



**Students' Attitudes toward Learning English through E-Learning at a Thai  
University**

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### **Abstract**

The Asean Economic Community has the most benefit to those who can communicate effectively in English, and in this regard, Thailand is lacking. It seems logical that e-learning could serve to bridge the gap that Thai education cannot, especially in this current age of free wireless internet and the popularity of the smart-phone. Thus, the concept of learning English through e-learning was examined. Three hundred and twenty students from the Prince of Songkla University in Hat Yai completed a 15-item Likert-type scale and answered one “yes or no” question on a questionnaire. These students were all enrolled in the course Fundamental English Listening and Speaking 890-101 and most of them were first-year students. The objective was to learn if the subjects were pro or anti learning English online and what obstacles exist in terms of their attitude; the results show that 60% to 62% percent were pro the concept. The obstacles were: most students require incentive to use e-learning for English; they need instruction from a teacher; and favor studying in groups. Since students would not take full advantage of e-learning it is suggested that a pilot website be developed at PSU for further study on this subject.

**Keywords:** attitudes, e-learning, English, Thai students

### **Introduction**

It has been well publicized that Thailand will not reap the full benefits of the Asean Economic Community. Professionals from other ASEAN countries can work in Thailand in eight fields: accountancy, engineering, surveying, architecture, nursing, medical services, dental services and tourism, and visa versa. However, due to the low level of English proficiency, most Thai professionals will not be able to compete effectively (Mala, 2016). Although Thailand is in terms of economy, and infrastructure far more advanced than some of her ASEAN neighbors (Myanmar, Laos, and Cambodia in particular), she lacks the drive to meet the challenge of speaking acceptable English. The low O-Net scores in English are testimony to this fact. Regardless of ASEAN, learning how to speak English is a requirement at Thai university level.

Thai students face an array of problems when trying to learn English (Noom-ura, 2013). Many educators believe this an acceptable reason why Thailand ranks 14 out 16 Asian countries in English proficiency. The researcher holds a different view: the current system of education