

ATTITUDE IN ENGLISH AND COMPETENCE OF STUDENTS AT
INTEGRATED REFINERY PETRO-CHEMICAL COMPLEX
(IRPCT) TECHNOLOGICAL COLLEGE,
RAYONG, THAILAND

A Thesis
Presented to the
College of Open Distance Education and Transnational Education
Ifugao State University
Lamut, Ifugao, Philippines

A Course Requirement
For the Degree
Master of Arts in Teaching
Major in Language Teaching

CHINEBETH BORJA
May 2016



Republic of the Philippines
IFUGAO STATE UNIVERSITY
Nayon, Lamut, Ifugao

College of Open Distance Education and Transnational Education

APPROVAL SHEET

This Thesis titled

ATTITUDE IN ENGLISH AND COMPETENCE OF STUDENTS AT
INTEGRATED REFINERY PETRO-CHEMICAL COMPLEX
(IRPCT) TECHNOLOGICAL COLLEGE,
RAYONG, THAILAND

prepared and submitted by CHINEBETH BORJA is hereby recommended
for approval and acceptance as a requirement for the degree

MASTER OF ARTS IN TEACHING
Major in Language Teaching

VICTORIA P. DULINAYAN, EdD
English Editor

HELEN TAJODA, PhD.
Adviser

PANEL OF EVALUATORS

Accepted by the Panel of Evaluators with a grade of **PASSED.**

SERAFIN L. NGOHAYON, PhD
Chairperson

NANCY ANN P. GONZALES, PhD
Member

ROBERT F. GALINDEZ, PhD
Member

Approved as a requirement for the degree
Master of Arts in Teaching

NANCY ANN P. GONZALES, PhD, MAED, MAN, RN
Vice President for Academic Affairs

ABSTRACT

This study was conducted at IRPC Technological College, Thailand.

The objectives of this study were to investigate (1) The attitude of students towards English; (2) The attitude of students towards teaching English; (3) The competence level of their English. The participants were asked to answer and complete the survey questionnaires that would reveal their positive and negative attitudes towards English.

The findings revealed that the students are neutral towards learning English and favorable on how English is taught; their levels of attitude are influenced by their major and length of study but not by their age and gender; their basic competence in English is determined by their major but not by their age, gender and length of study; and their attitude towards English learning is not significantly related to their English competence.

The researcher provided the recommendations for language teachers and the management group to develop a program that would encourage and motivate students to improve in their studies.

Key words: *Attitude and motivation, competence*

ACKNOWLEDGMENT

I am grateful to the Almighty God for helping me to complete these things. It is only due to His blessings that I could finish my thesis.

I would like to express deepest gratitude to my advisor, Dr. Helen Tajoda. I have been amazingly fortunate to have an advisor for giving the guidance to recover when my steps faltered.

I am also grateful to my batch mates: Lala and Miss Yolanda, for keeping me stay sane.

I would acknowledge Ajarn Chatre Tangsompong, Head of the Foreign Languages Department of IRPC Technological College, for providing all the information and data, and also to my colleague Mr. Jochen Eechout for giving suggestions and insightful comments. In addition, I owe a great gratitude to the students who participated in this study and teachers who assisted in data collection.

Most importantly, none of this would have been possible without the love and patience of my family.

Chinebeth Borja

DEDICATION

To the memory of my mother

To my father

To my sisters

Chin Chin

CONTENTS

| | Page |
|------------------------------------|-------------|
| TITLE PAGE | i |
| APPROVAL SHEET | ii |
| ABSTRACT | iii |
| ACKNOWLEDGEMENT | iv |
| DEDICATION | v |
| CONTENTS | vi |
| LIST OF TABLES | viii |
| LIST OF FIGURES | ix |
| Chapter 1 INTRODUCTION | |
| Theoretical Framework of the Study | 13 |
| Statement of the Problem | 16 |
| Hypotheses | 17 |
| Chapter 2 METHODOLOGY | |
| Research Method | 18 |
| Research Environment | 18 |
| Respondents | 21 |
| Data Gathering Procedure | 22 |
| Data Gathering Instrument | 23 |
| Treatment of Data | 25 |

Chapter 3 RESULTS AND DISCUSSIONS

| | |
|---|----|
| The Level of Attitudes of Students towards Learning and Teaching of English | 26 |
| Difference between the Level of Attitudes of Learners Towards Learning English and towards Teaching English | 27 |
| Level of Attitudes of Students and their Profile | 27 |
| The Level of English Competence of the Students | 31 |
| English Competence of the Students and their Profile | 31 |
| The Attitudes of Students and their English Competence | 34 |
| Intervention Plan | 35 |

Chapter 4 CONCLUSIONS AND RECOMMENDATIONS

| | |
|-----------------|----|
| Conclusions | 36 |
| Recommendations | 36 |

REFERENCES

APPENDICES

| | |
|---|----|
| Appendix A Academic Intervention Program | 43 |
| Appendix B Students' Questionnaire | 51 |
| Appendix C Summary of Students Responses | 55 |
| Appendix D Approved Letters for Parents | 57 |
| Appendix E Approved Letter to Conduct Research | 59 |
| Appendix F Approved Proficiency Level Descriptors | 60 |

CURRICULUM VITAE

LIST OF TABLES

| NO | TITLE | PAGE |
|-----------|--|-------------|
| 1 | Distribution of Respondents | 22 |
| 2 | Means and Standard Deviations of Students Towards Learning and Teaching of English | 26 |
| 3 | Result of t-test on the Level of Attitudes of Students towards Learning English and towards Teaching English | 27 |
| 4 | Result of t-test on Students' Age and their Level of Attitude | 28 |
| 5 | Result of t-test on Students' gender and their Level of Attitude | 29 |
| 6 | Result of t-test on Students' Major and their Level of Attitude | 29 |
| 7 | Result of t-test on Students' Length of Study and their Level of Attitude | 30 |
| 8 | Level of English Competence of the Students | 31 |
| 9 | Result of t-test on Students' Age and their Level of English Competence | 32 |
| 10 | Result of t-test on Students' Gender and their Level of English Competence | 33 |
| 11 | Result of t-test on Students' Major and their Level of English Competence | 33 |
| 12 | Result of t-test on Students' Length of Study and their Level of English Competence | 34 |
| 13 | Pearson r Correlation between Attitudes of Students and their English Competence | 35 |

LIST OF FIGURES

| Figure No. | Title of Figures | Page |
|-------------------|-----------------------------------|-------------|
| 1 | The Paradigm of the study | 16 |
| 2 | Map of IRPC Technological College | 20 |

Chapter 1

INTRODUCTION

Students' attitude towards learning is thought to be one of the most important issues in education today. Attitudes may vary in certain fields like psychology and education. Attitude contributes to the output of students' learning process. Learning English can be successful if the teacher correctly identifies the students' attitudes so that the teacher can construct a positive feeling that can counteract the negative feeling of the students. A positive attitude from the teachers affects the students' motivation, attitudes towards school and school work, their self-confidence and as a result personality development (Ulug, Ozden & Eryilmaz, 2011). Learners can have mixed attitudes towards learning a new language. They might have a positive feeling about studying a new language and this can be their edge over the rest of the learners, or other students or teachers can give them a negative feeling about learning a new language which will hinder their language acquisition.

There are a lot of stimuli that affect each learner's attitudes (Alkaff, 2013). A study from "English as Foreign Language at the University of Yaounde 1", states that attitude are general personality factors, which determine values and worth placed on a target desired by an individual. In considering learners behavior towards the target language, attitudes and motivation are concomitantly explored such that the study of one includes the study of the other (Enongene, 2013). Although, some of

them find it difficult, they are willing to improve their language skills. Unfortunately, most college students do not have the sufficient time required to improve, due to pressure of other intensive courses, long school hours, and the demands of other subjects. To analyze the attitudes' of the learners, different variables can be used to determine a positive or negative attitude. According to Halime, and Sen (2013), "An attitude is a tendency which is attributed to individuals and creates ideas, feelings and behaviors about a psychological object in an orderly manner". The attitudes of student towards learning can be analyzed from the points of different variables, such as teacher attitudes, motivation, techniques and methods used. In a classroom setting, researcher can clearly see the positive attitude of some students who like learning a language itself and enjoy activities given to them, while some students just take it slow and are contented on what the result might be. Activities are given to students to indulge in and to be lively while studying and to ensure that given programs and extra-curricular activities provide them the opportunity to be knowledgeable and competent in a new language and will reflect the success of the learners (Yu, 2010). The study of Yu (2012) study in a Chinese- English school setting revealed that in general, students hold a positive attitude toward English and that they consider English to be important in communication and educational or career advancement.

Students' ability to learn a language can be influenced by a positive or negative attitude towards the target they're aiming for. The English language has something to do with them as individuals in the way they relate to the language and value it, and also in the way English plays an important role in their plans for the future (Dashti & Aldashti, 2015). If they are mature enough to understand the value of learning a second language that understanding can provide and create a positive attitude towards learning. With the increasing need and never-ending interest in learning English as a second language it is important to study and understand the factors that can affect the learning process.

In the study of the relationship between Saudi EFL students' attitudes towards Learning English and their academic achievement Ibnian (2015) found that letting the students understand that English is a key to success in their future, would give them the need to master the language to open new horizons on various domains. In addition, age, socio-economic status, strategies, methods and techniques, teaching learning environment and cultural pressure are some of the factors that can affect the learners' attitudes towards learning a language. According to Mapuranga, Maxwel and Zebron (2015), college and university students are already adults whose minds are full of many issues that may enhance or diminish their academic performance and completion of programs at a university. Environmental factors such as the school itself, the programs offered to help the students in learning and student

motivation have a large impact on students' academic performances. In a study at the University of Oslo, result showed that student's attitudes toward learning directed their participation into leaning activities and positive attitudes were shown to improve learning (Braten, 2006).

Regarding the attitude towards learning English, time is one of the crucial factors that need to be considered. Inside the classroom, time for language practice and the numbers of the students are also factors. Ibarrola and Martinez (2014), suggest that part of the classroom time should be devoted to students doing communicative tasks in pairs, which can offer every learners many more chances to use English and, in turn, to learn English in a meaningful way. Likewise, teachers should be sensitive to learners' motives, to recognize the instrumentality, and at the same time raise these integrative motivations. Teachers can help the learners love the language and portray a positive attitude towards learning by giving them informative materials, such as geography and literature of the English-speaking countries through visual, written and audio forms.

A study by Dashti and Aldashti (2015), suggested that the use of mobile phones have received much attention on the context of EFL/ESL learning. They believe that online instructions could encourage students to learn and also cause intimidation by neglecting the use of social media in class. Online instruction can sometimes be very helpful for students can check vocabulary definitions, grammar, and even spelling, but it may

lead to the exploitation of social media inside the classroom without the teacher supervision.

Another factor to be considered is the sex of the learners. Do students of different sexes have different styles of learning a language, or do they have different attitudes towards English and the way they want to study it?

A study conducted by Alnatheer (2009) concludes that males show high levels of self-reported communicative competence. This may be related to Saudi males' tendency to talk and express themselves more than Saudi females. Most Saudi females tend to be shy and unwilling to communicate especially with males. In this case, one of the factors that can be affiliated to this is the cultural aspect. They are not open in communicating outside the classroom or even at home. This is in contrast with the study of Gazi (2010) on the affective attitudes of students at Gazi Educational faculty towards English class, which revealed that female learners have more positive attitudes towards English than male students. According to a study on the effect of gender on foreign language, men and women are socially different in that society lays down different social roles for them and expect different behavior pattern from them. Nevertheless, it is clear that in many circumstances, women and men tend to use language differently (Maghsudi, Sharifi & Abedi, 2015).

Learners need to recognize not only what they are supposed to do, but also why they are expected to do it--how engaging with the activities and resources will help develop their learning. Worksheets inside the classroom, games and extra-curricular activities are some of the motivational tools to help the teacher to prepare the easiest way for students learning a language. Lecturers attempt to use different ways and methods of capturing the interest of individual learners. It is also believed to be an uplifting non-intellectual factor that raises peoples' eagerness, willingness, and happiness to do and learn things, and of course, learning English is no exception. Accordingly, motivated students' would be more eager and enthusiastic to devote the time required to language learning (Muftah & Rafik-Galea, 2013). It is instrumental if the learners need to attain a certain goal in learning English. On the other hand, the learners who are motivated enough will surely participate and actively interact with each other. Most lecturers are able to attract students' attention, however most students highlighted the importance of good class attendance as the most effective way to learn a language (Away, Ahmad, Abubakar., et al., 2013).

Teachers engage and use hands-on classroom activities like quizzes, movies, guest speakers and discussion, role-plays and simulation and a virtual learning environment often. These sorts of classroom activities can provide a positive and active attitude towards English. In a digital learning environment, learning can occur outside

the classroom with various technologies, but motivation is still a key to effective learning and must therefore be addressed in the classroom (Yang & Wu, 2015).

The study on willingness to communicate in English as a second language suggests that students were willing to communicate with their friends or participate in group discussions, but they did not feel confident enough to initiate or continue their communication in unfamiliar situations like in public with friends (Bukahri, Xiaoguang & Alikhan, 2015). Teachers cannot motivate or expect the learners to be motivated if they don't possess positive feeling towards the subject they teach. Teachers need to create a safe environment, a less tedious environment and especially a threat-free zone for them, as they are likely to get confused and nervous. Teachers need to allow learners to work together and give support.

When we see a possibility of our needs to be fulfilled, this tends to motivate us. In the same way, when we see no fulfillment of our needs in sight, our motivation tends to fail us (Larsson & Olsson, 2008). By motivating students positively, the students will conceive position attitudes and critical awareness towards which programs they prefer and which medium of instructions they like (Muthanan & Miao, 2015). Motivation is key for learners to be attentive and participative in class. By providing motivation, teachers will convey and impart a positive feeling towards studying English to the students. The investigation on

motivation types and influences on motivation revealed that motivation is concerned with the directions and magnitude of human behavior and it can be defined by answering why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity (Zhao, 2012). The research indicates that students learn English because they are most directed by external motivation, or possibly goals in life which usually turn out to be more efficient and successful motivators. Most teachers believe that the use of teaching aids, multi-media and the use of the internet are able to attract students' attention.

In Asia, English is a commonly taught language. Educators and businessmen are opening business everywhere. The opening of schools provides many opportunities for teachers and students in Asia. The article on growth of English in Asia has addressed how mainstream ideas can be achieved in the world English classrooms (Lee, 2012). Around Asia, students' attitudes vary from different places, countries and their cultures. In China, a study on Chinese students' attitudes towards the use of English as a medium of instruction clearly states that Chinese study more often and study harder. Not only do they engage in communicating each other but also because they see the need of English in the future; many have the ambition of going and studying overseas (Pei Miao, 2015).

There are numerous countries in Asia with culture that can be a hindrance to students' expression such as as students are trained to follow the teachers all the time without hesitation or question. In Japan, a research on motivation and attitude towards learning and using English outside the classroom, stated that using English could be an intimidating experience, where students felt discomfort, high anxiety, low confidence, and embarrassment which leads to students not initiating direct oral communication with foreigners (Lo, 2013).

In a study in Beijing about Chinese students' attitudes towards English as a medium of instruction concludes that the participants expressed that use of pictures improved their attitudes towards the use of the English-medium instruments in the programs and highlighted the need for programs to be instructed in English (Muthanin & Miao, 2015). The class size is one of the factors that can help the students learn more. The study of class size and language learning in Hong Kong stated that smaller classes promoted a strong sense of security within their classroom community and seemed to weaker students' fears of negative evaluation from their peers and teachers (Harfitt, 2012). In Malaysia, a research mentioned that of special interest in the results of his study on learners' attitude towards English language was the positive attitude of the learners' who, despite having English courses in their educational institution, still find the need for extra lessons and visit private language centers for learning English (Ahmed 2015).

In Thailand, reducing student anxiety is a general objective of any credible educational institution and as such, regardless of any active or null effects, schools should make attempts to reduce stressors and causes of such anxiety (Tanielian, 2014). Some learners behave well in the classroom but others do not; some are polite and maybe too polite. One way to encourage more active participation of students is to design fun and meaningful activities in the learning process. The study on teacher and learner views on effective English teaching in the Thai context pointed out that teaching preparations and the use of effective teaching methodology together with being patient, not insulting the students and giving clear advice were the most important attributes of a classroom (Meksophawannagul, 2015). Similarly, the study shows that teachers can make a valuable contribution in developing a friendly relationship with their students, in order to develop a positive attitude towards learning English (Gajalakshmi, 2013). Teachers can offer a wide variety of benefits to language learners ranging from increasing their motivation and their confidence in learning languages to improving their proficiency and their attitudes towards learning languages (Magid, 2013).

Thailand is ranked by the World Bank as the number two country in the ASEAN region in attracting English-speaking businesses investing resources (World Bank, 2010). In one study, in Thailand, English a compulsory subject, is perceived as only somewhat useful and relevant to their lives, and they still experienced anxiety in the learning process

(Tran & Duong, 2013). From another Thai study, Thai-English teachers view English learning problems as involving themselves, the curricula and textbook, the assessments, and other factors supporting teaching success at a moderate level (Yimwilai, 2015). These problems are the reason, why the students` lack perseverance, a positive attitude towards practicing English. Students also fail to seek more opportunities to practice the language which also contributes to a lack of confidence.

In similar studies in Thailand, Noom-ura (2013) implies that students' lack of patience in practicing English and having a little exposure to English outside class, may in turn contribute to their lack of confidence in speaking English. Parallel to Grubbs (2008) statements, the results highlighted that most students in Thailand thought English was important for themselves and their academic pursuits, but did not think highly of their own ability.

Thai education tends to be “learner centered”, focusing on the students' learning. With this approach, students can choose what they want to study and the ways in which they will achieve this. The students can choose to go to school and try to excel or to be present and not to do any school work. Nowadays, students have a wider choice of technology; they use their cell phone as a dictionary, or can use computers for emailing the answers from one classmate to another. A study conducted in a Rangsit, Thailand campus, showed that the main reason why students liked online learning was because it allowed them to learn from

anywhere (Srichanyachin, 2013). Likewise, there is no doubt that students perceived the usefulness of using computers as a learning tool due to their positive attitudes (Kitchakarn, 2015).

In Thailand, learning English is a requirement in every school, but students' are apt to forget the value of learning it ultimately for the sake of a requirement. The study from Rajabhat University stated that even with most Thai University student having studied English for many years and most university program curricula are requiring an English component, research indicates that students' English ability is not just weak, but that Thai students are regionally some of the weakest in English proficiency (Grubbs, Chaengploy & Worawong, 2008).

Some of the students' who have supportive parents are engaged in after school classes, extra-curricular activities, and different clubs. Educators should motivate the learners during the first meeting for a respectable impression and it's important for students to sense confidence and establish a good attitude towards studying English (Bidin, 2009). In his studies, he concluded that intrinsic and extrinsic motivation does not have a direct influence on students' English language performance due to their very weak relationship. In addition, the students' attitude does affect their language performance.

However, they preferred studying English in a normal classroom. They still believed that in-class learning is more fun and effective (Srichanyachin, 2013). An integrated approach can be applied to

students who have different levels of English proficiency (Yimwilai, 2015). It can create a positive attitude of the learners and enhance students' academic achievement and critical thinking skills.

The purpose of this study is to understand the attitude of students towards learning English and the attitude of students towards teaching English. The result can be a thorough guide to the researchers' main problem and can be a help to the students as they will benefit from the programs to be offered.

Theoretical Framework

Attitude can be defined in many ways: a feeling or opinion about something or someone, or a way of behaving that is caused by this (dictionary.cambridge.org); the way you think and feel about someone or something (merriam-webster.com); a settled way of thinking or feeling about something (Oxford Dictionaries.com) This researcher modestly gives the definitions from online dictionary, websites. We can determine a certain attitude from our colleagues and from our students as well. It is a positive or negative response towards an object, situation or to an individual.

According to Melhim (2009), attitudes can be classified into two: positive and negative. Having a positive attitude is taking a decision of acceptance. It is the attitude that reveals the advantages of the subject to take up its value. On the other hand, the negative attitude is the

attitude that reveals the disadvantages of the subject to dismiss it and to weaken its strong attitude.

In the study of Rula (2006), it stated that positive attitudes towards a subject affect learning and the students viewed English as an easy language. This is also supported by the research of Bustan and Ahmed (2009) that positive attitudes and accommodating students' preferences in learning will be no doubt lead to more successful learning.

The students also have to perform a series of intellectual and functional operations inside the classroom prepared by the teachers, to interact with their peer groups, to behave towards English and its teaching English, the classroom atmosphere, the student population in one class settings and the course materials which are focused on English.

According to Krashen's Theory, the attitudes of the learners are not only the fundamental aspects of learning, but also the home support, opinions of the peer group, the attitudes at school and even that of society (Nysten, 2009). However, attitudes of learners are individually-driven traits, other factors that contribute to its development such as the environment. The way teachers interact and experiment with the learners can establish the classroom as a place that nurtures appreciation for the unique abilities of each learner.

Influences on student learning in an academic environment can be determined by many factors such as age, gender and the length of

studying English. Peer groups in the classroom are a normal situation in every class setting; they influence each other and develop a lifelong learning habit of students. Identifying the informal group leaders, the peer group leaders, and influencing them can influence the whole class.

Many modern-language learning-technique writers take into account the idea that language learning is a process of unconscious acquisition rather than a conscious memorization of rules and formula (Lightbrown & Spade, 2006). Additionally, that school support for every learners of language is an enormous motivator: schools provide the facilities and equipment that enhance students' abilities to learn English. Learners who surround themselves with peers who encourage and who value learning and the educational process will also value their own learning and endeavor to enhance their education.

Ahmed (2015) suggested that students who felt most warmly about a language and who wanted to integrate into the culture of its speakers are more highly motivated and learnt more successfully than those who were learning language as a means to an end. However, the attitude towards teaching English is more on the teacher methods of conveying and encouraging the students to learn the language. A teacher with his teaching methods, attitudes and behaviors, provide opportunities for his students to gain a mentally healthy personality and to have a new world view by leaving unforgettable traces on them (Ulug, Ozden & Eryilmaz, 2011). The students' attitudes towards the learning and teaching of

English are important factors for them to understand the relationship between their competences and academic surroundings. Likewise, motivation is the key to have a great impact and one of the most appealing concepts which has been recognized all over by the scholars and learners who face challenges. Motivation of learners makes a great difference to student's willingness to take part in the process of learning.

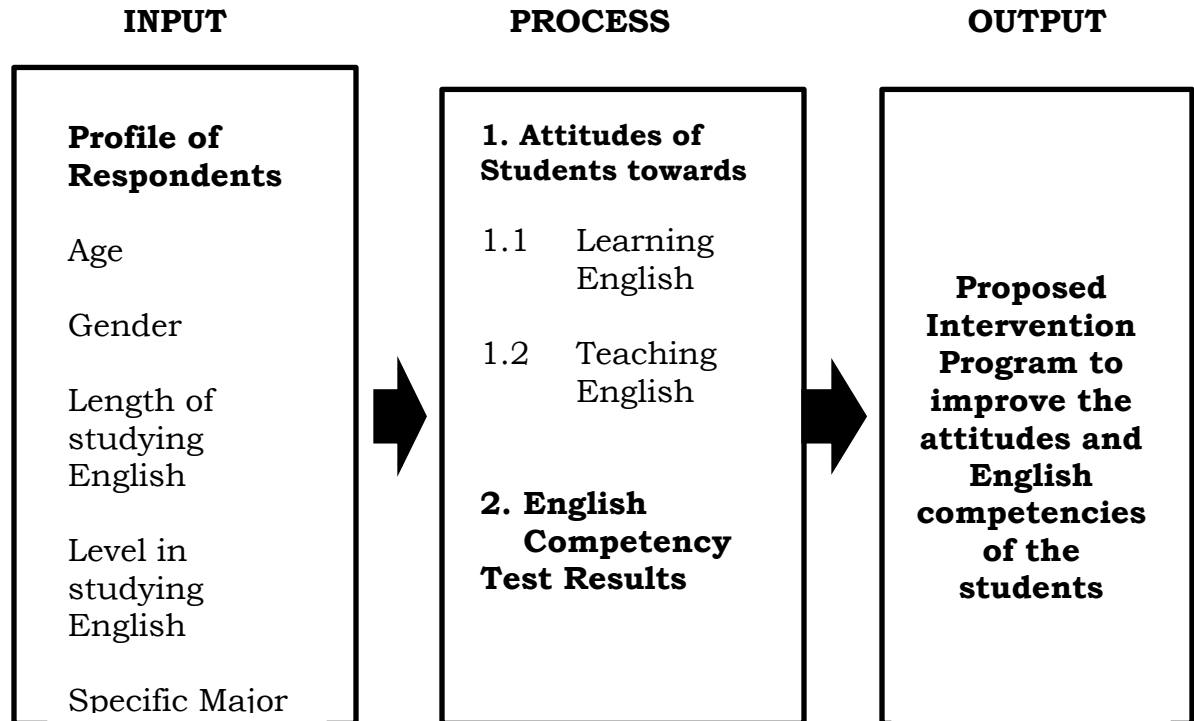


Figure 1 Paradigm of the Study

Statement of the Problem

1. What is the level of attitudes of students towards:
 - 1.1 learning English

1.2 teaching English

2. Is there a significant difference on the level of attitudes of learners towards learning English and towards teaching English?
3. Is there a significant difference on the level of attitudes of learners grouped by their profile?
4. What is the level of English competence of the students?
5. Is there a significant difference on the level of English competence of the students grouped by their profile?
6. Is there a significant relationship between the attitudes of students and their English competence?
7. What intervention program is proposed to improve the attitudes and English competencies of the students?

Hypotheses

1. There is no significant difference on the level of attitudes of students towards learning English and towards teaching English.
2. There is no significant difference on the level of attitudes of learners when they are grouped by their profile.
3. There is no significance difference on the level of English competence of the students when they are grouped by heir profile.

4. There is no significance relationship between the attitudes of students and their English competence.

Chapter 2

METHODOLOGY

Research Method

This study involves a descriptive research design that uses a survey investigation of data collection from the students who took part in the study.

Research Environment

Research was conducted with students of Integrated Refinery Petrochemical Complex (IRPC) Technological College, which is located in Thailand. Officially named The Kingdom of Thailand and formerly known

as Siam. Thailand is located at the center of the Indochina peninsula in Southeast Asia.

Thailand is bordered to the north by Burma and Laos, to the east by Laos and Cambodia, to the south by the gulf of Thailand and Malaysia, and to the west by Burma and the Andaman Sea. Its maritime boundaries include Vietnam in the gulf of Thailand to the southeast, and Indonesia and India on the Andaman Sea to the southwest.

The school is located in Rayong Province. Its neighboring provinces are Chonburi and Chantaburi. To the south is the Gulf of Thailand.

IRPC Technological College is Thailand's leading private vocational college and it's a leading member of ASEAN. The address is 309 Moo 5, Sukhumvit Road, ChenongNern, 21000 Rayong, Thailand. The technical college was founded on 1 June 1995 by an initiative of IRPC Public Company, Limited, in response to the need for an educational college in Rayong to meet the demands of local and national industry for the on-going supply of skilled technicians and artisans.

H.R.H Princess MahaChakriSirindhorn presided at the College's inauguration ceremony on 15th march 1996. The founding concept of IRPC Technological College is "Create Social Values".

As the school name implies, IRPC Technological College was founded in close collaboration with the industrial sector, namely IRPC Public Company, Limited. IRPC including its subsidiaries is the first fully integrated petrochemical complex in South East Asia. IRPC is a

major employer in Rayong and contributes enormously to the prosperity, air quality, and welfare of the region and the nation.

The partnership between industry and educational college provides huge benefits to our students. It means they have access to and use of equipment, instruments and machinery that are modern and relevant to current industry practice.

IRPC Technological College offers courses to both Vocational Certificates Level (for graduated Junior High School students) and High Diploma Level (for Graduate Certificate vocational or high school students). The College offers the Industrial Trade programs: Auto-Mechanic Department, Machine Shop Mechanics, Electrical Power Department, Electronics Department, Information Technology, Industrial Chemistry; and the Business and Commerce Programs: Business Computer, and Accounting.

IRPC Technological College has a growing student body. So far this second semester 2014-2015, there are 2, 423 Thai students. Since 2013 we have added additional foreign students from Myanmar, Laos and Cambodia and they are in the English Program. The total population including foreign students is 2, 508 as of second semester of 2015.



Fig. 2 Map of IRPC Technological College in Rayong, Thailand

Respondents

The respondents are the students of IRPC Technological College, Rayong, Thailand where the researcher teaches. IRPC Technological College has a population of 2,423, Thai students only. In this school, we have international students who came from Myanmar; 85 students, Cambodia, 3 students and Laos, 21 students. But this research focused only on the 961 Thai students who are under the researcher's class. In

order to get the preferred population, the researcher used the Slovin's Formula. The distribution of student respondents is presented in Table 1:

The table shows that most of the respondents come from the Machine Shop Department, 78 or 28%. The second highest number comes from the Computer Business Department of 67 or 23%. The third major is from the Accounting Department of 39 or 14%. The next is the Auto-Mechanic Major of 37 or 13% respondents, then the Electrical Power Department of 30 or 11% respondents. This is followed by the 13 or 5% from Industrial Chemistry Department of 13 respondents (5%). The respondents from the Electronics Department, and Information Technology are 11 or 4% and 7 or 2%, respectively.

Table 1
Distribution of Respondents

| Department | f | Percentage |
|-------------------------|----------|-------------------|
| Machine Shop Department | 78 | 28 |

| | | |
|-----------------------------|----|----|
| Computer Business | 67 | 23 |
| Accounting Department | 39 | 14 |
| Auto-Mechanic Department | 37 | 13 |
| Electrical Power Department | 30 | 11 |
| Industrial Chemistry | 13 | 5 |
| Electronics Department | 11 | 4 |
| Information Technology | 7 | 2 |

Data Gathering Procedure

The revised version of the questionnaire was originally in English. Since the researcher's respondents are all Thai students, the researchers hired a Thai teacher who teaches English in the school to translate the survey into Thai.

Before the survey questionnaires were distributed, the researcher gave the parent's consent forms to the Head of the Foreign Languages Department for approval with Thai translations. Then the researcher randomly distributed them to every department with the help of each class adviser.

The students were randomly selected to fill out the survey questionnaire. The questionnaires were filled-out and the class advisers collected them afterwards and sent them to the Foreign Languages

Department. The researcher tabulated the surveys using SPSS for calculation and analysis.

Data Gathering Instrument

The questionnaire was developed to obtain information about students' attitude towards learning and teaching of English and their academic performance. The questions were taken mostly from Ahmet Colak, (2008); and Atef-Al-Tamim, Munir & Shuib, (2009). This questionnaire was developed by R. C. Gardner, Ph.D from the University of Western Ontario, Canada. The Attitude/Motivation Test Battery (AMTN) has been translated and used in their research in Brazil, Croatia, Japan, Poland, Romania and Spain (Catalina). Even in Thailand, this survey has been used by Grubbs; Chaengploy and Worawong, (2009) of Rajabhat University. All thirty statements were composed in English and the others are compiled from the researchers' teaching experience. The researcher hired Thai teachers who teach English inside the campus and translated the survey into Thai. The question is in English and below it is the Thai translation.

The questionnaire consists of three sections. The first section deals with subjects' personal information, such as their I.D number to determine what year they belong. Next, is the age, there are three brackets to choose. Then, the respondents have to choose the specific major they're taking at the moment, in order that the researcher would know which level. There are two levels that the researcher followed to

study and observe. One is Certificate Level; they are the new comers and the younger ones. The second one is the Diploma Level. The respondents of this have already been in this school for more than 2 years. They've been studying English for a long period of time. This is followed by the gender. Then, the last one they fill in personal information is the length of time studying English at school or personal choice, like going to the language centers.

The second section of the questionnaire is all about the positive attitude and the negative attitude of the students' towards learning English. There are positive and negative statements. The researcher put them in clusters for easier evaluation. They were analyzed through the statistical analysis to discover and to examine the students' general attitude and significant differences among the Certificate Level and Diploma Level.

The third part is about the students' attitudes towards the teaching of English. They were asked to rate the teacher's way of teaching; how the teacher behaves, gives instructions, demonstrates the lesson inside and outside the classroom, and motivated them. The students were asked to rate each item so as to determine their level of agreement with each item statement in the following Likert scale: (5) = Always, (4) = Oftentimes, (3) = Sometimes, (2) = Seldom, (1) = Never. The questionnaires were given to the class advisers by the researcher and were collected by the researcher immediately that same day.

Treatment of Data

To determine the attitudes of students towards learning and the teaching of English and their English competence, mean, standard deviation were computed.

For the profile of respondents, to categorize them by age, gender, educational background and major, the frequency and percentage were utilized. To find out if there is a significant difference between the students; attitudes towards the learning of English and the teaching of English, difference between means were computed and subjected to t-test. Difference between the means of the students' attitudes and their English competence were computed and subjected to t-test when they were grouped by their profile. The Pearson product-moment correlation coefficient was computed to find out if the English competence of students is related to their attitudes.

Chapter 3

RESULTS AND DISCUSSIONS

In order to analyze the attitude of students in English and competence of students the gathered data results and its interpretation will answers the following sections.

The Level of Attitudes of Students towards Learning and Teaching of English

Based on the results shown in Table 2, the level of attitudes of learners towards learning English is neutral with the mean of 3.1315 and standard deviation of 0.42052 while the level of attitudes of learners towards teaching English is favorable with the mean of 3.4966 and standard deviation of 0.51762. This shows that the students behave well in the classroom, some are polite and others are too polite.

Table 2 Means and Standard Deviation of Students towards Learning and Teaching of English

| Attitude | Mean | Description | Std. Deviation |
|------------------|-------------|--------------------|-----------------------|
| Towards Learning | 3.1353 | Neutral | .42052 |
| Towards_Teaching | 3.4966 | Favorable | .51762 |

**Interpretation Scale:*

Very Unfavorable (1.00-1.50)

Unfavorable 1.51-2.50)

Neutral (2.51-3.50)

Favorable (3.51-4.50)

Very Favorable (4.51-5.00)

Difference between the Level of Attitudes of Learners towards Learning English and towards Teaching English

The result is similar with studies in Thailand by Noom-ura (2013), which implied that students lacked patience in practicing English and had a little exposure to English outside class, which may in turn contribute to their lack of confidence in speaking English. Some of the

students who have supportive parents, and peers will have a positive outlook in English subject. These will lead to the results and suggest that level of attitudes of learners towards learning English really affects the level of attitudes of learners towards teaching English.

Table 3 Result of t-test on the Level of Attitudes of Students towards Learning English and towards Teaching English

| Attitudes | Mean | SD | t | p-value | Interpretation | Decision |
|------------------|--------|--------|--------|---------|----------------|-----------|
| Towards_Learning | 3.1353 | .42052 | 10.401 | 0.00 | Significant | Reject Ho |
| Towards Teaching | 3.4966 | .51762 | | | | |

Level of attitudes of Students and their Profile

According to Age

An independent-samples t-test was conducted to compare the level of attitudes of students in learning and teaching English according to their age brackets. There was no significant difference in the level of attitudes of students in learning and teaching English between 16-18 years and 19-22 years [$t=-1.648$, $p = 0.101$]. Therefore, the null hypothesis which states that there is no significant difference on the level of attitudes of students towards learning English and towards teaching English is accepted.

Table 4 Result of t-test on Students' Age and their Level of Attitude

| Age | Mean | t | p-value | Remarks | Decision |
|-----|------|---|---------|---------|----------|
|-----|------|---|---------|---------|----------|

| | | | | | |
|-------------|--------|--------|------|-----------------|--------------|
| 16-18 years | 3.2268 | -1.648 | .101 | Not Significant | Accept Ho |
| 19-22 years | 3.3233 | | | | |

According to Gender

An independent-samples t-test was conducted to compare the level of attitudes of learners in learning and teaching English when they were grouped according to their gender. There was no significant difference between the level of attitudes of male and female learners in learning and the teaching of English [$t=0.529$, $p = 0.597$]. Therefore, the null hypothesis which states that there is no significant difference between the level of attitudes of male and female learners in learning and teaching English.

These results suggest that gender does not influence the level of attitudes of learners in learning and teaching English. Specifically, the results suggest that gender is not a determining factor on the level of attitudes of learners in learning and teaching English. This is in contrast with the study of Guz (2010) who pointed out that female learners have more positive attitudes towards English than the male students.

Table 5 Result of t-test on Students' Gender and their Level of Attitude

| Gender | Mean | t | p-value | Interpretation | Decision |
|--------|--------|------|---------|-----------------|--------------|
| Male | 3.2534 | .529 | .597 | Not Significant | Accept Ho |

Female 3.2302

According to Major

An independent-samples t-test was conducted to compare the level of attitudes of learners in learning and teaching English according to their major. There was a significant difference in the level of attitude of learners in learning and teaching English between those who are pursuing certificate or diploma [$t=-2.438$, $p = 0.015$]. These results suggest that major field really influences the attitude of learners in learning and teaching English. It shows that students aiming for a diploma spend more time in studying English; they are more exposed to the subject. One of the qualifications from the school to be accepted in the major they are in is to have a higher level of English proficiency.

Table 6 Result of t-test on Students' Major and their Level of Attitude

| Major | Mean | t | p-value | Interpretation | Decision |
|--------------|-------------|----------|----------------|-----------------------|-----------------|
| Certificate | 3.2265 | 2.438 | .015 | Significant | Reject Ho |
| Diploma | 3.4044 | | | | |

According to Length of Study

An independent-samples t-test was conducted to compare the level of attitudes of learners in learning and teaching English according to their length of study. There was a significant difference in the level of attitude of learners in learning and teaching English between studying

within five years and studying for 6 - 10 years [$t=-3.284$, $p = 0.001$]. These results suggest that length of study really influences the attitude of learners in learning and teaching English. Specifically, the results suggest that students studying for 6-10 years have higher level of attitude in learning and teaching English than students studying for 1-5 years. The current study is similar with the study of Bidin (2009), who found out that some of the students who have supportive parents are engaged in after school classes, extra-curricular activities and different clubs and are more motivated in learning the language.

Table 7 Result of t-test on the Students' Length of Study and their Level of Attitude

| Length of Study | Mean | t | p-value | Interpretation | Decision |
|------------------------|-------------|----------|----------------|-----------------------|-----------------|
| 1-5 years | 3.1802 | -3.284 | .001 | Significant | Reject Ho |
| 6-10 years | 3.3208 | | | | |

The Level of English Competence of the Students

The level of English competence of students is “Basic” with the mean of 2.43 and standard deviation of 0.733. This result is supported with the study of Tran and Duong (2013), that even though English is compulsory and has been implemented for years, students believe that

English is only somewhat useful and relevant to their lives, and they still experienced anxiety in the learning process.

Table 8 Level of English Competence of the Students

| | Mean | Description | Std. Deviation |
|----------------------|-------------|--------------------|-----------------------|
| Academic Performance | 2.43 | Basic | 0.733 |

**Interpretation Interval:*

| | |
|----------------------------|------------------|
| <i>Advanced</i> | <i>4.51-5.00</i> |
| <i>Higher Intermediate</i> | <i>3.51-4.50</i> |
| <i>Intermediate</i> | <i>2.51-3.50</i> |
| <i>Basic</i> | <i>1.51-2.50</i> |
| <i>Beginner</i> | <i>1.00-1.50</i> |

English Competence of the Students and their Profile

According to Age

An independent-samples t-test was conducted to compare the level of English competence of students according to their age brackets. There was no significant difference in the level of English competence between 16-18 year old students and those who are 19-22 years [$t=0.406$, $p = 0.685$]. Therefore, the null hypothesis is accepted.

These results suggest that age does not influence the level of English competence. Specifically, the result suggests that age is not a determining factor on the level of English competence of the students. Even though, those in the higher age brackets are more experienced, and spent more years in studying English than those in the younger group

who are just starting to study English in a more complex language and needs hours of study.

Table 9 Result of t-test on the Students' Age and their Level of English Competence

| Age | Mean | t | p-value | Interpretation | Decision |
|-------------|------|------|---------|-----------------|-----------|
| 16-18 years | 2.45 | .406 | .685 | Not Significant | Accept Ho |
| 19-22 years | 2.41 | | | | |

According to Gender

An independent-samples t-test was conducted to compare the level of English competence of students grouped according to their gender. There was no significant difference in the level of English competence between male and female [$t=0.901$, $p = 0.368$]. These results suggest that gender does not influence the level of English competence. Specifically, the results suggest that gender is not a determining factor on the level of English competence of the students. Therefore, the null hypothesis which states that there is no significant difference in the level of English competence between male and female is accepted.

Table 10 Result of t-test on the Students' Gender and their Level of English Competence

| Gender | Mean | t | p-value | Interpretation | Decision |
|--------|------|------|---------|-----------------|-----------|
| Male | 2.46 | .901 | .368 | Not Significant | Accept Ho |

Female 2.38

According to Major

An independent-samples t-test was conducted to compare the level of English competence of students grouped according to their major. There was a significant difference in the level of English competence between those who are pursuing certificate and diploma [$t=6.028$, $p = 0.000$]. These results suggest that major really influences the level of English competence. Specifically, the results suggest that certificate students have higher level of English competence than diploma students. So it only means that those who are taught in Mini-English program are confident enough to tackle the subjects and have a positive outlook on the language.

Table 11 Result of t-test on Students' Major and their Level of English competence

| Major | Mean | t | p-value | Interpretation | Decision |
|--------------|-------------|----------|----------------|-----------------------|-----------------|
| Certificate | 2.51 | 6.028 | .000 | Significant | Reject Ho |
| Diploma | 1.67 | | | | |

According to Length of Study

An independent-samples t-test was conducted to compare the level of English competence of students classified according to their length of study. There was no significant difference in the level of English

competence between those studying within 1-5 years and those who are studying for 6 - 10 years [$t=0.406$, $p = 0.685$]. These results suggest that length of study does not influence the level of English competence. Specifically, the results suggest that length of study is not a determining factor on the level of English competence of the students. So it clearly states that no matter how long the other groups have been studying English, and practiced more, the length of study has no bearing on their competence in English. Therefore, the null hypothesis is accepted.

Table 12 Result of t-test for Students' Length of Study and their Level of English Competence

| Length of Study | Mean | t | p-value | Interpretation | Decision |
|------------------------|-------------|----------|----------------|-----------------------|-----------------|
| 1-5 years | 2.45 | .406 | .685 | Not Significant | Accept Ho |
| 6-10 years | 2.41 | | | | |

The Attitudes of Students and their English Competence

Pearson product-moment correlation coefficient was computed to assess the relationship between the attitudes of students and their English competence. Result shows that there was no correlation between the attitudes of students and their English competence [$r=0.0067$, $n=282$, $p=0.260$]. This means that increase in the level of attitude of students towards learning and teaching English does not significantly relate to their English competence. This directly contradicts Yu (2010) who mentioned that those students who are indulged and lively while

studying and having extra-curricular activities possess the opportunity to be knowledgeable and competent in a new language and would reflect the success of the learners.

Table 13 Pearson r Correlation between Attitudes of Students and their English Competence

| Variables Compared | r | Strength of Relationship | p-value | Interpretation Decision |
|--|----------|---------------------------------|----------------|--------------------------------|
| Attitudes of Students and English Competence | .067 | Very Weak | .260 | Not Significant Accept Ho |

Intervention Plan

As a result of the study, an intervention plan designed to improve the attitudes and English competencies of the students is proposed.

Chapter 4

CONCLUSIONS AND ECOMMENDATIONS

Conclusions

1. The students at IRPC Technological College have a neutral attitude towards the learning of English and a favorable one towards how English is taught in the school.

2. The students have a significantly higher attitude towards how English is taught in their school than how English is learned.

3. The attitudes of students towards learning is not determined by their age and gender but is determined by their major and length of study.

4. The level of English competence of the students is basic.

5. The English competence of the students is influenced by their major but not by their age, gender and length of studying English.

6. Students' attitudes in learning English and in the teaching of English could not be used to predict their English competence.

7. The intervention program is needed to improve the students' attitude towards learning English and the teaching of English and their competence in English.

Recommendations

1. In order to improve the attitude of the students the school and the teachers should recommend promoting students' positive attitudes and motivation towards English.

2. The school administration will help and support the teachers to create an encouraging positive atmosphere needed in English classes.

3. Even if gender and age of students and length of the study do not influence their level of attitudes towards learning and the teaching of English, teacher must still use creative activities and employ a teaching ideology that encourages the growth of students.

4. Since the result of students' competence is only basic, this should generate concern among the teachers. The administration management team has to evaluate the students' needs and to provide extra-classes, fun activities that will encourage students to speak English, help them to recover their shyness and boost their confidence.

5. Due to the significance in difference between the level of competence of students grouped by major, the administration management should implement the importance of having extra classes using English in context.

6. Teachers and parents should encourage the learners to read material written in English such as books, short stories, newspapers, magazines and watching educational DVD's.

7. The intervention program in improving the students' attitude towards learning English and their English competence should be implemented.

REFERENCES

- Abidin, M. (2012). EFL Students' Attitudes towards Learning English Language: The Case of Libyan Secondary School Students. *Asian Social Science*, 8(2), .
- Abu, S & Jusoff, K. (2008). Teaching Comprehension Skills using Context-based Texts in Second Language at Tertiary Level. *International Education Studies*, Volume 1(4).
- Ahmed, S. (2015). Attitude towards English Language among EFL Learners at UMSKAL. *Journal of Educaiton and Practice*, 6(18).
- Ahmed, S & Lamees, A. (2009). Investigating Students Attitudes and Preferences Towards Learning English at Kuwait University. *College Student Journal*, 43(2).
- Al othman, F. .H.M & Shuqair, K. (2013). The Impact of Motivation on English Language Learning in the Gulf States. *International Journal of Higher Education*, 2(4), .doi./ 10.5430/ijhe.v2p123
- Al samadani, H & Ibnian, S. (2015). The Relationship between Saudi EFL Students' Attitudes towards Learning English and their Academic Achievement. *International Journal of Education and Social Science*, 2(1).
- Amal, A. (2009). The Role of Motivation and Motivational Strategies in Saudi Students' Communicative Competence in English.
- Amal, A. (2013). Students' Attitudes and Perceptions towards Learning English. *AWEJ*, 4(2).
- Awan, A.I & Ullah, A. (2011). Attitude of Students Towards Statistics in Teacher Educaiton Institutions. *International Journal of Academic Research*, 3(6).
- Bidin, S. (2009). Motivation and Attitude in Learning English among UiTM students' in the Northern Region of Malaysia. *Wwwccsenetorg/journalhtml*, 2(2).
- Braten, I & Stromso, H. (2006). Epistemological beliefs, interest, and gender as predictors of Internet-based learning activities. *Science Direct*, 22(1027-1042).

- Bukhari, S, Cheng, X & Ali khan, S. (2015). Willingness to Communicate in English as a Second Language: A Case Study of Pakistani Undergraduates. *Journal of Education and Practice*, 6(29)
- Colak, A. (2008). Attitudes, Motivation and Study Habits of English Language Learners: The Case of Baskent University Second-Year Students
- Dashti, F. & Aldashti, A. (2015). EFL College Students' Attitude towards Mobile Learning. Department of Curriculum and Instruction, College of Education.
- Enongene, E. (2013). English as a Foreign Language at the University of Yaounde 1: Attitudes and Pedagogic Practices. *English Language Teaching*, 6(3).
- Ergenekon, S. (2010). A study on the Affective Attitudes of Students at Gazi Educational Faculty Towards English Classes. *Ekev Akademi Dergisi*, 14(45).
- Gajalakshmi. (2015). High School Students' Attitude towards Learning English Language. *International Journal of Scientific and Research Publications*, 3(9).
- Grubbs, S, Chaengploy, S & Worawong, K. (2009). Rajabhat and traditional Universities: Institutional differences in Thai students' perceptions of English. *High Education*, 57(283-298).
- Harfitt, G. (2012). Class size and language learning in Hong Kong: the students' perspective. *Educational Research*, 54(3), 331-342.
- Hosseini, S. (2013). Language Learners' Attitudes and Beliefs: Brief Review of the Related Literature and Frameworks. *International Journal on New Trends in Education and their Implications*, 4(6).
- Ibarrola, A.L., Martinez, R.A. (2014). Investigating negotiation of meaning in EFL children with very low levels of proficiency. *International Journal of English Studies*. <http://revistas.um.es/ijes>.
- Kitchakarn, O. (2015). EFL Learners' Attitudes towards using Computers as a Learning tool in Language. *The Turkish Online Journal of Educational Technology*, 14(2).

- Larsson, T. & Olsson, J.(2008). Attitudes towards English as a Foreign Language in a Multicultural Context. A study carried from the Perspective of Identity, Social context, and future use.
- Lee, K.Y. (2012). Teaching Intercultural English Learning/Teaching in World Englishes: Some classroom activities in South Korea.*English Teaching: Practice and Critique*, 11(4), 190-2015.
- Lightbown, P.M. &Spada, N. (2006). How language are learned 3rd ed. Oxford: Oxford University Press.
- Lo, P. (2013). Motivation and Attitude towards learning and Using English outside the Classroom Environment: A study of the library and Information Sciences Undergraduates at the University of Tsukuba. The Asian Conference on Language Learning.www.iafor.org
- Magid, M. (2014).An Application of the L2 Motivational Self System to Motivate Elementary School English Learners in Singapore.*Journal of Education and Training Studies*, 2(1).
- Maghsudi, M, Sharifi, E &Sharari, A. (2015).The Effect of Gender on Foreign Language Learning.*International Journal of Educational Investigation*, 2(2), 162-166.
- Mapuranga, B, Musingafi, C.C &Zebron, S. (2015). Students Perceptions on Factors that affect their Academic Performance: The case of Great Zimbabwe University (GZU). *Journal of Education and Practice*, 6(18).
- Meksophawannagul, M. (2015). Teacher and Learner Views on Effective English Teaching in the Thai Context: The case of Engineering Students. *English Language Teaching*, 8(11).
- Melhim, A &Rahman, A. (2009).Attitudes of Jordanian College students towards Learning English as a foreign Language.*College Student Journal*, 43(2).
- Mufta, M. &Rafik-galea, S. (2013).Language Learning Motivation among Malaysian Pre-University Students.*English Language Teaching*, 6(3).
- Muthanna, A & Miao, P. (2015). Chinese Students' Attitudes towards the Use of English-medium Instruction into the Curriculum Courses: A

- case study of a National key University in Beijing. *Journal of Education and Training Studies*, 3(5).
- Noom-ura, S. (2013). English-Teaching Problems in Thailand and Thai Teachers' Professional Development Needs. *English Language Teaching*, 6(11).
- Nysten, H. (2009). Attitude towards English among Italian students. Department of Humanities English Studies. Linguistic Essay.
- Pineda, A. (2011). Attitude, Motivation, and English Language Learning in a Mexican College Context. *The University of Arizona*, 89(101/10150/145743).
- Rula, L. (2006). An International Journal of Educational Technology and Applied Linguistics. *University Students' Beliefs about Learning English and French in Lebanon Diab*, 34(1), 80-96.
- Sen, S.H. (2013). The attitudes of University students towards learning. *International Journal of Academic Research*, 5(4), 338-342. Doi:10.7813/20175-4124.2013/5-4/B.50
- Srichanyachon, N. (2013). Attitudes of Undergraduate students towards an online English class. *Turkish Online of Distance Education-TOJDE*, 14(2).
- Suwanarak, K. (2015). Learning English as Thai Adult Learners: An Insight into Experience in Using Learning Strategies. *English Language Teaching*, 8(12).
- Tanielian, A. (2014). Foreign Language anxiety in a new English program in Thailand. *The International Education Journal*, 13(1).
- Tran, T & Duong, T. (2013). The Attitudes towards English Language Learning and Use of Self-Regulated Learning Strategies among college non-English majors. *International Journal of Scientific and Research Publications*, 3(7).
- Ulug, M, Ozden, M & Eryilmaz, A. (2011). The Effects of teachers' attitudes on students' personality and performance. *Social and Behavioral Sciences*, 30(2), 738-742.

- Yang, O & Wu, V.C.W. (2015). Using mixed-modality Learning Strategies via e-learning for Second Language Vocabulary Acquisition. *Educational Technology & Society*, 18(3), 309-322.
- Yimwilai, S. (2015). An Integrated Approach to Teaching Literature in an EFL Classroom. *English Language Teaching*, 8(2).
- Zanghar, A. (2012). Instrumental And Integrative Motivation Among Undergraduate Libyan students of English as a foreign Language. Colorado State University, 63-65
- Zhao, L. (2012). Investigation into Motivation Types and Influences on Motivation: The Case of Chinese Non-English Majors. *wwwccsenet.org/elt*, 5(3).