

The Effects of Using a Guidance Activity Package to Enhance Positive Attitude towards Learning English of High School Students in Private English Language School in Nan Province

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Abstract

This research aimed to 1) compare students' attitudes toward learning English before and after implementing a guidance activity package and 2) compare the attitudes toward learning English between students who participated in the guidance activities and those who received conventional English instruction. This research employed an experimental design, utilizing both experimental and control groups with pre-test and post-test measurements. The population consisted of 300 high school students enrolled in a private English language school in Nan Province. A total of 65 students were recruited from the population. First, a pilot study was conducted with 25 students to validate the research instruments and ensure their reliability; these students were not included in the main experiment. Subsequently, 40 distinct students participated in the main study. Using simple random sampling, these participants were assigned to either the experimental group (n=20) or the control group (n=20). The research tools included: 1) an attitude toward English learning assessment, 2) a guidance activity package designed to enhance positive attitudes toward learning English, and 3) conventional English instruction. The statistical methods employed for data analysis included the mean and standard deviation, the Wilcoxon signed-rank test, and the Mann-Whitney U test.

Research findings revealed that: 1) after participating in the guidance activity package, the experimental group showed a statistically significant increase in positive attitudes toward learning English at the .05 level; and 2) post-intervention, the experimental group exhibited significantly more positive attitudes toward English language learning than the control group with statistical significance at the .05 level.

Keywords: *Guidance activity package, Attitudes toward learning English, Learning English, High School Students*

1. Introduction

At present, learning English is considered an essential aspect of the education system in Thailand. Schools across the country instill in students the foundations of English vowels and consonants from kindergarten onward. This widespread emphasis stems from the implementation of the General English Programme (GEP) for all schools (Ministry of

Education, 2019). Furthermore, the government has continuously supported and issued various policies to enhance the quality of the national education system. This is evident in the National Economic and Social Development Plan (NESDC, 2017).

The Ministry of Education has placed significant importance on English language instruction by designing standardised educational systems, such as the English Programme (EP) and Mini English Programme (MEP), both of which are aligned with the Common European Framework of Reference for Languages (CEFR) (OBEC, 2019: 10). Hence, English language learning is not only important at an individual level but also at the national level, particularly since Thailand's integration into the ASEAN Economic Community (AEC) (Department of ASEAN Affairs, 2013). This integration has further highlighted the critical role of English as a tool for effective communication.

Nevertheless, issues concerning English language education in Thailand persist. According to survey results and reports by Education First, the EF English Proficiency Index (EF EPI), which ranks English skills in countries where English is not a primary or official language, revealed in its 2024 report that Thailand's English proficiency continues to decline. The country ranked 106th out of 116 countries and was categorised under the "Very Low Proficiency" group, nearly at the bottom among ASEAN nations. The score decreased from the previous year, and a retrospective review shows that, over the past 13 years (since 2011), Thailand has been placed in the "Very Low Proficiency" category 11 times (EF EPI, 2024).

These findings demonstrate a consistent decline in English proficiency among Thai learners, indicating that the Thai education system may be facing a significant unresolved issue. Given that English is a global lingua franca used by people worldwide, the situation underscores the urgency of addressing English education in Thailand. As a country that aspires to rely heavily on tourism as a primary source of national income from international visitors, the question remains: Have we sufficiently developed the English language abilities of our population?

Based on the researcher's studies and first-hand experiences while pursuing education in Melbourne, Australia, in combination with observations of those around them, it was found that a considerable number of Thai individuals who have completed a bachelor's degree still face difficulties in effectively using English across all four core skills: listening, speaking, reading, and writing. This situation is consistent with the report by the Public Relations Department, as cited in Intorn et al. (2020: 3), which revealed that many bank employees continue to experience problems when using these skills to communicate with foreign customers. This reflects deeper issues in English language acquisition, one of which is the learner's attitude, particularly negative attitudes, which often stem from internalised beliefs that one lacks the ability to learn English.

This belief corresponds to Dweck's (2006) concept of a fixed mindset, which posits that individuals with this type of mindset perceive abilities as unchangeable. Consequently, they are less likely to make an effort, are fearful of failure, and tend to give up when facing challenges in the learning process. This mindset is a key reason why many learners fail to improve their English proficiency, even when sufficient learning opportunities are provided. The problem is exacerbated by teaching approaches that remain heavily reliant on rote memorisation rather than the application of language in authentic contexts. As a result, most learners struggle with pronunciation, lack confidence, and are reluctant to use English in communication.

In contrast, the researcher observed that the Australian education system places significant emphasis on practical engagement, offering students opportunities to think, speak, and express themselves freely without fear of making mistakes. This approach also fosters positive attitudes through peer interaction in a supportive, friendly classroom environment. Such characteristics foster a growth mindset, encouraging learners to believe that abilities can be cultivated through effort, practice, and learning from mistakes.

This aligns with findings from Fakeye (2010) and Ogunyemi (2014), who studied the positive correlation between students' attitudes and success in English learning. They concluded that learners' performance in acquiring a second language is largely dependent on their attitudes towards the learning content and teaching strategies. Similarly, Weinburgh (1998) noted that attitudes influence student behaviour and determine whether students can comprehend English lessons, as attitudes shape learning behaviours.

Therefore, cultivating a positive attitude towards English language learning is imperative. Teachers must play a crucial role in setting an appropriate direction through engaging and participatory activities, such as games or play-based learning. These methods offer learners the opportunity to review content enjoyably while reinforcing positive behaviour through praise and rewards. This perspective is supported by Dörnyei (1998), who argued that motivation in language learning is influenced by external factors, including the school environment, which encompasses teachers, peers, and instructional media. Additionally, social and contextual factors, such as family and friends, also impact learner motivation.

Reece and Walker (2000) explained that motivation is a key factor in second language acquisition. They emphasised that disadvantaged students with high motivation can achieve greater success than more intelligent students lacking in motivation. The teacher's responsibility, therefore, is to consistently maintain and enhance learners' motivation. This is echoed by Dörnyei (2005: 115), who investigated teacher behaviours and motivational strategies used in classrooms, asserting that teaching methods can function simultaneously as both a driving force and a stimulus. He further added that students' motivation can be enhanced through the use of creative teaching techniques (p. 144).

The guidance activity package plays a vital role in fostering learners' self-awareness and helping them discover their true potential by encouraging them to engage in work or activities aligned with their aptitudes and interests. The opportunity to engage in activities they enjoy stimulates genuine effort and motivation, which often leads to progress and the achievement of set goals. This driving force aligns with the concept proposed by McClelland et al. (1953), who asserted that internal motivation is a critical factor in achieving success. Therefore, designing guidance activities that are responsive to current global trends and contexts, and selecting content appropriate to specific learner groups, especially when conducted in creative and conducive learning environments, becomes an essential role of educators. Teachers are not only responsible for delivering knowledge in the classroom but also for designing integrated learning experiences that effectively and sustainably support students' English language development.

In addition to the theories discussed in this research, contemporary frameworks can effectively support the development of a positive attitude towards learning English. One such approach is Social Emotional Learning (SEL), which emphasises emotional and social development, particularly the enhancement of self-awareness, self-management, and social skills. These components are directly related to learners' attitudes toward language learning (CASEL, 2020). If teachers can design guidance activities that foster SEL skills, they can reduce biases and fears while enhancing learners' intrinsic motivation.

Furthermore, Krashen's Affective Filter Hypothesis (1982) highlights how affective factors, such as anxiety, fear, boredom, or self-confidence, can hinder the processing of language input. When learners experience negative emotions, the affective filter is raised, limiting learning. Conversely, if teachers can lower these affective barriers by creating a friendly, enjoyable, supportive, and encouraging environment, learners become more open to engaging with the learning process. This, in turn, leads to more noticeable language development. This aligns with the design principles of the guidance activity package in this research, which aim to reduce bias and foster positive attitudes through learner participation.

This approach is also consistent with Sunita Khositchaiwat's (2012: 198-199) view that teachers must provide students with additional experiences beyond the classroom to enrich their learning and broaden their exposure to new knowledge. This allows students to participate in diverse, engaging, and enjoyable activities, which help stimulate motivation and foster a positive attitude towards learning English.

Upper secondary students are typically in the stage of middle adolescence. As noted by Hall (1904, as cited in Arnett, 2006), this is a period marked by heightened awareness of security, stability, and independence. It is a developmental stage characterised by adaptability and openness to change, qualities that define the new generation poised to shape contemporary society. These characteristics also make adolescents more susceptible to social and technological influences compared to other age groups. At the same time, motivation plays a crucial role in shaping learning behaviours during this stage. Slavin (1991) defined motivation as an internal process that energises, directs, and sustains behaviour over time, while Gass and Selinker (2008) further emphasised that motivation is not fixed; it changes depending on the context and evolves over time.

As such, developing a positive attitude towards learning English must be driven by constructive motivation that is attuned to the context and trends of the modern world. This ensures learners feel a sense of involvement and ownership, which in turn fosters a favourable attitude towards the English language. This perspective is supported by Gardner (1985), who emphasised that attitude is a key component of language learning motivation. In particular, a positive attitude is closely associated with academic success. When learners

enjoy or perceive the value of English, they are more likely to invest effort and strive to improve their language skills.

The researcher has applied current global trends as a core component in designing the content of the guidance activity package aimed at developing positive attitudes towards learning English. This was done by focusing on three key components: feelings towards English (Feeling), behaviours towards English (Behaviour), and thoughts about English (Thought). Saul McLeod (2014) explained that these three components comprise what is known as the ABC model of attitude, consisting of what we feel, what we do, and what we think. For example: “I am afraid of my English teacher” (Feeling), “I avoid speaking English with them” (Behaviour), and “I think they are too strict” (Thought).

Thus, the development of a positive attitude towards learning English, as pursued in this research, can help students cultivate a desire for self-improvement. This can, in turn, enhance their potential in various aspects, for instance, by increasing self-confidence, encouraging independent thinking, fostering the courage to take action and express themselves, and enabling them to communicate in English more effectively. Moreover, students will gain the ability to identify strategies for improving their English skills by leveraging modern technologies, leading to more constructive behaviours towards English and allowing them to apply their skills meaningfully in everyday life to achieve their future goals.

This aligns with Kochhar (1984: 14), who stated that the purpose of guidance is to promote individual development, enabling each person to understand their abilities and interests, to become the best version of themselves, and to use those capabilities to achieve life goals, ultimately resulting in self-actualisation and self-guidance.

For this reason, the researcher became interested in examining the outcomes of implementing the guidance activity package designed to foster positive attitudes towards learning English. It is the researcher’s hope that the developed activity set will produce tangible outcomes for those who apply it, yielding maximum benefits. Ultimately, such efforts could contribute to a broader outcome: enabling the majority of Thai people to find long-term solutions to the persistent challenges of English language learning. These developments may represent a turning point, potentially transforming a large proportion of the Thai population into proficient English users, who are able to thrive in today’s borderless, globalised world with confidence and fulfilment.

2. Research objectives

2.1 To compare the attitude towards learning English of students before and after using the guidance activity package.

2.2 To compare the attitude towards learning English of students who used the guidance activity package with students who received normal teaching.

3. Research Hypotheses

3.1 Students in the experimental group demonstrated a higher level of positive attitude toward learning English after participating in the guidance activity programme.

3.2 Students who participated in the guidance activity package showed a more positive attitude toward learning English than those who received conventional English instruction.

4. Literature Review

Compared with other studies that employed similar guidance activities or positive attitude promotion processes, this research's results were consistent with both domestic and international findings. For example, Boonlert Khampan (2017) conducted a study on “The Use of Guidance Activities to Increase Achievement Motivation and Learning Outcomes” among Grade 8 students in Chiang Mai Province. The results indicated that experimental groups from School 1 and School 3 had significantly higher English achievement scores than the control groups ($p < .01$). The study concluded that guidance activities tend to enhance achievement motivation among low-performing students. It was also suggested that, to improve learning outcomes, appropriate teaching techniques should be aligned with students' abilities, sufficient practice time should be provided, and these strategies should be used alongside guidance activities. These findings reinforce the effectiveness of the guidance activities developed in the current study in promoting a positive attitude toward English learning.

In terms of teaching strategies and classroom environment as they relate to the development of positive attitudes in English learning, Noursi (2013) conducted a study titled “Attitude towards Learning English: The Case of the UAE Technological High School.” This research, which focused on secondary students, concluded that students' positive attitudes toward learning English were not influenced by the teacher's ethnicity, but rather by the instructional methods and the learning environment created by the teacher. Noursi emphasised the critical role of teachers in shaping learners' attitudes in second-language acquisition, underscoring the importance of thoughtful pedagogy. Teachers, therefore, must recognise that everything they create in the learning process affects students and can shape students' attitudes positively or negatively to varying degrees. This aligns with the current study, which emphasised learner-centred approaches and had the teacher assume the role of a coach, facilitating participation and self-worth among students.

In the Thai educational context, previous studies have provided empirical support for the use of guidance activities in enhancing students' motivation and learning outcomes at the secondary level. Boonlert Khampan (2017) investigated the effectiveness of guidance activities in increasing achievement motivation and academic achievement among Mathayom Suksa 2 students in Chiang Mai Province using an experimental and control group design. The results revealed that students who participated in guidance activities demonstrated significantly higher achievement motivation and, in some cases, higher English academic achievement than those who received conventional English instruction. These findings suggest that guidance-based activities can play an important role in addressing affective factors related to English learning among Thai secondary school students and provide a strong rationale for the implementation of the guidance activity package in the present study.

Furthermore, the content used in the guidance activities in this study is supported by the work of Mora and Fuentes (2007), who investigated “Fostering Teenagers' Willingness to Learn a Foreign Language.” Their study explored adolescent behaviour in language

learning and found that resistance, unwillingness, and lack of cooperation often stem from emotional anxiety and affective concerns. Teachers, as experts, play a key role in initiating, supporting, planning, and maintaining student motivation through strategic approaches. These include fostering positive classroom environments that go beyond mere language instruction; connecting learning to real-life contexts; offering diverse and challenging activities; goal setting; encouraging ownership of learning; and promoting analysis, creativity, and application. These concepts are clearly evident in this study, where activities were designed around students' interests and real-world contexts, such as personal goals, favourite artists, and future careers, resulting in deeper emotional engagement and more positive attitudes toward English learning.

5. Research Methodology

5.1 The Population and research sample group

1) The population consisted of 300 high school students from a private English language school in Nan Province.

2) A total of 65 students were recruited from the population. First, a pilot study was conducted with 25 students to validate the research instruments and ensure their reliability; these students were not included in the main experiment. Subsequently, 40 distinct students participated in the main study. Using simple random sampling, these participants were assigned to either the experimental group (n=20) or the control group (n=20).

5.2 Research Variables

1) Independent Variable: The guidance activity package aimed at developing a positive attitude toward learning English.

2) Dependent Variable: The students' attitude toward learning English.

5.3 Instrumentation and Quality Verification

1) Attitude Toward Learning English Scale: The researcher developed the scale using the following steps:

(1) A review of related theories, concepts, and prior research was conducted to define operational definitions.

(2) The scale was constructed based on operational definitions using a 5-point Likert-type rating scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree). The questionnaire was divided into two parts:

Part 1: General information, including gender, age, and latest English grade.

Part 2: Attitudinal items (27 items) categorised into three components:

Feeling component (5 items), Behaviour component (7 items),
Thought component (15 items)

(3) The draft was reviewed by the academic advisor and three experts for content appropriateness, clarity, and consistency with the operational definitions. The Content Validity Index (CVI) or Item-Objective Congruence (IOC) index was found to be 1.00. All items were retained.

(4) The instrument was piloted with 25 high school students who had similar characteristics to those in the sample group. Item discrimination was analysed, and items with discrimination values ≥ 0.20 were retained: Feeling: 0.40-0.59, Behaviour: 0.40-0.59, Thought: 0.20-0.39

(5) The reliability of the entire scale was analysed using Cronbach's Alpha Coefficient, yielding a value of 0.815.

(6) The final 27-item scale was used for data collection in the main study.

2) Guidance Activity Package for Developing a Positive Attitude Toward Learning English

(1) The researcher reviewed literature and relevant studies to guide the design of the activity package.

(2) The activity package was developed to include activity names, operational definitions, theoretical foundations, techniques, objectives, duration, procedures, materials, and evaluation methods aligned with the defined constructs.

(3) The package was reviewed by the academic advisor for appropriateness and revised accordingly. It was then submitted to three experts for further review. The IOC was found to be 1.00.

(4) The researcher revised the package in response to expert feedback.

(5) The finalised package was implemented with the experimental group in 10 face-to-face classroom sessions, each lasting 2 hours, totalling 20 hours. The control group received conventional English instruction.

3) Conventional English instruction: The control group participated in regular English classes, following the school's curriculum.

4) Research Design: This study employed an experimental research design, using a pretest-posttest control group design.

5) Data Collection Procedures:

(1) Permission for Data Collection: The researcher submitted a formal request to the school principal, outlining the research objectives and data collection procedures. Research tools included the guidance activity package and the attitude scale.

(2) Pre-test: Both experimental and control groups completed the attitude scale as a pretest.

(3) Experimental Phase: The experimental group participated in 10 guided activities (a total of 20 hours), while the control group continued with their conventional English instruction.

5.4 Participants and Sampling Procedures

The attitude toward learning English scale was measured using a 5-point Likert scale, with response options ranging from 1 (strongly disagree) to 5 (strongly agree). Higher scores indicated a more positive attitude toward learning English.

For interpretation purposes, mean scores were classified into five levels: very low (1.00-1.50), low (1.51-2.50), moderate (2.51-3.50), high (3.51-4.50), and very high (4.51-5.00) levels of positive attitude toward learning English.

The study utilised the Attitude Toward Learning English Scale, a 5-point Likert scale instrument, to screen potential participants. Based on the interpretation criteria, a mean score ranging from 2.51 to 3.50 was classified as indicating a "moderate" positive attitude. From the initial screening, 40 students identifying as having a moderate attitude were selected for the main study. To minimise selection bias, these participants were assigned to two groups using simple random sampling: an experimental group (n=20) and a control group (n=20). To verify the equivalence of the groups prior to the intervention, a pre-test score analysis was conducted. The results indicated that both groups possessed comparable baseline attitudes, with the experimental group ($M = 2.795$) and the control group ($M = 2.720$) both falling within the moderate range. As shown in Table 6, the analysis yielded a p-value of .221. Since this value exceeded the .05 significance level, it was concluded that there was no statistically significant difference between the two groups. This confirms that the groups were homogeneous and balanced at the onset of the study.

Table 1 : Changes in the Students' Attitudes in the Experimental Group Before and After Participating in the Guidance Activity Package Based on the ABC Model of Attitude (Assessed by the Researcher)

Activity	Feeling		Behaviour		Thought	
	Before	After	Before	After	Before	After
1. First impression	2 It was observed that the student appeared insecure, afraid of making mistakes and being mocked. They lacked the confidence to express themselves and perceived English as a boring subject, mainly because the teacher's instruction	4 The student appeared to feel accepted and understood. They showed greater self-worth, were more willing to express their thoughts, and believed that people were supporting them.	1 The student showed a lack of interest in learning and was unwilling to communicate in English. They did not respond to questions in class and displayed negative behaviours, such as sleeping during lessons or blocking	4 The student began to open up, engage in conversations, and share personal experiences. They showed interest in their life goals and demonstrated acceptance of the challenges they faced, without avoiding or shutting themselves off.	2 The student perceived English as difficult and unnecessary for daily life. They believed that it was acceptable not to be proficient in the language, as they saw no practical use for it in either the present or the future.	4 The student began to recognise that English is connected to real life, including travel, dreams, career opportunities, and relationships. They realised that being able to communicate in English could open up more opportunities.

Activity	Feeling		Behaviour		Thought	
	Before	After	Before	After	Before	After
	was unengaging.		themselves from learning.			
2. It's me	2 The student appeared to lack confidence and self-worth. They were reluctant to express themselves and tended to view themselves in a negative light.	4 The student began to show greater self-confidence and pride in themselves. They were more willing to demonstrate their abilities and believed that their English skills could be improved through effort.	2 The student was quiet and withdrawn. They did not mention their strengths and tended to avoid activities that required self-expression.	4 The student became more willing to talk about their abilities, participated actively in activities, shared their opinions, and demonstrated increased self-confidence.	2 The student thought they had no special abilities, were not good at English, and could not improve themselves like others.	4 The student became aware of their potential and believed that by expressing themselves with confidence, they could improve their English skills.
3. Share experiences	2 The student felt isolated, faced numerous obstacles in learning English, and believed that no one truly understood them.	4 The student felt more encouraged upon realising that others had also faced similar challenges and were able to change themselves. This led to the belief that, 'If they can do it, so can I.	2 The student demonstrated a lack of interest in the experiences shared by peers, engaged minimally in conversation, and refrained from expressing personal opinions.	4 The student showed increased willingness to exchange ideas, actively listened to others, demonstrated openness to different experiences, and engaged in deeper self-reflection based on what they had learned.	2 The student viewed learning English as a personal matter, believing that those who were good at it were simply lucky, while those who weren't had no choice. They saw no value in sharing or exchanging experiences with others.	4 The student came to value learning from others and believed that their peers' experiences could help them better understand themselves and apply those insights to their personal development.
4. Positive attitude	1 The student experienced a lack of inspiration, as they were unable to perceive the practical value of learning English.	4 The student began to feel more inspired and developed a greater appreciation for the importance of English.	2 The student demonstrated an apathetic attitude and showed signs of disengagement from the learning process.	5 The student became more open to learning, showed genuine interest, and demonstrated increased engagement in their studies.	1 The student viewed English as disconnected from their personal life and experiences, resulting in an absence of motivation or clear goals for learning the language.	5 The student came to understand that English helps broaden their perspective and enhances skills in critical thinking, communication, and openness to new cultures.
5. Musical exploration	2 The student experienced feelings of boredom, was	5 The student experienced enjoyment and	2 The student lacked enthusiasm, remained	5 The student showed confidence when singing	2 The student perceived English as difficult and	4 The student began to view English learning as

Activity	Feeling		Behaviour		Thought	
	Before	After	Before	After	Before	After
	Afraid of English, had low self-confidence in relation to learning English and showed no fun studying in a regular classroom.	increased interest in learning English, as the absence of pressure allowed them to engage more positively with the learning process.	quiet, was reluctant to participate, and avoided using English.	English songs, enjoyed using gestures and guessing word meanings, and participated enthusiastically. They even requested that the learning time be extended.	believed it required a lot of memorisation, yet struggled to remember vocabulary and often forgot what they had learned.	enjoyable and more accessible, particularly through the use of songs, which facilitated faster vocabulary acquisition and improved retention.
6. Lucky box	2 The student exhibited signs of anxiety and fear of making mistakes, accompanied by concerns about being bullied. This lack of self-confidence resulted in a reluctance to speak in front of classmates.	4 The student felt excited and enjoyed participating. They were no longer afraid to speak English in front of their peers and showed greater willingness to engage.	2 The student tended to avoid verbal responses, showed reluctance in sentence construction, and often responded slowly or remained silent when addressed by the teacher.	4 The student was able to construct sentences and respond quickly. They showed enthusiasm, suggested songs, danced, and helped create a lively atmosphere during activities.	2 The student believed they could not construct sentences, spoke with difficulty, and felt that speaking English was a difficult task.	4 The student came to understand that speaking and forming sentences in English was not as challenging as previously perceived. They believed that with confidence, consistent practice, and engaging, activity-based learning, their language skills could improve.
7. Yes, I do!	2 The student felt discouraged and lacked self-worth. They did not dare to dream big, believed they were not capable or talented enough to improve, and felt unable to compete with others, especially in international contexts.	4 The student felt inspired, motivated, and empowered. They recognised their self-worth, believed in their ability to improve their English skills, and dared to pursue their dreams.	2 The student demonstrated a lack of interest in English-related careers, made no effort to explore relevant information, refrained from setting ambitious goals, and exhibited apathy regarding their future.	4 The student demonstrated a strong sense of curiosity and eagerness to learn. They asked purposeful questions, began considering plans, showed the courage to dream, and expressed a genuine commitment to improving their English proficiency.	2 The student believed that English was unnecessary for work, thought they could choose careers that did not require the language, and felt that they were not skilled enough to succeed at an international level.	4 The student recognised English as a crucial skill that facilitates access to global job markets and higher earnings. They expressed confidence that adopting a positive attitude would support their language development.
8. Travel adventure	2 The student exhibited feelings of insecurity and anxiety about getting lost and facing	4 The student demonstrated excitement and motivation, showed a keen	2 The student showed no interest in researching different cities or countries, lacked the	4 The student showed enthusiasm, researched information about foreign cities,	2 The student perceived international travel as distant and irrelevant, leading them	4 The student recognised English as an important tool that would help them travel to their dream city

Activity	Feeling		Behaviour		Thought	
	Before	After	Before	After	Before	After
	communication barriers during international travel. Concerns about travel-related costs were also apparent.	aspiration to go overseas, and held the belief that developing English proficiency would facilitate living in their ideal city.	courage to dream big, and avoided activities that involved using English, such as writing letters.	creatively wrote invitation and acceptance letters in English, and demonstrated confidence in communicating with foreign teachers.	to believe that English was unnecessary. They preferred to travel domestically or to countries with languages similar to Thai, such as Laos.	if they were committed to self-improvement.
9. Get rich with my business	2 The student exhibited fear, low self-confidence, and reluctance to express their ideas. They viewed business as an activity exclusively associated with adults.	4 The student felt excited, enjoyed the process, and took pride in their work. They were confident in presenting, expressed themselves freely, and began to recognise their abilities, developing the belief that 'I can do it too.	2 The student exhibited a lack of interest and reluctance to propose ideas or communicate in English. They feared making errors in advertisement writing and appeared concerned about potential ridicule, displaying visible embarrassment during presentations.	4 The student creatively developed their own business, used English without fear of making mistakes, and presented their ideas with confidence. They interacted with classmates without shyness and delivered a live streaming presentation that was dynamic and energetic.	2 The student thought that English was not relevant to doing business in daily life. They believed that selling products online could be done entirely in Thai, but they felt they lacked the skills or ideas to start a business.	4 The student recognised English as a key tool for scaling a business to the international level. They understood that entrepreneurship requires courage, innovative thinking, and the ability to take initiative and refine ideas into distinctive concepts.
10. The best of English award	2 The student experienced pressure, anxiety, fear, and shame in using English, stemming from previous failures or ridicule. These experiences negatively impacted their self-esteem and hindered their perception of self-worth.	5 The student felt pride in their development, demonstrated increased self-confidence, and found inspiration and happiness in the learning process. They felt a sense of belonging and recognition as a contributing	2 The student displayed indifference and hesitance to speak or express opinions, actively avoided participation in activities, and exhibited a negative attitude toward using English. They showed resistance to new experiences and lacked	5 The student demonstrated openness and active engagement in classroom activities, confidently expressing their thoughts, offering encouragement to peers, acknowledging their self-worth, accepting individual differences, and reflecting on experiences with creativity.	2 The student perceived English as a challenging subject, one that was irrelevant to their everyday experiences and lacked importance. They lacked confidence in their potential to achieve proficiency comparable to that of their peers.	5 The student recognised English as a vital instrument for personal growth and life improvement, facilitating opportunities in academic pursuits, employment, financial gains, and interpersonal relationships. They held the belief that attaining English proficiency was

Activity	Feeling		Behaviour		Thought	
	Before	After	Before	After	Before	After
		member to the classroom's collective success.	openness to learning.			attainable and manageable.

This table presents the changes in attitudes of the experimental student group before and after participating in the guidance activity package. The assessment focused on three components: Feeling, Behaviour, and Thought, structured according to the ABC Model of Attitude. The researcher employed behavioural observations combined with open-ended questions to capture learners' cognitive, emotional, and behavioural responses during each activity. Data were collected through the researcher's field notes and analysed qualitatively, supplemented by ratings on a 5-point Likert scale (1 = low, 5 = high)

The findings were used to develop a rubric and an observer log for assessment purposes. These tools can serve as a foundation for creating instruments to measure learners' emotional attitudes in similar future studies. This approach enhances the depth and validity of behavioural and emotional assessment related to learner outcomes in educational research.

Table 2: Structure of Guidance Activity Package Designed to Develop Positive Attitudes Toward Learning English

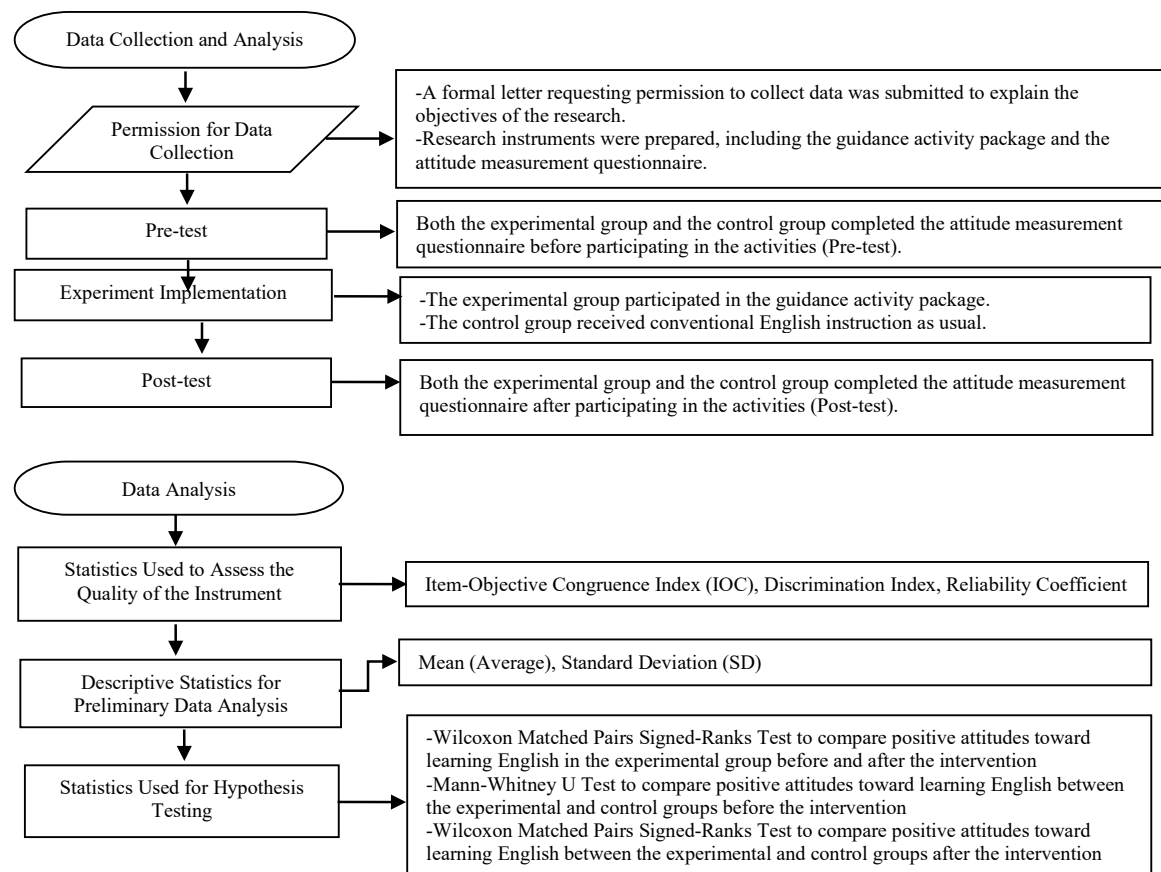
Time	Activity Name	Objective	Theoretical Used
1	First impression	1. To build relationships between students and teachers, fostering a positive attitude toward people they meet for the first time. 2. To prepare students for participation in all activities. 3. To help students understand their roles and responsibilities before joining the activities.	1. Gagné's Conditions of Learning Theory 2. Conditions of Learning Theory
2	It's me	1. To help students become aware of and understand themselves, fostering a positive attitude toward self. 2. To promote self-acceptance by recognising both strengths and weaknesses. 3. To enable students to identify their life goals as a foundation for future planning.	3. Behaviourism Theory
3	Share experiences	1. To help students better understand others through learning from other experiences. 2. To enable students to learn problem-solving strategies by analysing others' strengths and weaknesses. 3. To encourage students to apply others' experiences to their own lives in the future.	4. Classical Conditioning Theory 5. Operant Conditioning Theory
4	Positive attitude	1. To foster a positive attitude toward the English language for students. 2. To promote understanding of global trends through five key topics: having a foreign partner, the teacher's personality and	

Time	Activity Name	Objective	Theoretical Used
		appearance, opportunities for scholarships, aspirations to study abroad, and the desire to work overseas or in language-related careers.	6. Skinner's Reinforcement Theory
5	Musical exploration	1. To immediately stimulate student engagement in learning English. 2. To modify behaviour by transforming fear of English into enjoyment and interest in learning. 3. To foster the understanding that English can be learned in a simple and accessible way.	7. Rogers's Person-centred therapy
6	Lucky box	1. To immediately stimulate English learning behaviour among students. 2. To use positive reinforcement to encourage English learning behaviour further. 3. To reduce students' anxiety toward learning English and promote a more positive response to the language. 4. To transform negative attitudes toward learning English into positive ones.	8. Self Theory 9. Motivation Theory 10. Travel Motivation
7	Yes, I do!	1. To build motivation through learning about various careers, leading to the formulation of goals for learning English. 2. To stimulate intrinsic motivation by leveraging students' needs, attitudes, and special interests related to English learning. 3. To help students recognise the importance of English for their future careers, thereby increasing their motivation to achieve goals and improving their English learning behaviour.	11. Second Language Learning Motivation / Foreign Language Learning Motivation)
8	Travel adventure	1. To foster positive motivation toward setting more precise and more purposeful future goals. 2. To encourage learners to start thinking and imagining the success that can result from being proficient in English. 3. To help learners plan their life goals and recognise the achievements that can be attained through improved English learning. 4. To inspire students to make efforts in developing their English skills to achieve the best possible outcomes for their future aspirations.	12. Arousal Theory 13. Insight Learning Theory 14. Social Learning Theory
9	Get rich with my business	1. To develop students' thinking and problem-solving skills, as well as their ability to grow their own business in the modern era, based on the theory of insight learning. 2. To help students recognise the value of English as a tool for expanding and advancing their future business endeavours. 3. To enable students to see the tangible differences and outcomes that result from being able to use English in business contexts.	
10	The best of English award	1. To summarise the knowledge gained from all activities, enabling students to understand and transform their English learning behaviour in a positive direction. 2. To help students convert pressure into motivation, leading to improved English learning. 3. To provide students with opportunities to practice self-assessment and peer assessment.	

5.5 Post-test: The experimental and control groups completed the post-test, measuring attitudes toward learning English after participating in the activities.

5.6 Data Analysis

- 1) Statistics Used to Assess the Quality of the Instrument:
 - (1) Item-Objective Congruence Index (IOC) for content validity assessment
 - (2) Discrimination Index to evaluate item effectiveness
 - (3) Reliability analysis to determine instrument consistency
- 2) Descriptive Statistics Used for Preliminary Data Analysis:
 - (1) Mean (Average)
 - (2) Standard Deviation (SD)
- 3) Nonparametric Statistics Used for Hypothesis Testing:
 - (1) Wilcoxon Matched Pairs Signed-Rank Test to compare attitudes toward learning English in the experimental group before and after the intervention
 - (2) Mann-Whitney U Test to compare positive attitudes toward learning English between the experimental and control groups before the intervention
 - (3) Wilcoxon Matched Pairs Signed-Rank Test to compare attitudes toward learning English between the experimental and control groups after the intervention



6. Results and Discussion

Table 3: Results of the Analysis Comparing the Components of Attitudes Toward Learning English in the Experimental Group Based on Pre-test and Post-test Scores

Aspect	Experimental Group	Mdn	Q.D.	T	p-value
Feeling	Pre-test	3.000	2.800	4.034	.000
	Post-test	4.600	4.450		
Behaviour	Pre-test	2.290	2.035	3.923	.000
	Post-test	4.000	3.605		
Thought	Pre-test	3.235	3.085	3.921	.000
	Post-test	4.870	4.745		

*p<0.05

Table 4: Results of the Analysis Comparing Attitudes Toward Learning English in the Experimental Group Based on Pre-test and Post-test Scores

Experimental Group	Mdn	Q.D.	T	p-value
Pre-test	2.795	2.607	3.921	.001
Post-test	4.435	4.332		

*p<0.05

According to Table 4, the pre-test results for the experimental group indicated that students had a moderately positive attitude toward learning English. However, after participating in the guidance activity package designed to enhance positive attitudes toward English learning, the post-test results revealed a high level of positive attitude, with a statistically significant difference at the .05 level. This finding supports Research Hypothesis 1, which stated that: “Students in the experimental group would demonstrate a higher level of positive attitude toward learning English after participating in the guidance activity package.”

Table 5: Results of the Analysis Comparing the Components of Attitudes Toward Learning English Between the Experimental and Control Groups Based on Pre-test Scores

Aspect	Sample Group	Mdn	Q.D.	U	p-value
Feeling	Experimental Group	3.000	2.800	199.000	.989
	Control Group	3.000	2.800		
Behaviour	Experimental Group	2.290	2.035	188.500	.758
	Control Group	2.290	2.140		
Thought	Experimental Group	3.235	3.085	92.50	.003
	Control Group	3.000	2.685		

*p<0.05

Table 6: Results of the Analysis Comparing Attitudes Toward Learning English Between the Experimental and Control Groups Based on Pre-test Scores

Before the Intervention	Mdn	Q.D.	U	p-value
Experimental Group	2.795	2.607	154.500	.221
Control Group	2.720	2.650		

*p<0.05

According to Table 6, the comparison of attitudes toward learning English between the experimental and control groups during the pre-test phase revealed that students had a moderate level of positive attitude toward learning English, with no statistically significant difference between the two groups.

Table 7: Results of the Analysis Comparing the Components of Attitudes Toward Learning English Between the Experimental and Control Groups Based on Post-test Scores

Aspect	Post-test	Mdn	Q.D.	T	p-value
Feeling	Experimental Group	4.600	4.450	3.930	.000
	Control Group	3.200	3.000		
Behaviour	Experimental Group	4.000	3.605	3.922	.000
	Control Group	2.430	2.290		
Thought	Experimental Group	4.870	4.745	3.923	.000
	Control Group	3.200	3.070		

*p<0.05

Table 8: Results of the Analysis Comparing Attitudes Toward Learning English Between the Experimental and Control Groups Based on Post-test Scores

Post-test	Mdn	Q.D.	T	p-value
Experimental Group	4.443	4.332	3.922	.001
Control Group	2.965	2.870		

*p<0.05

According to Table 8, after the experiment, a clear distinction emerged between the experimental and control groups, which initially had equal, moderate levels of positive attitude toward learning English. The experimental group, which participated in the guidance activity package designed to promote positive attitudes toward learning English, showed a marked improvement, reaching a high level of positive attitude. In contrast, the control group, which received traditional instruction, maintained the same moderate level of attitude.

An analysis of the components of attitude revealed that Thought showed the greatest improvement, followed by Feeling, and then Behaviour. These changes were found to be

statistically significant at the .05 level, supporting Research Hypothesis 2, which stated that “Students who participated in the guidance activity package would develop a more positive attitude toward learning English than those who received conventional English instruction.”

Table 9: Results of the Analysis Comparing the Components of Attitudes Toward Learning English in the Control Group Based on Pre-test and Post-test Scores

Aspect	Experimental Group	Mdn	Q.D.	T	p-value
Feeling	Pre-test	3.000	2.800	3.830	.001
	Post-test	3.200	3.000		
Behaviour	Pre-test	2.290	2.140	3.418	.001
	Post-test	2.430	2.290		
Thought	Pre-test	3.000	2.685	3.934	.001
	Post-test	3.200	3.070		

*p<0.05

Table 10: Results of the Analysis Comparing Overall Attitudes Toward Learning English in the Control Group Based on Pre-test and Post-test Scores

Experimental Group	Mdn	Q.D.	T	p-value
Pre-test	2.720	2.650	3.925	.001
Post-test	2.965	2.870		

*p<0.05

According to Table 10, the pre-test results indicated that students in the control group had a moderate level of positive attitude toward learning English. After receiving conventional English instruction, the post-test results showed an increase in the level of positive attitude.

The statistical analysis revealed that this difference was statistically significant at the .05 level. However, since the control group did not participate in the guidance activity package, this improvement can be attributed to conventional English instruction and normal classroom exposure rather than the specific intervention implemented in the experimental group.

This finding suggests that while conventional English instruction may contribute to some improvement in students’ positive attitudes toward learning English, its impact appears more limited than that of the structured guidance activity package designed specifically to develop positive attitudes.

7. Conclusion

7.1 Research Findings (Summary)

The research titled "The Effects of Using a Guidance Activity Package to Develop Positive Attitude Towards Learning English of High School Students in Private English Language School in Nan Province" yielded the following findings, summarised according to the research hypotheses:

After participating in the guidance activity package aimed at developing positive attitudes toward learning English, students in the experimental group showed an improvement in their attitudes, from a moderate level to a high level with statistical significance at the .05 level. This result supports Research Hypothesis 1, which stated that students in the experimental group would develop more positive attitudes toward learning English after participating in the guidance activities.

After the implementation of the guidance activity package, the experimental group's positive attitude toward learning English increased from a moderate level (equal to that of the control group) to a high level. In contrast, the control group, which received conventional English instruction, remained at a moderate level. The difference was statistically significant at the .05 level. This finding supports Research Hypothesis 2, which stated that students who participated in the guidance activity package would have more positive attitudes toward learning English than those who received conventional English instruction.

7.2 Discussion of the Results

Hypothesis 1: The findings revealed that after participating in the guidance activity package designed to develop a positive attitude towards learning English, students in the experimental group showed a statistically significant increase in their positive attitude at the .05 level. This result supports Research Hypothesis 1, which stated that students in the experimental group would develop a more positive attitude towards learning English after the implementation of the guidance activity package.

This improvement can be attributed to the researcher's application of guidance principles grounded in the philosophy of guidance, which is based on the belief that every individual has value, dignity, and uniqueness and should be supported in developing their full potential. Individuals also have the right to make decisions, solve their problems, and grow according to their own choices (Career Guidance Center, 2000: 5).

The activities were structured into three main stages with four sub-stages, following the model of Corey and Corey (1997). These included: Initial stage: consisting of the orientation and transition phases

Working stage: activity implementation, Final stage: closure and reflection. Throughout the implementation, the researcher considered four crucial factors that contribute to the effectiveness of group activities: Structure, Place, Group Leader, and Group Members. These elements helped minimise external variables and contributed significantly to the intervention's success.

Furthermore, the satisfaction evaluation for the guidance activity package based on the integrated theoretical approach showed that students in the experimental group rated the programme at the highest level across five key areas:

- 1) The process and structure of the activities
- 2) The facilitator or instructor
- 3) Support facilities
- 4) The quality of the content
- 5) Overall satisfaction

This indicates that the activities effectively met the participants' needs and expectations.

During the intervention, the researcher conducted continuous evaluation, analysis, and synthesis of student attitudes developed through the ten activities. These attitudes were observed through student engagement, cooperation, and participation in expressing opinions. The positive attitudes were categorised into three components:

- 1) Feelings toward English
- 2) Behaviours related to learning English
- 3) Thoughts about English

These components served as indicators of attitudinal change in the experimental group. The researcher elaborated on the activity processes and outcomes for each session to further support the findings.

Based on the above discussion, the implementation of the guidance activity package, designed to develop a positive attitude toward learning English and consisting of 10 structured activities, led to significantly higher positive attitudes among students in the experimental group compared to the control group at the .05 level of statistical significance. This outcome supports the second research hypothesis: students who participated in the guidance activity package demonstrated more positive attitudes toward learning English than those who received conventional English instruction.

This result can be attributed to the comprehensive design of the guidance activity package, which was developed to align directly with the research objectives of enhancing students' attitudes toward English learning. Each of the 10 activities addressed specific goals related to emotional, behavioural, and cognitive dimensions of attitude. As a result,

students achieved the intended learning objectives and demonstrated a noticeable improvement in their engagement and mindset.

This finding is consistent with related research that has employed similar guidance-based interventions. For instance, Boonlert Kampan (2017) studied the use of guidance activities to enhance achievement motivation and academic performance among Grade 8 students in Chiang Mai. The study revealed that students in experimental schools 1 and 3 achieved significantly higher English scores than the control group ($p < .01$). The study concluded that guidance activities can enhance achievement motivation, particularly for students with lower academic performance. Kampan further suggested that effective instructional strategies, sufficient practice time, and the integration of guidance activities contribute to improving both academic outcomes and student attitudes toward learning.

In terms of teaching strategies and learning environments that support the development of positive attitudes toward English learning, Noursi (2013) conducted a study titled "Attitude towards Learning English: The Case of the UAE Technological High School" in Educational Research. The study found that students' attitudes were influenced more by teaching methods and the classroom environment than by the teacher's nationality. Noursi emphasised the critical role of teachers in shaping students' attitudes toward second language learning. Teachers must intentionally create positive attitudes through careful instructional design and a supportive classroom atmosphere, as these elements significantly influence students' motivation and learning outcomes. This aligns with the present study's approach, in which the teacher acts as a facilitator or coach, promoting learner participation, confidence, and self-value.

Furthermore, the content of the guidance activities developed in this study is supported by Mora and Fuentes (2007), who investigated teenage learners' willingness to study a foreign language in their research, *Fostering Teenagers' Willingness to Learn a Foreign Language*. Their findings showed that resistance and unwillingness to learn a second language were often rooted in emotional anxiety. The researchers recommended that language educators should adopt strategic approaches that foster motivation, maintain engagement, and create a positive classroom climate. Activities should relate to real-life situations, be personally meaningful, involve goal-setting, and encourage critical and creative thinking.

Recent empirical evidence supports the importance of learner-centred and emotionally supportive instructional approaches in EFL contexts. Rezai et al. (2025) examined the effects of active learning on EFL learners' motivation, attitudes, and anxiety using an experimental design. The findings demonstrated that active learning instruction significantly enhanced learners' motivation and positive attitudes while reducing anxiety. The study highlighted the pedagogical value of active learning in fostering an engaging and emotionally supportive classroom environment that promotes learner confidence and

sustained motivation, which is consistent with the guidance-based approach employed in the present study.

In addition, Ye (2024) conducted a comprehensive review of the influence of the classroom environment on student engagement in EFL learning and concluded that a positive classroom environment, characterised by supportive teacher–student interactions and a constructive social climate, plays a crucial role in enhancing learner engagement. Such engagement is closely linked to affective outcomes, including motivation and attitudes toward language learning. This reinforces the findings of the current study, which showed that the guidance activities were intentionally designed to create a supportive, interactive, and student-centred learning environment that facilitated positive attitudinal change.

In conclusion, goal-oriented, learner-centred guidance activities that are sensitive to emotional, motivational, and environmental factors can be highly effective in fostering positive attitudes toward learning English. The success of the experimental group in this study, as evidenced by observed behaviours and quantitative results, provides concrete evidence of the effectiveness of the guidance activity package, both theoretically and practically.

It can be concluded that the guidance activity package designed to promote a positive attitude toward learning English is both practical and efficient. This is the result of the activity formats and content developed by the researcher, which are diverse, modern, and aligned with current contexts. The researcher carefully considered various influential factors affecting learners today, including those from their immediate environment, such as family, friends, relatives, and teachers, as well as media influences like favourite artists, celebrities, and idols. Moreover, social media has become an integral part of students' daily lives, whether through watching clips, reading news, or engaging in online shopping.

Another critical factor is the financial aspect, which directly influences students' thinking and behaviour and serves as a significant motivator for self-development. All activities were designed with a learner-centred approach, aiming to maximise students' strengths and connect them with the modern borderless world. As a result, learners became aware that technology and smartphones, which they use every day, can be effectively utilised to improve their English language skills, thereby fostering a positive attitude toward learning English. Overall, these results are consistent with recent empirical studies emphasising the importance of learner engagement, motivation, and meaningful learning experiences in shaping positive attitudes toward English learning.

Yuliani et al. (2023) found that EFL students who experienced relevant, interactive, and authentic learning activities demonstrated significantly more positive attitudes toward English language learning. Similarly,

Pham, T. (2021), in their review of attitude and motivation in language learning, concluded that positive attitudes are closely intertwined with learner motivation and play a crucial role in successful second language acquisition, particularly when instruction is learner-centred and meaningful.

Moreover, Ebadi et al. (2024) reported that language learning engagement serves as a key mediating factor between instructional practices and L2 motivation. Their findings indicated that digitally enriched and interest-based learning environments enhance learners' emotional involvement, sustained motivation, and positive dispositions toward language learning. These findings strongly support the present study, in which guidance activities were intentionally designed to promote engagement, personal relevance, and emotional connection, ultimately fostering more positive attitudes toward learning English.

A vital element contributing to the success of this research is the instructional context: the learning atmosphere, the physical environment, and the teacher's role. In alignment with modern educational contexts, teachers are no longer mere knowledge transmitters but must serve as role models for success, engaging, inspiring, and influential communicators. Therefore, the concept of a "teacher as coach" has become a crucial factor in fostering learners' positive attitudes toward learning English. This leads to a significant outcome: learners begin to recognise the value and importance of English in real life, not only improving their language proficiency but also preparing them to face the future confidently.

This idea is supported by Chairit (2022), who states that teachers in the current era must adapt their roles to meet the needs of the 21st century. Similarly, Carmen and Fonseca (2007) emphasise learner-centred strategies and the importance of the teacher's role in creating meaningful learning experiences, as teachers have the power to instil learners with self-belief.

The researcher integrated these influencing factors with various blended theories. For instance, behavioural theories, such as positive and negative reinforcement, were used to promote positive attitudes toward learning English. An example is the nomination and awarding of students for outstanding qualities in different areas, which aligns with Pintrich and Schunk (1996), who stated that learners are more motivated when they receive encouragement from teachers, whether in the form of praise, grades, or academic recognition.

The development of students' attitudes toward learning English was evident in all three components of the ABC model:

Feeling: Students expressed positive emotions toward English, including enjoyment, happiness, satisfaction, and interest in the language.

Behaviour: Students displayed proactive learning behaviours, including concentration, practice, and a desire to improve all four skills: listening, speaking, reading, and writing.

Thought: Students began to hold positive beliefs about English, recognising its usefulness, importance, and accessibility.

This aligns with Saul McLeod (2014), who described the three components of attitude as Feeling, Behaviour, and Thought. For example, in this study, students expressed sentiments such as “I enjoy my English teacher and the classroom atmosphere” (Feeling), “I concentrate in English class” (Behaviour), and “I think learning English is fun” (Thought).

Similarly, Srirat (2021) stated that a positive attitude is a psychological disposition that drives individuals to express favourable emotions, thoughts, and responses toward people, ideas, institutions, or organisations.

Padwick (2010) also emphasised that language learning is inherently tied to social and psychological factors, with motivation and attitudes toward the target language being the main factors. Reid (2003) further emphasised that attitudes are crucial and inseparable from language learning, as they significantly influence learners’ language abilities. Success in language learning depends not only on intelligence but also on holding a positive attitude.

Visser (2008), Gardner (1972), and Littlewood (1984) also argued that learners’ success in acquiring a second or foreign language is not solely dependent on linguistic aptitude or intelligence, but also on the attitude learners hold toward the language and its speakers. Attitude serves as a key to success in language learning, as it does in mastering any other academic discipline.

7.3 Recommendations

1) Recommendations for Practical Application: It is recommended to study the format, implementation methods, and the use of supporting media, and to adapt them appropriately to the context of the target group in terms of language ability, cultural background, and the educational environment. Additionally, the activity package should be applied to various types of schools, such as public schools or schools in rural areas, in order to expand its use across diverse contexts. This would enhance its policy value by integrating English language skills with systematic guidance programmes.

2) Recommendations for Future Research:

(1) In future studies, follow-up data collection should be conducted, for example, 1 or 3 months after the completion of the activities, to evaluate the sustainability of the positive attitudes developed and to assess long-term outcomes systematically. The assessment process should also incorporate self-reflection tools or student emotion logs for

each activity, providing opportunities for learners to reflect on their thoughts and feelings. This would enhance the quality dimension of evaluation and offer in-depth insights beneficial for future activity development.

(2) The study should be expanded to include a more diverse sample of students across different educational levels and types of schools, such as lower secondary, vocational, and university-level learners. Schools in rural areas, small schools, and urban schools with linguistic and cultural diversity should also be considered to compare outcomes across varied environments and improve the reliability of the research findings.

(3) The activity package should be further developed to be more flexible and modern, especially in the form of digital media or an e-Workbook. This would align with current technology and support online or blended learning approaches. Additionally, the content, worksheets, and assessment tools should be improved to align with learning objectives, allowing for more comprehensive and accurate evaluation.

(4) It is suggested that this activity package be expanded into a thematic guidance programme tailored for specific groups of learners, such as those who experience anxiety about English or lack motivation to learn. This would help promote the development of attitudes more effectively and more targeted.

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