



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

¹Tatchanan Jirananda ²Orlando González

^{1,2}Assumption University, Thailand

Corresponding Author E-mail: kkaotcn@gmail.com

Abstract

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

Keywords: Attitudes, Thai Language Acquisition, Thai Language Literature, Thai Language Studies, Trilingual School

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Introduction

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

Referring to OPEC's curriculum, the Thai language department of each school must offer courses in Thai language that have to include reading, listening, speaking, writing, Thai literature, Thai social studies, along with arts and culture (Office of the Private Education Commission, 2020). According to Tongkumnerd (2015), Thai language represents the Thai identity, a cultural heritage that not only creates unity in the nation, but also enhances the Thai personality. Moreover, Thai language acts as a communication tool that bridges understandings between people in the Thai society, and an analysis tool that eases research, criticisms, and creativities at the same pace as the fast-changing world. For these reasons, Thai language classes in public and private schools in Thailand generally allow students to develop reading, writing, listening, and speaking skills, in order to use Thai language properly as a first or foreign language. Students will be taught how to use Thai to communicate in everyday life and in particular situations.

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

Generally, students in the Thai Language Acquisition class have low performance in Thai language since the beginning. Nonetheless, students seem to have low motivation,



frequently loss focus, and lack participation in class activities. Also, students make repetitive mistakes on matters that were already corrected, especially in writing. Similarly, students in Thai Language Literature class seem to lose focus during the lesson. For this reason, they might be unable to understand the contents, and do not have the ability to complete the assigned tasks with better performances. For example, most of the students seem to be unable to recall characters in the literary works they studied, so they were unable to analyze their personalities or think critically about the story.

For these aforementioned reasons, the researchers decided to conduct a comparative study in order to determine whether there was a significant difference in Grades 6 to 9 students' attitudes toward Thai Language Acquisition and Thai Language Literature classes at a trilingual school in Thailand.

Objectives of this Research

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

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

Research Methodology

In this section, the research design, population and sample, research tools, data collection, data analysis, ethical considerations and the research validity are described in detail.

1. Research Design

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



2. Population and Sample

The target population of this study was comprised of all the 239 Grades 6, 7, 8 and 9 students enrolled in the academic year of 2021-2022 at a trilingual school in Thailand, who were placed in either Thai Language Acquisition class or Thai Language Literature class after taking a Thai language placement test by the end of the previous academic year. Therefore, the Grade 6 students taking Thai Language Acquisition class (i.e., 40 from Grade 6, 38 from Grade 7, 16 from Grade 8, and 14 from Grade 9) were not attending Thai Language Literature class (i.e., 23 from Grade 6, 32 from Grade 7, 40 from Grade 8, and 36 from Grade 9), and vice versa.

3. Research Tools

The study was conducted based on the following research instruments: the Attitudes Toward Thai Language Acquisition Class Questionnaire, and the Attitudes Toward Thai Language and Literature Class Questionnaire, adapted from two subscales in Gardner's (2010) Attitude/Motivation Test Battery (AMTB). For both research instruments, the participants were asked to rate their attitudes toward each class on a 6-point Likert rating scale from 1 (strongly disagree) to 6 (strongly agree). The mean scores from the Likert scale ratings were interpreted using a continuum from "very negative attitude" to "very positive attitude".

3.1 Attitudes Toward Thai Language Acquisition Class Questionnaire. In order to measure the participants' attitudes toward Thai Language Acquisition Class, the researchers administered the Attitudes Toward Thai Language Acquisition Class Questionnaire (Table 1), which consisted of an adaptation of all the 10 positively worded items comprising the AMTB subscales English Course Evaluation and Attitudes Toward Learning English (Gardner, 2010).

Table 1 Attitudes Toward Thai Language Acquisition Class Questionnaire

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

3.2 Attitudes Toward Thai Language and Literature Class Questionnaire. In order to measure the participants' attitudes toward Thai Language Acquisition Class, the researchers administered the Attitudes Toward Thai Language Literature Class Questionnaire (Table 2),



which consisted of an adaptation of all the 10 positively worded statements comprising the AMTB subscales English Course Evaluation and Attitudes Toward Learning English (Gardner, 2010).

Table 2 Attitudes Toward Thai Language Literature Class Questionnaire

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

4. Data Collection

The researchers got the permission from the principal of the target school to conduct this research study in September 2021. The data collection was conducted in May 2022. The response rate from the participants was 100%.

5. Data Analysis

With the support of a statistical software package, the quantitative data collected from the administration of the Thai Language Acquisition Class Questionnaire and the Thai Language Literature Class Questionnaire were analyzed by using descriptive statistics (frequency, percentages, means and standard deviations), independent samples t-tests, one-way analyses of variance, and Scheffe post-hoc multiple comparison tests.

6. Ethical Considerations

Before joining the study, all the participants were informed that their participation was voluntary, and they were free to withdraw from participating in the data collection at any time, for whatever reason, specified or unspecified, and without prejudice or any adverse consequences. Moreover, the participants were told that the research results were going to be used primarily for the purpose of the study, and all their identities will be kept anonymous.

7. Research Validity

In general, the AMTB has been commonly used to study motivation and attitudinal levels in learners of first, second or foreign languages, and has been proven to have good content and construct validity (Gardner, 2010; Ushioda & Dörnyei, 2012). In order to validate it, the instrument went through the consideration of a representative collection of items along with the use of sensible methods of test construction (Gardner, 2010). Also, the pilot test of



the instrument was conducted on 552 Grades 7 to 11 students who studied French as their second language from five different schools in London, Ontario, Canada, where people have two mother tongues: French and English. The final validation test was conducted on 1,521 students from Grades 7 to 11 in the Ontario school system (Gardner, 2010).

Research Results

The main findings that emerged from this study are presented in detail, organized by research objectives

1. Findings from Research Objective 1

Table 3 shows the overall mean scores, standard deviations and interpretations of the level of attitudes toward Thai Language Acquisition class of Grade 6 to 9 students at a trilingual school in Thailand.

Table 3 Mean Scores, Standard Deviations, and Interpretations for the Attitudes Toward Thai Language Acquisition Class of Grades 6 to 9 Students at a Trilingual School in Thailand

Item No.	Item statement	Grade 6			Grade 7			Grade 8			Grade 9		
		M	SD	I	M	SD	I	M	SD	I	M	SD	I
1	I would rather spend more time in my Thai Language Acquisition class and less in other classes	4.00	1.01	PP	3.16	0.97	PN	3.38	1.31	PN	3.14	1.17	PN
2	I enjoy the activities of our Thai Language Acquisition class much more than those of my other classes	4.15	1.05	PP	3.66	1.10	PP	3.06	1.06	PN	3.71	1.49	PP
3	I like my Thai Language Acquisition class so much; I look forward to studying more Thai in the future	3.95	0.96	PP	3.34	1.12	PN	3.00	1.16	PN	3.29	1.44	PN
4	I look forward to the time I spend in Thai Language Acquisition class	4.28	0.88	PP	3.76	1.00	PP	3.44	0.96	PN	3.86	1.41	PP
5	Thai Language Acquisition is one of my favorite courses	4.13	1.18	PP	3.26	1.03	PN	2.50	0.97	PN	3.50	1.45	PP
6	Learning Thai Language Acquisition is really great	4.38	1.21	PP	3.89	1.11	PP	3.63	0.96	PP	4.43	0.85	PP
7	I really enjoy learning Thai Language Acquisition	4.22	1.12	PP	3.47	1.08	PN	3.31	0.80	PN	4.21	1.19	PP
8	Thai Language Acquisition is a very important part of the school program	4.83	1.01	P	4.63	1.13	P	4.25	1.07	PP	4.86	0.86	P



9	I plan to learn as much Thai Language Acquisition as possible	4.22	1.03	PP	3.71	1.11	PP	3.00	1.16	PN	4.36	1.09	PP
10	I love learning Thai Language Acquisition	4.18	1.08	PP	3.53	0.92	PP	3.06	1.06	PN	4.07	1.39	PP
Overall (Attitudes toward Thai Language Acquisition class)		4.23	1.06	PP	3.64	1.06	PP	3.26	1.06	PN	3.94	1.25	PP

Note. I stands for “Interpretation”; P stands for “Positive”; PP stands for “Partially positive”; PN stands for “Partially negative”.

2. Findings from Research Objective 2

Table 4 shows the overall mean scores, standard deviations and interpretations of the level of attitudes toward Thai Language Literature class of Grade 6 to 9 students at a trilingual school in Thailand.

Table 4 Mean Scores, Standard Deviations, and Interpretations for the Attitudes Toward Thai Language Literature Class of Grades 6 to 9 Students at a Trilingual School in Thailand

Item No.	Item statement	Grade 6			Grade 7			Grade 8			Grade 9		
		M	SD	I	M	SD	I	M	SD	I	M	SD	I
1	I would rather spend more time in my Thai Language Literature class and less in other classes	4.39	1.17	PP	4.13	1.13	PP	3.93	1.12	PP	3.61	1.20	PP
2	I enjoy the activities of our Thai Language Literature class much more than those of my other classes	4.57	1.49	P	4.44	1.05	PP	4.00	1.01	PP	3.94	1.12	PP
3	I like my Thai Language Literature class so much; I look forward to studying more Thai in the future	4.17	1.44	PP	4.09	1.00	PP	3.90	1.06	PP	3.19	1.12	PN
4	I look forward to the time I spend in Thai Language Literature class	4.48	1.41	PP	4.59	0.98	P	4.22	0.97	PP	4.11	1.19	PP
5	Thai Language Literature is one of my favorite courses	4.57	1.45	P	4.66	1.00	P	4.18	1.30	PP	3.56	1.23	PP
6	Learning Thai Language Literature is really great	4.52	0.85	P	4.72	0.81	P	4.43	0.90	PP	3.97	0.94	PP
7	I really enjoy learning Thai Language Literature	4.65	1.19	P	4.69	0.90	P	4.53	1.04	P	4.00	1.20	PP
8	Thai Language Literature is a very important part of the school program	5.04	0.86	P	5.25	0.88	P	4.95	1.04	P	4.22	1.07	PP
9	I plan to learn as much Thai Language Literature	4.43	1.09	PP	4.44	0.98	P	4.03	1.03	PP	3.17	1.21	PN



as possible													
10	I love learning Thai Language Literature	4.61	1.39	P	4.72	0.88	P	4.20	0.94	PP	3.81	1.06	PP
Overall (Attitudes toward Thai Language Literature class)		4.54	1.22	P	4.57	0.96	P	4.23	1.06	PP	3.76	1.14	PP

Note. I stands for “Interpretation”; P stands for “Positive”; PP stands for “Partially positive”; PN stands for “Partially negative”.

3. Findings from Research Objective 3

The findings regarding whether there was a significant difference between Grades 6 to 9 students’ attitudes toward Thai Language Acquisition and Thai Language Literature classes at a trilingual school in Thailand, are reported in Table 5.

Table 5 Results of the Independent Samples t-Test Comparing Grades 6 to 9 Students’ Attitudes Toward Thai Language Acquisition and Thai Language Literature Classes at a Trilingual School in Thailand

Variables	Grade 6				Grade 7				Grade 8				Grade 9			
	MD	df	t	p	MD	df	t	p	MD	df	t	p	MD	df	t	p
Attitudes toward Thai Language Acquisition class	-0.31	61	-1.33	.189	-0.93	68	-5.02	<.001	-0.97	54	-4.25	<.001	-0.18	48	0.72	.473
Attitudes toward Thai Language Literature class																

Note. Significance level was set at .05 (two-tailed). MD stands for “Mean difference”.

4. Findings from Research Objective 4

Table 6 below shows the findings from the one-way analysis of variance (ANOVA) testing whether there was a significant difference between Grades 6 to 9 students’ attitudes toward Thai Language Acquisition class at a trilingual school in Thailand.

Table 6 Results of the One-Way ANOVA and Scheffe Post Hoc Test Comparing Grades 6 to 9 Students’ Attitudes Toward Thai Language Acquisition Class at a Trilingual School in Thailand

Grade	n	M	SD	ANOVA		Scheffe post-hoc test			
				F(3, 104)	p	1	2	3	4
1. Grade 6	41	4.23	1.06	6.64	< .001*	—			
2. Grade 7	38	3.64	1.06			-.59* (.020)	—		
3. Grade 8	17	3.26	1.06			-.97* (.002)	-.38 (.486)	—	



4. Grade 9	14	3.94	1.25	-0.29 (.725)	-0.30 (.705)	-0.68 (.162)	—
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Note. * denotes a statistically significant difference (significance level set at $p = .05$, two-tailed).

Under the Scheffe post hoc test results section, p -values appear within parentheses under the mean difference values.

5. Findings from Research Objective 5

Table 7 below shows the findings from the one-way analysis of variance (ANOVA) testing whether there was a significant difference between Grades 6 to 9 students' attitudes toward Thai Language Literature class at a trilingual school in Thailand.

Table 7 Results of the One-Way ANOVA and Scheffe Post Hoc Test Comparing Grades 6 to 9 Students' Attitudes Toward Thai Language Literature Class at a Trilingual School in Thailand

Grade	n	M	SD	ANOVA		Scheffe post-hoc test			
				F(3, 127)	p	1	2	3	4
1. Grade 6	23	4.54	1.22	7.00	< .001*	—			
2. Grade 7	32	4.57	0.96			.28 (.999)	—		
3. Grade 8	40	4.23	1.06			-.31 (.556)	.34 (.390)	—	
4. Grade 9	36	3.76	1.14			-.79* (.006)	-.81* (.001)	-.48 (.096)	—

Note. * denotes a statistically significant difference (significance level set at $p = .05$, two-tailed).

Under the Scheffe post hoc test results section, p -values appear within parentheses under the mean difference values.

Research Discussion

In this section, a discussion of the research findings from the current study is provided, by relating such findings with the ones reported by previous research studies.

Attitudes Toward Thai Language Acquisition Class

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



of attitude toward Thai Language Acquisition class were not in line with some previous studies reported in the literature (e.g., Rumakom, 2018; Sithdichoke, 1989). Rumakom (2018) found that the overall levels of attitude toward Thai language of 155 Thai Muslim bachelor degree students in Pathumthani Province was positive. Sithdichoke (1989) found that the levels of attitude towards Thai language of 530 students at colleges of physical education were positive when studying the relationship between attitude toward Thai subject and achievement in learning Thai. This can be due to various factors that may influence people's attitudes toward learning a language, such as the students' field of study (Sithdichoke, 1989), gender, beliefs, and fields of interests (Rumakom, 2018).

Attitudes Toward Thai Language Literature Class

The results of the current study revealed that the overall levels of attitudes toward Thai Language Literature class were positive for Grades 6 and 7, and partially positive for Grades 8 and 9. These findings are in line with some previous studies reported in the literature (e.g., Rumakom, 2018; Sithdichoke, 1989). However, the results of the current study regarding the overall levels of attitude toward Thai Language Literature class were not in line with a previous study reported in the literature (i.e., Charoensuk, 2010). This can be due to factors such as students' learning achievement, guardians' support, and learning environment (Charoensuk, 2010).

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

The data from the current study showed that there was a significant difference in the attitudes toward Thai Language Acquisition and Thai Language Literature classes in Grades 7 and 8, while no significant difference in attitudes toward the two classes were found in Grades 6 and 9. This result may occur due to different implementation and instructional approach of the school toward the Thai curriculum in those grades, in relation to the students' needs. According to Nakasonth (1997), the implementation of the Thai curriculum as required by the Ministry of Education of Thailand may not always be applicable to every school, especially international schools, due to time limits and the amount of content, and hence there might be not enough time to teach accordingly. For this reason, it is possible for students to acquire knowledge that may not be useful or practical for them, in accordance with their needs, which may cause their attitudes toward the classes to decrease as they proceed in each grade level. Moreover, possessing less or more positive attitudes toward a particular language class in Grades 7 and 8 may result in students not being motivated enough in studying the behavior and culture that comes with the language being learned (Gardner, 2010).



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

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

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

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

Research Body of Knowledge

The body of knowledge identified from conducting this study is summarized in Figure 1, which displays the different factors that were found to be either significantly related or influencing participants' attitudes toward Thai Language Acquisition and Thai Language Literature classes.

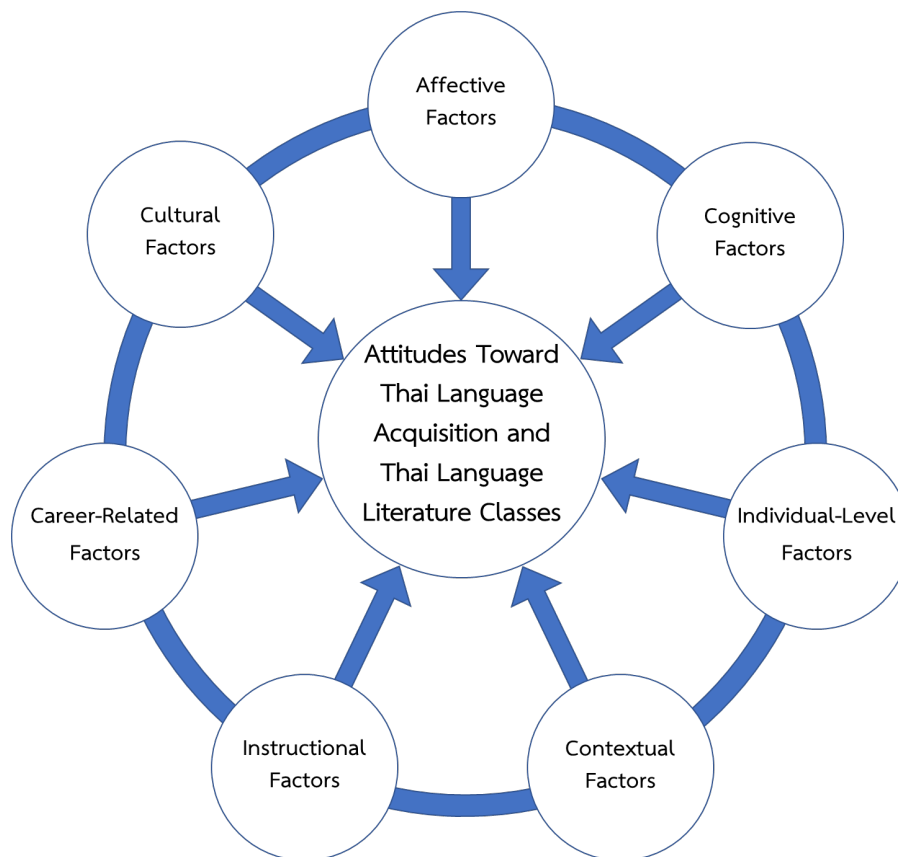


Figure 1 Research Body of Knowledge

The attitudes toward a language course or a language situation have been shown to be influenced by several factors, according to the literature and the conclusions of the current study. From the data analysis and the literature review conducted for this study, various factors that could have a significant influence on students' attitudes toward a language course or situation were identified: affective factors (e.g., motivation, interest; Gardner, 2005, 2010); cognitive factors (e.g., beliefs, learning achievement; Gardner, 2010; Rumakom, 2018; Sithdichoke, 1989); individual-level factors (e.g., age, gender, school grade in which the student is enrolled; Charoensuk, 2010); contextual factors (e.g., learning environment, school learning management model, support and guidance from school administration, peers, teachers, parents and guardians; Charoensuk, 2010; Gardner, 2010; Kohren et al., 2020); instructional factors (e.g., instructional activities and materials used during the class, Thai language learning strategies, implementation of the Thai curriculum; Nakasonth, 1997; Rumakom, 2018); career-related factors (e.g., students' field of study and field of interest; Rumakom, 2018; Sithdichoke, 1989); and cultural factors (e.g., familiarity and compatibility with Thai identity, Thai cultural heritage and Thai personality; Tongkumnerd, 2015).



Research Suggestions

1. Suggestions in practice.

1.1 The findings of this study showed that Grade 6 to 9 students at a trilingual school in Thailand had a slightly low overall level of attitudes toward Thai Language Acquisition class. In relation to this class, students at the target school were found to have a slightly low pleasure and enjoyment in the learning process, and rated some items on this subscale as slightly low (e.g., Items 1, 3, 5, and 9). Therefore, the researchers suggest that students should make a bigger effort to understand the objectives and importance of learning Thai Language Acquisition. Acquiring these language skills can be beneficial to students currently living in Thailand. The language is an essential tool that can be used to communicate with local Thai people, navigate around the country, and to prevent themselves from being harassed or deceived by frauds.

1.2 In relation to the attitude toward Thai Language Literature class, some items were slightly low (e.g., Items 1, 3, 5, and 9). Therefore, the researchers suggest that students should understand the objectives and importance of learning Thai Language Literature class. Acquiring these skills will be advantageous to students who wish to understand the Thai context at an advanced level. It is an essential tool for students who would like to become writers, news reporters, social welfare workers, and government officers. Being able to utilize Thai language analytical skills such as interpretation, writing style acknowledgment, and literary tools can help students pursue, and become a professional, in their desired career path in Thailand.

1.3 In order to support students to have higher overall levels of attitude toward Thai Language Acquisition and Thai Language Literature classes, the researchers would like to suggest teachers to integrate more activities and put more emphasis on goals that appeal to students' needs, that will help them acquire knowledge beneficial to their aims.

1.4 In addition, teachers may provide students with more opportunities to use Thai language in different situations that they may encounter in real life, such as shopping in the local area, using public transport, experiencing local Thai lifestyles, and future careers. This will allow students to apply what they have learned from the Thai Language Acquisition class and Thai Language Literature class, and they will also acquire new knowledge from direct experiences.

1.5 Moreover, teachers can also support these learning activities by giving students more opportunities to explore about what they have learned inside the classroom (e.g., students research and make a podcast about what they have learned), which will help students understand more about the importance of Thai language learning.



1.6 Also, teachers are encouraged to try to arrange more workshops and invite guest speakers from different career paths in Thailand, such as writers, business owners, or other career paths students could be interested in, in order to illustrate the importance and advantages of acquiring the Thai language.

1.7 Teachers are also suggested to increase the use of resources provided by the school library, such as magazines and databases, to teach students about Thai culture, history, current events, and lifestyles to increase their interests in Thai Language classes.

2. Suggestions for research.

2.1 The current quantitative research was conducted on 239 students (i.e., 63 students from Grade 6, 70 students from Grade 7, 56 students from Grade 8, and 50 students from Grade 9) enrolled in only one trilingual school in Thailand. Based on the limitation of access, it is suggested that future researchers could examine a larger sample size of students, from even a wider range of grade levels, which would be conducive to obtain more generalizable results regarding the variables addressed in this study.

2.2 In terms of the research variables considered in the present study, it was found that the grade in which participants were enrolled in, for some particular grade pairings, appeared to have no significant effect on their attitudes toward either Thai Language Acquisition class or Thai Language Literature class. Therefore, it is suggested that future researchers consider to include in their studies some of the variables and factors that have been reported in the literature to influence and have a significant impact on students' attitudes, that were not included in the current study, such as learning achievement, guardians' support, and learning environment (Charoensuk, 2010), students' field of study (Sithdichoke, 1989), gender, beliefs, and fields of interest (Rumakom, 2018), or motivation (Gardner, 2010).

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