



**ATTITUDES TOWARDS STUDY VISIT PROGRAM OF
SUPPORT STAFF IN FACULTY OF TROPICAL
MEDICINE MAHIDOL UNIVERSITY**

BY

MS. SIRIPRANG CHOTCHAIMONGKOL

**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL
FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN ENGLISH FOR CAREERS
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2015
COPYRIGHT OF THAMMASAT UNIVERSITY**

**ATTITUDES TOWARDS STUDY VISIT PROGRAM OF
SUPPORT STAFF IN FACULTY OF TROPICAL
MEDICINE MAHIDOL UNIVERSITY**

BY

MS. SIRIPRANG CHOTCHAIMONGKOL

**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF ARTS IN ENGLISH FOR CAREERS
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2015
COPYRIGHT OF THAMMASAT UNIVERSITY**



THAMMASAT UNIVERSITY
LANGUAGE INSTITUTE

INDEPENDENT STUDY PAPER

BY

MS. SIRIPRANG CHOTCHAIMONGKOL

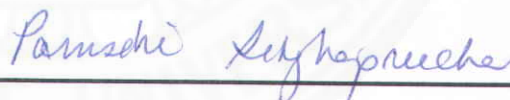
ENTITLED

ATTITUDES TOWARDS STUDY VISIT PROGRAM OF SUPPORT STAFF IN
FACULTY OF TROPICAL MEDICINE MAHIDOL UNIVERSITY

was approved as partial fulfillment of the requirements for
the degree of Master of Arts in English for Careers

on May 22, 2016

Chairman



(Associate Professor Pornsiri Singhapreecha, Ph.D.)

Member and Advisor



(Upsorn Tawilapakul, Ph.D.)

Dean



(Associate Professor Pornsiri Singhapreecha, Ph.D.)

Independent Study Paper Title	ATTITUDES TOWARDS STUDY VISIT PROGRAM OF SUPPORT STAFF IN FACULTY OF TROPICAL MEDICINE MAHIDOL UNIVERSITY
Author	Ms. Siriprang Chotchaimongkol
Degree	Master of Arts
Major Field/Faculty/University	English for Careers Language Institute Thammasat University
Independent Study Paper Advisor	Upsorn Tawilapakul, Ph.D.
Academic Years	2015

ABSTRACT

This study is aimed to identify attitudes of the support staff in the Faculty of Tropical Medicine, Mahidol University towards a study visit program in terms of the different benefits of the program, the impact of overseas environment on English learning, and the importance of the program to the staff. The subjects of this study were 34 support staff in the faculty who have participated in study visit programs from 3 days to 6 months. The questionnaires were used as a research instrument for the study and the Statistical Package for the Social Science (SPSS) was used to analyze the data to find out frequency, percentage, mean, and standard deviation for the results. The finding revealed that support staff in the faculty had positive attitudes towards study visit program. The respondents believed that the program was beneficial to support staff in the faculty, they were able to learn English language from being in an overseas environment, and the program was importance for them in order to promote, continue, and participate in the program again.

Keywords: Study Visit Program, Support Staff

ACKNOWLEDGEMENTS

This study could not possibly have done without kind support and advice from all of the following people.

First, I would like to express my deep appreciation to my advisor, Dr. Upsorn Tawilapakul, for her valuable supports, suggestion, and encouragement since the first day until completed my research paper. Without her kind assistant and moral support, the completion of this paper would not be possible.

Moreover, I would like to express my thankfulness to all respondents for their kind cooperation in responding the questionnaires with completely.

Finally, I would like to express my deepest gratitude to my beloved family for their inspiration, cheerful, and support to me throughout this study.

Ms. Siriprang Chotchaimongkol



TABLE OF CONTENTS

	Page
ABSTRACT	(1)
ACKNOWLEDGEMENTS	(2)
LIST OF TABLES	(5)
CHAPTER 1 INTRODUCTION	1
1.1 Background of the Study	1
1.2 Research Objectives	3
1.3 Research Questions	3
1.4 Definition of Terms	3
CHAPTER 2 REVIEW OF LITERATURE	4
2.1 Theory of Attitudes	4
2.2 Overseas Experience	5
2.3 Factor Influencing English Language Learning	6
2.3.1 Internal Factors	6
2.3.2 External Factors	7
2.4 Previous Related Studies	8
2.5 Conclusion	9
CHAPTER 3 RESEARCH METHODOLOGY	10
3.1 Target Population and Samples	10
3.2 Research Design and Procedure	11
3.3 Conclusion	12

CHAPTER 4 RESULTS	13
4.1 Demographic Information of Respondents	13
4.2 Attitudes toward Study Visit Program	16
4.3 Open – Ended Questions	20
4.4 Conclusion	20
CHAPTER 5 CONCLUSIONS AND RECOMMENDATIONS	21
5.1 Summary of the Study	21
5.1.1 Objectives of the Study	21
5.1.2 Subjects, Materials, and Procedures	21
5.2 Summary of the Finding	22
5.2.1 General Information	22
5.2.2 Attitudes towards Benefit of Study Visit Program	22
5.2.3 Attitudes towards Overseas Environment	22
5.2.4 Attitudes towards the Importance of Study Visit Program	23
5.2.5 Open – Ended Questions	23
5.3 Discussion	23
5.3.1 Does study visit program benefit to support staff in the faculty?	23
5.3.2 Do support staff think that they can learn English from overseas environment?	24
5.3.3 Do support staff think that study visit program is important for them?	24
5.4 Conclusion	25
5.5 Recommendations for Further Research	26
REFERENCES	27
APPENDIX	29
BIOGRAPHY	33

LIST OF TABLES

Tables	Page
1. Gender of Respondents	13
2. Ages Range of Respondents	14
3. Level of Education	14
4. Work Experience at Faculty of Tropical Medicine, Mahidol University	15
5. Frequency of Participation in Study Visit Program	15
6. Attitudes towards Benefit of Study Visit Program	16
7. Attitudes towards Overseas Environment	18
8. Attitudes towards Importance of Study Visit Program	19

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

English speaking and listening skills are really important for support staff in the Faculty of Tropical Medicine, Mahidol University. According to Goodson, Layzer, Simon, and Dwyer (2009), Children begin to enhance their speaking skills and continue to enhance throughout their lives. The research suggests that the capacity of young children is to listen to understand the meaning of spoken language for accomplishing reading and writing skills later on. Another suggestion from Resnick & Snow (2009) explained that speaking and listening are primary skills for reading and writing. Children faced with language use such as sounds, words, sentences, and so on make them learn to understand communication as a natural bridge. Another explanation from Lee (2011), young children learn to speak and listen from their parents and people around them. They begin trying to understand how to communicate with each other from surrounding people. Therefore, listening and speaking skills are a basic necessity for English beginners.

The Faculty of Tropical Medicine, Mahidol University (FTM, MU) is known as an institute for learning and a hospital for treating patients. There are many foreign students, researchers, lecturers, medical doctors, keynote speakers, patients, employees, and also alliance engagement from outside that are located in the faculty. These number is around 200 - 300 people. The vision of FTM is “To be a world leader in Tropical Medicine”. This vision may not be accomplished if staff within the organization is not able to use English with foreigners. The executive board, lecturers, students are not an obstacle for English communication but in the organization, those who really have a problem with English communication are support staff in the faculty because they have not met foreigners or their responsibilities does not involve direct contact with foreigners. When they need to make contact, problems have happened. Problems are solved by translators of Office of International Cooperation and Networking (OICN), the unit in the Faculty that coordinates with foreigners directly. As mentioned above, only the OICN is not able to reach the goal of being

“a world leader in Tropical Medicine” unless everyone uses English so that it is not an obstacle to enhancing the faculty.

Support staff in FTM is lacking in English skills, especially listening and speaking. In connection, the support staff is made aware of the importance of using English language in the Faculty. International Cooperation and Networking is responsible for interaction with foreigners who have collaborated with FTM and also motivate support staff in the faculty using English language to communicate with foreigners. In a research questionnaire about attitudes towards going abroad or joining a study visit program for improving English skills of support staff in the faculty on the topic of “ Basic English Language Practice on Hello TropMed Project 2015” on August 19, 2015, 101 FTM support staff filled in self- determination questionnaires and sent it back for analysis. The result showed that 47 people or 46.5 percent of them thought that going abroad or joining study visit program enables them to enhance their listening and speaking skills because of the environment provided for learning and practicing. However, this development will not be achieved if we do not know the attitudes of the support staff in the Faculty. Therefore, attitudes are necessary to know to understand their viewpoints for joining the study visit program. As Jowell (2005) stated that attitudes are known as a psychological inclination to response to something favor or disfavor. According to Jowell, a formed personal assessment is influenced with feeling and belief that relates with vision and stability of life. If staff has an attitude to practice in English skills, it will be a good beginning to assist them for practicing.

The faculty has already provided scholarships or support budget of study visit program to the staff for conducting research, benchmarking, attending the workshop, and also the conference. The periods of time are diverse according to the program of participation from 3 days to 6 months.

Furthermore, the faculty has more than 30 Memorandum of Understanding (MOU) to collaborate many activities with organizations, institutes, and universities. All MOU is signed from many countries and various continents. In study visit program, participants may take part in the program through MOU. Some countries are native English speaking countries and some are not.

For the above-mentioned, the researcher aim to understand the attitudes towards study visit program of support staff in Faculty of Tropical Medicine, Mahidol University which has the most benefits for them and provides faculty progression in the near future.

1.2 Research Objectives

To identify attitude towards study visit program in terms of:

- 1.2.1 Attitudes towards benefit of study visit program
- 1.2.2 Attitudes towards overseas environment
- 1.2.3 Attitudes towards the importance of study visit program

1.3 Research Questions

- 1.3.1 Does study visit program benefit to support staff in the faculty?
- 1.3.2 Do support staff think that they can learn English from overseas environment?
- 1.3.3 Do support staff think that study visit program is important for them?

1.4 Definition of Terms

- 1.4.1 Study Visit Program refers to staff exchange program (share work experience, activities that enhance support staff vision, experience according to their responsible fields)
- 1.4.2 Support Staff refers to staff in Faculty of Tropical Medicine, Mahidol University

CHAPTER 2

REVIEW OF LITERATURE

This chapter reviews the literature on attitudes towards study visit program of support in FTM. The chapter begins with section 2.1 about theory of attitudes, then overseas experiences is discussed in section 2.2, while factor influencing English language learning is reviewed in section 2.3, and last section 2.4 discusses previous related studies.

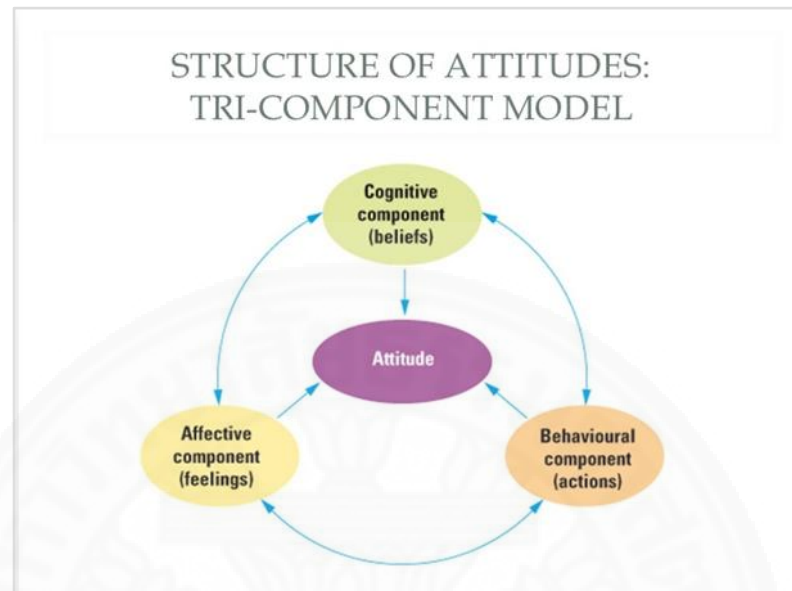
2.1 Theory of Attitudes

Various definitions were given by psychologists. According to Allport's study (as cited in Pickens, 2005) the meaning of attitude is a mental state or psychological state that affects personal response to all situations related. Another definition of attitude given by Pickens is a personal belief that affect with behavior, especially in experience and feeling.

Moreover, Eagly and Chaiken (1993) come to explain the theory of attitude as mental inclination that leads to a type of prejudice and induces people to react of favor or disfavor. Culbertson (1968) claimed that a numerous people, including social psychologists divide three components of attitude as follows.

- Affective Component is feeling or emotion towards something that responded in terms of positive or negative.
- Behavioral Component is action or person's response to do something according to attitude objects. This component is a decision process to preserve or eliminate.
- Cognitive Component is thoughts or beliefs in something that is defined by attitude holder. This stage is an assessment process to belief or disbelief in the object.

The picture below shows the structure of attitudes: tri-component model or ABC models of attitudes as mentioned



Kategarrone, (Photographer). (2012, October 8). Structure of attitudes: Tri-component Model.

Retrieved from <http://pt.slideshare.net/kategarrone/attitudes-lesson-1>

As psychologists stated, attitude is mental state that affects personal response in positive way or negative way. Attitudes are divided into three stages: feeling, action, and belief. Theory and structure of attitudes are important to realize each other's belief foundation for further analyzing. The next topic will discuss overseas experience.

2.2 Overseas Experience

People can learn many things from experience. Going abroad is an experience to see worldview and ensure that communication in English is necessary for survival. Inkson, Thomas, and Barry (1999) suggested that the reason for people's decision to spend their overseas life is for personal development is financial rewards. Also they can learn many things from new cultures, new languages, and new practices in overseas life. In case of working, they gain more experience in their new jobs, new organizations, new industries, and new environment for working in abroad.

Moreover, according to a study conducted at Washington University in St. Louis in 2005, numerous employees go abroad for gaining different cultural experience, learning from effective workers in an international workplace. Studying abroad is not only to raise one's status, professional, and academic development but also improving on "marketability" that is measured from a huge amount of organization on personnel recruitment about employees who have overseas experience. The organizations realize that students or new employees who have completely successful a study abroad are required by global industries because they know more about foreign economy and geography, more skills in cross-cultural communication, analytical thinking, flexibility, and multiple languages, also understanding about local customs and an ability to adapt in new situations as well. The students who have experience abroad should emphasize these unique skills to apply for a job to show their potential to their employer.

Overseas experiences have gained new language, new culture, new practices, and also gain more advantage for recruitment than others who have no chance to go abroad.

2.3 Factor Influencing in English Language Learning

Everyone has capacity to study but not everyone is able to get equal effective learning. It can state that influences in language learning are composing of many factors such as age, gender, social environment and so on. Sections 2.3.1 and 2.3.2 describe about internal and external factors that influence English language learning.

2.3.1 Internal Factors

Internal Factors are the logic of natural factors that not be able to change or adjust such as age and gender. Many studies reviewed that young learners have excellence capacity than older learners. According to Bista (2008), younger learners have more advantages than older learners in language learning. The young people learn the second language easily and more quickly than older people. As In Madrid (1995), (as cited in Lenneberg 1967) children have the capacity to learn pronunciation superior to adult. Another suggestion was given by Madrid (1980), young learner usually have a great capacity for repeating language pronunciation. They have an

excellent adaptability using the second language easily. Also, they are more spontaneous than adult when using the second language.

Moreover, gender also influences language learning. Researchers showed that females have learned second language superior to males. In Madrid (1995), (as cited in Burstall 1975) girl students did better than boy students, as her research on 6000 children in 8 primary school were study French as a second language. She found that girl students had high score than boy students in all tests. Girls' students were more motivated for learning second language than boys. Boys who have low outcomes tended to drop second language class but girls in the same case did not. As given by Madrid girls have a motivation and positive attitude more than boys. Then girls' readership or team coordinator would be necessary when they have group works or projects.

The studies discussed in the previous paragraphs have revealed that age and gender play an important role in language learning. Young people have excellent abilities to remember and learn quicker than older people. Also girls have more subconscious with positive attitude in the second language than boys that why second language learning is more effective in girls.

2.3.2. External Factors

In addition, the external factors influence English language learning as well. The students who lived abroad (native English countries) are able to speak English better than students who did not because they have English communication in their real life and environment. On the other hands for non native English speaking countries, not all environments provide English. English skills improvements of the students are less effective than students who live in native English speaking countries. Thakur (2014) explained about English learning environments that consist of society environment and influence of first language or native language. Society environment regarding people are able to use English everywhere that influences in their life. Cultural background is a part of society that people can learn English more.

Influences of first language or native language as given by Thakur is that people can hear the first language everywhere and use local language fluently at any moment.

However, they are able to try to use English to talk with others they meet that will help them to remember more words and can make them improve their English skills.

Social environment and native language are external factors that influence English language learning. It can be said that if people always use English language, they are able to learn new words and remember how to use language to communicate with each other, also if English language is provided in their environment; it can assist in learning improvement.

2.4 Previous Related Studies

The majority of studying abroad is related with further working life. This topic is mentioned in previous studies on studying and working abroad as follows.

Parey and Waldinger (2010) presented the effects of studying abroad on international labor market mobility. The subjects were German university graduates students who completed their undergraduate education in Germany. Samples were collected from the graduate cohorts in academic years 1988-1989, 1992-1993, 1996-1997, 2000 - 2001 and 2004-2005. The students were surveyed twice, one year after graduation and five years after entering the labor market (following-up survey). Questionnaires were used as a research instrument and the result shows that mobility program for long term and also short term can lead students' investment later on in the labor market to work abroad.

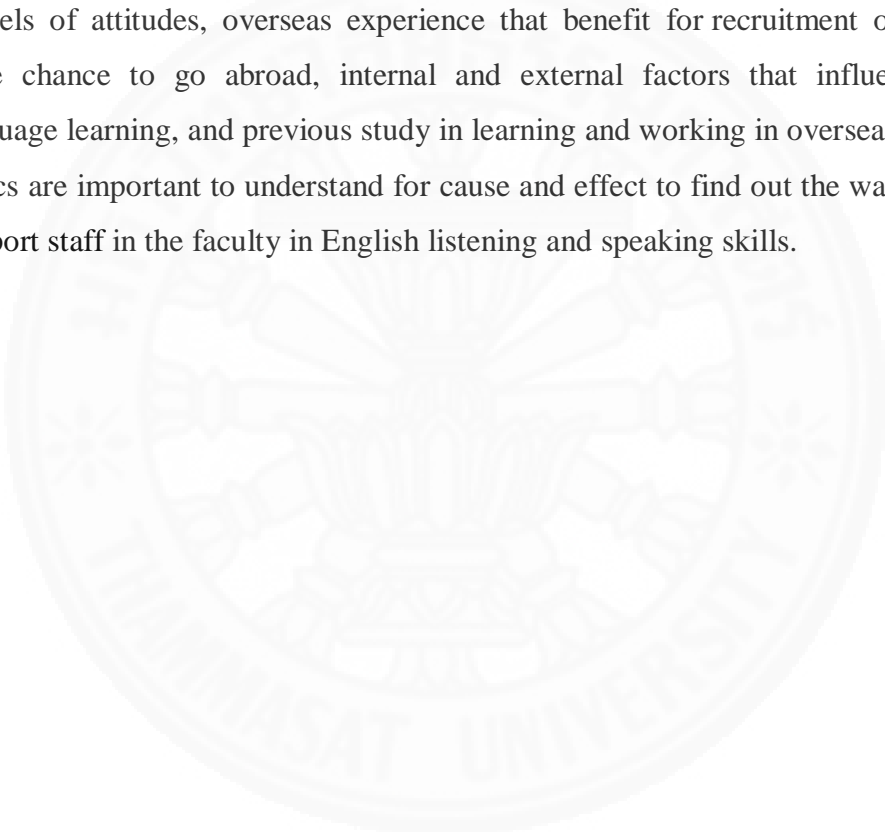
Trooboff, Berg, Rayman (2008), proposed a study of the attitudes of employers toward study abroad. Subjects of 352 firms, organization and agencies in the US were the sample of this study. Tools of data collecting in this research were on-line questionnaires. The finding showed that entrepreneurs tended to hire employees who have global experiences

Taylor (2005) explored overseas nurse work experiences. The samplings of this study were 11 overseas nurses who worked in 8 different wards across 4 Oxfordshire hospitals. These nurses were representatives from Philippines (5), China (2), Finland (1), New Zealand (1), Nigeria (1) and South Africa (1). Data analysis was composed of coding, identifying patterns, generalizing and formulating concepts. This finding showed that the overseas nurses point their experience in various function in terms of responsibility, decision making and accountability, also assumptions about 'taken-for-

granted' procedures and practices. From their opinion, they consider the variation in the way of their study perceived status. Some were able to get valuable experience, while others were not. There was correlate with length of time in overseas working and degree they felt accepted and valued by their colleagues.

2.5 Conclusion

This chapter has discussed theories of attitude separated to three components; affective component, behavioral component, and cognitive component in ABC models of attitudes, overseas experience that benefit for recruitment of those who have chance to go abroad, internal and external factors that influence English language learning, and previous study in learning and working in oversea. All of these topics are important to understand for cause and effect to find out the way to improve support staff in the faculty in English listening and speaking skills.



CHAPTER 3

RESEARCH METHODOLOGY

In this study, the quantitative approach was adopted. As followed in Aliaga and Gunderson's study (as cited in Christensen, 2012) quantitative research is defined as the approach which describes occurrence by using numerical data collection and analyzed by using statistic methods. This study was conducted to find the attitudes towards study visit program which specifically shows the statistic of support staff opinion to identify the attitude towards study visit program in terms of (1) attitudes towards benefits of study visit program, (2) attitudes towards overseas environment, and (3) attitudes towards the importance of study visit program.

3.1 Target Population and Samples

The population of this research was all support staff in the Faculty of Tropical Medicine, Mahidol University. Thirty - four of them were chosen as samples of the study. The criterion for selection was support staffs in the faculty who has participated in study visit program from 3 days to 6 months. Selection of the samples was performed by convenience sampling in the form of self-administered questionnaires. Those who were willing to participate in the questionnaire surveys sent it back for investigation. According to Dornyei (2007), convenience sampling or opportunity sampling is a measurement of sample selection for the purpose of the study. The sampling selection is easily accessible to volunteers but less controllable to complete than the convenience based. However, participants have to process certain key features that are involved with the purpose of the investigation.

3.2 Research Design and Procedures

The questionnaire was used as a research instrument in collecting data. It was divided into three parts as follows:

Part 1: General Information

This part was designed to find out the general background information of the respondents such as gender, age, education level, work experience, and overseas experience. As mentioned in literature review on topic 2.3 about internal and external factors that influence English language learning, it is composed of age, gender and social environment. All factors were necessary to find out the initial information as a guideline to analyze the attitudes towards study visit program because the general information was a basic factor in English language improvement. These parts were composed of close - ended questions that had 2 - 6 answers provided in the checklist.

Part 2: Attitude in Study Visit Program

The second part was used to measure respondents' degree of attitude towards study visit program in a form of Likert scale that divided into 4 scales (1) Strongly Agree, (2) Agree, (3) Disagree, and (4) Strong Disagree. These were asked about the attitudes towards benefits of study visit program, attitudes towards overseas environment, and attitudes towards the importance of study visit program. The rating in this part was based on a four - point Likert Scale. The opinion ratings were shown as follows:

Strongly Agree	=	4 points
Agree	=	3 points
Disagree	=	2 points
Strongly Disagree	=	1 points

All of these answers were assigned a representative number to replace participant's answers in each item for evaluating information.

Part 3: Suggestion or Additional Comments

The last part was designed to survey the respondents' suggestions or additional comments with more depth and lengthier responses regarding the attitude towards study visit program. These open - ended questions were analyzed by categories and assigned coding in each group for analysis. The procedure for collecting data, the questionnaire, was analyzed by SPSS program for finding frequency, percentage, the mean and standard deviation for the result.

3.3 Conclusion

In conclusion, this chapter has shown research methodology of collecting data according to research objective and research questions. The participants were chosen from 34 support staff in the Faculty of Tropical Medicine, Mahidol University who have participated in study visit program from 3 days to 6 months. The questionnaire was used as a research instrument for collecting data divided into close - ended questions and open - ended questions. SPSS program was performed to analyze the research finding as mentioned above.

CHAPTER 4

RESULTS AND DISCUSSION

The previous chapter described the methodology of the study. This chapter reports the results of the questionnaire that was divided into 4 parts; (1) demographic information of respondents, (2) attitudes towards study visit program, (3) open-ended questions, and (4) conclusion.

The questionnaires were distributed to 34 support staff in the faculty of Tropical Medicine, Mahidol University who had participated in study visit program.

4.1 Demographic Information of Respondents

In this part, the study has been conducted based on the questionnaire which consists of gender of respondents, age of respondents, level of education, work experience, and frequency of study visit program. All data are show below.

Table 1 *Gender of Respondents*

Gender	Respondent	Percentage
Male	9	26.5
Female	25	73.5
Total	34	100.0

As shown in Table 1, this table displays the gender of respondents. The total number of respondent was 34 support staff who had participated in study visit program with 25 (73.5%) female and 9(26.5%) male.

Table 2 Age Range of Respondents

Age	Respondent	Percentage
26 – 30 years old	4	11.8
31 – 35 years old	8	23.5
36 – 40 years old	4	11.8
More than 40 years old	17	50.0
No answer	1	2.9
Total	34	100.0

Table 2 shows that most respondents (17 respondents or 50%) were over 40 years of age, while 8 respondents (23.5%) were 31 - 35 years old. 4 respondents (11.8%) were 26 - 30 years old, whereas another 4 respondents(11.8%) were in the ages range of 36 - 40 years old.

Table 3 Level of Education

Level of Education	Respondent	Percentage
Bachelor's degree	18	52.9
Master's degree	16	47.1
Total	34	100.0

Table 3 displays the level of education. The result shows that 18 respondents (52.9%) graduated with a Bachelor's degree, while the rest of the respondents of 16 (47.1%) graduated with a Master's degree.

Table 4 Work Experience at Faculty of Tropical Medicine, Mahidol University

Work Experience	Respondent	Percentage
1 – 3 years	2	5.9
4 – 6 years	6	17.6
7 – 10 years	6	17.6
More than 10 years	20	58.8
Total	34	100.0

Table 4 presents work experience of the respondents. This table indicates that the largest number of respondents (58.8%) have worked at Faculty of Tropical Medicine, Mahidol University for more than 10 years, whereas 6 respondents (17.6%) have work experience for 4 - 6 years. Moreover, the other respondents (17.6%) have work experience for 7-10 years and the smallest number of respondents (5.9%) have work experience for 1-3 years.

Table 5 Frequency of Participation in Study Visit Program

Frequency	Respondent	Percentage
1 times	14	41.2
2 -3 times	14	41.2
More than 3 times	6	17.6
Total	34	100.0

Table 5 explains the frequency of study visit programs of the respondents. The result shows that 14 respondents (41.2%) had participated in study visit programs only once, whereas another 14 respondents (41.2%) had participated in this program 2 - 3 times and 6 respondents (17.6%) had joined the program more than 3 times.

4.2 Attitudes towards Study Visit Program

The second part of the questionnaires was aimed at checking the respondents' attitudes towards study visit program. It was divided into three sections (1) attitudes towards benefit of study visit program, (2) attitudes towards overseas environment, and (3) Attitudes towards the importance of study visit program. All of the responses are shown in the table below.

Table 6 Attitudes towards Benefit of Study Visit Program

No.	Opinion	Respondent/Percentage					Mean	S.D.
		Strongly Agree	Agree	Disagree	Strongly Disagree	No answer		
Study visit program benefit me because								
1.	It enables me to get more experience.	18 (52.9%)	16 (47.1%)	-	-		3.53	0.51
2.	It enables me to make more friendships.	13 (38.2%)	19 (55.9%)	2 (5.9%)	-		3.32	0.59
3.	I can practice my English speaking skill when communicate with foreign colleagues.	14 (41.2%)	18 (52.9%)	2 (5.9%)	-		3.35	0.60
4.	I can practice my English listening skill when communicate with foreign colleagues.	14 (41.2%)	19 (55.9%)	1 (2.9%)	-		3.38	0.55
5.	I can learn more cultural background of each country.	16 (47.1%)	17 (50.0%)	1 (2.9%)	-		3.44	0.56
6.	I enjoy having a conversation in English.	9 (26.5%)	21 (61.8%)	3 (8.8%)	-	1 (2.9%)	3.18	0.58
Total		84 (41.2%)	110 (53.9%)	9 (4.4%)	-	1 (0.5%)	3.37	0.57

Table 6 shows attitudes towards benefit of study visit program of support staff in the faculty. All features of this table received a mean score higher than 3.00, which can indicate that the majority of respondents had positive attitudes towards benefit of the program. All respondents thought that study visit program benefited them because it enabled them to get more experience with a mean score of 3.53 (S.D. = 0.51). 32 respondents (strongly agree 13 respondents (38.2%) and agree 19 respondents (55.9%)) believed that this program enabled them for making more friends, while only 2 respondents (5.9%) did not agree on this point. The mean score of this topic was 3.32 (S.D. = 0.59). Another 32 respondents (strongly agree 14 respondents (41.25%) and agree 18 respondents (52.9%)) said that they can practice in English speaking skills when they communicate with foreign colleagues, whereas only 2 respondents (5.9%) did not agree on this matter. The mean score of this topic was 3.35 (S.D. = 0.60). Moreover, 30 respondents (strongly agree 9 respondents (26.5%) and agree 21 respondents (61.8%)) enjoy having a conversation in English; meanwhile only 3 respondents (8.8%) did not think that English conversation was enjoyable.

Table 7 *Attitudes towards Overseas Environment*

No.	Opinion	Respondent/Percentage					Mean	S.D.
		Strongly Agree	Agree	Disagree	Strongly Disagree	No answer		
Attitudes towards overseas environment								
7.	I can learn English language from various media such as internet, films, TV, and radio.	8 (23.5%)	25 (73.5%)	-	1 (2.9%)	-	3.18	0.58
8.	I can learn English language from digital billboard, guild post, or any label surrounding.	10 (29.4%)	23 (67.6%)	1 (2.9%)	-	-	3.26	0.51
9.	I can learn English language when I go shopping or sightseeing.	11 (32.4%)	20 (58.8%)	2 (5.9%)	-	1 (2.9%)	3.27	0.57
10.	I can learn English language from native English speaking countries more than non native English speaking countries.	7 (20.6%)	20 (58.8%)	6 (17.6%)	-	1 (2.9%)	3.03	0.64
11.	Non native English speaking countries make me feel more confident to speak with others than native English speaking countries.	4 (11.8%)	19 (55.9%)	11 (32.4%)	-	-	2.79	0.64
Total		40 (23.5%)	107 (62.9%)	20 (11.8%)	1 (0.6%)	2 (1.2%)	3.11	0.61

Table 7 presents attitudes towards overseas environment. From this table, it can indicate that most of support staff in the faculty had positive attitudes towards overseas environment. The table shows that 33 respondents (strongly agree 8 respondents (23.5%) and agree 25 respondents (73.5%)) thought that they can learn

English language from various media such as internet, film, TV and radio, while only 1 respondent (2.9%) disagreed on this matter. The mean score of this topic was 3.18, (S.D. = 0.58). Another 33 respondents (strongly agree 10 respondents (29.4%) and agree 23 respondents (67.6%)) believed that they can learn English language from digital billboards, guild posts, or labels, whereas another 1 respondent (2.9%) disagreed on this point. The mean score of this topic was 3.26, (S.D. = 0.51). Moreover, 31 respondents (strongly agree 11 respondents (32.4%) and agree 20 respondents (58.8%)) said that they can learn English language when they go shopping or sightseeing, meanwhile 2 respondents (5.9%) did not agree with this opinion.

Interestingly, only 6 respondents (17.6%) disagreed that they can learn English language from native English - speaking countries more than non - native English - speaking countries. Also, 11 respondents (32.4%) did not believe that non - native English - speaking countries could make them feel more confident to speak with others than native English - speaking countries with mean score of 2.79.

Table 8 Attitudes towards Important of Study Visit Program

No.	Opinion	Respondent/Percentage					Mean	S.D.
		Strongly Agree	Agree	Disagree	Strongly Disagree	No answer		
Attitudes towards important of study visit program								
12.	Study visit program should be promoted and continue.	14 (41.2%)	19 (55.9%)	1 (2.9%)	-	-	3.38	0.55
13.	If I have more chance I will join this program again.	14 (41.2%)	18 (52.9%)	2 (5.9%)	-	-	3.35	0.60
Total		28 (41.2%)	37 (54.4%)	3 (4.4%)	-	-	3.37	0.54

Table 8 presents attitudes towards the importance of study visit program. It was clear from the table that majority of respondents had positive attitudes towards the importance of study visit program participation. 33 respondents (strongly agree 14

respondents (41.2%) and agree 19 respondents (55.9%)) agreed that study visit program should be promoted and continued, while only 1 respondent (2.9%) disagreed on this point. Moreover, 32 respondents (strongly agree 14 respondents (41.2%) and agree 18 respondents (52.9%)) believed that if they have more chances they will join this program again, meanwhile 2 respondents (5.9%) not agree with this idea.

4.3 Open – Ended Questions

This part provided open-ended questions regarding the attitudes towards study visit program of support staff in the faculty. There were respondents giving the suggestion that study visit program participation can make them adopt worldviews and get more experience for English practice and work. Additional comments supported that if support staff joined study visit program in big groups, English practice will be ineffective. Another suggestion supported that short period participation is not enough for English practice.

Moreover, the respondents believed that study visit program is valuable for support staff in English practice because they need to prepare themselves in English conversation for survival in another country. A final suggestion proposed was that the faculty should support them to travel to developed countries to gain more new approaches to apply in their fields.

4.4 Conclusion

To conclude, the findings support that study visit program is beneficial to the participants. The respondents enjoy having a conversation in English and it made them get more experience, while overseas environment from various media, labels, sightseeing and shopping affected support staff to contribute to improving their English listening and speaking skills. Furthermore, the respondents believed that program participation is important for them. They thought that the study visit program should be promoted and continued. Discussions in response to the research questions plus recommendations will be provided in the next chapter.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

The previous chapter described demographic information of respondents, attitudes towards study visit program, and open-ended questions. This chapter presents conclusions and recommendations. It is divided into five sections as follows: Section 5.1 presents a summary of the study, while a summary of findings is explained in Section 5.2. The discussion of the findings is supported in Section 5.3 while conclusion is presented in section 5.4 and recommendations for further research are provided in Section 5.5.

5.1 Summary of the Study

This section summarizes the objectives of the study, subjects, materials, and procedure of the study as follows:

5.1.1 Objectives of the Study

The main purpose of this research was to identify attitude towards study visit program of support staff in the Faculty of Tropical Medicine, Mahidol University in terms of (1) attitudes towards benefits of study visit program, (2) attitudes towards overseas environment, and (3) attitudes towards the importance of study visit program participation.

5.1.2 Subjects, Materials, and Procedures

The subjects of this study were 34 support staffs in the faculty who have participated in study visit program at least 3 days to 6 months. The support staffs in the faculty were composed of Office of Research Services, Mahidol Bangkok School of Tropical Medicine, Office of Policy and Strategic Planning, Office of the Dean, Office of International Cooperation and Networking, and Hospital of Tropical Diseases.

The material was a 34-question questionnaire which consisted of three parts; general information, attitudes towards study visit program, and suggestion or additional comments. All questionnaires were distributed to 34 support staff in the faculty in various departments as mentioned. All responses were collected for analyzing; the received data was processed and analyzed by using Statistical Package for Social Science (SPSS) version 16.0.

5.2 Summary of the Finding

The findings of this study discussed general information, attitudes towards benefit of study visit program, attitudes towards overseas environment, attitudes towards importance of study visit program participation, and open – ended questions divided into five parts as follows:

5.2.1 General Information

The findings showed that the majority of the respondents who have participated in study visit program were female with 73.5%. Most of respondents have work experience in the faculty more than 10 years with 58.8%. Moreover, most of them have joined the program for only 1 time and for 2-3 times.

5.2.2 Attitudes towards Benefit of Study Visit Program

The finding revealed that most of the respondents had positive attitudes towards benefit of study visit program. They thought that study visit program enabled them to get more experience. They can make more friends and practice English speaking and listening skills through this program. Additionally, they can learn more about the cultural backgrounds of each country and this program can make them enjoy having a conversation in English.

5.2.3 Attitudes towards Overseas Environment

The finding illustrated that they can learn English language from overseas environment such as digital billboards, guide posts, or any surrounding label. They are able to learn English language from various media such as internet, films, TV, and radio, also when they go shopping or sightseeing.

Moreover, most of the respondents believed that they can better learn English language in native English-speaking countries than non-native English-speaking countries, while only a few of them did not believe it affected them. The majority of respondents also thought that non-native English-speaking countries made them feel more confident to speak with others than native English-speaking countries.

5.2.4 Attitudes towards Importance of Study Visit Program Participation

It was clear that study visit program is important to support staff in the faculty as can be seen from the positive attitudes that study visit should be promoted and continued. Moreover, they thought that if they have more chances they would join this program again.

5.2.5 Open - Ended Questions

The open-ended questions revealed that study visit program is valuable for support staff to gain new experiences from many aspects such as cultural background of countries, working experience, learning experience, and survival experience. However, the respondents suggested that they will get the most benefits in English practice when they go alone or in a small group.

5.3 Discussion

This section focused on a comprehensive discussion of the findings in response to the research questions with references to previous studies as follows:

5.3.1 Does study visit program benefit to support staff in the faculty?

The first research question aimed to determine the attitudes towards benefits of study visit program. From the result, the researcher has found that the, study visit program is beneficial to support staff in the faculty in order to enable support staff to gain more experience, make more friendships, practice their English listening and speaking skills, and learn more cultural background of each country. The current finding was in accordance with the overseas experiences as suggested by Thomas, and Barry (1999), which stated that people who go abroad were able to learn many things from new cultures, new languages, and new practice in overseas life.

Moreover, this program can make them enjoy having a conversation in English. This opinion was able to confirm that they have positive attitudes towards benefits of the program. Eagly and Chaiken (1993) explain the attitudes theory as a mental tendency that can lead people to a type of prejudice and assessment in reaction of favor or disfavor. It can describe that support staff had positive attitudes or favor in study visit program because they thought it makes them enjoy having a conversation in English.

5.3.2 Do support staff think that they can learn English from overseas environment?

The second research question aimed to determine the attitudes towards overseas environment. From the result, the researcher has found that support staff thinks that they can learn English from overseas environment such as digital billboards, guide posts, or any surrounding labels. Furthermore, they can learn English from various media such as internet, films, TV, and radio, also when they go shopping or sightseeing. This finding conform with the external factors of influences in English language learning by Thakur (2014) which explain how people can learn English everywhere which influences their life in societal environments. As a result, respondents thought that they were able to learn English language from overseas environment.

5.3.3 Do support staff think that study visit program is important for them?

The third research question aimed to determine attitudes towards the importance of the program. From the result, researcher found that support staff thought that study visit program was important for them. According to their opinion on the questionnaire, the respondents thought that study visit program should be promoted and continued. And if they have more chances they would join this program again. This finding was in accordance with the theory of attitudes by Culbertson (1968) which explained the three stages of attitude components; affective component, behavioral component, and cognitive component. It described that support staff had positive feeling towards study visit program. Then, they would like to preserve this

program in order to promote and continue the program, and also believe that if they have more chances they would join this program again.

Trooboff, Berg, Rayman (2008) presented the topic of previous related studies about attitudes of employer towards study abroad. The findings from their study showed that entrepreneurs tend to hire employees who have global experiences. It stated that global experience is important to the organizations because the employees have spent their life abroad. They are able to gain more experience and easily adapt themselves in any situation.

5.4 Conclusions

From the above results and discussion it can be concluded that study visit program benefits support staff in the faculty and all research questions can be answered clearly as follows:

The first question answers that study visit program benefit to support staff in the faculty in order to enable support staff to gain more experience, make more friends, practice their English listening and speaking skills, learn about the cultural backgrounds of each country and make them enjoy having a conversation in English.

The second question answers that support staff able to learn English language from overseas environments. They can learn English from digital billboards, guide posts, or any surrounding labels. Furthermore, they can learn English from various media such as internet, films, TV, and radio, also when they go shopping or sightseeing.

The third question answers that study visit is important for support staff in the faculty. The respondents thought that study visit program should be promoted and continued. And if they have more chances they would join this program again.

From this finding, the result shows that study visit program is important, so it should motivate the faculty to provide scholarships to support staff in the faculty to get more new experience, especially, English practice. It is very important to the staff and the faculty for preparing for the ASAEAN community and welcoming to the ASEAN world. When support staff in the faculty can use English language to

communicate with foreigners who come into contact with the faculty, the faculty will gain numerous benefits to have proficient staff who work in the faculty.

5.5 Recommendations for Further Research

Based on the findings and conclusions of the study, the following recommendations are made for future research.

5.5.1 Future research is suggested to examine English skills of support staff by using pre-test and post-test of study visit program participation to compare the proficiency of support staff before and after participation.

5.5.2 Future research also should compare the improvement of English skills between short periods (3 days – 14 days) and long periods (more than two weeks) participation to find out the appropriate period of participation in English learning and practicing.

REFERENCES

- Bista, K. K. (n.d.). Age as an Affective Factor in Second Language Acquisition. Troy, Alabama, USA.
- Christensen, L. B. (2012). *The valence of electronic word-of-mouth (eWOM) and choice of online opinion platform: what role do motivations to engage in positive and negative WOM play in consumers' platform choice*. Copenhagen.
- Crystal, D. (2003). In D. Crystal, *English as a Global Language* (pp. 3-4). New York: Cambridge University.
- Dornyei, Z. (2007). *Research Methods in Applied Linguistics*. New York: Oxford.
- Eagly, A. H., & Chaiken, S. (1993). the Nature of Attitudes. In T. P. Attitudes. Florida: Ted Buchholz.
- Goodson, B., Layzer, C., Simon, P., & Dwyer, C. (2009). *Learning to talk and listen; an oral language resource for early childhood caregiver*. Washington: National Institute for Literacy.
- Inkson, K., Thomas, D. C., & Barry, S. H. (1999). Overseas experience: increasing individual and national competitiveness. *University of Auckland; Business review*, 52-61.
- Jowell, R. (2005). Understanding and measuring attitudes.
- kategarrone. (2012, outubro 8). *Attitudes lesson 1*. Retrieved from Slideshare: <http://pt.slideshare.net/kategarrone/attitudes-lesson-1>
- Lee, W. (2011, May). How children learn to talk, from birth to age 5. United Kingdom.
- Louis, W. U. (2005). Overseas Experience-How to Highlight Your International

Experience. *Weston Career Center*.

Madrid, D. (1995). Internal and external factors affecting foreign language teaching and learning. *Actas de las II Jornadas de Estudios Ingleses. Universidad de Jaén*, 59-82.

Pickens, J. (2005). Attitudes and Perceptions. In O. B. Borkowski), *Perceptions and Attitudes of Individuals* (p. 43).

Resnick, L. B., & Snow, C. E. (2009). *Speaking and Listening for Preschool Through Third Grade*. Pennsylvania: International Reading Association.

Taylor, B. (2005). The experiences of overseas nurses working in the NHS: results of a qualitative study. *Diversity in Health and Social Care*, 17-27.

Thakur, D. S. (2014). Influence of Environments on the English Learning of Students in India. *International Journal on Arts, Management and Humanities*, 5-8.

Trooboff, S., Berg, M. V., & Rayman, J. (2008). Employer Attitudes toward Study Abroad. *The Interdisciplinary Journal of Study Abroad*, 17-35.

APPENDIX

QUESTIONNAIRE

**ATTITUDES TOWARDS STUDY VISIT PROGRAM OF
SUPPORT STAFF IN THE FACULTY OF TROPICAL MEDICINE
MAHIDOL UNIVERSITY**

This study is a part of a research paper submitted in partial fulfillment of the requirements for a Master of Arts degree in English for Careers, Language Institute, Thammasart University. The significant purpose of this questionnaire is used to measure the attitudes towards study visit program of support staff in the Faculty of Tropical Medicine Mahidol University. Please respond in concordance with your personal information and your personal idea to all items in the questionnaire. All of your responses will be strictly confidential and used for research purpose only. Your cooperation in answering the questionnaire is highly appreciated.

Part 1: General Information

- 1.1 Sex: ☐ Male ☐ Female
- 1.2 Age: ☐ Under 26 years old ☐ 26 - 30 years old
☐ 31 - 35 years old ☐ 36 - 40 years old
☐ More than 40 years old
- 1.3 Education: ☐ Lower than Junior Secondary School
☐ Junior Secondary School
☐ High School ☐ Bachelor's degree
☐ Master's degree ☐ Doctoral degree

1.4 Work experience at this organization

- ☐ Less than 1 year
 ☐ 1 – 3 years
☐ 4 – 6 years
 ☐ 7 – 10 years
☐ More than 10 years

1.5 How many times have you ever been abroad in study visit program?

- ☐ 1 times
 ☐ 2 - 3 times
☐ More than 3 times

Part 2: Attitude towards Study Visit Program

No.	Opinion	Strongly Agree	Agree	Disagree	Strongly Disagree
Attitudes towards Benefit of Study Visit Program					
<i>Study visit program benefit to me because</i>					
1.	It enables me to get more experience.				
2.	It enables me to make more friendships.				
3.	I can practice my English speaking skill when communicate with foreign colleagues.				
4.	I can practice my English listening skill when communicate with foreign colleagues.				
5.	I can learn more cultural background of each countries				
6.	I enjoy having a conversation in English.				

No.	Opinion	Strongly Agree	Agree	Disagree	Strongly Disagree
Attitudes towards Overseas Environment					
7.	I can learn English language from various media such as internet, films, TV, and radio.				
8.	I can learn English language from digital billboard, guild post, or any label surrounding.				
9.	I can learn English language when I go shopping or sightseeing.				
10.	I can learn English language from native English speaking countries more than non native English speaking countries.				
11.	Non native English speaking countries make me feel more confident to speak than native English speaking countries.				
Attitudes towards the Importance of Study Visit Program					
12.	Study visit program should be promoted and continue.				
13.	If I have more chance I will join this program again.				

Part 3: Suggestion or Additional Comments

.....

.....

.....

.....

.....

.....

☺ Thank you for your kind cooperation



BIOGRAPHY

Name	Ms. Siriprang Chotchaimongkol
Date of Birth	August 23, 1986
Educational Attainment	2009: Bachelor of Business Administration Faculty of Business Administration Rajamangala University of Technology Rattanakosin
Work Position	Foreign Relation Officer Office of International Cooperation and Networking Faculty of Tropical Medicine, Mahidol University
Work Experiences	2013 – 2016 Foreign Relation Officer Faculty of Tropical Medicine, Mahidol University 2010 – 2013 Academic Services Officer Faculty of Graduate Studies, Mahidol University