




## **Attitudes and Motivation in Learning English of Buddhist Novices at Phra Pariyattidhamma School in Bangkok**

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### ***[Abstract]***

The purpose of this study was to investigate Buddhist novices' attitudes and motivation towards learning English at Phrapariyattidhamma School. The study examined the participants' attitudes in terms of three aspects: emotional, behavioral, and cognitive. In terms of motivation, instrumental and integrative motivations were explored. Sixty-six Buddhist novices from a Phra Pariyattidhamma school studying between Matthayom 4-6 (Grades 10-12) were the participants of the study. The participants had a moderate level of attitude in all the aspects. However, the cognitive aspect was found to be the highest among the three aspects because most of the participants' major goal of learning English was achievement in their future careers. In terms of motivation, both instrumental and integrative motivation were high, but the former was slightly higher than the latter. The findings also revealed no significant correlation between the attitudes and motivations towards learning English with the Pearson value of  $r = -.254$ ,  $n = 10$ ,  $p = .479$ . The field notes from the classroom observations were coded into five themes: 1. Students' attention in classroom, 2.

Students and teachers' relationships, 3. Students' confidence in the classroom, 4. Participation in classroom activities, and 5. Students' enthusiasm in the classroom. The findings from the observations contrasted with those from the questionnaire except for students and teachers' relationships, which supported the emotional aspects of attitude. On the other hand, the findings from the interview showed that some students had positive attitudes towards learning English, and they were motivated to learn English to achieve success in their future education and careers. They suggested that teachers should teach content that students could understand and be open-minded about listening to students to help them improve the contents. As for the pedagogical implications, the findings of this study will help teachers at Phra Pariyattidhamma design courses that promote Buddhist novices' positive attitudes towards learning English.

**Keywords:** Attitudes and Motivation, Buddhist Novices, Phra Pariyattidhamma School

## **Introduction**

English is known as a globalized language in human history. More than 1.5 billion people speak and write in English to communicate. However, In Thailand although English is not used as an official language not the second language, but the importance of English as a foreign language and its impact has become one of the significant factors in the Thai education system over decades. Furthermore, in Thailand English is widely regarded as an essential skill for the globalized economy by the Thai government. However, learning English in the Thai educational context might not be an easy task for learners due to several factors that can affect the stages of learning the language such as attitudes, motivation, anxiety, learning achievement, age, and personalities.

Attitude is one of the important factors that can affect the language learning process of the learners. The way students' attitude towards their class, instructors, and curriculum depends upon their attitudes, because

attitude is a crucial factor that impacts on English language learners. Additionally, motivation is regarded as another factor that can impact on students' language learning experience, which helps students to master a target language<sup>1</sup>. Students need to have both attitudes and motivation, because both are significant factors towards achieving a language<sup>2</sup>. Baker asserted that the significant concept of attitude "lies in its continued and proven utility, within education and psychology, it has stood the test of time, theory and taste"<sup>3</sup>. Many scholars also emphasized the importance of attitudes towards learning a language. For example, understanding learners' attitudes is beneficial for both the learner and the academic program<sup>4</sup>. Moreover, learners' attitudes can also influence their motivation towards learning the target language. However, Buschenhofen argued that, Instructors are highly responsible for the students' attitudes perceived inside the classroom and also able to predict and contribute the students achieving the target language<sup>5</sup>. In second language acquisition (SLA), both attitude and motivation are interrelated, but motivation have more impact on attitudes of students learning and acquiring a target language<sup>6</sup> Sengkey & Galag maintained that. Both positive attitude and motivation are equally important to successfully achieve in learning a language<sup>7</sup>.

In order to make students become aware of the importance of learning English teachers must assist less motivated students and make them know

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<sup>1</sup> Sengkey, Virginia G., and Eva H. Galag, "Student Attitudes and Motivation in Learning English," *Catalyst* 17, (2018): 115-122.

<sup>2</sup> Robert C., Gardner, P. C. Smythe, and Richard Clément, "Intensive second language study in a bicultural milieu: An investigation of attitudes, motivation and language proficiency 1," *Language learning* 29 (1979): 305-320.

<sup>3</sup> Colin, Baker, *Attitudes and language*, Vol. 83, Multilingual Matters, 1992.

<sup>4</sup> Sevim, İnal, İlke Evin, and Asuman Seda, Saracaloğlu, *The Relation Between Students' Attitudes Towards Foreign Language and Foreign Language Achievement*, (2005).

<sup>5</sup> Paul, Buschenhofen, "English language attitudes of final-year high school and first-year university students in Papua New Guinea," *Asian Journal of English Language Teaching* 8, (1998): 93-116.

<sup>6</sup> Mouili, Fatiha, Bouhamidi Sliman, Bakader Mustapha, and Maameri Yahia, "Attitudes and motivations in learning English as a foreign language," *International Journal of Arts & Sciences* 7, (2014): 117-128.

<sup>7</sup> Virginia G., Sengkey, and Eva H. Galag, "Student Attitudes and Motivation in Learning English," *Catalyst* 17 (2018).

the essence of learning the target language. Hence, teachers, on one hand, must be motivators to help their students learn better. In addition, apart from thinking to teach to cover the lesson plans according to the written syllabus, teachers should think widely on planning to create an interesting and better environment in classroom to attract their students and make them interested in learning the target languages.

Students, on the other hand, should also realize that they need to work hard in order to master the target language and students' success towards language can only be determined from positive attitude, motivation and hardworking effort. Abidin & et al asserted that. The "concept of attitude is considered as an essential component in language learning. So, positive attitude should be the umbrella of language learning"<sup>8</sup>. However, the studies mentioned above have not yet focused on the Buddhist context, which includes schools for Buddhist monks and novices in Thailand.

According to National Institute of Educational Testing Service, NIETS (Public Organization) in 2014-2016, General Education Division of Phra Pariyattidhamma Schools was found with the lowest average scores in the O-NET test results compared to other subjects, and the average scores were still below the criteria. Phra Rajvoramuni stated that the problems of learning English at Phra Pariyattidhamma School still needs to be investigated in terms of the attitudes, curriculum, and instructors' participation to develop the educational system, and enable learners to see the importance of motivation towards learning English at Phra Pariyattidhamma Schools<sup>9</sup>.

### Research Questions

1. What attitudes, in terms of emotional, cognitive and behavioral aspects, do Buddhist novice students possess towards learning English at a Phra Pariyattidhamma School?
2. What kind of motivation, between integrative and instrumental

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<sup>8</sup> Mohamad Jafre Zainol, Abidin, Majid Pour-Mohammadi, and Hanan Alzwari, "EFL students' attitudes towards learning English language: The case of Libyan secondary school students," *Asian social science* 8, (2012): 119.

<sup>9</sup> Phra, Rajvoramuni, "The Development of English Language Curriculum and Teaching in General Education Division of Phra Pariyattidhamma School," *Dhammathas Academic Journal* 18 (2018): 161-170.

motivation, encourages Buddhist novice students to learn English more effectively?

3. Is there any correlation between Buddhist novice students' attitudes and motivation?

## **Literature Review**

### **The Theory of Attitudes**

Attitude has been defined in several ways to describe its essence. However, an attitude in terms of language learning situation. Attitude as remarked by Masgoret & Gardner refers to "individuals' reaction to anything associated with the immediate context in which the language is taught"<sup>10</sup>. According to the planned based behavioral theory and reasoned action by Montano and Kasprzyk "attitude is determined by the individuals' beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighed by evaluations of those outcomes or attributes". They also claimed that a person who holds a strong and positive belief will have a positive attitude towards an action. However, a person holding strong negative belief will result in negative attitude towards an action.<sup>11</sup> The essence of attitude is one of the most important key factors towards language achievement, and in terms of language attitude, abundant studies have been conducted already.

Furthermore, Wenden presented a fine concept of attitude by presenting a comprehensive definition, along with classifying attitude into three correlated components, namely emotional, behavioral and cognitive components. He also mentioned that emotional component refers to the perceptions of a person, feelings and emotions towards an object no matter whether it is in a positive way or negative way. The behavioral component

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<sup>10</sup> Anne Marie, Masgoret, and Robert C. Gardner, "Attitudes, motivation, and second language learning: A meta-analysis of studies conducted by Gardner and associates," *Language learning* 53 (2003): 167-210.DOI:10.1111/1467-9922.00227

<sup>11</sup> Daniel E., Montano, and Danuta Kasprzyk. "Theory of reasoned action, theory of planned behavior, and the integrated behavioral model," *Health behavior: Theory, research and practice* 70, (2015): 94.

is involved with person tending to apply certain learning behaviors. Finally, the cognitive component includes a persons' points of view, thoughts, belief, and opinion towards an object<sup>12</sup>.

### **The Significance of Attitude**

The significance of attitude towards language achievement has been cited in numerous studies as one of the crucial factors, which has affected the language learning process. According to Nunan, the achievement of a language learning process can be grouped into three categories, namely, attitudes, skills, and strategies<sup>13</sup>. As a matter of fact, attitude tends to be one of the crucial factors contributing to the achievement of a learner<sup>14</sup>. Furthermore, a learner should possess a good attitude towards learning the target language besides having intellectual knowledge. Therefore, it "should be approached primarily as a social and psychological phenomenon rather than as a purely academic one"<sup>15</sup>. However, Kiptui and Mbugua found that negative attitude towards learning English could have some negative effects, resulting in learners' poor achievement towards learning English for high school students in Kenya<sup>16</sup>.

### **Psychological Aspects of Attitude towards Language**

Various scholarly definitions from different sources have been dedicated to the attitude towards language and their aspects including all the three components. According to Padwick, apart from intellectual perspectives, language learning process also includes cognitive and social perspectives

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<sup>12</sup> Anita, Wenden, "Learner strategies for learner autonomy." *New York* (1991).

<sup>13</sup> David, Nunan, *Language teaching methodology (2<sup>nd</sup> impression)*, (Harlow: Pearson Education Ltd, 2000).

<sup>14</sup> Max, Visser, "Learning under conditions of hierarchy and discipline: the case of the German Army, 1939–1940," *Learning Inquiry* 2 (2008): 127-137.

<sup>15</sup> Mohamad Jafre Zainol, Abidin, Majid Pour-Mohammadi, and Hanan Alzwari, "EFL students' attitudes towards learning English language: The case of Libyan secondary school students," *Asian social science* 8 (2012): 119.

<sup>16</sup> David Kiptui, and Zachariah Mbugua, "Factors that Contribute to Poor Academic Achievement in English Language in Kerio-Vale Schools in Kenya," *Kenya Journal of Educational Management* 1 (2009): 1-15.

of a learner, regarding attitude and motivation towards learning a target language<sup>17</sup>. In addition, one of the most influential research studies is Gardner and Lambert, who collected data from investigate two groups of participants including adults and children to find out their “attitudes towards learning English and French”, which are both national languages in Canada<sup>18</sup>. The research model was created to measure attitudes. Gardner also mentioned that attitude has, “cognitive, emotional, and conative components and consists, in broad terms, of an underlying psychological predisposition to act or to influence behavior in a certain way. Moreover, attitude is linked to a persons’ values and beliefs and promotes or discourages the choices made in all realms of activity, whether it is academic or informal.”<sup>19</sup>

Language learners, instructors or even researchers should recognize that high motivation and positive attitude towards learning a target language will facilitate them in learning process. However, without the learners’ attitude and tendency towards learning the target language, they will probably develop negative attitudes instead of positive attitudes and they will not be motivated enough to acquire a target language. Therefore, one of the successful ways in learning a target language depends upon students’ attitude towards that language learning process.<sup>20</sup>

## **Models of Attitude towards Learning Language**

The concept of attitude can be categorized into three dimensions or aspects, namely, emotional, behavioral, and cognitive and each of them has different features that can bring out the language attitude results. Kara stated that learning process is the beginning point to positive change for the learners’ personality in terms of the emotional, behavioral as well as

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<sup>17</sup> Annie, Padwick. *Attitudes towards English and varieties of English in globalizing India*, (University of Groningen. Newcastle, England, 2010).

<sup>18</sup> Gardner, Robert C., and Wallace E. Lambert. *Attitudes and motivation in second-language learning*, (1972).

<sup>19</sup> Gardner, Robert C., Richard N. Lalonde, and Regina Moorcroft. “The role of attitudes and motivation in second language learning: Correlational and experimental considerations.” *Language learning* 35 (1985): 207-227.

<sup>20</sup> De Bot, Kees, Wander Lowie, and Marjolyn Verspoor. *Second language acquisition: An advanced resource book*. (Psychology Press, 2005).

cognitive domains.<sup>21</sup>

### **Behavioral Aspect of Attitude**

The behavioral aspect of attitudes is concerned with ones' behavior and reaction to a certain circumstance. According to Abidin et al., "the successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviors which characterize the members of the target language community"<sup>22</sup>. Kara on the other hand, claims that learning can be defined as a primarily positive change for a person in terms of emotional, behavior and cognitive domains. For instance, when persons learn certain things, they are expected to think and behave differently from others. She also maintains that positive attitudes lead to the demonstration of positive behavior towards a field of study, with the participants being interested in courses aiming to learn more. Moreover, she admitted that these students are interested in solving problems, acquiring information, and beneficial skills for daily use, and engaging themselves in the learning process emotionally<sup>23</sup>.

### **Cognitive Aspects of Attitude**

Abidin et. Al., claimed that the cognitive aspect of attitude is related to persons' belief or perception towards certain knowledge and understanding the process of learning<sup>24</sup>. He mentioned the process of cognitive attitudes in four ways, which are the prior knowledge and new knowledge, developing

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<sup>21</sup> Kara, Ahmet. "The effect of a 'learning theories' unit on students' attitudes toward learning." *Australian journal of teacher education* 34 (2009): 5.

<sup>22</sup> Abidin, Mohamad Jafre Zainol, Majid Pour-Mohammadi, and Hanan Alzwari. "EFL students' attitudes towards learning English language: The case of Libyan secondary school students." *Asian social science* 8 (2012): 121.

<sup>23</sup> Kara, Ahmet. "The effect of a 'learning theories' unit on students' attitudes toward learning." *Australian journal of teacher education* 34 (2009).

<sup>24</sup> Abidin, Mohamad Jafre Zainol, Majid Pour-Mohammadi, and Hanan Alzwari. "EFL students' attitudes towards learning English language: The case of Libyan secondary school students." *Asian social science* 8 (2012): 121.



the new knowledge, examining new knowledge and implications of new knowledge in various situations.

### **(3) Emotional Aspect of Attitude**

The Emotional aspect in the process of learning can be affected by different emotional factors. A student and a teacher can be directly involved in different emotional activities which lead to different emotional states. Attitude can assist the learners in expressing what they like or dislike in the pedagogical process. In addition, Choy & Troudi stated that, according to the consensus among the scholars, inner feelings and emotions of foreign language learners affect their point of view and their attitudes towards the target language.<sup>25</sup> According to Feng and Chen “learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yielded.”<sup>26</sup> Learners can share feelings, their likes and dislikes towards a person, object, or different situations. It can be admitted that language learners share feelings and opinions affecting the viewpoint and attitude towards the target language<sup>27</sup>

It can be noticed from the theories mentioned above that a number of researchers have proposed various theories regarding the attitudes. Each of the theories has its distinctive characteristics and functions with different advantages concerning the aspects of attitude. However, this research study aims to focus on three components or aspects of attitude namely, cognitive, behavioral, and emotional, which will serve the objectives of this study.

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<sup>25</sup> Choy, S. Chee, and Salah Troudi. “An Investigation into the Changes in Perceptions of and Attitudes Towards Learning English in a Malaysian College,” *International Journal of Teaching and Learning in Higher Education* 18 (2006): 120-130.

<sup>26</sup> Feng, Ruizhen, and Hong Chen. “An Analysis on the Importance of Motivation and Strategy in Postgraduates English Acquisition,” *English Language Teaching* 18 (2009): 120-130.

<sup>27</sup> Choy, S. Chee, and Salah Troudi. “An Investigation into the Changes in Perceptions of and Attitudes Towards Learning English in a Malaysian College,” *International Journal of Teaching and Learning in Higher Education* 18 (2006): 120-130

## The Theory of Motivation

Motivation has been defined in several ways by many scholars in research studies over a decade and as a matter of fact it can be defined in several ways depending on the situation. Therefore, it can be defined as a “very complex phenomenon in many facets. Pintrich & Schunk argued that motivation in terms of learning is an important factor, which can “influence, what, when and how we learn”<sup>28</sup>. Motivation is the behavior driven from inside an individual in order to achieve a goal, including number of features that make a person to act in a certain way towards achieving the ambitious goals, encouragement from success and disappointment from failure.<sup>29</sup>

In addition, students with higher motivation can easily be influenced by activities they think can help them learn better but the students with lower motivation might not be hardworking in learning when compared to highly motivated student. Motivation can be defined into three different aspects of motivation as follows:

(a) With regard to Behaviorism, motivation is regarded simply as the anticipation of reward, which encourages learners to achieve positive thinking from prior experience for a person’s behavior.<sup>30</sup>

(b) With regard to Cognitivism, motivation is focused more on a persons’ decision. In this regard, Keller remarked that “the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect”.<sup>31</sup>

(c) With regard to Constructivism, especially focused on a social context along with a personal choice of individual<sup>32</sup>. Each person has their own motivation which is different from each other, and their action depends

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<sup>28</sup> Pintrich, Paul R., and Dale H. Schunk. *Motivation in education: Theory, research, and Applications-2<sup>nd</sup>*, (Upper Saddle River. New Jersey: Merrill Prentice Hall, 2002): 6.

<sup>29</sup> Heckhausen, Jutta, and Heinz Heckhausen. “Motivation and action: Introduction and overview.” *Motivation and action* (2018): 1-14.

<sup>30</sup> Brown, H. Douglas. *Principles of language learning and teaching*. Vol. 4. (New York: longman, 2000).

<sup>31</sup> Keller, John M. “Motivational design of instruction.” *Instructional design theories and models: An overview of their current status* 1 (1983): 383-434.

<sup>32</sup> Williams, Marion, and Robert L. Burden. *Psychology for language teachers: A social constructivist approach*. Vol. 5, (Cambridge: Cambridge university press, 1997), 120.

on their nature and uniqueness. Therefore, all this uniqueness is achieved from their cultural and social atmosphere which is detached from the context.

### **Instrumental Motivation**

Instrumental motivation refers to motivation to learn a language in terms of attaining certain goals for a reason such as a person learning a language basically for a purpose of getting a good job, position or status, or fulfilling their academic requirements for entering the university. One is motivated to learn because the target language is a mandatory subject in the curriculum<sup>33</sup>. Harmer stated that students who are instrumentally motivated admit that mastering a target language will allow them to achieve a better job, qualified positions and status by using language as an instrument for achieving such goals because acquiring a language is similar to having a tool to achieve goals.<sup>34</sup>

### **Integrative motivation**

Integrative motivation refers to a person's motivation who wishes to get an access towards the culture of the second language group and the access to the community group<sup>35</sup>. Furthermore, integrative motivation occurs when a learner wants to learn a second language because they are curious about the culture and the community from that language group. It is also a learners' intention to be able to interact with people from the second language group. For example, living as a new resident in a society that uses a certain language in their daily basis, learners will be intrinsically motivated by progress in the target language. In contrast, Spolsky argued that the integrative motivation is quite helpful to students to acquire better marks on foreign language proficiency tests, which has led to a conclusion that integrative motivation might be a basic need in terms of language learning achievement process.<sup>36</sup>

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<sup>33</sup> Ellis, Rod. *SLA research and language teaching*, (Oxford University Press, 1997).

<sup>34</sup> Harmer, J. *The practice of English language teaching*, (3rd impression, 1992), (England: Longman, 1991).

<sup>35</sup> Brown, H. Douglas. *Principles of language learning and teaching*. Vol. 4., (New York: longman, 2000).

<sup>36</sup> Spolsky, Bernard. "Attitudinal aspects of second language learning." *Language learning* 19 (1969): 271-275.

## **Methodology**

### **Population and Sample**

The sample of the study consisted of 66 Buddhist novices aged between 15-20 years old from Matthayom 4-6 (grades 10-12) in the academic year of 2019-2020 at a Phra Pariyattidhamma School in Bangkok. The samples in this study were conveniently selected due to the time constraints.

### **Instrumentation**

The present study included three research instruments with both quantitative and qualitative approach. More specifically, the research instruments used in this study are questionnaires, classroom observations, and personal interviews.

The primary method of inquiry used in this study was a questionnaire, which is in English and Thai and consisted of three parts: In part one, four items were used to collect students' demographic information including their age, level of study, duration of learning English and their native language. Part two of the questionnaire elicited information regarding the students' attitudes towards learning the English language in different aspects. In this part, students were given 30 statements (items) for which they were requested to specify their responses by choosing any of the five alternatives from the Likert scale provided, namely *strongly disagree*, *disagree*, *neutral*, *agree*, and *strongly agree*. The items were divided into three main aspects of attitude. 1, the emotional aspect, which indicates emotion and feelings towards learning English (Items 1-10). 2. The behavioral aspect, which indicates action towards the attitudes towards learning English in their personal view (Items 11-20). 3. The cognitive aspect, which indicates perceptions or beliefs towards learning English (Items 21-30).

Part three of the questionnaire consisted of two parts including questions to explore the students' motivation towards learning English language. In addition, the items were divided into two types of motivation, which

represented instrumental motivation (Items 1-5) and integrative motivation (Items 6-10) including a similar 5-point Likert scale.

Apart from the questionnaire, the researcher also conducted classroom-based observations to explore students' behavior towards learning English in the classroom, which was applied from the adapted questionnaire used in the present study. In addition, the observations were conducted within each section from all the three grades (Matthayom) lasting an hour for each section. The guidelines for the classroom observation were formed into four questions to be able to collect the data according to the criteria. The observation for data collection in this study was conducted before the questionnaire survey data collection. In order to obtain in-depth information from the participants' semi-structured interviews were also conducted with two participants to support the questionnaire data from the different aspects.

### **Data Analysis**

The data analysis was conducted according to the mixed method approach. In terms of quantitative data from the questionnaires the descriptive statistics were employed to determine the aspects of attitudes and types of motivation among Buddhist novice students learning English. After obtaining the frequency, mean, standard deviation (SD) and the percentage for the given items, the weighed means were computed to describe the overall the aspects of attitudes and types of motivation of the participants. Standard deviation (SD) was then computed to determine the dispersion of the responses. Moreover, inferential statistics was also employed to explore the correlation between all the three aspects of attitudes, and two types of motivation through Pearson correlation.

In order to analyze the qualitative data, the classroom observations and semi-structured interview were analyzed by coding the data into themes according to the thematic analysis process, which was then compared to the responses from the questionnaire in order to support the answers from different aspects.

## Results

Table 1 Emotional Aspects of Attitudes towards Learning English

No.	Item	Mean	SD	Degree of Agreement
1.	I enjoy learning English with Thai teachers	3.20	.66	Moderate
2.	Learning English makes me have good feelings.	3.27	.87	Moderate
3.	I feel comfortable speaking English in a classroom.	2.94	.87	Moderate
4.	I feel excited when I communicate in English with others.	3.38	.97	Moderate
5.	I would get nervous when I had to speak English with others.	3.03	1.15	Moderate
6.	To be honest, I really have little interest in learning English.	2.65	1.06	Moderate
7.	English is one of my favorite subjects at school.	3.12	1.23	Moderate
8.	I think my English class is boring and a waste of time.	2.58	1.08	Moderate
9.	When I hear someone speaking English fluently, I wish I could speak like them	3.89	.96	High
10.	Knowing English is really an important goal in my life.	3.76	.88	High

Table 1 reveals that participants' emotional aspect of attitude towards English were mixed with moderate and high levels of agreement. Among the ten items, item 9 had the highest degree of agreement with the mean of 3.89 (SD=.96). The lowest rating was item 8 with the mean of 2.58 (SD=1.08). As it was a negative statement, the lowest mean suggests that the participants had positive attitudes towards learning English in the classroom. The results show that the participants had positive attitudes towards learning English

because they are attracted by someone who speaks English fluently, which makes them feel like speaking like them. They also think that knowing English is an important goal in their life and makes them feel excited when they must speak English in class.

Table 2 Behavioral Aspects of Attitudes towards Learning English

No.	Item	Mean	SD	Degree of Agreement
11	I really work hard to learn English.	3.06	.76	Moderate
12	I like watching English movies with Thai subtitles rather than those dubbed into Thai.	2.82	1.11	Moderate
13	I try to use English in my daily life as much as I can.	2.97	1.01	Moderate
14	I look forward to going to class because my English teacher is so good.	2.94	1.07	Moderate
15	I enjoy meeting people who speak English.	3.06	1.15	Moderate
16	I do not pay attention when my English teacher is explaining lessons.	2.44	.90	Low
17	Studying English has helped me improve my personality.	2.95	.98	Moderate
18	I like to give opinions when my English teacher asks me about English lessons.	2.64	1.12	Moderate
19	I like reading English materials.	2.65	1.09	Moderate
20	I want to practice English by studying in an English-speaking environment.	3.48	1.06	Moderate

Table 2 reveals the participants' behavioral aspects of attitudes towards learning English. The highest mean score of this section was related to practicing English by studying in an English-speaking environment ( $M=3.48$ ,  $SD=1.06$ ) with the highest rate of agreement ( $M \leq 3.5$ ). This mean score indicates that, in general, the participants preferred to practice or study English in an English-speaking environment rather than learning in a bilingual environment. Therefore, the results show that most participants agreed at the moderate level that one must be in an English-speaking environment to effectively develop English skills.

Table 3 Cognitive Aspects of Attitudes towards Learning English

No	Item	Mean	SD	Degree of Agreement
21	Learning English is important because I will need it for my future career.	4.03	1.11	High
22	Learning English is important because it will allow me to meet and converse with more and varied people.	3.83	1.06	High
23	English should be a compulsory subject in secondary schools.	3.48	1.11	Moderate
24	Learning English is important because it will enable me to better understand and appreciate the English way of life.	3.41	1.04	Moderate
25	I study English just to pass the exams.	2.80	1.21	Moderate
26	I think English is more difficult to learn compared to Pali.	2.53	1.22	Moderate



27	I have difficulty applying English to my everyday life.	2.59	1.11	Moderate
28	I cannot apply the knowledge from learning English in my real life.	2.42	1.14	Low
29	Learning English has helped me communicate in English effectively.	3.58	1.01	High
30	Learning English has made me open to new creative ideas.	3.59	.94	High

Table 3 shows the participants' attitude towards learning English in terms of cognitive aspect. The results show that the participants' responses were mostly between moderate and high. In terms of the cognitive aspects of attitude overall, the participants highly agreed with item 21 "Learning English is important because I will need it for my future career.", which had the highest mean of 4.03 ( $SD=1.11$ ), item 22 with mean of 3.83 ( $SD=1.06$ ), followed by item 30 with mean of 3.59 ( $SD=.94$ ). However, the item with the lowest mean score were a negative statement about students' cognitive aspect of attitude towards learning English. This mean score suggests that most of the participants disagreed with the statement "they cannot apply the knowledge from learning English in my real life".

Table 4 Participants' Instrumental Motivation in Learning English

No.	Item	Mean	SD	Degree of Agreement
31	My reason for learning English is for getting a good job in the future.	3.98	1.03	High
32	I want to learn English because it is important for my future education.	3.92	1.04	High

33	I mainly focus on using English for my home-work and examinations.	3.17	1.10	Moderate
34	Learning English is an important factor to travel in foreign countries.	3.95	1.03	High
35	Being proficient in English can lead to more educational advancement and success in life.	4.02	1.00	High

Table 4 reveals that participants' responses towards learning English in terms of instrumental motivation were high. The highest among them was item 35 "Being proficient in English can lead to more educational advancement and success in life." with the mean of 4.02 ( $SD=1.00$ ) with a high degree of agreement. In terms of the lowest means and moderate degree of agreement was item 33 with the mean of 3.17 ( $SD=1.10$ ). The results from Table 4.8 suggest that the participants were instrumentally motivated with a high degree of agreement as they hope to gain instrumental rewards in the form of educational achievement, good job and travelling to foreign countries rather than learning English just to complete their homework and pass examinations.

Table 5 Participants' Integrative Motivation in Learning English

No	Item	Mean	SD	Degree of Agreement
36	Learning English enables me to discuss interesting issues in English with the people from other cultural background.	3.86	.96	High
37	My motivation to learn English is because I want to live in English-speaking countries in the future.	3.47	1.15	Moderate

38	Learning English enables me to participate freely in academic and social activities among different cultural groups.	3.68	1.08	High
39	Learning English enables me to speak like native speakers do, in terms of accent, tone and English expressions.	3.47	1.10	Moderate
40	Learning English enables me to be an open-minded and sociable person.	3.30	.94	Moderate

Table 5 shows the participants' responses towards learning English in terms of integrative motivation. The results show that the participants' responses were mixed with both high and moderate levels of agreement. The highest means were item 36 "Learning English enables me to discuss interesting issues in English with the people from other national background" with the mean of 3.86 ( $SD=.96$ ). The lowest among them was item 40 "Learning English enables me to be an open-minded and sociable person." with the mean of 3.30 ( $SD=.94$ ). Although this statement was rated the lowest, many participants believed that learning English would make them an open-minded and sociable person.

### Results from Correlation among Variables of Attitudes and Motivation

Correlations			
		Attitudes	Motivations
Attitudes	Pearson Correlation	1	-.254
	Sig. (2-tailed)		.479
	N	30	10
Motivations	Pearson Correlation	-.385	1
	Sig. (2-tailed)	.272	
	N	10	10

In response to the research question 3, the results from the inferential statistics analysis indicated there was no statistically significant correlation between the attitudes and motivations towards learning English at the value of,  $r = -.254$ ,  $n = 10$ ,  $p = .479$ .

## **Conclusion**

With regard to research questions 1, based on the findings, the majority of the Buddhist novices had neither positive nor negative attitudes towards learning English, which simply means that participants view was neutral towards learning English. However, among the three aspects. The participants have the most positive attitudes towards the cognitive aspect, followed by the emotional and behavioral ones, respectively. The reason why their attitudes towards learning English were neutral or moderate could be that most of them did not realize the importance of learning English, which is reflected in the classroom observation in that most students lacked attention and interest while learning English in the classroom; however, the interview findings differed as some participants seemed to be aware of its importance and enjoy learning English. Nevertheless, they felt that English classes still need improvement in terms of developing the English learning contents and learning materials used in the classroom.

With regard to research question 2, both instrumental and integrative motivation were high. Instrumental motivation seems to have a greater impact on Buddhist novices than integrative motivation in learning English, such as future achievements like education and career. However, regarding integrative motivation, participants also felt that learning English helped them to discuss interesting topics with people from other countries and participate freely in academic and social activities, although this was a less important learning motivation. Finally, according to the findings, it can be concluded that participants' moderate level of attitude towards learning English to the higher level of motivation in learning English.

## Discussion

Based on the results reported above, the researcher will present the discussion of the findings according to the research which will be described as follows:

The first research question explores the aspects of attitude that participants possessed towards learning English in terms of emotional, behavioral, and cognitive aspects. According to the findings from the questionnaire, most participants possessed a moderate level of attitude in all the aspects, which simply means that the participants had neither positive nor negative attitude towards learning English. Although the findings showed a moderate degree of agreement with all the aspects, the cognitive aspect had higher results than the two other aspects. Therefore, it is probable that the participants' aspects of attitude towards learning English were moderate due to not fully realizing the importance of learning English. However, the results from the questionnaire were in contrast to the results from the personal interviews. The participants tended to have a favorable attitude towards learning English because they were aware that English plays a significant role due to several factors. For example, they preferred learning English with both non-native and native teachers for enhancing language skills, and they wanted to learn English with a variety of English language materials. The results of this study differ from the findings by Hashwani<sup>37</sup> in a study conducted in the multilingual context of Karachi, Pakistan. It was found that the majority of the students had a high degree of positive attitude and showed awareness of the importance of learning English in order to build global linkages and networks.

Furthermore, the results of this study also differ from those of Abidin et al. in Libya, which revealed that students' attitudes were negative in terms of the emotional, behavioral, and cognitive domains. They explained that the reason for the negative attitude towards English pertained to it just being

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<sup>37</sup> Hashwani, Meenaz Shams, "Students' attitudes, motivation and anxiety towards English language learning," *Journal of Research and Reflections in Education* 2 (2008).

a compulsory subject learned at school. Therefore, the contrasting results of the current might be due to different aspect of attitude.

The findings of the present study are in line with Azizfar, et al.,<sup>38</sup> regarding the behavioral aspect of attitude, which was measured the lowest mean score among the three types of aspects in this study. It was clear that the majority of participants showed lack of attention while the teacher was teaching in the classroom. However, the findings from this study differ from the results from Azizfar et al. in terms of the emotional and cognitive aspects of attitude. Azizfar et al.'s results indicated that the students possessed a positive attitude toward learning English speaking skills in terms of emotional and cognitive aspects of attitude, and negative attitude towards behavioral aspect of attitude. Furthermore, he claimed that the reason behind the negative attitude in the behavioral aspect was likely to be students' lack of attention, disinterested in studying English, unfamiliarity with the content of homework, a lack of practice, insufficient knowledge of the language, and possibly students' not studying English, causing them to be unenthusiastic about attending English class and making them feel embarrassed to speak English in class. Therefore, the similarity to results of Azizfar et al.'s study could be due to the participants not being fully aware of the importance of learning English, their lack of attention, and not being able to understand English due insufficient interest in learning English.

With the mean score of 3.23, the cognitive aspect of the attitude of participants in this study was the highest among all aspects of attitude. The participants seemed to realize that English is necessary for future achievement such as getting a better job. Learning English also allows them to meet and converse with more people, communicate in English effectively, and opens them up to new, creative ideas. The participants also believed that English should be taught as a compulsory subject in schools. Therefore, the results in the present study accord with the results of Thaneeyapanich<sup>39</sup>, who

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<sup>38</sup> Azizifar, Akbar, Hoda Ghaitasi, and Habib Gowhary, "EFL Adult learners' attitudes towards learning speaking." *International Research Journal of Applied and Basic Sciences* 8 (2014): 1755-1764.

<sup>39</sup> Thaneeyapanich, Marisa, and Suree Kongsomchit, *A study of motivation and attitudes of high school students learning English as the second language*, No. 92583, (Thammasat University, 2012).

revealed that participants had a positive response to the cognitive aspect of attitude, which supports the idea that participants possessed positive perception about learning English because it was beneficial and necessary for their future careers. They also believed that English should be taught as a compulsory subject in secondary schools.

Second, participants' types of motivation in learning English. The second research question explores the types of participants' motivation types towards learning English at Phra Pariyattidhamma School. The study focused on two different types of motivation: instrumental and integrative. The classroom observation and personal interviews were used to support the quantitative data obtained from the questionnaires. The findings obtained from the classroom observations revealed that the majority of participants were not fully aware of the importance of learning English, but the overall findings from the questionnaire showed that participants were highly motivated in both types of motivation, but to a greater extent by instrumental motivation. However, the personal interviews revealed that the participants were motivated to learning English and willing to learn more. Therefore, the findings on the high level of instrumental motivation relate to the participants' future career advancement, education achievement in the future, travelling to foreign countries and being successful in life. Integrative motivation was related to learning English to discuss interesting issues with people from other national backgrounds, and to participate in the academic and social activities of different cultural groups. The findings of the study are consistent with the findings by Lordasa<sup>40</sup> in a Thai context. He explained that the reason for high motivation could be attributed to the fact that participants realized that learning English would be a beneficial to them in terms of achieving goals such as getting a good job, and their future education. Therefore, students' preferences towards learning English were probably related to practical achievements, rather than integrative goals like learning English to know arts and culture.

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<sup>40</sup> Lordasa, Parameth, *A survey study of the role of attitudes and motivation in learning English*, No. 110913, (Thammasat University, 2007).

Hashwani revealed that the students' goals in learning English were related to students' external motivation and a higher degree of extrinsic motivational goals was related to students' learning outcomes and career achievement.

Students' motivation to learn English was related to their prospects for success and educational achievement. Such findings are in line with Kitjaroonchai's study<sup>41</sup>, which showed that although students were highly motivated in both types of motivation, instrumental motivation was slightly higher than integrative motivation, confirming that both types of motivation are significant in learning English. Students' perceptions that learning English could lead to fulfil future achievement, such as getting an ideal job, or continuing their studies, probably led them to expand their language skills to be able to effectively communicate.

In addition, the interview findings revealed that the participants were interested in learning English because of their future goals. However, due to the fact that participants lacked language skills for their education and profession in the future, the findings from the questionnaire regarding instrumental and integrative motivation confirm the results obtained from the participants' interviews as presented in the previous section.

Finally, the relationship among the variables of attitudes and motivation. The third research question explores whether there were any relationships between participants' attitudes and motivation towards learning English. Although, the participants possessed high, moderate, or moderate scores in terms of attitude towards learning English, the results from the correlation analysis indicated there was no significant correlation between both variables of participants towards learning English. Therefore, it seems that the participants' attitudes in this study were not a major factor that affected their levels of motivation in learning English. This finding is in

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<sup>41</sup> Kitjaroonchai, Nakhon, "Primary and lower secondary school teachers' attitudes toward English language learning: A case study of teachers in Muak lek and Wang muang districts, Saraburi Province," *Catalyst* 8 (2013): 49-68.



line with those of Sengkey & Galag in that students' attitude and their motivation in learning English does not seem to have a significant correlation. They mentioned that both motivation and favorable attitude are important in order to achieve success in learning a language. Students' positive or negative attitude towards learning a language could impact their motivation in learning. Furthermore, teachers play a vital role in motivating students, so "teachers should plan the learning well, and create an interesting class environment so that students can be interested in learning the language". However, further research should be conducted regarding the correlation between attitude and motivation.

### **Limitation and Recommendations for Further Studies**

This study was limited by the number of respondents who participated in this study because the data collection took place only in a single school including students from grades 10-12 (M4-M6). Therefore, the research findings of this study are more likely to be generalizable to students learning English as a foreign language only at Phra Pariyattidhamma Schools in Thailand, as opposed to other contexts in Thailand. Moreover, the data for this study was collected at a certain period using questionnaires, observations, and interviews. Unfortunately, it was not possible to obtain longitudinal data on changes in the participants' attitudes or motivation due to the time constraints.

Firstly, this study was conducted within a strict time limit. Therefore, further studies should be conducted with a longer time frame with a larger sample.

The further studies should include a focus group to collect more data and gain valuable insights. They should also compare the attitudes and motivation towards learning English of highly motivated participants to those of low motivated participants, as this would have pedagogical implications for designing courses particularly for Phra Pariyattidhamma Schools.

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