A SURVEY STUDY OF ATTITUDES TOWARDS ENGLISH GRAMMAR LEARNING OF THAI PRIVATE UNIVERSITY STUDENTS

BY

MISS PORNVIPA LHORSUMETH

AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN CAREER ENGLISH FOR INTERNATIONAL COMMUNICATION
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2017

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ENTITLED

A SURVEY STUDY OF ATTITUDES TOWARDS ENGLISH GRAMMAR LEARNING OF THAI PRIVATE UNIVERSITY STUDENTS

was approved as partial fulfillment of the requirements for
the degree of Master of Arts in Career English for International Communication

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ABSTRACT

This study aimed to investigate the attitudes of Thai private university students in the Faculty of Liberal Arts, English Language Department towards English grammar learning, and to examine whether the variables of gender, age, education year, frequency in English subject learning, and Grade Point Average (GPA) had an influence on students' attitudes towards English grammar learning. The participants in this study were 80 English major students who had already studied the English structure subject, which was about English grammar. The research instrument in the study was a survey questionnaire consisting of two parts: (1) general information, (2) statements attitudes towards English grammar learning. A Likert scale was used to define the level of attitudes. The data were analyzed and calculated by the Statistical Package for the Social Science (SPSS) program to find out frequency, percentage, mean, standard deviation, and significant difference value (P) of the influence of the variables on the attitudes.

The findings revealed that the students had a neutral attitude towards English grammar learning. They viewed that even though English grammar is a boring subject, the subject is useful for them both in the present and the future, and they agreed that English grammar should be taught with interesting and enjoyable activities for reducing

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their anxiety. The findings also showed that the variables had an insignificant influence on students' attitudes to studying grammar.

Keywords: English grammar learning, Thai students' attitudes towards English grammar, learner variables in second language learning

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CHAPTER 1
INTRODUCTION

1.1 Background of the study

In today's global world, English is an international language. The importance of learning English cannot be denied and ignored because all of the people around the world usually use English in communication. Almost every nation in the world uses English as a second language (Mydans, 2007). The governments of many countries force students to learn English along with their native languages in schools and universities. Studying English can lay a good foundation for people of their own countries to continue developing.

In Thailand, nowadays the role of English as important as in many other countries in the world. People have realized that English is fundamental for prosperity. Many companies require persons who have strong English ability to fill their jobs because in the social and economic world today, they would like to communicate with each other, and exchange and discuss the opinions in their fields. For this reason, English is should be a part of the educational curriculum in Thailand. The government has supported every school and university to establish English programs and include English language into lessons and activities as part of bilingual education in order to enhance students' interest in English, and make them more acquainted with using English in daily life. However, Thai students are still not fluent in English as they should be. The main problems are some schools and universities have not provided enough skillful instructors: some instructors lack the ability to teach in English or English subjects, and the teaching method is also a reason why students do not understand the content (Ministry of Education, 2010).

Many research findings have revealed that grammar learning is a factor that plays a significant role in studying English language (Cook, 2008). According to Matden and Charumanee (2017), the relationship between English grammar ability and reading and writing skills is consistent. If the students have a low score on grammar ability tests, they tend to have a low scores on reading and writing ability tests. Furthermore, Kongsat (2013) also states that Thai students have problems in grammar

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learning because they do not revise the lessons that they have learnt in the classroom. They just listened to the instructors who gave a lecture about grammar lessons, and then they did not study more or do a self-instruction to further improve their own grammar knowledge. On the top of that, the students considered that English is too difficult a subject for them to learn and understand. They also expressed that they have an embarrassing feeling to talk in English and discuss the lessons which they just had learnt with their friends. Chaihiranwattana and Nookua (2009) note that "the students conceded that they found difficulties in English learning, and they thought that they were not able to learn English because they did not understand grammar. It reflected that students believed (or teachers oriented them to believe) that grammar is the most important aspect of language learning." Besides, the researchers also point out that the students who have a wrong belief and less self-confidence in studying English can have a negative attitude, leading to failure in English learning and lack of intention. As mentioned above, it can be said that 'attitude' has a forceful relation to English grammar learning. Attitudes improve as a result of language learning as learners who learn well will acquire positive attitudes. Additionally, attitude can be changed through the learning process by using appropriate content and teaching techniques.

1.2 Statement of the problem

Aceron (2015) suggests that the way to help students' improve performance in grammar is changing their attitude towards English grammar learning. This is the reason why the researcher intended to study what affected students' attitudes. Therefore, this study will focus on investigating students' attitudes towards English grammar learning, and attempt to examine do whether various variables, i.e., gender, age, education year, frequency in English subject learning, and Grade Point Average (GPA), influence attitudes towards English grammar learning of Thai private university students. The findings will enable instructors to understand students' actual demands in grammar learning.

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1.3 Research Objectives

1.3.1 To investigate students' attitudes towards English grammar learning.

1.3.2 To study the influence of the variables of gender, age, education year, frequency in English subject learning, and Grade Point Average (GPA) on Thai students' attitudes towards English grammar.

1.4 Research Questions

1.4.1 What are students' attitudes towards English grammar learning?

1.4.2 Do the variables of gender, age, education year, frequency in English subject learning, and Grade Point Average (GPA) have an influence on attitudes towards English grammar learning of Thai students?

1.5 Definitions of terms

The following terms are specially defined in this study.

Thai students refer to 80 Thai private university students who were studying in the English Language Department, Faculty of Liberal Arts.

Attitude refers to the students' opinions, feelings, positive and negative attitudes towards English grammar learning of Thai private university students. A Likert scale was used to define the level of attitudes.

Variables refer to students' variables regarding, gender, age, education year, frequency in English subject per week, Grade Point Average (GPA).

Grammar refers to lessons about the system of English language in English structure subjects that English major students in the Faculty of Liberal Arts have to study.

1.6 Scope of the study

1.6.1 This study aimed to investigate Thai university students' attitude towards English grammar learning.

1.6.2 This study was conducted with 80 participants from the English Language Department, Faculty of Liberal Arts, in a private university in Thailand.

1.6.3 This study focused on the attitude towards English grammar learning and the influences of the variables of gender, age, education year, frequency in English subject

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learning, and Grade Point Average (GPA) on Thai private university students who studying in the English Language Department, Faculty of Liberal Arts.

1.7 Significance of the study

1.7.1 The findings will give useful information to the university and teachers in regard to improving and adopting appropriate English language teaching strategies.

1.7.2 The results of the study can help teachers to understand student's attitudes and can be used as suggestions for teachers to enhance students' positive attitudes towards English grammar learning.

1.8 Organization of the study

The study of attitude towards English grammar learning of Thai private university students in this paper is divided into five chapters as the following:

Chapter one introduces the background of the study regarding the importance of English language learning in Thailand and role of grammar in English language. The statement of the problem, research questions, research objectives, definitions of terms, scope of the study, and significance of the study are also addressed in this section.

Chapter two reviews the literature covering with definition of attitude and grammar, the attitude towards grammar, relation of variables to students' attitudes towards English grammar learning, and relevant studies.

Chapter three provides the study's methodology, including the information of the participants, research instruments, data collection procedure, and data analysis.

Chapter four demonstrates the findings of the study, presented in the form of tables with explanations.

Chapter five consists of the conclusion of the study, discussion and recommendations for further study.

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CHAPTER 2
REVIEW OF LITERATURE

This study attempts to research the attitudes about English grammar learning of Thai students. This chapter presents an overview of the theories related to this study. To find the purpose of the study, the literature is reviewed as follows:

2.1 Attitude
2.2 Definitions of Grammar
2.3 Attitude and Language Learning
2.4 Relation of Variables to Students' Attitude towards English Grammar Learning
2.5 Relevant Studies

2.1 Attitude

2.1.1 Definitions of Attitudes

Haddock and Maio (2004) state that 'attitudes' refer to a set of emotions, beliefs, evaluations, opinions and behaviors toward ideas, events, objects and people. People can have both positive and negative attitudes, or equivocal attitudes. Attitudes affect people's decision making, which is related to like or dislike towards all subjects around them. Bogardus (1931, p. 62) defines an attitude as an inclination to act toward or against something in the surroundings which becomes the way of a positive or negative value.

In psychology, attitudes are "psychological tendencies that are expressed by evaluating a particular entity with some degree of favor or disfavor" (Eagly and Chaiken, 1993). Attitudes are the outcome of experience, instruction or education, and they can influence human behavior. While attitudes are long lasting, they can also change. Dollard (1949) and Krech and Crutchfield (1948) (as cited in Chaiklin, 2011, p. 32) agree that attitude change must come before behavior change.

In social psychology, Augoustinos and Walker (1995) believe that attitudes are "real and tangible, which influence the way that attitude owner behaves". Attitudes are shown through particular human behaviors and can be perceived. Thomas and

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Znaniecki (1918, p. 21) claim that attitudes are independent mental processes which regulate both the actual and potential responses of each person in the social world. They may be defined as a "state of mind of the individual toward a value."

According to Allport's study that focused on personality psychology and behavioral approach, attitude is a mental and neural state of readiness organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.

2.1.2 The Components of Attitudes

Researchers define three components of attitudes consisting of Affective component, Behavioral component and Cognitive component. The ABC model is the one most cited (Eagly & Chaiken 1998), and sometimes it is illustrated as the ABC model of attitudes:

1. **Affective component: (neural)** based on the feelings or emotions linked to an attitude object. How the object, people, event makes you feel. It can relate to the sort of judgement, and can be considered as positive or negative evaluation towards objects, people, or tasks.

2. **Behavioral component: (readiness)** the way human's behavior relates to the overall attitude. It consists of person's response (reaction and perceivable), which are the consequence of an attitude object, and affect liking or dislike to do something, regarding an attitude object. This is related to the affective and cognitive aspects of a person's attitude.

3. **Cognitive component: (mental)** refers to individual beliefs and thoughts towards the subject, based on knowledge and information without any emotional element.

2.2 Definitions of Grammar

W. Nelson Francis (1954, p. 299-312) divides the word 'grammar' into three meanings: the first is "Grammar is a set of formal patterns in which the words of a language are arranged in order to convey a larger meaning", which accords with Kolln (1983) who defined grammar as "the internalized system of rules that speakers of a

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language share." The next meaning of grammar is "the branch of linguistic science which is concerned with the description, analysis, and formulization of formal language patterns." The last meaning of grammar is "linguistic etiquette". Patrick Hartwell (2008) adds two more meanings of grammar in the way of instruction. The first one is 'school grammar' which means "the common grammars used in the school teaching" (p. 110). It is like the 'rules' of grammar that tell students which is correct, but sometimes the 'rules' are not accordance with the manner of grammar used in daily life (p. 119-120). The second one is 'stylistic grammar' described as "grammatical terms used in the concern of teaching prose approach" (p. 110). This concerns grammar use with meaningful contexts, not just learning the rules of grammar (p. 124-125).

Furthermore, Akay and Celtin (2015) claim that grammar is an essential component in the aspect of language communication. Apart from that, in the aspect of language teaching, Brown (2007) defines 'grammar' as a "…system of rules governing the conventional arrangement and relationship of words in a sentence." Platt and Weber (1985) (as cited in Khan, 2016, p. 9) explain grammar in the linguistic sense as language structure in the way words, phrases, and clauses are united to construct sentences.

2.3 Attitudes and Language Learning

In second language learning, Gardner (1985) states that second language learners who have positive attitudes towards the target culture and community will learn the target language faster and perform better than the second language learners who do not have positive attitudes. Gardner's statement is congruent with Smith (1971), who indicates that attitude about language learning will be influenced by the situation itself; if students have positive attitude towards the culture and native people of the target language, they will have positive attitudes to the learning of that language. Additionally, Gardner and Lambert (1972), and Dornyei (2003) also state that attitude and motivation might be the primary factors that help the learners to succeed in language learning. They point out that the motivation of learners to obtain the knowledge of foreign language is influenced by the learners' attitude and willingness. An abundance of studies have revealed a positive relationship between English competency, positive attitude, and being highly motivated to study English.

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Krashen (1987), a linguist in the field of second language acquisition, suggests that grammar should be taught in natural approach. This means that instructors should focus on using the target language as a medium of teaching and emphasizing communication more than concentrating on the traditional rules of grammar or defining students' inaccuracies in the use of grammar to make positive circumstance appear in the target language classroom. If this condition occurs, instructors and students will realize that formal grammar studying is crucial for second language learning. Krashen's grammar view is consonant with Webbe (1622) (as cited in Thornbury, 1999, p. 14), an earlier English grammarian who insisted that grammar could be learned by the way of naturally communicating, included speaking, reading, and writing, in which learners can study grammar without exertion.

2.4 Relationship of Variables and Student's Attitudes towards English Grammar Learning

This part of the research will discuss the variables that affect students' attitude towards English grammar learning. The majority of studies have investigated which grammar teaching method is better in L2 (Second Language) grammar learning, but the grammar ability of students plays a crucial role in researchers' conclusions (James E. Purpura, 2004, p.30). Celce-Murcia (1991) (as cited in Purpura, 2004, p. 30) classifies grammar learning into two categories of variables. The first one is learner's variables such as age, proficiency level, educational background and the second one is instructional variables such as skill, register, and need or use for the language. The other variables that can be mentioned are socio-psychological characteristics of the learner, including attitude, motivation, levels of anxiety, and teacher characteristics, task characteristics, and contextual characteristics (input-poor and rich environment).

Akay and Toraman (2015) conducted research on whether there was a significant difference between the attitude and students' variables. It was found that the variables of gender, age, spending time on studying English and the proficiency levels of the university students from different faculties did not have a powerful effect on English grammar learning, but the faculties of students can be a cause of a substantial difference towards their English grammar learning. Vasiljeva (2007) studied the attitudes towards teaching and learning grammar. It was also found that even though

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the variables of gender, age, and frequency in English subject learning among Latvian and Swedish high school students were thoroughly different, both Latvian and Swedish students had a positive attitude toward studying English grammar.

In contrast, Gömleksiz (2010) conducted an evaluation of students' attitudes toward English language learning in terms of several variables. The results showed significant differences between students' attitudes and the variables of gender, grade level, and department. Female students had more positive attitudes. Second-year students had more positive attitudes than freshmen. Lastly, for the part of department variables, students' attitudes diverged from one department to another.

2.5 Relevant Studies

There specific research in the scope of students' attitudes towards English grammar learning is as follows:

Vasiljeva (2007) conducted a research study on the attitudes of 126 first year upper secondary students towards the importance of teaching and learning English grammar in Latvia and Sweden from 126 first-year upper secondary students. It was found that the most of Swedish students studied English grammar a few times a year, and Latvian students studied English grammar once a week. Both Swedish and Latvian students found it is important to study English grammar. Students claimed that their knowledge of English language improved because of studying English grammar. The students from both countries decided to choose to study English grammar if they were given the choice. The findings also indicated that the variables of gender, age, and frequency in English subject learning did not have a significant effect on attitudes. Both of them had positive attitude towards studying English grammar.

Pradana (2016) carried out an investigation on students' attitudes toward grammar with students in Faculty of Language and Literature majoring in English Teaching at a university in Indonesia to explore what they wanted to avoid learn more in English grammar class. The results indicated that most of the students had positive attitude towards English grammar learning in any class, and agreed that grammar learning was necessary for language learning.

Saengboon (2017) undertook research on the knowledge of English grammar of Thai university students. The findings showed that they performed poorly on a grammar

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knowledge test, indicating that a large portion of them did not have sufficient grammar knowledge, even though they considered grammar very important. The participants all agreed that grammar instruction was necessary for English language learning and effective communication but viewed that grammar instruction in classroom was always taught to complete examinations not for actual use in daily. It was also found that the participants seemed to have a positive attitude towards grammar if teachers handled the instruction with care.

Landolsi (2011) investigated students from the American University of Sharjah and Sharjah University in the UAE. The research showed that all the students strongly agreed that English grammar was important for second language acquisition. The students also believed their English skill improved quickly if they learned and practiced more grammar. Apart from that, the students viewed that practicing English for using in realistic situations was more important than studying grammar.

Shahzadi and Janjua (2016) also found that most of Pakistani English as a second language students felt that grammar was not boring. The positive attitudes towards English grammar is the point that indicated that they would like to study grammar if given the choice. The study also revealed that the participants wanted to learn grammar well to have a good communication skills, because they thought that at present their society considered English as a powerful tool for society and economics.

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CHAPTER 3
RESEARCH METHODOLOGY

This was quantitative research. In this chapter, the research methodology is presented by explaining the procedures. The procedures that the researcher used in the study are as follows:

3.1 Participants

3.2 Research Instruments

3.3 Data Collection Procedure

3.4 Data Analysis

3.1 Participants

The participants of this study included 80 students; second-year, third-year, and fourth-year students, consisting of both males and females, who were studying in the English Language Department, Faculty of Liberal Arts in a private university in Thailand. Convenience sampling was used to select the participants in this study.

3.2 Research instrument

The instruments used in this study was a questionnaire adapted from Tantowijaya (2015), and Uysala and Yavuzb (2015). The questionnaire consisted of two parts: the first part was general information. It consisted of five items. The second part was statements about attitudes towards English grammar learning based on attitude theory and English grammar learning. It consisted of 25 items. The questionnaire were designed both in Thai and English to make it more understandable for the students.

Part 1 General Information

This part contained the participants' information regarding their gender, age, education year, frequency in English subject learning (study time in English subject per week), and Grade Point Average (GPA). The questionnaire was designed in the form of close-ended questions.

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Part 2 Attitudes towards English grammar learning

This part surveyed the attitude towards English grammar learning of the Thai students in English Language Department, Faculty of Liberal Arts, through the statements in the research instrument (questionnaire). It consisted of 25 items that included questions based on attitudes. The participants were asked to rate how closely each statement applied to them. A five-point Likert type scale was used for the participants to rate as follows:

5 = strongly agree
4 = agree
3 = neutral
2 = disagree
1 = strongly disagree

3.3 Data collection procedure

The questionnaires were distributed to 80 English major students studying in the Faculty of Liberal Arts at a private university in Thailand. After the permission was granted by the dean of the Faculty of Liberal Arts, and the head of the English Language Department, all questionnaires were distributed to the students by the English Language Department teacher between April 4th - 10th 2018. The questionnaires were returned on April 11th 2018.

3.4 Data analysis

All completed questionnaires were collected and analyzed using the Statistical Package for the Social Sciences (SPSS) version 22.0, which is effective for analyzing quantitative research. The analysis process of data was as follows:

1. Students' general information was calculated using frequency and percentage to show the participants' frequency regarding the variables of gender, age, education year, study time in English subject per week, and Grade Point Average (GPA).

2. To calculate the students' attitudes towards English grammar learning from the 25 attitude statements in the questionnaire, the results were described using mean and standard deviation (S.D.). Mean scores derived from SPSS were used to interpret the data with a Likert scale divided into five levels with the following ranges:

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4.50 – 5.00	=	strongly agree
3.50 – 4.49	=	agree
2.50 – 3.49	=	neutral
1.50 – 2.49	=	disagree
1.00 – 1.49	=	strongly disagree

3. Student's attitudes towards English grammar learning according to the influence of the variables were calculated by the SPSS program, version 22.0. T-test was used for calculating 'gender', and F-test was used for 'age', 'education year', 'frequency in English subject studying per week', and GPA to determine significant difference value (P) between the participants' variables and attitude statements.

4. The results are presented using tables to describe and highlight the information about the participants' general information and their attitudes. The variables that have an influence on participants' attitudes towards English grammar learning will be discussed.

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CHAPTER 4
RESULTS

The previous chapter presented the procedures, the research instruments, the participants, and the data analysis of this study. This chapter reports the results of the study from statistical analysis which focused on answering the research questions relating to attitude towards English grammar learning, and to study the influence of various variables (gender, age, education year, grade level, frequency in English subject learning, and Grade Points Average, or GPA) on Thai private university students' attitudes towards English grammar learning.

The results of the study were based on the data collected from the 80 questionnaires completed by Thai private university students studying in the English Language Department, the Faculty of Liberal Arts. The research tool was divided into two main parts; general information of the participants, and students' attitude towards English grammar learning. The data were analyzed and processed by SPSS (Statistical Package for the Social Sciences) program version 22.0 and the findings are presented in terms of tables and reports.

4.1 General Information of the Participants

The first part reports the data analysis of students' general information regarding their gender, age, education year, frequencies in English subject learning within a week, and students' GPA (Grade Point Average). The data are shown in the tables below.

Table 4.1 Gender of the participants

Gender	Frequency	Percentage
Female	66	82.5
Male	14	17.5
Total	**80**	**100.0**

From table 1, shows the participants were 66 females (82.5%), while the rest were 14 males (17.5%).

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Table 4.2 Age of the participants

Age	Frequency	Percentage
19-20	13	16.3
21-22	55	68.8
23-24	11	13.8
25-26	1	1.3
Total	**80**	**100.0**

Table 2 shows that the age range of 21-22 years old was the largest portion of participants or 68.8% (55 students); 16.3% (13 students) were 19-20 years old, followed by 13.8% or 11 students who were in the age range of 23-24 years old, and only one of participant was 25-26 years old (1.3%).

Table 4.3 Education year of the participants

Education year	Frequency	Percentage
Second Year	4	5.0
Third Year	59	73.8
Fourth Year	17	21.3
Total	**80**	**100.0**

Table 3 shows that the most of participants or 73.8% (59 students) were third-year students; 21.3% (17 students) of them were fourth-year students, and only 5.0% (4 students) of them were second-year students.

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Table 4.4 Frequency of English subject learning per week of the participants

How often do you study English subject per week?	Frequency	Percentage
once a week	0	0
twice a week	5	6.3
3-4 times a week	15	18.8
5-6 times a week	29	36.3
7-8 times a week	12	15.0
9-10 times a week	19	23.8
Total	**80**	**100.0**

Table 4 shows that the majority of participants or 36.3% (29 students) studied English language subject in a classroom for 5-6 times per week. Meanwhile, 23.8% (19 students) studied English language subject 9-10 times per week, followed by 18.8% (15 students) of them who studied 3-4 times per week, and 15.0% (12 students) who studied 7-8 times per week. There were 5 students (6.3%) who studied English language subject only twice a week, and none of them studied English language subject just once a week.

Table 4.5 GPA (Grade Point Average) of the participants

GPA (Grade Point Average)	Frequency	Percentage
1.51-1.60	0	0
1.61-2.00	4	5.0
2.51-2.60	17	21.3
2.61-3.00	38	47.5
3.51-3.60	14	17.5
3.61-4.00	7	8.8
Total	**80**	**100.0**

Table 5 shows that the largest portion of participants or 47.5% (38 students) got 2.61-3.00 GPA (Grade Point Average). Meanwhile, 21.3% (17 students) of the participants got 2.51-2.60 GPA, followed by 17.5% (14 students) of them with 3.51-

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3.60 GPA, and another 8.8% (7 students) of with 3.61-4.00 GPA. There were 4 students (5.0%) with 1.61-2.00 GPA. None of the participants had 1.51-1.60 GPA.

4.2 Students' Attitudes towards English Grammar Learning

The second part reports the information of students' attitude towards English grammar learning. The questionnaire was designed to collect data from Thai private university studying in the English Language Department, the Faculty of Liberal Arts. The instrument was based on attitude theory and English grammar learning. A five-point Likert type scale was used to measure participants' attitudes; 5 points = "strongly agree", 4 points = "agree", 3 points = "neutral", 2 points = "disagree", 1 points = "strongly disagree". The data were described by descriptive statistics including mean ($\bar{x}$) and standard deviation (S.D.). To interpret the data, a Likert scale was divided into five levels as follows:

4.50 – 5.00	=	strongly agree
3.50 – 4.49	=	agree
2.50 – 3.49	=	neutral
1.50 – 2.49	=	disagree
1.00 – 1.49	=	strongly disagree

Table 4.6 Attitudes towards English grammar learning of the participants

Statement	Mean	S.D.	Level of attitude
1. I generally like the study of grammar.	2.88	0.96	neutral
2. Although grammar is boring, I think it is useful for me.	3.88	1.07	agree
3. If I pay more attention to learning English grammar, it will help me to obtain better score.	3.80	1.09	agree
4. My English language will be improved if I study and practice English grammar.	3.79	1.08	agree

(table continues)

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Table 4.6 Attitudes towards English grammar learning of participants (continued)

Statement	Mean	S.D.	Level of attitude
5. In real life, the knowledge of grammar that I have learnt can be applicable to the tasks that require the use of English.	3.58	1.07	agree
6. After I have learnt English in the classroom, I gradually develop confidence in learning grammar.	3.37	0.81	neutral
7. Studying grammar is the basis of fluent English.	3.59	1.06	agree
8. I use existing grammatical knowledge to help me understand new grammar that I learn.	3.41	0.92	neutral
9. There should be more formal study of grammar in the English class.	3.44	1.10	neutral
10. When I do not understanding English grammar lessons, I feel that it's because of the teacher's teaching style.	3.09	1.02	neutral
11. I tend to give up and not pay attention when I do not understand the teacher's explanation.	2.66	1.16	neutral
12. I would like to learn English grammar through enjoyable activities such as games, stories, songs, role plays, videos or problem solving activities.	3.89	1.20	agree
13. Learning English grammar through interesting and enjoyable activities can help reducing my anxiety level.	3.80	1.07	agree
14. I would like not to memorize the rules of grammar.	3.63	1.10	agree
15. The study of grammar is helpful for fostering my reading ability.	3.65	0.94	agree
16. I can improve my English through frequent practice of structures in the classroom.	3.35	0.94	neutral

(table continues)

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Table 4.6 Attitudes towards English grammar learning of participants (continued)

Statement	Mean	S.D.	Level of attitude
17. The study of grammar is the basis of my writing ability.	3.73	1.11	agree
18. The study of grammar is the basis of my listening ability.	3.19	1.05	neutral
19. The study of grammar is the basis of my speaking ability.	3.18	1.05	neutral
20. I need conscious knowledge of grammar in order to improve my language.	3.61	1.00	agree
21. Doing explicit discussion of grammar rules with other students is helpful for me.	3.44	1.02	neutral
22. I need to be consciously aware of the structural forms of English and its function before using English proficiently.	3.35	1.02	neutral
23. Learning grammar produces English knowledge that I can use in natural communication.	3.54	0.96	agree
24. The study of grammar is helpful to my future career.	3.67	1.02	agree
25. If I have a chance, I would like to take more courses in English grammar.	3.84	1.01	agree
Overall	**3.49**	**1.03**	**neutral**

As can be seen in Table 6, the overall findings showed that as a whole, the majority of the attitudes towards English grammar learning of the participants were neutral (overall mean score = 3.49). The data revealed that most of them were concerned that learning English grammar is useful for their future career, real life tasks, and improving the English ability. It can be seen from statement no. 2, “Although grammar is boring, I think it is useful for me”, the mean score = 3.88 (agree), and statement no. 1, “I generally like the study of grammar”, the mean score

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= 2.88 (neutral). It can be said that even though they though English grammar is a boring subject, and did not wish to study it, but they though English grammar is useful for them. The results from statement no. 5 (mean score = 3.58), no. 7 (mean score = 3.59), no. 23 (mean score = 3.54), no. 24 (mean score = 3.67), and no. 25 (mean score = 3.84) also revealed that they can apply the knowledge of English grammar to the tasks that require the use of English, and learning grammar can make them able to communicate in English in a more natural way and more fluently. The participants also would like to take more courses in English grammar if they have a chance, and they thought that studying English grammar is helpful for their future career.

Moreover, the overall findings also revealed that most of the participants agreed with the statement no. 12, "I would like to learn English grammar through enjoyable activities such as games, stories, songs, role plays, videos or problem solving activities", which had the highest mean score of the findings (mean score = 3.89), along with statement no. 13 (mean score = 3.80) and statement no. 14 (mean score = 3.63), which are the statements that most of the participants agreed that learning English grammar through interesting and enjoyable activities can help them reduce their anxiety level and most of them would not like to memorize the rules of grammar.

To summarize, the majority of participants agreed that English grammar learning is important for them, both at present and in the future. Most of them preferred to learn English grammar through entertaining activities, and the participants also agreed that learning English grammar through enjoyable activities can help them reduce their anxiety level.

4.3 Student's Attitudes towards English Grammar Learning According to the Variables

The third part considered the Thai private university students' attitudes towards English grammar learning based on the influence of learner variables. 'gender' was calculated by T-test, 'age', 'education year', 'studying time on English subject per week', and 'GPA' were calculated by F-test to the significant difference value (P) on students' attitudes. The results are shown in the tables below.

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Table 4.7 Attitudes towards English grammar learning according to the variables

Statement	Gender	Age	Education year	Study time on English subject per week	GPA
1. I generally like the study of grammar.					0.017**
2. Although grammar is boring, I think it is useful for me.					
3. If I pay more attention to learning English grammar, it will help me to obtain better score.					
4. My English language will be improved if I study and practice English grammar.					
5. In real life, the knowledge of grammar that I have learnt can be applicable to the tasks that require the use of English.		0.038*		0.020*	
6. After I have learnt English in the classroom, I gradually develop confidence in learning grammar.			0.018**	0.002**	
7. Studying grammar is the basis of fluent English.					
8. I use existing grammatical knowledge to help me understand new grammar that I learn.				0.035*	

(table continues)

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Table 4.7 Attitudes towards English grammar learning according to the variables (continued)

Statement	Gender	Age	Education year	Study time on English subject per week	GPA
9. There should be more formal study of grammar in the English class.					
10. When I do not understanding English grammar lessons, I feel that it's because of the teacher's teaching styles.					
11. I tend to give up and not pay attention when I do not understand the teacher's explanation.					
12. I would like to learn English grammar through enjoyable activities such as games, stories, songs, role plays, videos or problem solving activities.					
13. Learning English grammar through interesting and enjoyable activities can help reduce my anxiety level.					
14. I would not like to memorize the rules of grammar.	0.01**				
15. The study of grammar is helpful for fostering my reading ability.					
16. I can improve my English through frequent practice of structures in the classroom.					

(table continues)

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Table 4.7 Attitudes towards English grammar learning according to the variables (continued)

Statement	Gender	Age	Education year	Study time on English subject per week	GPA
17. The study of grammar is the basis of my writing ability.					0.015**
18. The study of grammar is the basis of my listening ability.					
19. The study of grammar is the basis of my speaking ability.					
20. I need conscious knowledge of grammar in order to improve my language.					
21. Doing explicit discussion of grammar rules with other students is helpful for me.					
22. I need to be consciously aware of the structural form of English and its function before using English proficiently.					
23. Learning grammar produces English knowledge that I can use in natural communication.					
24. The study of grammar is helpful to my future career.			0.019**		
25. If I have a chance, I would like to take more courses in English grammar.					

*** = P ≤ 0.05, ** = P ≤ 0.01, *** = P ≤ 0.001**

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As shown in Table 7, the variables of gender, education year, frequency in English subject learning, and GPA had an insignificant influence on the students' attitude towards the English grammar learning of Thai private university students.

Apparently, 'study time on English subject per week' was the most influential variable on students' attitude towards English grammar learning, as it influenced attitude statements no. 5, 6, and 8, regarding the knowledge of grammar can be applicable to the tasks in real life, confidence and using existing grammatical knowledge to help them understand new grammar lessons. This was followed by 'GPA' (Grade Point Average), which influenced the liking studying grammar, and the students being viewing that grammar learning is the basis of writing ability; meanwhile, 'education year' influenced confidence just as "study time on English subject per week', and the participants also viewed that grammar studying is helpful to their future career. Regarding the 'gender' variable, it influenced only dislike of memorizing grammar rules (statement no. 14), the same as the 'age' is the variable, which influenced only statement no. 5 "in real life, the knowledge of grammar that I have learnt can be applicable to the tasks that require the use of English." which is similar to the variable 'study time on English subject per week'.

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CHAPTER 5
DISCUSSION, CONCLUSION AND RECOMMENDATIONS

The last chapter presents (1) a summary of the survey study, (2) a summary of the findings, (3) discussion of the results, (4) the conclusion, and (5) recommendations for further research.

5.1 Summary of the study

This section summarizes the study of students' attitude towards English grammar learning as follows:

5.1.1 Objectives of the study

This study aimed to investigate the attitudes towards English grammar learning of Thai private university students studying in the English Language Department, Faculty of Liberal Arts. Also, the research attempted to examine the influence of the variables of gender, age, education year, frequency in English subject learning per week, and Grade Point Average (GPA) on the students' attitudes towards English grammar learning.

5.1.2 Subjects, Materials, and Procedures

Subjects: The participants in this study consisted of 80 Thai students who were studying in English Language Department, Faculty of Liberal Arts in a private university in the second semester of academic year of 2017. All the participants were second-year, third-year, and fourth year students, who had already studied the English structure subject, which was about English grammar.

Materials: The research instrument for data collection was a questionnaire, consisting of two parts: the first part was the general information including, gender, age, education year, frequency in English subject learning (study time per week), and Grade Point Average (GPA), and the second part was the twenty-five statements about the attitudes towards English grammar learning, which were closed-ended questions using a five-point Likert type scale for the participants to rate each attitude statement.

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Procedures: the questionnaires were distributed to the 80 English major students by the English Language Department teacher between April 4th - 10th 2018. All the attitude statements in the questionnaire were written in both English and Thai to allow for clear understanding of the meaning of each statement. All the data gathered from the questionnaires were statically analyzed by using the SPSS (Statistical Package for the Social Sciences) program to obtain the frequency and percentage of participants' general information, and to calculate the mean score and S.D. (Standard Deviations) for each twenty-five attitude statement. Also, used the SPSS program was used to calculate the significant differences value (P) to examine the influence of the variables (gender, age, education year, frequency in English subject learning, GPA) on the students' attitudes towards English grammar learning. Gender was the single variable for which a T-test was used to calculate the significant differences value (P) of the students' attitude, while the rest of the variables used F-test.

5.2 Summary of the findings

The results of the study can be summarized as follows:

5.2.1 General Information of the Participants

The participants of this study consisted of 66 female students (82.5%) and 14 male students (17.5%). Most of them were aged 21-22 years old (68.8%), followed by the age 19-20 years old (16.3%), and 23-24 years old (13.8%). Only 1.3% of them were 25-26 years old. Third-year students were the majority of the participants (73.8%), followed by fourth-year students (21.3%), and 5.0% were second-year students. For the frequency of English subject learning, 5-6 times per week was the majority of students' study times (36.3%), followed by 9-10 times per week (23.8%), and 3-4 times per week (18.8%), and 7-8 times per week (15.0 %), and the last was twice a week (6.3%). The majority of participants had GPA is the range of 2.61-3.00 (47.5%), followed by 2.51-2.60 (21.3%), and 3.51-3.60 (17.5%). The range of 3.61-4.00 which accounted for 8.8%, and 1.61-2.00 was the smallest portion of participants' GPA (5.0%).

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5.2.2 Attitudes towards English Grammar Learning of the Participants

The data from the research instrument were defined using a Likert scale. The results reveal that the overall of students' attitude towards English grammar learning was neutral (mean score = 3.49), but the students agreed that English grammar is a matter for their future career, real life tasks, and improving their own English ability. The findings also revealed that most of the students preferred to learn English grammar through enjoyable activities (mean score = 3.89), and they agreed that learning English grammar through interesting and fun activities can help to reduce their anxiety (mean score = 3.80). Also, the participants agreed that if they have a chance, they will take more courses in English grammar (mean score = 3.84).

5.2.3 Attitudes towards English grammar learning According to the Variables of the Participants

After the data of each attitude statement and the variables were examined, the results can be described as follows:

As the results have been shown in chapter 4, according to the significant difference value (P), the various variables, regarding gender, age, education year, frequency of English subject learning, and GPA had an insignificant influence on student's attitude towards English grammar learning. All the variables had a trivial influence on the aspects of liking, confidence, memorizing the grammar rules, applying the knowledge of English grammar in the tasks, using existing grammatical knowledge for more understanding when learning new grammar, viewing that grammar studying is the basis of writing ability, and that it is helpful for their future career.

5.3 Discussion

This section concerns the significant points from the results of the study. The discussion of the overall students' attitudes towards English grammar learning, and an influence of the variables on the students' attitude were described as follows:

5.3.1 Research question one: What are students' attitudes towards English grammar learning?

The present study showed that Thai students who were studying in English Language Department, Faculty of Liberal Arts, a private university had a neutral attitude towards English grammar learning. On the other hand, even though the

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students though that English grammar is a boring subject, they viewed that English grammar is useful for the tasks which require the use of English language, and for their future careers. The students also believed that studying English grammar can improve their English ability like writing and reading. All of them agreed that studying grammar is the basis of fluent English, and enables them to communicate in natural communication. Moreover, the majority of students preferred to learn English grammar through interesting and enjoyable activities which they agreed that can help reduce their anxiety level. The results of the study are consistent with the study of Rasch (2016), which explored students' perceptions of grammar instruction. The results of the study indicated that the students themselves find English grammar to be an important subject to learn. Most of students might find grammar in the classic approach is boring and makes it hard to pay full attention, but they still find it informative. This could be the reason why they are still motivated to learn grammar. Students also expressed that learning grammar is very helpful for them when they have to write paper tasks. Most of them think that grammar is not that boring and the lessons are fun, but the method of teaching is boring. They liked to be taught in grammar with more variation. After all, the researcher suggests that instructors should provide opportunities for students to learn grammar in a way that appeals to their intelligence. The results of the study are also consistent with the study of Saengboon (2017). That is, the majority of the students considered grammar instruction significant and applicable. All students were aware that grammar was essential for communication, but English in Thailand is taught to the examination, not for real use. They also added that Thai English teacher always told students to memorize all the grammar rules, but did not stress how to use it. It may be seen that the way of teaching affects students' attitudes.

5.3.2 Research question two: Do the variables of gender, age, education year, frequency in English subject learning, and Grade Point Average (GPA) have an influence on attitudes towards English grammar learning of Thai students?

The overall findings of this study revealed that the variables investigated in this research did not have a significant influence on students' attitudes based on the trivial significant differences value (P) as reported in chapter 4. The findings of this research are compatible with those of Akay and Toraman (2015), which discovered that even though the variables and students' attitude towards English grammar were tested

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on two factors, namely, Positive Attitude and Contribution (PAC), and Negative Attitude and Inessential Position (NAIP), the results showed that gender, age, time spent on learning English, and proficiency level of learners did not have a significant effect on English grammar learning in English subject. Also, the results of this study are congruent with those of Vasiljeva (2007), which aimed to find the attitudes towards learning English grammar of Latvian and Swedish students. The results of the study indicated that even though the data showed a difference in the overall of variables, regarding gender, age, frequency in English lessons learning and grammar learning, overall there were no major differences in attitude towards English grammar between the Latvian and Swedish students. Both of them had a positive attitude towards the English grammar knowledge. It can be concluded that the variables of gender, age, education year, or proficiency level, and frequency in English learning do not have a significant influence on attitudes towards English grammar learning.

5.4 Conclusion

Conclusions can be drawn based on the discussion above as follows:

It was found that students' attitudes towards English grammar learning were neutral; however, the students still viewed that English grammar is important for them both in the present and the future. They also realized that English grammar is the basis for their English ability in writing, reading, and communication. The majority of them also thought that learning English grammar through interesting and enjoyable activities would be better and can help them reduce their anxiety level. Furthermore, the variables did not have a significant influence on students' attitude towards English grammar learning.

5.5 Recommendations for further research

The following recommendations are made based on the findings and conclusions of this study.

5.5.1 Further research is suggested to include more participants from the other faculties to examine and compare the differences of students' attitude towards learning in English grammar.

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5.5.2 Further research should be done by testing the English grammar knowledge of participants to investigate whether attitudes and English grammar ability relate to each other or not.

5.5.3 There should be an investigation of teacher's attitudes towards English grammar teaching for knowing with different aspect in English grammar learning and teaching to meet the learners and the instructors' demand.

5.5.4 Further study is suggested to include interviews and observations regarding the English structure classroom to collect more in-depth data.

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APPENDICES

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APPENDIX A
QUESTIONNAIRE

This questionnaire is a part of the research paper submitted in partial fulfillment of the requirements for the Master of Arts in Career English for International Communication, a Language Institute, Thammasat University. A researcher intends to investigate Thai private university students' attitudes towards grammar instruction. The result of the study will be kept confidential and it will be used for educational purposes only. There are two sections in this questionnaire. The first part deals with background information of the students, and the second part deals with the statements related to attitude towards English grammar learning.

Directions:
Please complete the following questions regarding your background information by putting a (✓) check in the box provided.

Part 1 – General Information

1. **Gender:** ☐ Female ☐ Male
2. **Age:** ☐ 19-20 ☐ 21-22 ☐ 23-24 ☐ 25-26
3. **Education Year:** ☐ Second Year ☐ Third Year ☐ Fourth Year
4. **How often do you study English subject per week?**

☐ once a week ☐ twice a week
☐ 3-4 times a week ☐ 5-6 times a week
☐ 7-8 times a week ☐ 9-10 times a week

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5. **GPA (Grade Point Average):**

- ☐ 1.51 – 1.60
- ☐ 1.61 – 2.00
- ☐ 2.51 – 2.60
- ☐ 2.61 – 3.00
- ☐ 3.51 – 3.60
- ☐ 3.61 – 4.00

Directions:
The 25 items at the back of this form are statements that describe attitudes towards English grammar learning. For each item, please give a check (✓) in the box that best represents how closely the statement applies to you.

Part 2 – Statements (Attitude towards English grammar learning)

1 = strongly disagree (ไม่เห็นด้วยอย่างยิ่ง)
2 = disagree (ไม่เห็นด้วย)
3 = neutral (ปานกลาง)
4 = agree (เห็นด้วย)
5 = strongly agree (เห็นด้วยอย่างยิ่ง)

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No.	Statement	1	2	3	4	5
1.	I generally like the study of grammar. (โดยทั่วไปแล้วข้าพเจ้าชอบเรียนไวยากรณ์)					
2.	Although grammar is boring, I think it is useful for me. (แม้ว่าไวยากรณ์จะดูน่าเบื่อ แต่ข้าพเจ้าคิดว่าเป็นสิ่งที่มีประโยชน์)					
3.	If I pay more attention to learning English grammar, it will help me to obtain better score. (ถ้าข้าพเจ้าตั้งใจในการเรียนไวยากรณ์ภาษาอังกฤษมากขึ้น ผลการเรียนของข้าพเจ้าจะดีขึ้น)					
4.	My English language will be improved if I study and practice English grammar. (ภาษาอังกฤษของข้าพเจ้าจะดีขึ้นหากข้าพเจ้าศึกษาและฝึกฝนการใช้ไวยากรณ์ภาษาอังกฤษ)					
5.	In real life, the knowledge of grammar that I have learnt can be applicable to the tasks that require the use of English. (ในชีวิตจริงนั้น ความรู้เกี่ยวกับไวยากรณ์ที่ข้าพเจ้าศึกษามาสามารถนำไปปรับใช้กับงานที่จำเป็นต้องใช้ภาษาอังกฤษได้)					
6.	After I have learnt English in the classroom, I gradually develop confidence in learning grammar. (หลังจากที่ข้าพเจ้าได้ศึกษาภาษาอังกฤษในชั้นเรียนแล้ว ข้าพเจ้ามีความมั่นใจที่จะศึกษาไวยากรณ์ยิ่งขึ้นเรื่อยๆ)					
7.	Studying grammar is the basis of fluent English. (การศึกษาไวยากรณ์คือรากฐานสำคัญต่อการใช้ภาษาอังกฤษอย่างชำนาญ)					
8.	I use existing grammatical knowledge to help me understand new grammar that I learn. (ข้าพเจ้าใช้ความรู้ทางไวยากรณ์ที่มีอยู่เดิมเพื่อช่วยให้ข้าพเจ้าเข้าใจเมื่อข้าพเจ้าเรียนไวยากรณ์เรื่องใหม่)					
9.	There should be more formal study of grammar in the English class. (ควรจะมีการเรียนไวยากรณ์อย่างจริงจังในคาบเรียนวิชาภาษาอังกฤษ)					
10.	When I do not understanding English grammar lessons, I feel that it's because of the teacher's teaching style. (เมื่อข้าพเจ้าไม่เข้าใจบทเรียนไวยากรณ์ภาษาอังกฤษ ข้าพเจ้ารู้สึกว่าเป็นเพราะรูปแบบการสอนของอาจารย์ผู้สอน)					
11.	I tend to give up and not pay attention when I do not understand the teacher's explanation. (ข้าพเจ้ามีแนวโน้มที่จะละทิ้งและไม่ใส่ใจหากข้าพเจ้าไม่เข้าใจในคำอธิบายของอาจารย์ผู้สอน)					
12.	I would like to learn English grammar through enjoyable activities such as games, stories, songs, role plays, videos or problem solving activities. (ข้าพเจ้าอยากที่จะเรียนไวยากรณ์ภาษาอังกฤษจากกิจกรรมที่สนุกสนานต่างๆ เช่น เกมส์ นิทาน เพลง การแสดงบทบาทสมมุติ วิดีโอ หรือกิจกรรมการแก้ปัญหา เป็นต้น)					

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No.	Statement	1	2	3	4	5
13.	Learning English grammar through interesting and enjoyable activities can help reducing my anxiety level. (การเรียนไวยากรณ์ภาษาอังกฤษจากการกิจกรรมที่น่าสนุกและน่าสนใจสามารถช่วยลดระดับความวิตกกังวลของข้าพเจ้าได้)					
14.	I would like not to memorize the rules of grammar. (ข้าพเจ้าไม่อยากท่องจำกฎของไวยากรณ์)					
15.	The study of grammar is helpful for fostering my reading ability. (การศึกษาไวยากรณ์มีประโยชน์ในการส่งเสริมทักษะในการอ่านของข้าพเจ้า)					
16.	I can improve my English through frequent practice of structures in the classroom. (ข้าพเจ้าสามารถพัฒนาทักษะภาษาอังกฤษของข้าพเจ้าโดยการทำแบบฝึกหัดไวยากรณ์ในชั้นเรียนบ่อยๆ)					
17.	The study of grammar is the basis of my writing ability. (การศึกษาไวยากรณ์คือรากฐานสำคัญต่อทักษะการเขียนของข้าพเจ้า)					
18.	The study of grammar is the basis of my listening ability. (การศึกษาไวยากรณ์คือรากฐานสำคัญต่อทักษะการฟังของข้าพเจ้า)					
19.	The study of grammar is the basis of my speaking ability. (การศึกษาไวยากรณ์คือรากฐานสำคัญต่อทักษะการพูดของข้าพเจ้า)					
20.	I need conscious knowledge of grammar in order to improve my language. (ข้าพเจ้าต้องการความรู้เกี่ยวกับไวยากรณ์เพื่อพัฒนาภาษาอังกฤษของข้าพเจ้า)					
21.	Doing explicit discussion of grammar rules with other students is helpful for me. (การพูดคุยปรึกษาเรื่องกฎของไวยากรณ์กับเพื่อนนักศึกษาคนอื่นนั้นมีประโยชน์สำหรับข้าพเจ้า)					
22.	I need to be consciously aware of the structural forms of English and its function before using English proficiently. (ข้าพเจ้าจำเป็นต้องคำนึงถึงรูปแบบการใช้ภาษาอังกฤษที่ถูกต้องอย่างระมัดระวังก่อนที่ข้าพเจ้าจะใช้ภาษาอังกฤษได้อย่างคล่องแคล่ว)					
23.	Learning grammar produces English knowledge that I can use in natural communication. (การศึกษาไวยากรณ์นั้นสร้างความรู้ทางภาษาอังกฤษที่ข้าพเจ้าสามารถใช้ในการสื่อสารทั่วไป)					
24.	The study of grammar is helpful to my future career. (การเรียนไวยากรณ์นั้นเป็นประโยชน์ต่ออาชีพของข้าพเจ้าในอนาคต)					
25.	If I have a chance, I would like to take more courses in English grammar. (หากข้าพเจ้ามีโอกาส ข้าพเจ้าต้องการเรียนไวยากรณ์ภาษาอังกฤษเพิ่มเติม)					

THANK YOU FOR YOUR COOPERATION

Pornvipa Lhorsumeth

Ref. code: 25605921040332BCG

APPENDIX B

RESULT TABLES OF THE VARIABLES

Table 1. The significant difference value (P) of the variables: 'Gender'

Attitude statement	Gender	N	Mean	S.D.	T	Sig.
statement 1	female	66	2.86	0.9589	-0.23	0.82
	male	14	2.93	0.9972		
statement 2	female	66	3.83	1.1311	-0.99	0.33
	male	14	4.07	0.7300		
statement 3	female	66	3.82	1.1356	0.32	0.75
	male	14	3.71	0.9139		
statement 4	female	66	3.76	1.1376	-0.65	0.52
	male	14	3.93	0.8287		
statement 5	female	66	3.58	1.0963	0.01	0.99
	male	14	3.57	1.0163		
statement 6	female	66	3.36	0.8346	-0.27	0.79
	male	14	3.43	0.7559		
statement 7	female	66	3.61	1.0360	0.34	0.74
	male	14	3.50	1.2247		
statement 8	female	66	3.36	0.9709	-1.03	0.31
	male	14	3.64	0.6333		
statement 9	female	66	3.48	1.0705	0.83	0.41
	male	14	3.21	1.2514		
statement 10	female	66	3.12	0.9847	0.64	0.52
	male	14	2.93	1.2067		
statement 11	female	66	2.64	1.1850	-0.43	0.67
	male	14	2.79	1.1217		
statement 12	female	66	3.88	1.2590	-0.14	0.89
	male	14	3.93	0.9169		
statement 13	female	66	3.80	1.1262	0.05	0.96
	male	14	3.79	0.8018		
statement 14	female	66	3.74	1.1410	2.79	***0.01****
	male	14	3.07	0.7300		

(table continues)

Ref. code: 25605921040332BCG

Table 1. The significant difference value (P) of the variables: 'Gender' (continued)

Attitude statement	Gender	N	Mean	S.D.	T	Sig.
statement 15	female	66	3.71	0.8729	1.29	0.20
	male	14	3.36	1.2157		
statement 16	female	66	3.36	0.9549	0.28	0.78
	male	14	3.29	0.9139		
statement 17	female	66	3.70	1.1364	-0.49	0.63
	male	14	3.86	1.0271		
statement 18	female	66	3.27	1.0310	1.58	0.12
	male	14	2.79	1.1217		
statement 19	female	66	3.23	1.0926	0.96	0.34
	male	14	2.93	0.8287		
statement 20	female	66	3.67	0.9819	1.05	0.30
	male	14	3.36	1.0818		
statement 21	female	66	3.52	1.0114	1.48	0.14
	male	14	3.07	1.0716		
statement 22	female	66	3.36	0.9866	0.26	0.80
	male	14	3.29	1.2044		
statement 23	female	66	3.56	0.9303	0.46	0.65
	male	14	3.43	1.1579		
statement 24	female	66	3.64	1.0323	-0.73	0.47
	male	14	3.86	1.0271		
statement 25	female	66	3.83	1.0464	-0.08	0.94
	male	14	3.86	0.8644		

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Table 2. The significant difference value (P) of the variables: 'Age'

Attitude statement	Age	N	Mean	S.D.	F	Sig.
Statement 1	19-20	13	2.76	1.17	1.981	0.123
	21-22	55	3.01	0.87		
	23-24	11	2.27	1.01		
	25-26	1	3.0	.		
Statement 2	19-20	13	4.15	0.80	0.775	0.511
	21-22	55	3.81	1.16		
	23-24	11	3.72	0.90		
	25-26	1	5.0	.		
Statement 3	19-20	13	3.84	0.80	0.419	0.739
	21-22	55	3.78	1.17		
	23-24	11	3.72	1.10		
	25-26	1	5.0	.		
Statement 4	19-20	13	3.84	0.99	0.035	0.990
	21-22	55	3.76	1.15		
	23-24	11	3.81	0.98		
	25-26	1	4.0	.		
Statement 5	19-20	13	4.15	0.69	2.931	***0.038****
	21-22	55	3.36	1.09		
	23-24	11	3.81	1.08		
	25-26	1	5.0	.		
Statement 6	19-20	13	3.46	0.78	2.259	0.088
	21-22	55	3.4	0.83		
	23-24	11	3.0	0.63		
	25-26	1	5.0	.		
Statement 7	19-20	13	3.92	0.86	1.252	0.296
	21-22	55	3.47	1.12		
	23-24	11	3.63	0.92		
	25-26	1	5.0	.		
Statement 8	19-20	13	3.07	0.64	0.815	0.489
	21-22	55	3.45	1.00		
	23-24	11	3.54	0.82		
	25-26	1	4.0	.		
Statement 9	19-20	13	3.69	0.95	1.287	0.284
	21-22	55	3.41	1.15		
	23-24	11	3.09	0.94		
	25-26	1	5.0	.		
Statement 10	19-20	13	3.0	0.82	0.428	0.733
	21-22	55	3.12	1.00		
	23-24	11	3.09	1.38		
	25-26	1	2.0	.		
Statement 11	19-20	13	2.53	0.97	0.172	0.914
	21-22	55	2.69	1.20		
	23-24	11	2.72	1.35		
	25-26	1	2.0	.		
Statement 12	19-20	13	3.76	1.17	0.445	0.721
	21-22	55	3.83	1.29		
	23-24	11	4.27	0.79		
	25-26	1	4.0	.		
Statement 13	19-20	13	3.61	1.04	1.681	0.178
	21-22	55	3.70	1.12		
	23-24	11	4.45	0.69		
	25-26	1	4.0	.		
Statement 14	19-20	13	3.38	1.04	1.631	0.189
	21-22	55	3.54	1.10		
	23-24	11	4.27	1.10		
	25-26	1	4.0	.		

(table continues)

Table 2. The significant difference value (P) of the variables: 'Age' (continued)

Attitude statement	Age	N	Mean	S.D.	F	Sig.
statement 15	19-20	13	3.53	0.66	1.004	0.395
	21-22	55	3.58	1.01		
	23-24	11	4.09	0.83		
	25-26	1	4.0	.		
statement 16	19-20	13	3.23	1.17	1.297	0.281
	21-22	55	3.30	0.92		
	23-24	11	3.54	0.69		
	25-26	1	5.0	.		
statement 17	19-20	13	3.84	0.99	0.519	0.670
	21-22	55	3.69	1.20		
	23-24	11	3.63	0.81		
	25-26	1	5.0	.		
statement 18	19-20	13	3.30	1.11	1.100	0.354
	21-22	55	3.12	1.02		
	23-24	11	3.18	1.17		
	25-26	1	5.0	.		
statement 19	19-20	13	3.69	0.85	1.942	0.129
	21-22	55	3.0	1.05		
	23-24	11	3.36	1.12		
	25-26	1	4.0	.		
statement 20	19-20	13	3.92	0.76	1.270	0.290
	21-22	55	3.50	1.03		
	23-24	11	3.63	1.03		
	25-26	1	5.0	.		
statement 21	19-20	13	3.46	0.88	1.511	0.218
	21-22	55	3.32	1.04		
	23-24	11	3.81	1.08		
	25-26	1	5.0	.		
statement 22	19-20	13	3.23	1.09	1.222	0.307
	21-22	55	3.4	0.95		
	23-24	11	3.09	1.22		
	25-26	1	5.0	.		
statement 23	19-20	13	3.84	0.80	1.765	0.160
	21-22	55	3.4	1.03		
	23-24	11	3.72	0.65		
	25-26	1	5.0	.		
statement 24	19-20	13	4.23	0.83	2.312	0.082
	21-22	55	3.56	1.08		
	23-24	11	3.45	0.69		
	25-26	1	5.0	.		
statement 25	19-20	13	4.07	0.64	0.847	0.472
	21-22	55	3.74	1.08		
	23-24	11	3.90	1.04		
	25-26	1	5.0	.		

Ref. code: 25605921040332BCG

Table 3. The significant difference value (P) of the variables: 'Education year'

Attitude statement	Education Year	N	Mean	S.D.	F	Sig.
statement 1	Second-Year	4	4	1.15	2.087	0.130
	Third-Year	59	2.89	0.90		
	Fourth-Year	17	2.52	0.94		
statement 2	Second-Year	4	4.5	0.58	1.370	0.259
	Third-Year	59	3.94	0.95		
	Fourth-Year	17	3.47	1.42		
statement 3	Second-Year	4	4.5	0.58	1.370	0.259
	Third-Year	59	3.83	0.99		
	Fourth-Year	17	3.52	1.46		
statement 4	Second-Year	4	4.5	0.58	1.367	0.260
	Third-Year	59	3.81	1.01		
	Fourth-Year	17	3.52	1.37		
statement 5	Second-Year	4	4.25	0.96	1.733	0.183
	Third-Year	59	3.62	0.98		
	Fourth-Year	17	3.23	1.35		
statement 6	Second-Year	4	4.0	0.82	4.178	***0.018****
	Third-Year	59	3.45	0.73		
	Fourth-Year	17	2.94	0.97		
statement 7	Second-Year	4	4.0	0.82	1.820	0.168
	Third-Year	59	3.67	0.95		
	Fourth-Year	17	3.17	1.38		
statement 8	Second-Year	4	3.5	0.58	0.067	0.934
	Third-Year	59	3.38	0.93		
	Fourth-Year	17	3.47	1.01		
statement 9	Second-Year	4	3.75	0.96	1.368	0.260
	Third-Year	59	3.52	0.99		
	Fourth-Year	17	3.05	1.43		
statement 10	Second-Year	4	2.75	0.96	1.0650	0.349
	Third-Year	59	3.18	0.97		
	Fourth-Year	17	2.82	1.19		
statement 11	Second-Year	4	1.75	0.50	2.052	0.135
	Third-Year	59	2.79	1.20		
	Fourth-Year	17	2.41	1.06		
statement 12	Second-Year	4	2.75	1.50	2.681	0.074
	Third-Year	59	4.03	1.07		
	Fourth-Year	17	3.64	1.46		
statement 13	Second-Year	4	3.75	0.96	0.436	0.648
	Third-Year	59	3.86	0.99		
	Fourth-Year	17	3.58	1.37		
statement 14	Second-Year	4	3.0	1.41	2.171	0.120
	Third-Year	59	3.54	1.02		
	Fourth-Year	17	4.05	1.25		

(table continues)

Ref. code: 25605921040332BCG

Table 3. The significant difference value (P) of the variables: 'Education year' (continued)

Attitude statement	Education Year	N	Mean	S.D.	F	Sig.
statement 15	Second-Year	4	3.75	0.50	1.560	0.216
	Third-Year	59	3.74	0.88		
	Fourth-Year	17	3.29	1.16		
statement 16	Second-Year	4	4.0	1.41	1.503	0.228
	Third-Year	59	3.37	0.93		
	Fourth-Year	17	3.11	0.86		
statement 17	Second-Year	4	4.25	0.96	0.711	0.493
	Third-Year	59	3.74	1.08		
	Fourth-Year	17	3.52	1.28		
statement 18	Second-Year	4	3.5	1.29	0.220	0.802
	Third-Year	59	3.15	1.05		
	Fourth-Year	17	3.23	1.09		
statement 19	Second-Year	4	4.0	1.15	1.323	0.272
	Third-Year	59	3.113	0.97		
	Fourth-Year	17	3.17	1.29		
statement 20	Second-Year	4	4.0	1.15	0.666	0.516
	Third-Year	59	3.64	0.83		
	Fourth-Year	17	3.41	1.46		
statement 21	Second-Year	4	3.75	0.96	0.215	0.806
	Third-Year	59	3.40	1.02		
	Fourth-Year	17	3.47	1.12		
statement 22	Second-Year	4	4.0	1.41	0.866	0.424
	Third-Year	59	3.30	0.97		
	Fourth-Year	17	3.35	1.11		
statement 23	Second-Year	4	3.75	0.96	0.447	0.641
	Third-Year	59	3.57	0.91		
	Fourth-Year	17	3.35	1.17		
statement 24	Second-Year	4	4.75	0.50	4.121	***0.019****
	Third-Year	59	3.72	0.93		
	Fourth-Year	17	3.23	1.25		
statement 25	Second-Year	4	4.5	0.58	1.408	0.250
	Third-Year	59	3.86	0.90		
	Fourth-Year	17	3.58	1.37		

Table 4. The significant difference value (P) of the variables: 'Study time on English subject per week'

Attitude statement	Study time/week	N	Mean	S.D.	F	Sig.
statement 1	2/w	5	2.6	0.89	1.575	0.189
	3-4/w	15	2.46	1.13		
	5-6/w	29	2.82	0.76		
	7-8/w	12	3.25	0.75		
	9-10/w	19	3.10	1.15		
statement 2	2/w	5	3.8	0.84	0.444	0.775
	3-4/w	15	3.93	1.10		
	5-6/w	29	3.68	1.23		
	7-8/w	12	3.91	1.16		
	9-10/w	19	4.10	0.81		
statement 3	2/w	5	4.0	1.22	1.780	0.141
	3-4/w	15	3.66	1.11		
	5-6/w	29	3.44	1.18		
	7-8/w	12	4.08	1.00		
	9-10/w	19	4.21	0.85		
statement 4	2/w	5	4.2	0.84	1.214	0.311
	3-4/w	15	3.86	1.06		
	5-6/w	29	3.44	1.27		
	7-8/w	12	4.0	0.95		
	9-10/w	19	4.0	0.88		
statement 5	2/w	5	4.0	1.41	3.079	***0.020****
	3-4/w	15	3.13	1.13		
	5-6/w	29	3.37	0.94		
	7-8/w	12	3.41	1.16		
	9-10/w	19	4.21	0.85		
statement 6	2/w	5	3.4	0.89	4.463	***0.002***
	3-4/w	15	2.8	0.56		
	5-6/w	29	3.34	0.72		
	7-8/w	12	3.33	0.98		
	9-10/w	19	3.89	0.74		
statement 7	2/w	5	4.0	1.41	0.758	0.555
	3-4/w	15	3.33	1.18		
	5-6/w	29	3.48	1.12		
	7-8/w	12	3.91	1.00		
	9-10/w	19	3.63	0.83		
statement 8	2/w	5	4.0	0.71	2.734	***0.035****
	3-4/w	15	3.13	0.92		
	5-6/w	29	3.34	0.97		
	7-8/w	12	3.0	0.85		
	9-10/w	19	3.84	0.76		
statement 9	2/w	5	3.2	1.64	0.386	0.817
	3-4/w	15	3.53	1.19		
	5-6/w	29	3.34	0.97		
	7-8/w	12	3.75	1.06		
	9-10/w	19	3.36	1.16		
statement 10	2/w	5	2.2	1.30	1.761	0.145
	3-4/w	15	3.13	0.99		
	5-6/w	29	3.06	0.92		
	7-8/w	12	3.58	0.79		
	9-10/w	19	3.0	1.15		
statement 11	2/w	5	2.6	1.34	0.109	0.978
	3-4/w	15	2.73	1.10		
	5-6/w	29	2.62	1.29		
	7-8/w	12	2.83	0.83		
	9-10/w	19	2.57	1.26		
statement 12	2/w	5	3.6	0.89	0.802	0.527
	3-4/w	15	4.26	1.10		
	5-6/w	29	3.75	1.35		
	7-8/w	12	3.58	1.31		
	9-10/w	19	4.05	1.03		

(table continues)

Table 4. The significant difference value (P) of the variables: 'Study time on English subject per week' (continued)

Attitude statement	Study time/week	N	Mean	S.D.	F	Sig.
statement 13	2/w	5	3.8	0.84	1.183	0.324
	3-4/w	15	4.13	0.92		
	5-6/w	29	3.68	1.28		
	7-8/w	12	3.33	0.98		
	9-10/w	19	4.0	0.88		
statement 14	2/w	5	4.2	1.30	1.428	0.232
	3-4/w	15	3.86	1.25		
	5-6/w	29	3.44	1.09		
	7-8/w	12	3.16	0.83		
	9-10/w	19	3.84	1.07		
statement 15	2/w	5	4.0	1.00	0.375	0.825
	3-4/w	15	3.73	1.10		
	5-6/w	29	3.65	0.94		
	7-8/w	12	3.41	1.00		
	9-10/w	19	3.63	0.83		
statement 16	2/w	5	3.4	0.55	0.439	0.779
	3-4/w	15	3.4	0.83		
	5-6/w	29	3.17	1.10		
	7-8/w	12	3.41	0.79		
	9-10/w	19	3.52	0.96		
statement 17	2/w	5	3.8	1.10	0.443	0.776
	3-4/w	15	3.53	0.99		
	5-6/w	29	3.655	1.32		
	7-8/w	12	4.08	1.08		
	9-10/w	19	3.73	0.93		
statement 18	2/w	5	3.8	1.10	0.959	0.434
	3-4/w	15	2.8	1.15		
	5-6/w	29	3.20	1.01		
	7-8/w	12	3.25	0.75		
	9-10/w	19	3.26	1.19		
statement 19	2/w	5	3.6	1.52	1.253	0.295
	3-4/w	15	2.8	1.01		
	5-6/w	29	3.06	1.03		
	7-8/w	12	3.58	1.00		
	9-10/w	19	3.26	0.99		
statement 20	2/w	5	3.6	1.52	0.642	0.633
	3-4/w	15	3.26	1.03		
	5-6/w	29	3.62	0.94		
	7-8/w	12	3.75	1.14		
	9-10/w	19	3.789	0.85		
statement 21	2/w	5	4.2	0.84	1.867	0.124
	3-4/w	15	3.46	1.19		
	5-6/w	29	3.344	0.94		
	7-8/w	12	2.91	1.08		
	9-10/w	19	3.68	0.95		
statement 22	2/w	5	3.6	1.52	0.252	0.907
	3-4/w	15	3.4	0.91		
	5-6/w	29	3.20	0.94		
	7-8/w	12	3.41	1.00		
	9-10/w	19	3.421	1.17		
statement 23	2/w	5	3.8	0.84	0.981	0.422
	3-4/w	15	3.26	1.22		
	5-6/w	29	3.41	1.02		
	7-8/w	12	3.58	0.67		
	9-10/w	19	3.84	0.83		
statement 24	2/w	5	3.8	1.30	1.859	0.126
	3-4/w	15	3.33	0.90		
	5-6/w	29	3.44	1.09		
	7-8/w	12	3.91	1.24		
	9-10/w	19	4.10	0.66		
statement 25	2/w	5	3.8	1.79	1.428	0.232
	3-4/w	15	3.93	1.03		
	5-6/w	29	3.62	1.08		
	7-8/w	12	3.58	0.90		
	9-10/w	19	4.26	0.56		

Table 5. The significant difference value (P) of the variables: 'GPA'

Attitude statement	GPA	N	Mean	S.D.	F	Sig.
statement 1	1.61-2.00	4	2.5	0.58	3.206	***0.017****
	2.51-2.60	17	2.64	0.86		
	2.61-3.00	38	2.78	0.93		
	3.51-3.60	14	2.92	0.92		
	3.61-4.00	7	4	1.00		
statement 2	1.61-2.00	4	3.25	1.25	1.581	0.187
	2.51-2.60	17	3.70	1.04		
	2.61-3.00	38	3.84	1.02		
	3.51-3.60	14	3.92	1.268		
	3.61-4.00	7	4.71	0.48		
statement 3	1.61-2.00	4	3.0	1.41	1.316	0.271
	2.51-2.60	17	3.94	1.20		
	2.61-3.00	38	3.68	1.02		
	3.51-3.60	14	3.85	1.23		
	3.61-4.00	7	4.42	0.53		
statement 4	1.61-2.00	4	2.75	0.96	1.165	0.332
	2.51-2.60	17	4.0	1.17		
	2.61-3.00	38	3.78	1.09		
	3.51-3.60	14	3.71	0.99		
	3.61-4.00	7	4.0	1.00		
statement 5	1.61-2.00	4	3.25	0.96	0.700	0.594
	2.51-2.60	17	3.64	1.06		
	2.61-3.00	38	3.42	1.13		
	3.51-3.60	14	3.78	1.05		
	3.61-4.00	7	4.0	1.00		
statement 6	1.61-2.00	4	3.0	0.82	0.760	0.554
	2.51-2.60	17	3.52	0.80		
	2.61-3.00	38	3.28	0.77		
	3.51-3.60	14	3.35	1.01		
	3.61-4.00	7	3.71	0.76		
statement 7	1.61-2.00	4	3.0	0.82	0.371	0.828
	2.51-2.60	17	3.64	1.00		
	2.61-3.00	38	3.63	1.17		
	3.51-3.60	14	3.64	1.15		
	3.61-4.00	7	3.42	0.53		
statement 8	1.61-2.00	4	3.25	0.50	1.712	0.156
	2.51-2.60	17	3.05	0.83		
	2.61-3.00	38	3.36	0.88		
	3.51-3.60	14	3.78	1.05		
	3.61-4.00	7	3.85	1.07		
statement 9	1.61-2.00	4	3.0	0.82	1.370	0.252
	2.51-2.60	17	3.64	0.86		
	2.61-3.00	38	3.5	1.20		
	3.51-3.60	14	2.92	1.14		
	3.61-4.00	7	3.85	0.90		
statement 10	1.61-2.00	4	2.25	0.96	2.298	0.066
	2.51-2.60	17	3.64	0.93		
	2.61-3.00	38	3.02	1.00		
	3.51-3.60	14	2.92	1.07		
	3.61-4.00	7	2.85	0.90		
statement 11	1.61-2.00	4	2.25	0.96	1.003	0.410
	2.51-2.60	17	3.0	1.17		
	2.61-3.00	38	2.73	1.25		
	3.51-3.60	14	2.42	1.09		
	3.61-4.00	7	2.14	0.90		
statement 12	1.61-2.00	4	3.5	1.29	0.117	0.975
	2.51-2.60	17	3.94	1.09		
	2.61-3.00	38	3.92	1.19		
	3.51-3.60	14	3.85	1.41		
	3.61-4.00	7	3.857	1.35		
statement 13	1.61-2.00	4	4.0	1.15	0.531	0.713
	2.51-2.60	17	3.58	0.94		
	2.61-3.00	38	3.94	1.16		
	3.51-3.60	14	3.57	0.94		
	3.61-4.00	7	3.85	1.21		

(table continues)

Table 5. The significant difference value (P) of the variables: 'GPA' (continued)

Attitude statement	GPA	N	Mean	S.D.	F	Sig.
statement 14	1.61-2.00	4	2.75	0.96	1.535	0.200
	2.51-2.60	17	3.88	1.11		
	2.61-3.00	38	3.65	1.10		
	3.51-3.60	14	3.78	0.97		
	3.61-4.00	7	3.0	1.29		
statement 15	1.61-2.00	4	3.5	0.58	0.449	0.772
	2.51-2.60	17	3.41	0.94		
	2.61-3.00	38	3.76	1.00		
	3.51-3.60	14	3.71	0.99		
	3.61-4.00	7	3.57	0.79		
statement 16	1.61-2.00	4	2.75	1.26	1.696	0.159
	2.51-2.60	17	3.35	0.70		
	2.61-3.00	38	3.21	0.87		
	3.51-3.60	14	3.85	1.23		
	3.61-4.00	7	3.42	0.79		
statement 17	1.61-2.00	4	3.25	0.50	3.274	***0.015****
	2.51-2.60	17	3.52	1.01		
	2.61-3.00	38	3.47	1.11		
	3.51-3.60	14	4.35	1.15		
	3.61-4.00	7	4.57	0.79		
statement 18	1.61-2.00	4	3.25	0.50	1.215	0.311
	2.51-2.60	17	3.64	0.79		
	2.61-3.00	38	3.02	1.05		
	3.51-3.60	14	3.21	1.31		
	3.61-4.00	7	2.85	1.21		
statement 19	1.61-2.00	4	3.0	0.82	0.855	0.494
	2.51-2.60	17	3.52	1.07		
	2.61-3.00	38	3.18	1.01		
	3.51-3.60	14	2.92	1.21		
	3.61-4.00	7	2.85	1.07		
statement 20	1.61-2.00	4	3.0	1.15	0.662	0.619
	2.51-2.60	17	3.47	0.94		
	2.61-3.00	38	3.63	1.00		
	3.51-3.60	14	3.78	1.12		
	3.61-4.00	7	3.85	0.90		
statement 21	1.61-2.00	4	3.5	1.00	0.383	0.819
	2.51-2.60	17	3.17	1.07		
	2.61-3.00	38	3.55	0.86		
	3.51-3.60	14	3.42	1.50		
	3.61-4.00	7	3.42	0.79		
statement 22	1.61-2.00	4	3	0.82	0.327	0.858
	2.51-2.60	17	3.29	0.92		
	2.61-3.00	38	3.47	0.98		
	3.51-3.60	14	3.21	1.37		
	3.61-4.00	7	3.28	0.95		
statement 23	1.61-2.00	4	3.5	1.29	0.093	0.984
	2.51-2.60	17	3.58	1.00		
	2.61-3.00	38	3.47	0.89		
	3.51-3.60	14	3.64	1.22		
	3.61-4.00	7	3.57	0.79		
statement 24	1.61-2.00	4	3.75	0.96	2.329	0.063
	2.51-2.60	17	3.29	0.92		
	2.61-3.00	38	3.55	0.98		
	3.51-3.60	14	4.07	1.27		
	3.61-4.00	7	4.42	0.53		
statement 25	1.61-2.00	4	3.25	0.96	0.515	0.724
	2.51-2.60	17	3.76	0.90		
	2.61-3.00	38	3.86	1.09		
	3.51-3.60	14	3.85	1.10		
	3.61-4.00	7	4.14	0.69		

BIOGRAPHY

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