

teaching style was different; and (e) I didn't like having to remember vocabulary.

When the same students were questioned with regard to what particular components of English they wanted to study, the most popular responses were vocabulary and idioms. This was followed by grammar, review of material already covered, writing, and pronunciation and intonation practice. The students also indicated that they would like to begin English instruction in elementary school and that students throughout Japan should be required to use the same textbook. They also expressed concern with class sizes suggesting that smaller numbers of students would be more appropriate for language skill development. Of particular interest was the expressed desire of some students to learn foreign languages other than English.

The author concluded that English teachers need to think more about the choice of material and the level selected for instructing students in the classroom. Tatsuma (1978) suggests that the teaching material adopted for the classroom plays a major part in the motivation of students towards the subject. It was also suggested teachers need to communicate more with students in order to find out how they want to learn English. This should be supplemented with discussions enabling the teacher to monitor the progress of students and to determine those areas of study which require further explanation.

Koizumi and Kai concluded that over the three-year period those students are in junior high school their positive attitudes towards the study of

English gradually decline. Suggesting that the feelings and attitudes that students have towards the study of English plays a major role in their desires to continue studying in later grades.

In the longitudinal study conducted by Koizumi and Matsuo a group of 296 first year junior high school students were examined to determine what attitudinal and motivational changes took place over a one-year period. The subjects were surveyed at four points in time; in their first English class, at the end of the third month, the seventh month, the eleventh month and in February the following year. The students were required to complete a 36-item, five-point scale questionnaire. The results of the study indicated that students suffered a decline in attitude during the first three to seven months in the first year of junior high school. This decline was attributed to the increased difficulty of English classes. The researchers provided the following analysis:

Students start the learning through oral lessons, and in the next phase the main part of the lessons is directed to acquiring grammatical rules and translation, which are useful strategies for the entrance examination system in Japan. This kind of traditional and formal language learning takes much time and effort and students feel great difficulty, which may lead to these observed declines in students' attitudes and motivation in their learning English (Koizumi & Matsuo, 8).

Imamura suggests that first year English classes contain a substantial amount of aura-oral practice, which maintains students' interests in the subject. However, once the textbook changes in second year the work starts to become

too difficult for students. Many students who were unable to internalize material covered in first year cannot cope with the introduction of new vocabulary and grammatical structures the following year. As well as this, both teachers and students become more conscious of high school entrance examinations, which take place at the end of third year.

Research in Thailand. Chalintorn Burian discussed how, as with most of the world, being educated is perceived as of supreme importance in Thai society. The educational background of a person directly affects the definition of his/her social status. It is clearly reflected, for example, in the promotion system of public officials which automatically corresponds to the advanced degree which an employee holds. Overseas degrees are highly valued. Although many leading Thai companies deny that they favor overseas graduates, there is a strong belief among students that overseas degrees will secure job and social status in the long term. An overseas degree, a certificate from abroad, or even a short English course in the West has always been perceived as an advantage for those entering the local Thai job market. To get an edge in an increasingly competitive world, Thai students seek education abroad. They seek opportunity to expose themselves to the most qualified professors, the best students from all over the world, the most sophisticated lab facilities and state-of-the-art research libraries.

Thai Students and English. The official language of Thailand is Thai. At present, in public schools, English is taught as an elective from the elementary grades onwards. In many private schools it is taught as a compulsory foreign

language from first grade. There is an on-going debate of when English should be taught in public schools. The English-learning population has been rapidly increasing. At higher education level, with the exception of some international courses which are conducted in English, the media of instruction is Thai.

Thais have less facility in English compared to people in neighboring countries. The average score of TOEFL among Thais is 494, among the lowest in the Asian region along with the Japanese is 499 (Chalintorn Burian, 98). However, with the Thai economy becoming part of global economy, English has become an indispensable requirement for those working or interested in business as well as other fields. Until July 1997, the number of Thai students who participate in intensive English programs (IEP) was on the increase in the U.S. as well as in U.K., Australia and Canada. In the U.S., Thailand ranked third among the leading home places of IEP students.

Vipatchananon Yuwanoot studied the language and attitude toward English reading is a variable that is related with proficiency in English reading comprehension of Matthayomsuksa 4 students.

The Nation Test Report of Nakprasith School's Matthayomsuksa 3 students in 2001 and 2003 has shown the least English scores of all. This means the students have the lowest proficiency in English than Thai, and Mathematics. (see APPENDIX B)

Language Attitude Measurement.

As a teacher researcher wanting to investigate the effect of English proficiencies and attitudes towards learning English of Matthayomsuksa 2 students in Nakprasit School, one of the lines of research the researcher followed was to use a questionnaire to ascertain the attitudes towards learning English of the students. There are a number of different ways of measuring attitude, the method the researcher found most useful was the Likert and Semantic-Differential scales.

- Likert Scale – "strongly agree" to "strongly disagree"

- Rated items range from very positive to very negative toward the attitudinal object

- Semantic Differential Scale: A series of 5-point bipolar ratting scales allowing response to a concept one can modify this scale to include numbers instead of the blanks that make up the semantic space (numerical scales)

Extremely   Extremely

Dissatisfied   1 2 3 4 5   Satisfied

2.2 English Proficiency

English Proficiency means the degree of skill in English listening, speaking, reading, and writing. Detailed discussion of these four language modes will show the differing purposes to which each is put in the language classroom and in the academic context (Listening, speaking, reading, and writing)

Figure 1 Contrasting aims of language classes and academic classes

Mode	Language class aims	Academic class aims
Listening	- total comprehension	-selective of content
	- capacity to 'store' whole text	-selective 'storage'/note- taking
	- attention to discrete language features, e.g. pronunciation and sentence construction	-critical responsiveness to content
Speaking	- production of accurate sentences	- expression of complex ideas
	- accurate pronunciation and intonation	- raising relevant questions/ criticisms
Reading	- generation of correct linguistic structures	- development of ideas
	- manipulation of appropriate of registers	- command of appropriate style argument
Writing	- generation of correct linguistic structures	- development of ideas
	- manipulation of appropriate registers	-command of appropriate style of argument

Listening. Listening skills are among the first to be emphasized in the language classroom. Whether students are listening to the teacher, to language

tapes or to each other, they are encouraged to train their auditory sense so that they can achieve total comprehension of what is being said. Listening is also the avenue to oral imitation, so that students are consciously listening for pronunciation and intonation, for sentence construction and idioms, and language usage. They are tested for this skill by comprehension questions and by their capacity to reproduce the formulaic utterances they hear. Inevitably what is said in such contexts is less important than how it sounds.

In university lectures and tutorials, however, listening skills are directed to quite different ends. Now students must listen with critical attention to gain specific information or understand a particular line of argument. Although overall comprehension is important, more essential is the capacity to process the spoken material so as to extract from it the points that are relevant to the student's own needs — maybe for use in an essay, or to open up a criticism or discussion, or to fill in gaps in existing knowledge. The listener plays an active role in determining what is important in the lecturer's presentation.

Matthayom 2 student's learning English may be similar to foreign language. Students bring foreign language to lecture a set of largely inappropriate listening skills. They try to 'hear' and then write a full record of everything that is said. They complain that the lecturers and other students 'talk too fast' and so they cannot keep up with all that is said. They plead to be permitted to tape lectures so that they can go over and over them later in order to extract every last meaning from each sentence. Their aim is to achieve total recall, and if given a chance they will quote their lecturers verbatim in later

essays. Yet such a reproductive approach is seldom appropriate to either lectures or tutorial discussions. Lecturers always insist that the 'good student' is one who listens closely and makes only occasional notes on selected points from the presentation, who in tutorials is capable of picking up the significant point in a discussion and developing it more. The 'parrot-like student' is given scant credit.

However the foreign student comes to classes with experience only of reproductive listening, both from school and from English language lessons. In fact the English language classroom largely reinforces, rather than acts as the first step away from, inappropriate learning habits. What could have been a valuable opportunity to induce some shift in learning styles, in an 'exotic' language class where students are predisposed to mimic new behaviors, is missed. Instead the opportunities for confusion and for misdirected learning strategies are perpetuated. The intellectual shift that is inherent in the concept of selective and critical listening remains unaddressed.

Speaking. The more active speaking skills remain the most common focus of English language classes, the very hallmark of communicative competence. However, consider the activities that characterize the acquisition of oral English skills: patterned questions and responses; prepared talks on simple topics of general interest; maybe a debate, in which the speakers prepare their speeches and present, as firmly as possible, one side of a controversial (but

usually trivial) topic. Students are praised for the clarity of their pronunciation and the accuracy of their syntax, which is for their control of spoken language.

In university courses speech is the medium for exchange of ideas, for argument, for the development of new points of view. The patterns that underlie exchanges are the intellectual patterns of argumentative discourse, rather than discrete speech acts or carefully graduated models of linguistic interaction. And in this situation most foreign language students find themselves tongue-tied and dumb. While they are still attempting to produce linguistically acceptable utterances, the class discussion has moved on to other points.

Most foreign students react in either of two ways to their incapacity to join in discussions. Some explain their failure in terms of their language problems. 'I do not have the words to say what I think,' they complain. 'By the time I have worked out what I want to say, the other speakers have moved to another point.' Others say: 'I am shy to speak in public because the others may not understand what I am saying. And it makes everything slow down.' And their common response in such circumstances: 'I wait till someone else expresses what I wanted to say, and then I feel better.' But many of these students recognize an additional constraint. As one Thai student explained: 'I do not wish to be like Australian students who criticize each other and even contradict their lecturers. Such behavior is not proper, I think.'

There is one particular speech act which typifies the different purposes of speaking in language classes and in tutorials: the use of questions. In the

language classroom the teacher is likely to pose most of the questions, except when students are specifically rehearsing the interrogative or when the class is engaging in conversation practice. So the initiative for designing and raising the questions generally lies with the teacher. Moreover when the teacher or the students do ask questions, these will commonly be of two distinct types. The first is the question leading to a clarification of fact (What did you say? Where is the book? Whose pen is this?) and the second is the question as part of 'game playing' in which the focus remains not on the content but on the form of the reply (as in many patterned 'dialogues' or 'class conversations' in which everyone plays the language game and the actual sense of the conversation is secondary — and often deliberately hilarious). In few cases will such questions be real, in the sense that they are raising matters of substantive content and genuine interest. And in even fewer cases will they be probing questions which raise issues, develop ideas and extend the intellectual boundaries of the discourse.

Yet in the academic classroom questions about matters of 'fact' or simple clarification are relatively rare, and they are generally regarded as unproductive and merely indicative of inattention on the part of the questioner. If the researcher refers back to Figure 1, the diagram outlining cultural influences on teaching and learning styles, the characteristic styles of questions for each learning approach are listed. As we have suggested, the most common question for the reproductive approach is 'What?' leading to simple clarification of facts. In undergraduate courses the students move to more

probing and complex questions such as 'Why? How? How valid is this view or statement or finding? How important is it?' Here the student is required to take independent responsibility for both understanding and evaluating what is being presented in lectures, labs and tutorials. Questions are now designed to lead to further complexities and development of the original material — the aim is no longer reproduction but tentative validation or extension of knowledge. And in the postgraduate years our students move to the wholly speculative 'What if?' raising hypotheses and questioning the very basis of current theory, knowledge and ideas.

For Matthayom 2 students at Nakprasith School who are coming from a culture in which knowledge is less open to question and criticism, the first barrier lies in the need to make a deliberate change of attitude about how knowledge can properly be handled. Once the student has overcome that cultural hurdle, then the art of generating productive questions has to be learned. Once again the linguistic problem masks a much deeper culturally-based intellectual disjunction.

Reading. The approach to reading in language classrooms also relies on a reproductive style of learning, further reinforcing the past experience of foreign students which has often been limited to reading school textbooks. Many of these students come from educational systems in which there is a scarcity of library resources and even of textbooks and from a tradition in which great respect is paid to the written word. The good student will study the

textbook diligently and, as far as possible, learn it by heart. Apposite quotations from traditionally authoritative sources are the sinews of argument and can be the deciding factor when a conflict of views arises. A Koranic verse, a traditional saying, or a sentence written by an eminent scholar is not open to criticism or discussion but forms the unqualified justification and validation of the point of view being presented. So close attention to the wording of a text is essential.

In the English language classroom this approach will be further reinforced. Many language textbooks include short reading passages (which are seldom intellectually challenging) that the student must translate and 'comprehend'. Such tasks involve much use of the dictionary and the answering of sequenced questions to show that the student has covered and understood the whole passage. Students are seldom required to question the passage or read it only for a particular item of information or idea. So reading is characterized by detailed language work leading to comprehension.

In an academic course, 'reading a text', or referring to sources, draws on a very different set of strategies. For example, the skill of purposeful skimming is essential when many texts have to be scoured for material for an essay or thesis or tutorial discussion. Selective close reading of key passages and critical analysis of the writer's ideas, evidence and argument provide the basis for the reader to form an independent judgment of the issues relevant to his or her purpose in reading the text in the first place. Now students can no longer read just to follow the writer's presentation; they must also read to form their

own synthesis of the ideas and conclusions presented in a range of sources (Ballard and Clanchy 1988).

Writing. Writing skill is the skill most highly valued in Western universities; and it is the skill least frequently developed in language classes. Writing skill is too mismatched between the past experience of overseas students and the expectations of Western academic staff come into sharpest focus.

Most foreign students have relatively little experience of writing extended and systematic discourse even in their own languages, much less in English. In societies where essays are a tradition, as in Japan (Hinds) or in traditional Chinese education (Mohan and Lo) the discourse models and the writer's intentions are radically different from those expected of a student in a Western university (Connor and Kaplan 1987; Kaplan 1966). Where essays are required, they tend to be literary works of art rather than arguments based on the critical analysis of selected evidence. So these students have very little experience of 'thinking through writing', of using writing to develop and extend in their own independent and individual fashion the ideas, findings and theories of others.

English language classes in Nakprasit School reinforce this separation between the power of developing ideas and the act of writing. Most writing in these classrooms consists of either single sentence responses in formal exercises or the production of a couple of brief paragraphs on a very general topic. The focus is primarily on the accuracy of the syntax and spelling: when

students are encouraged to look over their work before handing it in, they look for language errors, not for problems in the content or structure of their essay. And they lose marks for linguistic errors, not for weak subject matter. So writing-in-English becomes a struggle with correctness of language rather than T. S. Eliot's 'raid on the inarticulate'.

In the academic courses, Matthayomsuksa 4 to 6 students are expected to show in their essays that they can systematically organize their ideas and the evidence they have selected into an argument that will produce an intellectually satisfying evaluation of some controversial topic (Clanchy and Ballard). And, in their writing more than elsewhere, they must also be able to adopt the style and structure of argument appropriate to each of the distinctively different disciplines they are studying (Becher, Galtung, Nelson, Megill and McCloskey). It is not merely content and vocabulary that distinguishes the F-History essay from the Botany report, the Literature essay from the Economics paper; it is also the very different scholarly traditions of argumentation and discourse structure which have developed within each discipline (Ballard and Clanchy 1989).

The students who are still young can imitate the teachers easily. They will prefer to learn language through games, songs, etc. When they are adults, their native language habits are more deeply established or can be helped to analyze the new language.

2.3 The relationship between Language Attitude and English Proficiency.

Language attitude

Although an attitude is a hypothetical psychological construct, it touches the reality of language life. Baker stresses the importance of attitudes in the discussion of bilingualism. Attitudes are learned predispositions, not inherited, and are likely to be relatively stable; they have a tendency to persist. However, attitudes are affected by experience; thus, attitude change is an important notion in bilingualism. Attitudes vary from favourability to unfavourability. Attitudes are complex constructs; e.g. there may be both positive and negative feelings attached to, e.g. a language situation (Bakerm, 112-115). According to Lambert (1967), attitudes consist of three components: the cognitive, affective and conative components (Dittmar, 181). The cognitive component refers to an individual's belief structure, the affective to emotional reactions and the conative component comprehends the tendency to behave in a certain way towards the attitude (Gardner).

Fishman and Agheyisi have suggested that there is a mentalist and behaviourist viewpoint to language attitudes. According to the mentalist view, attitudes are a "mental and neutral state of readiness which cannot be observed directly, but must be inferred from the subject's introspection". Difficulties arising from this viewpoint include the question that from what data can attitudes be derived, and in what way are they quantifiable. According to behaviourism, attitudes are a dependent variable that can be statistically

determined by observing actual behaviour in social situations. This also causes problems; it can be questioned whether attitudes can be defined entirely in terms of the observable data (Dittmar, 181).

Fasold suggests that attitudes toward a language are often the reflection of attitudes towards members of various ethnic groups (Fasold, 148): people's reactions to language varieties reveal much of their perception of the speakers of these varieties (Edwards, 20). The major dimensions along which views about languages can vary are social status and group solidarity. The distinction of standard/nonstandard reflects the relative social status or power of the groups of speakers, and the forces held responsible for vitality of a language can be contributed to the solidarity value of it. Another dimension, called in group solidarity or language loyalty, reflects the social pressures to maintain languages/language varieties, even one without social prestige (Edwards, 20.)

When studying language attitudes, the concept of motives is important. Two basic motives are called instrumental and integrative motives. If L2 acquisition is considered as instrumental, the knowledge in a language is considered as a "passport to prestige and success". The speaker/learner considers the speaking/learning of English as functional (Ellis, 117). On the other hand, if a learner wishes to identify with the target community; to learn the language and the culture of the speakers of that language in order to perhaps be able to become a member of the group, the motivation is called integrative. In general, research has proved the integrative motivation to have been more beneficial for the learning of another language (Loveday, 17-18).

On the other hand, Gardner & Lambert, for instance, have found out that where the L2 functions as a second language (i.e. it is used widely in the society), instrumental motivation seems to be more effective. Moreover, motivation derived from a sense of academic or communicative success is more likely to motivate one to speak a foreign/second language (Ellis, 1991:118).

Atchara Wongsothorn (21) cited Oller and others' to support the model of the relationship between the attitude and the proficiency in figure 2 below. According to the model below, the attitudes are the important factors for proficiency in English language. That is to say if the students have good attitude toward English, they will have good Proficiency in English language too. On the other hand, the students have bad attitude toward English, they will have bad Proficiency in English language too.

Figure 2 The relationship between the attitude and the language proficiency
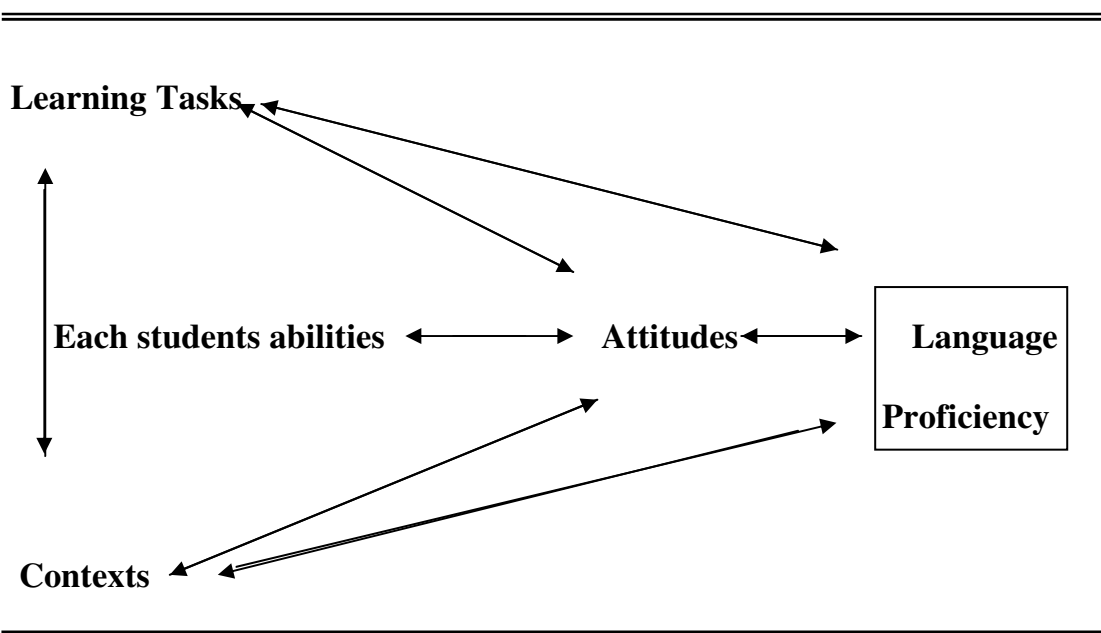
2.4 EFL Curriculum : Goals, Standard and Expected Learning Outcomes.

Goals. Thai education institutions, at primary, secondary and tertiary levels, have been criticized by both western and local educationalists for taking a traditional and conservative approach to the teaching of EFL. As Kirtikara says:

> *The curriculum emphasized grammar, readings and comprehension*
>
> *not much was offered on conversation and essay writing. (Kirtikara)*

Many schools and universities are trying to modernize and adopt more contemporary and effective teaching methods. The South East Asian economic crises of recent years have led to many changes in education in Thailand. As education budgets have fluctuated, universities are becoming increasingly competitive; particularly the country's numerous private universities. As Sakolchai (1999) says of the situation in Thailand:

> All universities need to be adapted, modified and changed or even
>
> revolutionized in various aspects for their survival in the next century.

Standards. A curriculum design for the programme under consideration, it was necessary to acknowledge that just as there is no "teacher-proof" methodology (Parlett & Hamilton, 153), there is no "participant-proof" curriculum, and that whatever design was adapted, it would depend for its effectiveness on teachers' and learners' perceptions, interpretations, beliefs and expectations (cf. Allwright, 1984b; Breen, 1987a; Cotterall , 195):

No teaching/learning method however innovative or systematic can succeed without a proper consideration of the two main participants, the student and the teacher. (Hills, 28)

... every learner will bring a different set of knowledge and experiences to the learning process, and will "construct" in different ways, their own sense of the situation with which they are faced.(Williams & Burden, 96)

It was therefore necessary to involve teachers and students in the process of curriculum design and to allow for individual differences in learners (Breen & Candlin, 94), and for changes in self-perceptions of these differences as the courses progressed.

Expected Learning Outcomes. The aims for further development are students' writing, speaking, reading and listening skills. Students should be able to comprehend and discuss more complex texts from various registers. Moreover, students' competence in English grammar will be consolidated and extended through revision and practice, involving a contrastive English approach.

CHAPTER III

METHODOLOGY

This chapter describes the research procedures which include six steps. The study procedure has six steps as follows:

1) Search and review relevant literatures.

2) Choose and coordinate with the sample populations.

3) Prepare the attitudes questionnaire and interview questions

4) Collect the data.

5) Analyze the data by using SPSS program to codify the received data.

6) Present the data through the tables.

The relationship between the English proficiency and the attitudes toward English learning of the Matthayomsuksa 2 in Nakprasith School, Nakhonpathom Province, was done using four processes.

They are population and sample, instrumentation, data collection and data analysis.

3.1 Population and Sample

The population in this study are the Matthayomsuksa 2 students in Nakprasith School, Nakhon Pathom Province in semester 1, Academic Year 2005.

The samples in this study are 300 Matthayomsuksa 2 students in Nakprasith School, Nakhon Pathom Province in semester 1, Academic Year 2005, divided into 8 classes in this grade, 300 students.

Table 1 Matthayomsuksa 2 Classes Information

Item	Class	Number of students	Gender	
			Male	Female
1	2/1	40	16	24
2	2/2	40	16	24
3	2/3	40	16	24
4	2/4	40	15	25
5	2/5	40	21	19
6	2/6	35	17	18
7	2/7	35	17	18
8	2/8	30	15	15
	Total	300	143	157

3.2 Instrumentation

Two instruments were developed for this study. They were an English language attitude questionnaire and an English proficiency test. The questionnaire explored the students' attitude towards studying English that including four skills of English proficiency: listening, speaking, reading, and writing. The students were scored on a 1-5 rating scale borrowed in part from

Atchara Wongsothon and team (Atchara Wongsothon, 1982: 100 - 110) whose adapted reliability values were measured at 0.753. (See APPENDIX A)

English Proficiency Tests. This test was created to evaluate the student's English Proficiency. Students' English proficiency was measured with an English Proficiency Test. There are four skills tests; 20 items for listen skill test, 10 items interview for speaking skill test, 60 items in the four multiple choices for reading skill test and 20 items for writing skill test and. (See APPENDIX C)

1. Steps for analysis of English Proficiency Test Objectives

2. Test specifications Students English Proficiency was measured in a test with 60 items using the knowledge in their English M.2 textbook. Students get a point for correct answer and 0 point for incorrect answer.

3. Write test items

4. Examine test validity.

5. Pilot study   The researcher tested 1 class of Matthayomsuksa 2 students in Nakprasith School, Nakhon Pathom Province. Semester 1 Year Academic 2005, there are 50 students.

6. Test Reliability The researcher checked the English proficiency test's reliability with three professors.

Interviews. This test is created to interview the student for checking the student's English speaking skill proficiency. There are 10 items that get I.O.C value at 0.78. To conceptual framework for this questionnaire was as follow:

Figure 3 How Attitudes Effect Proficiency

Framework of studies

Attitudes toward EFL Learning	related to →	English Proficiencies	Listening Speaking Reading Writing

The researcher studied the students' attitudes toward English Learning that should be related to their English Proficiencies (Listening skill, Speaking skill, Reading skill, and Writing skill).

The attitude questionnaire has been designed with the rating scale style. The respondents have to mark on the numbers that have been arranged in order (1-5). There are 20 items in the questionnaire (see details in appendix A)

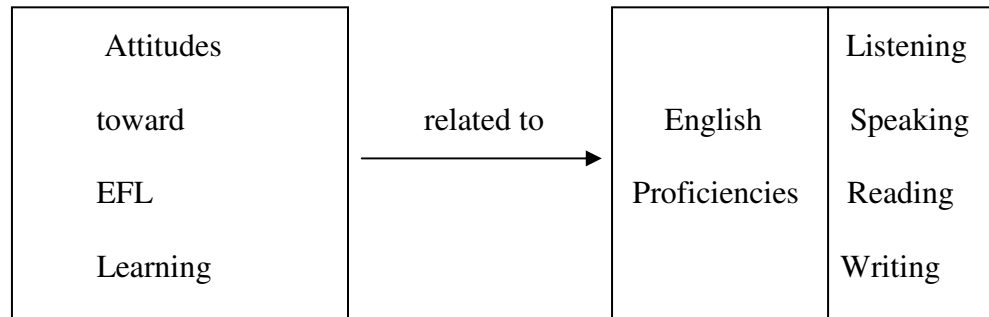Test validity - The researcher examined the questionnaire validity by using it with 1 class of Matthayomsuksa 2 students in Nakprasith School, Nakhon Pathom Province. Semester 1 Year Academic 2005, There are 50 students in the pilot group.

3.3. Data Collection

Attitude questionnaire data was taken from students responses to the questionnaire.

Questionnaire scores were used to measure the students' attitudes toward English learning data.

English proficiency scored on the test measured the students' English proficiency.

Interviews were done to measure oral skills. The criteria for measuring oral skill were as follow:

1) Measure the students' knowledge on sentence structure.

2) Measure the students' vocabulary.

3) Measure the students' pronunciation.

There are 10 items, 1 point for each question.

3.4 Data Analysis

1) The standard statistics used to measure the studied variables were average value, standard deviation, and mode value.

2) The relationship between the attitude variables and the students' proficiency in English were analyzed using Correlation co- efficient. These support the hypothesis that the students who score high on the attitude scale, they will have high English proficiency too.

The data is presented in the data result tables against each hypothesis deciding whether the hypothesis stands or falls. For ease of analysis, the researcher used the outcome table, as well as statistical tests (Pearson Product moment Correlations). The outcome table relatively straightforward showing the proportion of the answer indicated by comparing each factor.

Table 2 Research Time Table

Items	Activities	Periods(month) 2004-2005													
		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct
1	Study and search for the information	→			→										
2	Choose the samplings			→	→										
3	Prepare the instruments						→	→							
4	Collect the data								→	→					
5	Analyze the data										→	→	→	→	
6	Present the data													→	→

The researcher faced one problem that affected the timeline. First, the researcher had to wait for the colleague who helped collecting the survey questionnaire. The researcher also observed that the other aspects of the study went smoothly according to the plan.

In Chapter III, the data derived from this study leads to tentative conclusions. The outcome table is relatively straightforward in showing the proportion of the answer indicated by comparing each factor.

CHAPTER IV

THE RESULTS AND DISCUSSIONS

This chapter will be presented the results and the discussions as follows:

4.1. Attitudes toward the study of English.

4.2. The Correlation of the attitudes toward the study of English and

English Proficiency.

4.1. Attitudes toward the study of English.

From the table 3 below, mean value (x) of the students' attitudes toward the study of English is 2.79. The Standard Deviation value of the students' attitudes toward the study of English is 6.93. The mode of the study of English is 30.00 that speaking skill is 8.00, the highest value. The average of the students' attitudes toward the study of English is in the medium level that referred to the students having not realized the value of study of English so much.

Table 3 Students' attitudes toward the study of English

Attitude towards	$\bar{x}(5)$	S.D.	Mode
Speaking	2.93	1.80	8.00
Reading	2.82	2.08	7.00
Writing	2.71	1.78	7.00
Listening	2.68	2.38	7.00
The study of English	2.73	6.93	30.00

We see these students' highest attitudes scores were in speaking. The lowest scored scores were in listening. We can not tell from this study what factors contributed to the difference in attitude. Future studies may look more factors.

4.2. The Correlation of the attitudes toward the study of English and

English Proficiency.

From table 4 below, the information analysis with Pearson Correlation design, the researcher has inferred the students' attitudes toward the study of English are related to English proficiency. The speaking skill (0.287) average is the most. The next are writing skill (0.260), listening skill (0.226) and reading skill (0.223). The inference is a significant difference at 0.00 levels.

Table 4 Correlations of Attitudes toward the study of English and English

Proficiency

	Attitudes toward the study of English	
English proficiencies	Pearson Correlation	Sig. (2-tailed)
Listening skill	.226**	.000
Speaking skill	.287**	.000
Writing skill	.260**	.000
Reading skill	.223**	.000

** Correlation is significant at the 0.01 level (N = 300)

The average of the students' English Proficiencies; speaking skill, writing skill,

listening skill and reading skill, are almost equal that they are in the medium level also. The averages of the students' attitudes toward English Proficiencies are in the medium level too.

Table 5 The relationship of the value of attitudes toward the study of English and English Proficiency score

The relationship		
English Skills	Attitude (5)	Proficiency (10)
Speaking	2.93	6.53
Reading	2.82	5.73
Writing	2.71	6.25
Listening	2.68	5.99

The level of scores   English Proficiency Attitude levels

8.00 – 10.00 means high   4.00 - 5.00   means high

5.00 - 7.99   means medium   2.00 - 3.99   means medium

2.00 - 4.99   means low   0.00 - 1.99   means low

0.00 - 1.99   means very low

From table 5 above, the average value of the students' attitudes toward speaking skill (2.93) is the highest, while the rest are as follow: writing skill (2.82), listening skill (2.71) and reading skill (2.68). In this case, the students' speaking skill is of most value which means that the students' English oral proficiencies are in the medium level too. This result shows that there is a

significant relationship between the attitudes toward the study of English and English proficiency.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter will be present the conclusion and the suggestions of the study of the relationship of the attitudes toward English learning and English proficiency of Mathayomsuksa 2 student of Nakprasit School.

5.1 Conclusion

5.2 Suggestions

5.1 Conclusion

Attitude to the study of English. The result of the analysis of the Mathayomsuksa 2 students in Nakprasit School, the four-skill efficiencies average scores of the students is 6.13 from 10 that is in the medium level. The attitudes toward four skills study are on the medium level too. Therefore, there are the relationships between the attitudes toward English learning (Part I and Part II) and English Proficiencies (Listening skill, Speaking skill, Reading skill and Writing skill). The data is relating to the two hypothesizes in testing each hypothesis of this study, a significance level is 0.00 that is accepted as significant.

English proficiency. The attitudes toward English proficiency (Listening skill, Speaking skill, Reading skill and Writing skill) of Matthayomsuksa 2 students in Nakprasit School. The average students' attitudes toward speaking skill is

the highest, and writing skill, listening skill and reading skill are lower. Their students' proficiency test scores as the following: 6.53, 6.25, 5.99 and 5.73. Their values are all in the medium level out of a scale of 10.

Relationship between Attitudes toward the study of English and English proficiency. The data was then analyzed with the aid of micro-computer with SPSS programme. The data output related to the two hypothesizes were analyzed by Pearson Correlation Analysis of variance. In testing each hypothesis of this study, a significance level of 0.00 and 0.00 was accepted as significant. The attitudes affect English Proficiency at Nakprasit School particularly in oral and writing skills. The students who have positive attitude in learning English will get more English Proficiency progress. On the other hand, the students who have negative attitude in learning English will get lower English Proficiency progress, especially in the oral and writing exam questions.

According to the hypotheses, the attitudes toward the study of English of the students in Nakprasith School is related to the students' English proficiency

The hypotheses are expected as directional research expectations. There is a significant relationship between attitudes toward the study of English and English proficiency.

The researcher inferred that attitudes toward the study of English have impacted learners' English proficiency. Learners who have positive attitude in learning English will get more English proficiency progress. On the other hand,

learners who have negative attitude to learning English will get lower English proficiency progress.

The result of the study is related to the study of Vipatchananon Yuwanoot, the result of the study was that language and attitude toward English reading skill are variables that are related to the English reading comprehension proficiency of Matthayomsuksa 4 students. The result of the study is also related to the study of Koizumi and Kai wherein the feelings and attitudes of the students towards the study of English plays a major role in their desire to continue studying English in later grades.

5.2 Suggestions

Suggestions for teachers

1) The teacher may influence the students to realize the value of learning English before teaching.

2) The teacher may find activities that support the students' positive attitude towards learning English language.

3) The teachers should give the students clearer instructions advice and examples to understand.

4) The teacher may divide students by proficiency level in activities, pair or group to enable students to cooperate as good learning groups with positive attitude , getting assistance with difficult activities and advice to do better job. Alternate pairings between students are as coach for less proficient peers or pairings with relative equal proficient.

5) The teachers should look after a student in an equitable way to promote the students' positive attitude towards learning English language.

Suggestions for further studies

1) Further work should include other variances that may be related to English proficiency, such as: the responsibility in assignments, motivation and social needs.

2) Further work about the same topic may be conducted but at a different level.

3) Further work about the same topic may be conducted but in a foreign country.

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APPENDIX A
The questionnaire

The questionnaire of Attitudes toward English learning of

Matthayomsuksa 2 students in Nakprasit School,

Nakhon Pathom Province

Semester 1 Year Academic 2005

The rating scales of the student' attitudes toward studying English.

When the students choose
5   Strongly Agree
4   Agree
3   Neither agree nor disagree
2   Disagree
1   Strongly Disagree

Please check the degree of attitudes that you are.

Items	Content	The degree of attitude					Skills
		5	4	3	2	1	
1	I can introduce myself in English well.						S
2	I can understand English magazines and books.						R
3	I can understand English news and information from listening to the radio.						L
4	I can write English letter to my overseas friends.						W
5	I like watching and I understand soundtrack films.						L
6	I can write my story in English correctly						W
7	I can stay aboard, such as; America Singapore or Australia.						L/S/ R/W
8	I can explain some information or tell the stories in English.						S
9	I can join English camp and enjoyable.						L/S/R
10	I can complete the answers correctly after reading English text, passages, and stories.						R/W

* L = Listening Skill   R = Reading Skill

  S = Speaking Skill   W = Writing Skill

เรื่อง การสำรวจเจตคติต่อการเรียนวิชาภาอังกฤษ

ของนักเรียนระดับชั้นมัธยมศึกษาปีที่ 2 โรงเรียนนาคประสิทธิ์

อ.สามพราน จ.นครปฐม ภาคเรียนที่ 1 ปีการศึกษา 2548

คำชี้แจง   1. นักเรียนอ่านแบบสอบถามทีละข้อ

2. ให้นักเรียนใส่เครื่องหมาย / ในช่องที่ตรงกับระดับความเห็นของนักเรียน

ระดับความเห็นเกี่ยวกับเจตคติของนักเรียน.

5	เห็นด้วยอย่างยิ่ง
4	เห็นด้วย
3	ทั้งเห็นด้วยและไม่เห็นด้วย
2	ไม่เห็นด้วย
1	ไม่เห็นด้วยอย่างยิ่ง

ข้อ	ความคิดเห็น	ระดับความคิดเห็น					ทักษะ
		5	4	3	2	1	
1	ข้าพเจ้าสามารถแนะนำตนเองเป็นภาษาอังกฤษได้ดี						พูด
2	ข้าพเจ้าสามารถอ่านและเข้าใจนิตยสารและหนังสือภาษาอังกฤษ						อ่าน
3	ข้าพเจ้าสามารถฟังและเข้าใจข่าวและข้อมูลภาษาอังกฤษจากวิทยุได้						ฟัง
4	ข้าพเจ้าสามารถเขียนจดหมายภาษาอังกฤษหาเพื่อนต่างประเทศได้						เขียน
5	ข้าพเจ้าชอบดูและเข้าใจภาพยนตร์เสียงในฟิล์ม						อ่าน
6	ข้าพเจ้าสามารถเขียนเรื่องของข้าพเจ้าเป็นภาษาอังกฤษได้ถูกต้อง						เขียน
7	ข้าพเจ้าสามารถพักอยู่ในต่างประเทศได้ เช่น อเมริกา สิงค์โปร์ หรือ ออสเตรเลีย						ฟัง/พูด/ อ่าน/เขียน
8	ข้าพเจ้าสามารถพูดอธิบายข้อมูลและเล่าเรื่องเป็นภาษาอังกฤษได้						พูด
9	ข้าพเจ้าสามารถเข้าร่วมกิจกรรมในค่ายภาษาอังกฤษและรู้สึกสนุกกับ มัน						ฟัง/พูด/ อ่าน
10	ข้าพเจ้าสามารถตอบคำถามจากการอ่านเรื่อง ข้อความ หรือเรื่อง ภาษาอังกฤษได้ถูกต้อง						อ่าน/ เขียน
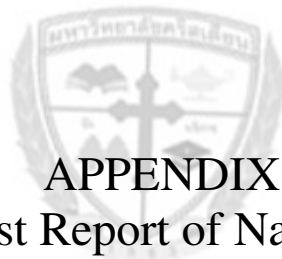
APPENDIX B
National Test Report of Nakprasit School's
Matthayomsuksa 3 students
in
2001 and 2003

The National Test Report
Of
Nakprasit School 's Matthayomsuksa 3students
Samphran Nakhon Pathom Province
2001

Subject	Amount of students	Amount of scores	The lowest scores	The highest score	The average score
Thai	284	40	9	36	22.158
Mathematics	284	40	4	37	18.479
English	284	40	3	36	16.521

The National Test Report
Of
Nakprasit School 's Matthayomsuksa 3students
Samphran Nakhon Pathom Province
2003

Subject	Should be improved		Medium		Well done	
	Students	%	Students	%	Students	%
Thai	61	21.479	103	36.268	120	42.254
Mathematics	116	40.845	98	34.507	70	24.648
English	145	51.056	123	43.310	16	5.634

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APPENDIX C
English proficiency tests and answers.
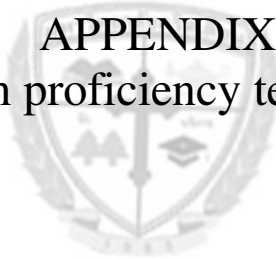
Reading Skill Test

A. Choose the correct answer after reading these passages.

Passage I

Ben has his own business. He has a workshop at the house where he makes tables, chairs, and other things, everything out of wood. He fixes people's furniture, too. His job isn't stressful and he enjoys the work.

1. Who is Ben?

  a. He's a scientist.   b. He's a musician.   c. He's a carpenter.   d. He's an artist.

2. How is Ben in his job?

  a. He is happy.   b. He is bored c. He is stressful.   d. He is sad.

3. Where does Ben work?

  a. At school. b. At home.   c. At work.   d. At the garage.

Passage II

Lions have been called the king of the animal world. These animals can be found wild in Africa and India. Lions can go without water for up to one month. It is very easy for people to tell male and female lions apart. A male lion has a ***mane***, a large collar of hair around the lion's face. Females do not.

4. Where can people find the lions?

  a. In the forest.   b. In the city.   c. In the country.   d. In a house.

5. How long can the lions go without water?

  a. About 2 month.   b. About 4 weeks. c. About 20 days. d. About one week.

6. What does the word '***mane***' mean?

  a. A male lion.   b. A female lion.

  c. The king of animal world.   d. A large collar of hair of lion.

Passage III

Pizza is a popular food. It comes from Italy. The pizza capital of the world is Naples, Italy. The world's first pizza restaurant is still there. The pizza has the same colors as the Italian flag. The Italian flag is red, white, and green. Most pizza is round, but some isn't.

7. Where is the pizza city?

  a. Italy   b. Italian   c. America   d. Naples

8. How many colors are there in Italian Flag?

  a. Red, white and green   b. Three   c. Italy   d. Naples

Last evening, I played soccer all day, and I was really tired. I needed to rest. I invited my friend Dave over. First, we made some popcorn. Then we watched television. My favorite show, Life in the city, was on T.V. After ten minutes, the television screen went black.

9. Why was I tired last night?

   a. You played football.   b. You watched television.

   c. You invited friend.   d. You needed to rest.

10. How long did I watch T.V. last night?

   a. Last night b. Last evening   c. At first   d. For ten minutes

Robert's schedule

Answer the questions after reading charts given.

Days /Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6.30	Go jogging	Go jogging	Go jogging	Go jogging	Go jogging	Go jogging	Go jogging
7.15	Go swimming	French lesson		French lesson			
9.00	Relax		English lesson		English lesson	English lesson	Go hiking
12.00	Sleep	Have lunch	Have lunch	Have lunch	French lesson		
1.00	Sleep					French lesson	
2.30	Sleep		Play football	Play football	Play football		Go sailing
4.00	Go hiking						
9.30	Go to bed	Go to bed	Go to bed	Go to bed	Go to bed	Surf on Net	Surf on Net

11. How often does Robert go to bed at 9.30?

   a. Always   b. Usually   c. Sometimes   d. Rarely

12. How often does Robert go to swim?

   a. Always   b. Usually   c. Twice a week.   d. Once a week.

13. How often does Robert go jogging?

   a. Always   b. Usually   c. Often   d. Sometimes

14. How often does Robert go to sail?

  a. Always b. Usually c. Sometimes d. Rarely

15. How often does Robert go hiking?

  a. Rarely b. Sometimes c. Often d. Once a week

Circle Chart
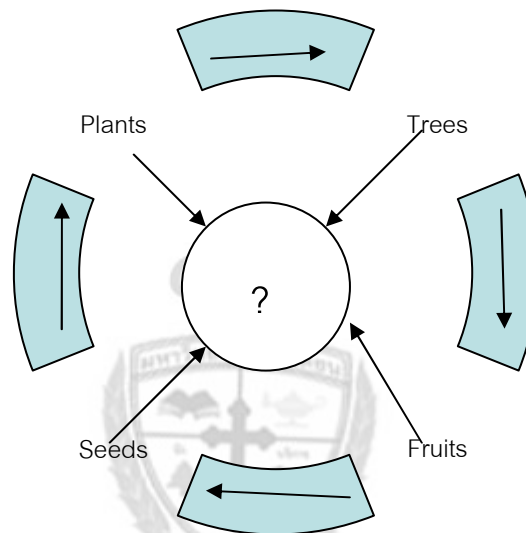
16. What is this chart about?

  a. Animal Life b. Plants Life c. Tree Life d. Fruit Life

17. What should be in the middle of this circle?

  a. Animals b. Places c. Frogs d. Woods

Chart Of George'sCompany

Quality of
members

Source: Hebert et al. (2001). Alzheimer Dis Assoc Disord, 15(4),
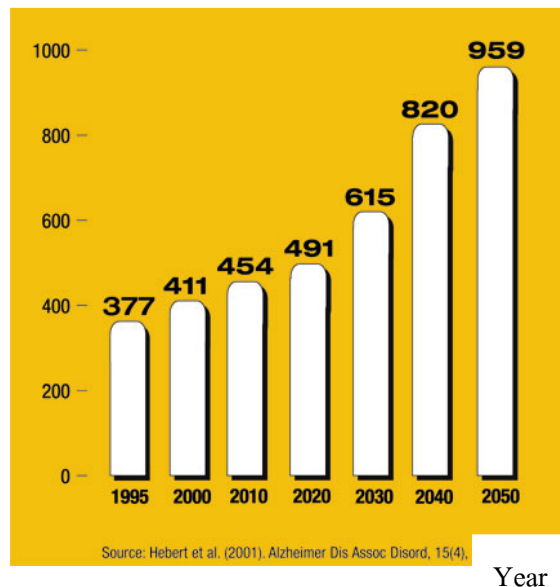
Year

18. How about George's company?

  a. It's good. b. It's worse.

  c. It's high. d. It's better.

19. How many years are there in this chart?

  a. Five Years. b. Six years.

  c. Seven years. d. Eight years.

20. Which year is the best?

  a. In 1995 b. In 2050

  c. In 2030 d. In 2040

B. Choose the correct answer for each blank in the following dialogues.

Dialogue I	Dialogue II
A: …………21………	A: How many people are there in
B: I'm very well, ………22…And you?	your family?
A: I'm O.K., thanks	B: ………24………………….
B: ………23……………….	A: What activity do you do on your
free time?	
A: I'm going to the supermarket.	B: ………….25…………...

21. a. How are you?   b. How old are you?

    c. How often do you drink?   d. How far are you?

22. a. Hello   b. Never mind.c. You're welcome.   d. Thank you.

23. a. What are you doing?   b. When do you go?

    c. Where are you going?   d. Why are you going there?

24. a. There is my friend.   b. There are a lot of people.

    c. There are 5 members.   d. There are some people.

25. a. Collecting stamps.   b. Be quiet.   c. Over there. d. I'm busy.

Dialogue III

A: Hi Joe, this is my friend Annie.

B:……………26……..

C: I'm glad to meet you, too.

B:…………27…………….?

C: I'm from Japan.

B: What job do you want to do?

C:…………..28……………….

B: That's great!.................29...........?

C: I like teaching children…30….?

B: I'm not sure. I think I will be a travel agent.

26. a. Nice to meet you.   b. I'm fine.   c. I'm thirty.   d. I'm very hungry.

27. a. What is your name   b. Where do you live

    c. Do you go to Japan   d. Where are you from

28. a. I want some ice cream.   b. I want to be a teacher   .

c. I want to play with a doctor.   d. I want to go to Tokyo.

29. a. What do you want to be   b. Why do you want to be that

c. How do you want to be   d. When do you want to go

30. a. How are you   b. How about you

c. How much is it   d. How often do you do

Choose the right answer.

31. Let's drive to the beach, …………………….?

   a. shall we   b. will you   c. can we   d. are you

32. Don't fish in this river,……………………?

   a. can you   b. shall we   c. do they   d. will you

33. Somebody will get this prize, ………………?

   a. will you   b. don't they   c. won't they   d. won't he

34. A: Helen can't sing English songs.

   B: ………………………

   a. Nor can't Tom.   b. Nor can Tom.   c. Nor did Tom.   d. Nor is Tom.

35. A: I have been in Bangkok for 2 years.

   B: ……………………

   a. So do I.   b. So have I.   c. So am I.   d. So Will I.

36. They are ………….winner group in this race.

   a. the fifth   b. five   c. many   d. a few

37. I have …………….cars.

   a. the fifth   b. five   c. much   d. a little

38. An old woman lives in this hut. I see ……… woman goes to the market everyday.

   a. many   b. a little   c. a   d. the

39. Would you like …………… coffee more?

   a. some   b. any   c. many   d. a few

40. How ………….. people are there in this city?

   a. a few   b. much   c. many   d. deep

41. What color is a rose?

   a. It's red.   b. There are seven.   c. It's high.   d. It's happy

42. How far is your school from Bangkok?

   a. 30 baht   b. 30 days   c. 30 meters   d. 30 kilometers.

43. How fast is your car?

  a. 180 km/h. b. 180 kilometers.   c. It's very fastd. 180 kilograms.

44. What time do you get to work?

  a. Four days.   b. Four thirty   c. Four hour.   d. Four people.

45. How much does that bag cost?

  a. It' blue.   b. It's very expensive.

  c. It made of leather.   d. It's six hundred dollars.

46. How often do you get up late a week?

   a. Once a week.   b. I like it.   c. 140 km/h.   d. Very early.

47. How long have you lived here?

  a. I lived here 2 month ago.   b. I live here everyday.

  c. I will live here next month.   d. I've lived here for 2 months.

48. Where did you have dinner last night?

  a. I had dinner at JSM restaurant.   b. I have had dinner at JSM restaurant.

  c. I will have dinner at JSM restaurant.d. I'm having dinner at JSM restaurant.

49. Whose books are these?

  a. It's Bob's.b. They are Bob.   c. They are Bob's.   d. It is thick.

50. What activity do you like best?

  a. I like playing cards.   b. I liked playing football.

  c. I like cake.   d. I like salad and orange juice.

C. Choose the right answer for each text or picture below.

What are these pastimes pictures? (Item 51-55)

a.Surfing
b.Painting
c.Cycling
d.Cooking

51.

a. Driving
b. Surfing
c. Playing piano
d. Working out

52.

a. Running
b. Working out
c. cycling
d. Surfing

53.

It's always a good day,
when I'm riding

a. Riding horse
b. Painting
c. Sailing
d .Jogging

54.

a. Skiing
b. Skating
c. Jogging
d. Surfing

55.

What are these job pictures? (Items 56-60)

56.
a. A cook
b. A florist
c. A musician

57.
a. An engineer
b. A musician
c. A vet

58.
a. A singer
b. A barber
c. A guard
d. A musician

59.
a. A manager
b. A secretary
c. A bellboy
d. A mechanic

60.
a. A plumber
b. A vet
c. A merchant
d. An electrician

The Reading Test Answer

1	C		31	A
2	A		32	D
3	B		33	C
4	A		34	B
5	B		35	B
6	D		36	A
7	A		37	B
8	B		38	C
9	A		39	A
10	D		40	C
11	B		41	A
12	D		42	D
13	A		43	A
14	D		44	B
15	B		45	D
16	C		46	A
17	A		47	D
18	D		48	A
19	C		49	C
20	B		50	A
21	A		51	D
22	D		52	B
23	C		53	B
24	C		54	A
25	A		55	A
26	A		56	A
27	D		57	C
28	B		58	D
29	B		59	D
30	B		60	A
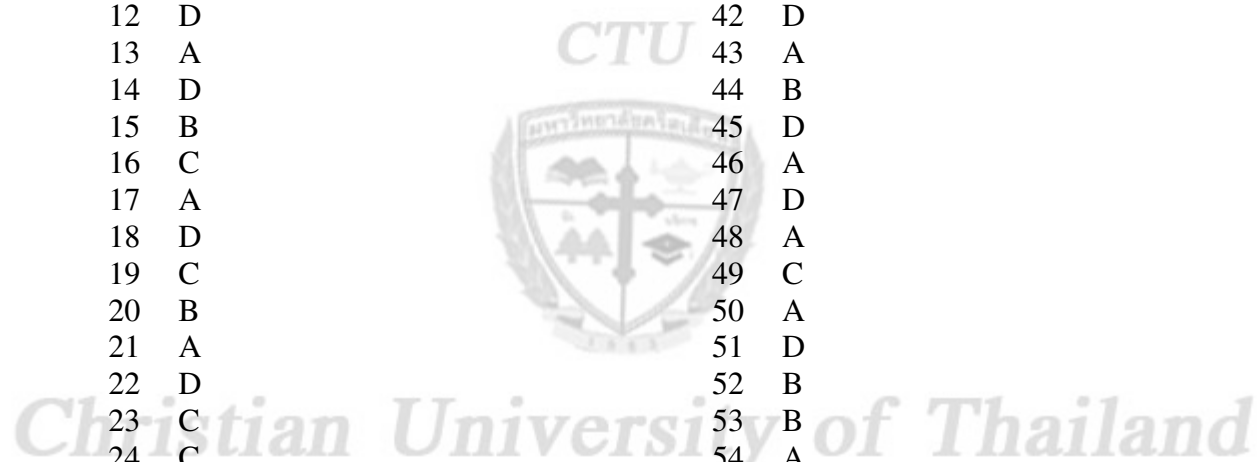
Writing Skill Test

D. Unscramble these sentences below correctly.

1. will / the party / tonight / come to / I /.

   ……………………………………………………………………………

2. last Monday / buy / Did / at the shop / any sugar / they?

   ……………………………………………………………………………

3. ridden / Have / with you / to the fair / they / ?

   ……………………………………………………………………………

4. Science / studying / this term / We / with Dr. Don / are.

   ……………………………………………………………………………

5. to his meeting / invite / next week / them / won't / Mr. White.

   ……………………………………………………………………………

6. since 7.00 / have driven / at school / My parents / to work.

   ……………………………………………………………………………

7. do / on weekends / What / at their house / they / do / ?

   ……………………………………………………………………………

8. going to / I / with Mary / the theatre / at this time / am.

   ……………………………………………………………………………

9. goes to / always / on Sunday / Barbara / the cinema.

   ……………………………………………………………………………

10. in a party / sang / last Saturday / many songs / Nancy.

   ……………………………………………………………………………

E. Circle the mistake in these sentences.

1. I am speaking from outside the Chandler Pavilion, at Los Angeles

2. There is hundreds of people here today.

3. They always write programs for computers last month.

4. Ms. Robinson are a travel agent in a Wing Travel Agency.

5. I usually practicing in my apartment in the afternoon.

6. I am often working when they were free.

7. Roger would like any cake and some cola.

8. Alex will go to that museum and Mark next holiday.

9. Penny and I were planning about our trip on Italy.

10. Dorothy has practiced piano at the home for 3 hours.
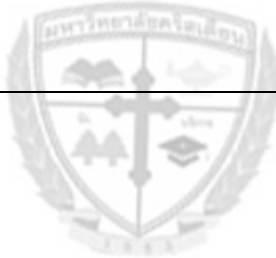
Speaking Skill

The Interview Sheet

1   How are you today?

2   What is your name?

3   What is your telephone number?

4   How do you get to school?

5   What color do you like most?

6   How many members are there in your family?

7   Who is the tallest person in your class?

8   Where would you like to visit most? Why?

9   What do you think about the teenager today?

10   What is the name of the temple in front of the Royal Palace in Bangkok?

Listening Skill Test

Fill the correct information in each blank from tape listening.(10 points)

Names	Mr. Taylor	Samantha
Age		
Jobs		
Favorite job		
Trips		
Family		

Listening Test Answer

Names	Mr. Taylor	Samantha
Age	**79**	27
Jobs	**waiter, night club singer, traffic officer, war pilot, lifeguard**	**waitress, cook, home cleaner , babysitting**
Favorite job	**lifeguard**	**restaurant work**
Trips	**-**	**He never been anywhere.**
Family	**six children, a wife**	**two small children**

LISTENING SCRIPT

Mr. Taylor: I'm an old man now. I'll be eighty in September. I've done many things in my life. I've done some exciting things, and some not so interesting. I've been a waiter, a singer in a nightclub, a traffic officer, I was a pilot in the war... but my favorite job was working as a lifeguard on the beach in California. I saved the lives of a couple of swimmers. I also met a lot of interesting people there-including film directors, movie stars. But I am most proud of my family. I had six wonderful children, and I have a wonderful wife. I've never been rich, but life has been good to me.

Samantha: You sure had an exciting life, Grandpa. I wish I could say the same. I'm going to be twenty-eight in March, and I haven't done anything special. I had several part-time jobs when I was at college. I was a waitress and a cook, I cleaned people's homes, I did babysitting, but nothing interesting. I like restaurant work. What I'd really like is to go into business, and start my own restaurant. I like to cook, and I've been IQ cooking school. But now with two small children, that's difficult. I've never been anywhere, and I think my life is really boring.

APPENDIX D

GENERAL INFORMATION OF NAKPRASIT SCHOOL

<center>**GENERAL INFORMATION OF NAKPRASIT SCHOOL**</center>

Nakprasith School belongs to Wat Bang Chang Nua foundation under the Office of Private Education Commission, Educational Service Area Office Nakhon Pathom 2; it is the first private school in Samphran district, Nakhon Pathom province, and was founded by Phrakru Palat Phan Sangsopha on the 20th of August, 1940, on a 35 rai piece of land. The school was inaugurated on 15th of July, 1941, with 125 students, and 5 teachers, with only one building.

At present, about 5,000 students, 119 classrooms, 226 teachers, 12 special teachers, 66 janitors, with 7 buildings, plus component buildings, such as 4 language laboratories, 5 computer rooms, science laboratories, libraries, a Thai music and dance room, cafeterias, a water filter plant, a sports field, playgrounds, a swimming pool, and so forth. The other general information is as the following below.

1. General Information.

The founder was Phrakhru Palat Phan Saengsopha in 1940. The patron was Phra Phisarnsuksakorn, the abbot of Wat Bang Chang Nua during 1941-2000. The Foundation President at the present is Phrakhru Phithaksunthorn, the abbot of Wat Bang Chang Nua since 2000 up to present. The Administrators is Mr. Santi Yensabai, authorized person representing Wat Bang Chang Nua Foundation, Mr. Chamnian Khongkha, the manager, Miss Pranom Yangsiri, the principal. Nakprasit School is a co-ed school under the jurisdiction of the

Office of Private Education Commission (Educational Service Area Office Nakhon Pathom 2). The School Sign is a Naga. The School Colors is Blue and Pink. The Motto is Panya Naranang Ratnang that means wisdom is like a gem for all people. The Slogan is to have pleasure in work and unity in mind. The School Philosophy is good knowledge, discipline, and health.

2. Goals and Policies.

The School Vision focuses on academic growth, create community relations and develop human with technology concern with best health and morality to all students foster. The School Educational Management Policies are as the following

1. To develop students' potentialities in effective learning, virtue, ethics, health, conservation and appreciation of the value of the environment and of being a Thai loyalty to the nation, religion, monarch, and having faith in democracy.

2. To develop effective administration and management, to promote teamwork, and establish relationship with the community

3. To develop the capability and knowledge of personnel, teachers and administrators so that they can be good examples in developing their work to the professional standard.

3. School Tasks.

The School Tasks are to promote academic development in subject matter learning groups of mathematics, sciences, Thai, social studies, religion, cultures, and foreign languages. The school promotes and encourages the students and teachers to be virtuous, ethical and good relationship with the community. The school promotes the development of the students and teachers' health and hygiene, so that they can be both physically and mentally sound. The school promotes the development of media, devices, assorted technologies that appropriate for learning and develops the teachers' knowledge and ability. The last, the school develops the buildings and environment to promote learning in appreciate school.

4. School Administration.

The administration in each level or division is divided into 4 categories as follows: Academic work, Student activities, Services, and General administration

5. Budgets for School Administration.

Nakprasith School has got the Government subsidy, incomes from the school cooperative store, the school cafeteria, alumni activities and other fees for running the school payment. The school has got the donation from benefactors and students' parents also.

6. Education Management

Kindergarten Section. There are Kindergarten levels 1 to 3 are opened for both boys and girls of 3 years up. This section management emphasis is on bringing up and developing children's readiness in body, mind, intelligence, emotion, personality, and society

Primary Education Section. There are Primary levels 1-6 are opened for both boys and girls of fully six years old. This section management aims at developing desirable characteristics of students by virtue, ethics, knowledge and basic abilities; enabling them to be literate and able in calculation

Secondary Education Section. There are Secondary levels 1-6 are opened for both boys and girls who have already graduated grade 6. These section managements are separate to two parts as the information below:

The Lower Secondary Level. The Lower Secondary Level aims at

promoting students' virtue, knowledge, ability, skills, and discovering their needs, and

vocational aptitude.

The Higher Secondary Level. The Higher Secondary Level aims at promoting students to study according tersest, to acquire the background for their continuing study and earning their living as well as encouraging the development of virtue, ethical behavior, and social skill needed for future carriers.

7. Vocational Stream (Vocational Certificate Programs).

The courses in the vocational certificate level are offered in accordance with the curriculum of the Department of Vocational education. The majors offered are accounting, marketing, business computer sciences, for students-both boys and girls who have completed Mathayomsuksa 3.

The purposes of the educational management in accordance with the curriculum of Vocational Education as the following:

1. Aiming at developing students' knowledge and vocational skills, enabling them to make use of the knowledge and skills in their independent careers, taking employment, and persuading further study.

2. Aiming at acquiring good vocational attitude, being confident and proud of the vocation they have been trained, enjoying and being responsible for their work division, locality and country, devoting themselves to society, understanding and appreciating art, cultures, and local wisdom, knowing how to use and conserve the natural resources.

3. To aim at having good personality, human relationship, virtue, ethical behavior, and self discipline, respecting their own and others rights and duties.

8. Supporting Resources and Student Services.

Nakprasith School prepares a lot of resources and services to support the students learning. There are library, internet corner, computer rooms, Audio - visual room, science laboratories, scholarship allocation, school cafeterias, annual health checking – up, swimming pool, language laboratories, first-aid

rooms by professional nurses from the hospital, play-grounds, recreation corners, school cooperative store, drinking water service from a filter planer, accident insurance for 24 hours, counseling service, and security guards in action for 24 hours.

9. Personnel Administration.

Nakprasith School is administered in the form of committees: The administrative section comprises authorized personnel, a manager, and a principal. Administrative and managing committee comprises principal assistant in different sections: principal assistant of the Kindergarten section, Primary education section, and Secondary education section, including department heads, heads of various sections, amounting to 15 people. The elementary school administration committee comprises authorized personnel, a manager, a principal, and alumni representative, a parent representative, a community organization representative, a teacher representative and qualified people, amounting to 13 persons.

10. School Personnel Benefits.

A foundation is established to help teachers, administrators, and janitors, as welfare in case of gratuity, accidents, disability, and death. The annual increase of personnel's salary and adjustment of salary scale is according to the period of government service. The Life insurance is for personnel when the officers get the accident. The school waives the school tuition fees for the personnel's children. There is the housing welfare for personnel who come

from the other provinces. The school has had the reimbursement of medical payment according to the regulations of the Office of Private Education Commission, and life insurance. There are two free school uniforms per year for the officials. Promoting and encouraging the teachers to make study tours, training courses and attend seminars subsidized by the school. The school encourages the teachers' further studies. The other general welfares such as, religious ordainments, child deliveries, patient visits that means teachers, fathers and mothers of the officials', and death welfare.

Table 6 Student Enrolment Statistics, Academic Years 1993-2005

Academic year	Number of students
1993	2,908
1994	3,217
1995	3,250
1996	3,766
1997	3,835
1998	3,928
1999	4,060
2000	4,205
2001	4,412
2002	4,651
2003	4,900
2004	5,022
2005	5,066

BIOGRAPHY

NAME	Mrs. Ubonrat Treephongphan
DATE OF BIRTH	6 July 1975
PLACE OF BIRTH	Nakhon Pathom Province, Thailand

INSTITUTION ATTENDED

1981 - 1989	Kindergarten 1 – 3 and Grade1 - 6 from Bangkratuk School, Nakhon Pathom Province
1990 - 1995	Grade 7 - 12 from Nakprasit School, Nakhon Pathom Province
1993 – 1996	Bachalor Degree (Education of Art) from Ratjabhat Nakhon Pathom Institute

WORK EXPERIENCE

1997-Current	Nakprasith School 97/1 Moo 3 Tambon Khlongmai Amphor Samphran Nakhon Pathom Province