



A COMPARATIVE-CORRELATIONAL STUDY OF ATTITUDES TOWARD AND  
MOTIVATION FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE IN GRADE 9  
STUDENTS FROM AKHA, BAMAR AND SHAN ETHNIC GROUPS AT No 2 BASIC  
EDUCATION HIGH SCHOOL, KENG TUNG, EASTERN SHAN STATE, MYANMAR

Zaw Myo Thant

A Thesis Submitted in Partial Fulfillment of the  
Requirements for the Degree of  
MASTER OF EDUCATION  
in Curriculum and Instruction  
Graduate School of Human Sciences  
ASSUMPTION UNIVERSITY OF THAILAND

2017



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**Field of Study:** CURRICULUM AND INSTRUCTION

**Thesis Advisor:** ASST. PROF. DR. ORLANDO RAFAEL GONZÁLEZ GONZÁLEZ

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**Accepted by the Graduate School of Human Sciences, Assumption University in**

**Partial Fulfillment of the Requirements for the Master Degree in Education**

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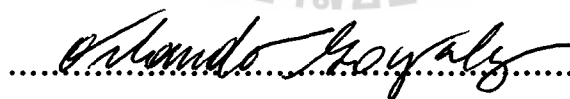
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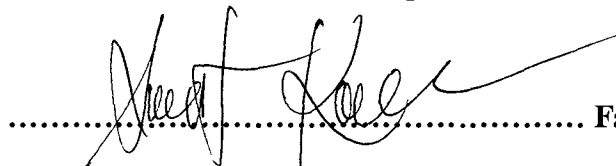
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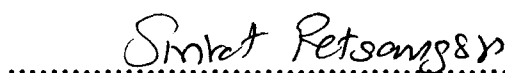
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## **ABSTRACT**

**I.D. No.:** 5919185

**Key Words:** ATTITUDE, MOTIVATION, ETHNIC GROUPS, EFL, MYANMAR

**Name:** ZAW MYO THANT

**Thesis Title:** A COMPARATIVE-CORRELATIONAL STUDY OF ATTITUDES

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**Thesis Advisor:** ASST. PROF. DR. ORLANDO RAFAEL GONZÁLEZ GONZÁLEZ

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The purpose of this study was to determine the relationship between attitudes and motivation of Grade 9 students toward English as a foreign language from the Akha, Bamar, and Shan ethnic groups and to compare each variable in three different ethnic groups at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar. A total of 199 students participated, and the instrument adapt for this study was the latest version of Gardner's (2004) Attitude/Motivation Test Battery. Pearson product-moment correlation coefficient was used to examine the relationship between the research variables, and a one-way analysis of variance (ANOVA) was applied to determine if there were differences between attitudes and motivation of the students. From this study, positive attitude and high motivation of Grade 9 students toward EFL were found, regardless of their ethnic memberships. Also, it was found a statistically strong, positive correlation between attitudes and motivation of Grade 9 students in each ethnic group. Furthermore, the findings also indicated that there was a significant difference between attitudes toward EFL of the students, but no significant difference between motivations toward EFL of the students in all three ethnic groups.

Finally, recommendations for teachers, students, administrators, and future researchers are presented.



**Field of Study:** Curriculum and Instruction

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I dedicate this work to my beloved Grandmother who passed away in April 2018.

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## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher will introduce the background of the study, problem statement, research questions, research objectives, research hypotheses, theoretical framework, conceptual framework, scope and limitation of the study, definitions of terms, and the significance of the study.

#### **Background of the Study**

Myanmar and English language have a very long history to be told, and the root of such history between them is started from political aspects. Since the British colonized Myanmar in 1885 after the Third Anglo-Myanmar war, English became the language of the law, administration, and the medium of education in European Code schools and the university (Paw, 2015). Since then, the English language had an influence on Myanmar till now as English language proficiency is increasingly demanding on every aspect of development in today worldwide. Throughout the colonial empire, until Myanmar gained independence (1885-1948), Myanmar language became the second language to English in its own country (Paw, 2015).

During the post-independence era, many changes and developments occurred in Myanmar education field. Significantly, there were two actions: the nationalization of private schools and reintroduction of English language in schools. According to Paw (2015), because of the first action, all the private schools in Myanmar that had been run by British educators were nationalized and at the same time, all the schools across the nation were being brought together under one uniform education system. From 1965, English language teaching from kindergarten and the system of utilizing the English language as a medium of instruction in private-run European Code schools were both diminished. In addition, Win (2003) also

mentioned the practice of using the English language in the area of government, law, and education came to an end and was replaced with Myanmar language.

Because of the second action, from 1981 English language was reintroduced and re-implemented at school levels, starting from kindergarten and aiming to develop all four language skills: speaking, listening, reading, and writing (Paw, 2015). However, the English language was prescribed to be used as an instructional language in science subjects at the upper secondary level. Thus, the English language was the foreign language in which the Myanmar students were most familiar (Paw, 2015), though it has been on and off in Myanmar.

The influence of English language has been crucial in Myanmar, especially in the education, politics, and the social world for a long period (Ireland & Van Benthuyzen, 2014). According to the recent political reforms, beginning in 2010, the interest in mastering English is significantly higher than before as the country has opened to worldwide influences. Then, the English language proficiency would be highly demanding during that time as foreign business opportunities came in and that could motivate Myanmar citizens enough to put on a greater interest in mastering the English language. Also, the official working language of Association of Southeast Asian Nations (ASEAN) prescribe in the charter is English (Bolton, 2008). To be able to collaboratively and effectively work with the rest of the ASEAN members, Myanmar will require seriously to upgrade and promote the learning English language.

The Republic of the Union of Myanmar is one of the most ethnically diverse countries in the world, composed of over 135 different ethnic groups, all having their own language, culture and tradition. The majority of them have their own mother tongues, which is not Myanmar language. The Myanmar language comes as a second language for non-Burmese people and mostly it is taught and spoken only in school. Nevertheless, the country as stated

in Ireland and Van Benthuyzen (2014), currently around 67% of Myanmar people fluently use the Myanmar language as their mother language regardless of their differences. It has been more than three decades now that English as a foreign language was reintroduced from Kindergarten to higher grade levels. However, only 5 % of Myanmar population speak English, which ranked at the bottom level with Cambodia and Laos (Bolton, 2008). Comparing to other neighbouring countries in Asia, Myanmar citizens' English language proficiency is surprisingly under the average. Based on that information, Myanmar still has a long way to go in developing and mastering English language proficiency.

Deci and Ryan (1985) noted that a number of factors are involved in succeeding the second language learning, e.g., learning style and motivation. Previously, many studies have been conducted on attitude and motivation separately, but few or no researchers have paid attention to identify and compare both variables in relation to English as a foreign language (EFL) for different ethnic groups. But according to Ellis (1997) attitude toward and motivation for learning second language learning are interrelated each other.

Attitude towards the language is one of the major constructs that assist in learning a second language (Lightbown & Spada, 1990; Walqui, 2000). However, Fasold (1984) claimed that attitude towards a language is frequently reflected by the attitudes toward the second language speaking society. Also according to Bernaus and Gardner (2008) attitudes of learners toward the targeted language community will have an influence on the rate of success in learning the second language. Thus a positive attitude toward the language and its society is an important factor in succeeding second language learning since attitudes have a direct impact on the achievement of second language acquisition (Mat & Yunus, 2014).

Also, educators and researchers hold a very common belief that motivation is one of the major characteristics and having a positive impact on the success of L2 learning (Dörnyei, 1998). It is an engine which drives the learners to initiate actions, which can be



divided into two main groups which are extrinsic motivation and intrinsic motivation.

Extrinsic motivation can be defined as the desire or willingness of an individual to learn the language for the purpose of getting an external reward, while intrinsic motivation can be defined as the desire or willingness to perform an action based on their interest (Bandura, 1977). Thus, the performance of students is largely mediated by their both intrinsic and extrinsic motivations.

Although the government expenditure on education has been increased from 0.7 % in 20010-2011 to 2.1 % in 2013-2014 (UNESCO, 2014), the military was granted 14% of the national budget (Grevatt, 2014). Thus, the government has spent national budget hugely on military and less on education. Therefore, there was no surprise for the poor performance of Myanmar students since education is not supported well enough in order to expect a high achievement. There were many criticisms from both local and international experts, little or no actions have been taken to tackle this issue. However, there is a hope after a new government came to power in 2015, especially in education sector which is expected to have positive changes and it likely would result better but yet, it is still too early to comment on this case.

### **Statement of the Problem**

The targeted research venue will be at № 2 Basic Education High School, located in Keng Tung which is the largest city in Eastern Shan State in Myanmar. The total population of the school each year is roughly around 2000 students from kindergarten to Grade 9 students. Majority of the student population in the school are Shan and Akha while the majority of the teachers are Bamar from different states. Although the Burmese language is used as a medium of instruction in the school, Shan and Akha languages are commonly used after the school.

The English language is taught from kindergarten since 1981. However, CESR (Comprehensive Education Sector Review) which was launched in 2012 as part of the national education reform plan led by Myanmar Ministry of Education and established partnership with organizations such as UNESCO and World Bank, recommended that English language should be taught in Grade 3, when Burmese-speaking children have mastered their mother tongue and other national ethnic groups have mastered their mother tongue and Burmese language (Paw, 2015).

In addition, learners' attitudes toward the target foreign language speaking group would be counted as crucial as learners' intellectual capacity and language aptitude to succeed in learning that language (Gardner & Lambert, 1972b). Politically, English had played a mostly negative role in Myanmar history as British colonized Myanmar for more than fifty years. During their era in Myanmar, they run the whole country the way they liked as mentioned in the previous section.

Furthermore, the attitude of the current generation toward English could be affected more or less negatively by the senior generation. If so, it would discourage the interest and desire of Myanmar students to learn and use the language. Then the motivation of the students would be low with the lack of interest and desire. Also, Lalonde and Gardner (1984) mentioned that motivation serves as a mediator in language learning proficiency. So, with a low motivation, there would be the low rate to success for Myanmar students in English language learning.

No or a few research has been done in the current area as far as the researcher is concerned and thus, this quantitative research aims to determine whether there is a significant relationship between attitudes and motivation for learning English as a foreign language, and compare them, in the case of Grade 9 students from three different Myanmar ethnic groups,

such as Akha, Bamar, and Shan at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

### **Research Questions**

The following are the research questions developed by the researcher for this study.

1. What are the levels of attitude toward English as a foreign language in Grade 9 students from the Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar?
  - 1.1. What is the level of attitude toward English as a foreign language in terms of attitude toward English speaking people and attitude toward the learning situation in Grade 9 students from the Akha ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar?
  - 1.2. What is the level of attitude toward English as a foreign language language in terms of attitude toward English speaking people and attitude toward the learning situation in Grade 9 students from the Bamar ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar?
  - 1.3. What is the level of attitude toward English as a foreign language language in terms of attitude toward English speaking people and attitude toward the learning situation in Grade 9 students from the Shan ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar?
2. What are the levels of motivation for learning English as a foreign language in Grade 9 students from the Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar?
  - 2.1. What is the level of motivation for learning English as a foreign language in terms of motivational intensity, desire to learn English, and attitude toward

- learning English in Grade 9 students from the Akha ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar?
- 2.2. What is the level of motivation for learning English as a foreign language in terms of motivational intensity, desire to learn English, and attitude toward learning English in Grade 9 students from the Bamar ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar?
- 2.3. What is the level of motivation for learning English as a foreign language in terms of motivational intensity, desire to learn English, and attitude toward learning English in Grade 9 students from the Shan ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar?
3. Is there a significant relationship between attitudes toward and motivation for learning English as a foreign language in Grade 9 students from the Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar?
4. Is there a significant difference between attitudes toward English as a foreign language in Grade 9 students from the Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar?
5. Is there a significant difference between motivation for learning English as a foreign language in Grade 9 students from the Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar?

### **Research Objectives**

The following are the research objectives developed by the researcher for this study.

1. To determine the level of attitudes towards English as a foreign language in Grade 9 students from the Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.



- 1.1. To determine the level of attitudes towards English as a foreign language in terms of attitude toward English speaking people and attitude toward the learning situation in Grade 9 students from the Akha ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.
- 1.2. To determine the level of attitudes towards English as a foreign language in terms of attitude toward English speaking people and attitude toward the learning situation in Grade 9 students from the Bamar ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.
- 1.3. To determine the level of attitudes towards English as a foreign language in terms of attitude toward English speaking people and attitude toward the learning situation in Grade 9 students from the Shan ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.
2. To determine the level of motivation for learning English as a foreign language in Grade 9 students from the Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.
  - 2.1. To determine the level of motivation for learning English as a foreign language in terms of motivational intensity, desire to learn English, and attitude toward learning English in Grade 9 students from the Akha ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.
  - 2.2. To determine the level of motivation for learning English as a foreign language in terms of motivational intensity, desire to learn English, and attitude toward learning English in Grade 9 students from the Bamar ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.
  - 2.3. To determine the level of motivation for learning English as a foreign language in terms of motivational intensity, desire to learn English, and attitude toward

learning English in Grade 9 students from the Shan ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

3. To determine whether there is a significant relationship between attitudes toward and motivation for learning English as a foreign language in Grade 9 students from the Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.
4. To determine whether there is a significant difference between attitude towards English as a foreign language in Grade 9 students from the Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.
5. To determine whether there is a significant difference between motivation for learning English as a foreign language in Grade 9 students from the Akha, Bamar, and Shan at ethnic groups № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

### **Research Hypotheses**

The following are the research hypotheses developed by the researcher for this study.

1. There is a significant relationship between attitudes toward and motivation for learning English as a foreign language in Grade 9 students from the Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar, at a significance level of .05.
2. There is a significant difference between attitudes towards English as a foreign language in Grade 9 students from the Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar, at a significance level of .05.

3. There is a significant difference between motivation for learning English as a foreign language in Grade 9 students from the Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar, at a significance level of .05.

### **Theoretical Framework**

In this section, the researcher will discuss briefly Gardner's socio-educational model that will provide the support to carry out the current project.

#### **Gardner's Socio-Educational Model**

Keblawi (2006) regarded Gardner's socio-educational model as the most influential model in the early 1960s through 1980s. Also, Au (1988) claimed that Gardner's socio-educational model has been one of the most long-standing models with a large number of studies for the last 25 years in worldwide. Thus, the most recent revised version of Gardner's socio-educational model of second language acquisition (1985b) will be utilized to carry out the current study.

Generally, the focus of the model is on the motivation and the constructs that support the motivation; attitudes toward learning situation, integrativeness, and instrumentality. The model is constituted with four classes such as social milieu, individual differences, language context, and outcomes. The social milieu is divided into two variables; educational setting and cultural context which refer to individual's past experiences, and family and cultural background. Also, there are two individual differences such as ability and motivation although the primary concern of the model is on motivation. The formal and informal language context with two outcomes such as linguistic and non-linguistic outcomes are included in the model.

**Attitude/Motivation Test Battery (2004).** According to Gardner (1985a), the major concepts and items of Attitude/Motivation Test Battery were formulated and originated by

Gardner (1958; 1960) and extended by Gardner and Lambert (1972). To carry out the current study, the AMTB (2004) international version will be used. It consists of twelve scales, but for this project, only five scales will be adopted to measure two variables; attitude toward English speaking people, attitude toward the learning situation which is divided into two parts; English teacher and course evaluations, motivational intensity, desire to learn English, and attitudes toward learning English. Many previous researchers, e.g., (Chalak & Kassaian, 2010; Hsiang, 1992; Starron, 2008; Suleiman, 1993) have used this in a different form to identify and compare both variables: attitudes and motivation for learnings EFL.

### **Conceptual Framework**

The purpose of the project is to identify the relationship between students' attitudes and motivation for learnings EFL in each ethnic groups and compare each variable among three different ethnic groups towards EFL in Grade 9 at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar. Figure 1 describes the conceptual framework of the study.

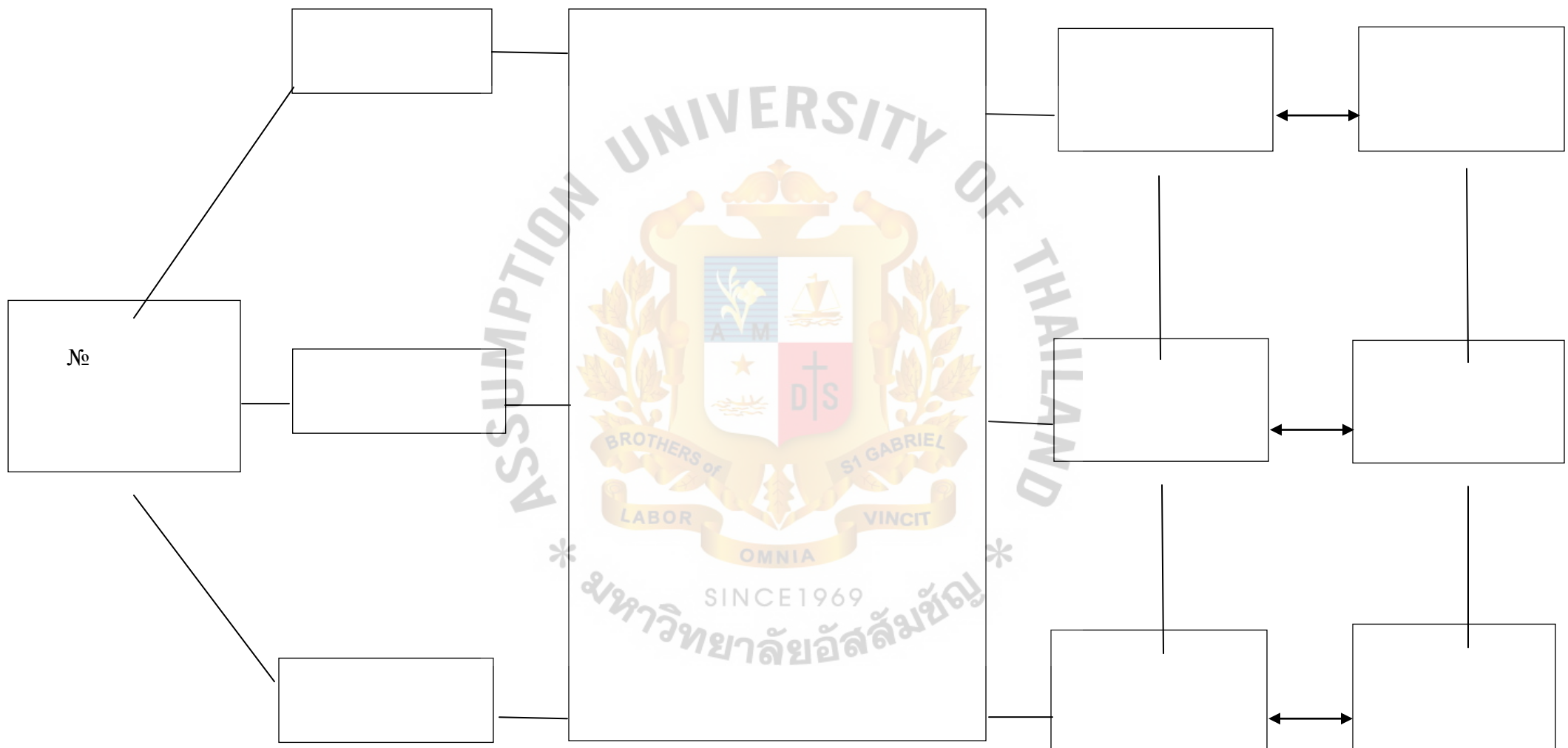


Figure 1. Conceptual framework.



### **Scope of the Study**

This study was conducted only in № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar. Also, the targeted sample is limited to three different ethnic groups in Grade 9 which are Akha, Bamar, and Shan ethnic groups. The population of the whole Grade 9 is 199 students, and 73 students from the Akha ethnic group, 62 students from Bamar ethnic group, and 64 students from the Shan ethnic group in 2017/2018 academic year.

The Grade 9 students are taught the English language by a Myanmar teacher for five lessons per week, 60 minutes per class and 300 minutes per week. Myanmar language is used as a medium of instruction. This quantitative research used selected sub-scales from Gardner's Attitude/Motivation Test Battery (Gardner, 2004) in order to identify and compare the attitudes and motivation for learning English as a foreign language in Grade 9 students from Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar. Therefore, this project would not be eligible to generalize its findings in a different educational setting.

### **Definitions of Terms**

The following are the definitions of terms describing the specific meaning of the terms related to this study.

#### **Attitudes Toward English as a Foreign Language**

It refers to the extent of individual's reaction and response to English as a foreign language based on their belief and knowledge about the language.

#### **Attitude/Motivation Test Battery**

AMTB (Attitude/Motivation Test Battery) is the name of the measuring tool which is designed by Gardner and consists of twelve scales, adapted to be used in the project for the purpose of collecting data from the target audiences. But only four subscales will be selected

as two variables are set to be identified; attitudes toward English speaking people, attitude toward the learning situation, motivational intensity, desire to learn English, and attitude toward learning English.

**Attitudes toward English speaking people.** It is not limited to one particular culture or country, rather it refers to any English speaking people and society in general.

**Attitude toward the learning situation.** It refers to an affective reaction to any parts of the class environment; availability and quality of resources, quality of instruction, and teacher whichever has the influence on individual's motivation to learn the language. However, Gardner set the focus only on English teacher and course evaluations.

**English teacher evaluation.** It refers to individual reaction and evaluation on English teacher.

**English course evaluation.** It refers to individual reaction and evaluation of English course.

**Motivational intensity.** It reflects the amount of individual put or expanded to learn the language.

**Desire to learn English.** It refers individual's willingness or eagerness to learn English.

**Attitudes toward learning English.** It refers to the pleasure and enjoyment related to the activity and process of learning.

### **English as a Foreign Language**

The role of English in countries where it is taught as a subject in a school, but not as a medium of instruction in education nor as a language of communication.

## Ethnic Groups

The Republic of the Union of Myanmar is made up of over 135 different ethnic groups with different cultural background and languages. Among them, three ethnic groups were selected as target groups and those are Akha, Bamar, and Shan ethnic groups.

**Akha ethnic group.** The Akha is one of the minority ethnic groups and historically originated in China which is closely related to Hani of Yunnan province. Then the group migrated into Myanmar, Thailand, Vietnam, and Lao over the last few hundred years. Based on ("Hill Tribes in Thailand," n.d), the total population of Akha ethnic group is around two to three million. There is a variety of Akha written languages which were developed by missionaries or linguists many years ago and still yet no or little agreement are compromised to decide which written language should comply as an official written language for the group. Majority of the Akha population in Myanmar live in the height hills and away from the city. Most of them are farmers and growing crops and corn.

**Bamar ethnic group.** Two-thirds of the population in the country are Bamar and they mostly live in Irrawaddy River basin, and speak Burmese language which is official language as well as the only medium of instruction in school in Myanmar. Also, they control the military and the government.

**Shan ethnic group.** Shan is the second largest ethnic group in the country and they speak their language called "Tai" languages, similar to the Thai language. They have two different major languages such as Tai Yai and Tai Long. Mostly they are Buddhists.

## Motivation for Learning English as a Foreign Language

It refers to the degree of individual's desire and willingness toward English as a foreign language, and the amount and the consistency of the effort individual put.

## **№ 2 Basic Education High School**

№ 2 Basic Education High School (B.E.H.S) is one of the government schools located in Eastern Shan State, Keng Tung, Myanmar.

### **Significance of the Study**

There is no single previous study that has been conducted in related to the current topic at № 2 Basic Education High School Keng Tung, Eastern Shan State, Myanmar. In fact, the school is one of the most populated and largest public high schools in Keng Tung. Respectfully, this current project is carefully designed to have great benefits not only the researcher but the rest of the educational industry as well especially the students. Generally,

To begin with, English language teachers from Grade 9 would gain a better understanding and reasonable awareness in the area of Grade 9 students' attitudes and motivation for learning EFL. Also, they would get the possible rationales on success and failure of EFL. Basically, they would get to know their students more in terms of EFL. Optimistically, it would raise a voice to utilize the information effectively.

To continue, the students themselves would gain a lot from the current research. They would come to understand their attitudes and motivation for learning EFL. At the same time, they would find out possible reasons for their success and failure, then they could make a change.

Hopefully, it would have the positive impact on the school, regional education leaders as well as the school committee members of № 2 B.E.H.S Keng Tung.

Last but not least, the researcher strongly believes that this study would be helpful and supportive to the future researchers who are concerned in student's attitudes and motivation for learning EFL. In Myanmar, not many reliable resources are available and it is considerably difficult to conduct a research as well. Therefore, this current study is aimed to

contribute positively to the education industry in both regionally and nationwide as well as for those researchers who are interested in.





## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **Introduction**

This chapter is a review of the related literature and the following will be covered in this chapter; English language learning (Global/ASEAN and Myanmar context), Gardner's socio-educational model of second language acquisition, Attitude/Motivation Test Battery, The concepts of attitude and motivation, previous studies on attitude toward and motivation for learning English language learning and Background of № 2 Basic Education High School Keng Tung, eastern Shan State, Myanmar. At the end, a brief summary of the whole Chapter II will be added as a conclusion.

#### **Global and ASEAN Contexts Regarding English Language Learning**

Based on data, there are around 7099 living languages on this planet (Ethnologue, n.d.). Among them, Mandarin, Spanish and English come as the most native speakers by 848 million (Mandarin), 399 million (Spanish), and 335 million (English) respectively (Jones, 2015). Regardless of any geographical location, the role of language learning is fundamental in order to communicate and understand which enable people accessing things such as knowledge in various ways locally and internationally as the whole world is constantly and rapidly changing. Thus, people learn their first language as well as several other languages and currently, two-thirds or over half of the whole world population are bilingual (Crystal, 2000). In over 100 countries, English language is the most widely accepted and taught as a foreign language and one of the most common reasons is an educational purpose, e.g., China, Russia, and Spain (Crystal, 2012). Also, Crystal continued to mention that many countries introduce the English language as their official language and to be practice as a medium of

communication in their countries such as Ghana, India, and Singapore, and also the most studied foreign language in Myanmar. Currently, 1.5 billion of the whole world population is estimated to be utilizers of English language as a first, second, or foreign language (Crystal, 2000).

English language has been a dominant language and serving as a lingua franca as well as global language for a number of centuries. According to Crystal (2012), it was rooted in the growth of the British Empire since around 17<sup>th</sup> century and based on Isaac Pitman (1873, as cited in Crystal, 2012), almost one-third of the world was occupied by the British Empire. Crystal (2012) described that military power is to establish the language and economic power is to expand and maintain the existence of the language. For example, Britain was the world's leading industrial trading company with advanced technology and science, and thus who wishes to deal or learn about them might require learning English.

India ranked second highest English speaking country only after US (Masani, 2012). According to McArthur (2002), 250 million which is around 25% of Chinese claimed that they know English language and approximately there were around 1 million of English language teachers at all levels in China by 2003. However, Bolton continued that it could be expanded at any time soon since China approached on top of the commercial success as world third largest exporter and only behind US and Germany since 2004. Also, another Asia large country, Japan, the total number of Japanese English speakers is somewhere around 41 million or approximately 33 %, based on Stanlaw (2004).

Although the use of language had not been specified in the ASEAN Declaration (Bangkok Declaration) which was held in Bangkok, 1967, the working or official language of the group is English (Kirkpatrick, 2008). However, according to Okudaira (1999), two attempts were made to practice other languages and both were failed such as the French

language proposed by Vietnamese in around 1995 and Malay language as a second working language suggested by Malaysian Ministry for Information in 1997.

Vu (2012) categorized two English learning groups in Southeast Asia countries; English as a second language and foreign language. Singapore, Malaysia, Brunei, and The Philippines belong to the first category and Thailand, Vietnam, Indonesia and the remaining four countries; Myanmar, Laos, Cambodia, and East Timor are in the second category. As most of them were colonized by western countries except Thailand which is one of the countries that was never occupied by any Western nations, the countries are bilingual and English is one of the most popular foreign languages in the region.

All nations from the first category use the English language as a working language and the medium of instruction in education along with one of their respective languages. For example, in Singapore, among four official languages (Mandarin, Malay, English, and Tamil), the English language serves as a working language at the national level, the only medium of instruction at all levels and the other three official languages are taught as second language. Malay is the only national language and the medium of instruction in Malaysia and Brunei, but the English language is used as a second language and the medium of instruction in all government schools in Brunei while in Malaysia English is served as the medium of instruction only for scientific and technical subjects. According to Bolton and Bautista (2008, as cited in Vu, 2012), The Philippines rank as the third largest English-speaking country in the world, by having 47% of Filipino English speakers and 55.6% of the population with the ability to read and write the language.

English language learning has little or limited success in both Thailand and Cambodia despite it is taught from Grade 1 in the public school as a compulsory foreign language (Vu, 2012). However, English was proposed to make another official language along with Thai and was never materialized. On the other hand, three languages were once dominating

languages in a different time in Vietnam such as Chinese, French, and Russian until introducing economic liberalization by the Vietnamese government and which favours the rise of English (Vu, 2012). Compare to both countries, Vietnam is moving forward from 25% of English students in 1986 to 67% from lower and 86% from upper secondary schools, and 90% from tertiary level. The rest of the countries are seemed to be the least number of English speakers for many reasons; one of the main reasons is due to poor education systems. In addition, only 5% of the population of Myanmar, Vietnam, Cambodia, Laos, and Indonesia are able to speak English language and which ranked at the lowest English-speaking country in ASEAN (Bolton, 2008). During the military dictatorship, the education in Myanmar was damaged and ruined by introducing “the politics of Burmanization” aiming to reduce the Western influence. Only recently, the act of education reform has been promoted and focused as the whole country is in a transition period.

### **Myanmar Context Regarding English Language Learning**

#### **History of English Language in Myanmar**

Historically, it could be assumed that the root of English language was started in 19<sup>th</sup> century by the invasion of British Empire into Myanmar's territory. After three Anglo-Burmese wars over a period of 60 years (1824-26, 1852, and 1885), the British Empire took over the whole country and imposed their language in the areas of law and administration, as well as education from 1885 until Myanmar gained independence in 1948 (Paw, 2015). During British era and before World War II, three types of schools were established in Myanmar: vernacular schools, Anglo-vernacular schools, and English schools (Lwin, 2000).

But prior to the colonial arrival, only monastic (which began in 11<sup>th</sup> century ("Monastic education - The background,," n.d.)) and missionaries schools (which began in early 18<sup>th</sup> century ("Myanmar Catholic church found in historical records (1287-1900)," n.d.)) existed with the exception of a few private schools (Chai, 2014). Due to the religious

constraints, only boys were allowed to be in monastic school and thus girls were taught some literacy skills and household duties privately at home by their parents.

Either Burmese or one of the recognized indigenous languages was practised as a medium of instruction in vernacular schools while English and Burmese or one of the recognized indigenous languages were adopted as a medium of instruction and English was taught as a second language in Anglo-vernacular schools. English was used as a main instructional language and Burmese was taught as a second language in English schools. However, vernacular schools were rated as second-class schools compare to the two other schools (Lwin, 2000). In addition, tuition fees were really high in those high rated schools and thus only high-income parents could afford to send their kids to that schools. Also, for many reasons Burmese applicants to English schools were set with several restrictions. Ever since then, the influence of English was heavily intense across the nations and even after getting liberty, Myanmar's status came second to English for multi-ethnic, social, and commercial communication as it kept presenting as the lingua franca of the country (Paw, 2015).

After independence (1948) and through the military coup (from 1962 until 1981), the English language was taught as a compulsory second language but from post-primary (Grade 6) (Lwin, 2000). Then, from 1981 and onwards, the English language was implemented to be taught again from Kindergarten and purposing to develop all four language skills: listening, speaking, writing, and reading (Paw, 2015). Moreover, English was mandated as a foundational course and compulsory subject for four years in university except between 1996 and 2011 (three years to get a degree) (Sein, 2015).

### **Attitudes Toward and Motivation for learnings English Language in Myanmar**

According to DuBois (1956, as cited in Suleiman, 1993), students who have unpleasant experiences with English or its speakers, seem to have a negative attitude toward



the host country and its language. As George Orwell who served as an colonial subdivision police officer in lower Myanmar (1922-1927), narrated honestly in his beautiful essay *Shooting an Elephant*, (Orwell, 2016), British were hated by a large number of Burmese people. This essay was originally published in 1936 and reprinted in 1950, 1956, 1961, and 19668 (Orwell, 2016). In this essay, he portrayed that he had no intention to kill the elephant, but ended up with shooting the elephant to death since two thousand eyes of Burmese expected it from him and the Burmese would be laughing if he did not pull the trigger (Orwell, 2016). Thus, those negative attitudes toward English speaking people/community, especially British, could be a heritage from parents or senior generation who suffered during British colonial era. Then it could discourage the students' interest or desire to master English.

Although English has been long implemented as one and only foreign language in Myanmar national curriculum aiming to master all four language skills, it is merely treated as one of the subjects, not as a language as the focus is mostly on reading and writing (Sein, 2015). Also, most of Burmese English teachers approach to the language very much based on teacher-centred, rote-learning (memorization) way, and they translate word by word, sentence by sentence for the pupils to memorize. Shockingly, according to Sein (2015), 60% of English language teachers across the country had never attended any English teaching courses. So, there would not wonder why English language teaching and learning is ineffective and failed. Also, Myanmar has not participated in any international assessment, such as PISA, and Myanmar also ranks at one of the lowest levels with Laos and Vietnam by having 5% of citizens claim to speak English (Bolton, 2008).

As stated before, English language is taught from kindergarten to high school in basic education and according to the researcher experience, the majority of students who just passed the matriculation examination struggle to hold a basic conversation. Also, there is no

such a supportive English-speaking environment across the nation, not even in public school apart from private English learning centres, as they are demanded. In addition, the majority of people are seemed to be more comfortable to utilize their own respective ethnic languages, as well as the leaders of each group encourage them to use and maintain them. Thus, the motivation to communicate in the English language might probably be low.

The Republic of Myanmar is so blessed with the large number of natural resources and many tourist attraction places such as Shwedagon Pagoda, Bagan, and Inlay Lake, and also that could be one of the reasons why British approached and colonized the nation. But the majority of Myanmar population have little or no contact with foreigners or tourists especially English speaking people, based on ("Myanmar: Asia's next tiger?," n.d.), the annual tourist visitors in Myanmar by 2011 was equal to the tourist arrivals in a single week in Thailand. Thus, there is little exposure or knowledge except Hollywood movies to be inspired, in learning English language.

Somehow, learning the English language in Myanmar is related to politics and business. Recently as NLD (National League for Democracy) won the election in 2015, the rate of English language teaching and learning escalated rapidly due to the national openness to foreign investment in the country. It was one of the major movements to reform the nation after 50 years under military rule aiming to redeem the wealthy as it once was one of the Asia tiger countries (Schuman, 2012). However, the aim of the students in Myanmar seems to be very instrumental or extrinsic since they are learning the English language to get a better job with better salary and incentive in foreign companies in the future. Also, some students may be studying English language and take tests, e.g., IELTS or TOEFL to study in abroad. That assumption could be true in Myanmar context due to what British did to the nation not very long ago.

## **The Concepts of Attitudes and Motivation**

Since less than 50 years ago, the terms *attitude* and *motivation* have drawn the major attention of many researchers and scholars as two of the most influential variables along with other affective variables such as anxiety in learning L2 acquisition. However, it was not the fundamental case in the old days. Around the 1920s, intelligence was a fundamental factor that was considered to cause differences in learning a foreign language in the school setting by Henmon (1929, as cited in Gardner, 2001). Ever since then, *Foreign Language Prognosis Test* was developed by Symonds (1930) to determine who tend to do better or poor in language learning. After that, attention was shifted to language aptitude around the 1960s. Then Carroll and Sapon (1959, as cited in Gardner, 2001) produced *Modern Language Aptitude Test (MLAT)* claiming four factors were constituted in language learning: *phonetic coding, grammatical sensitivity, memory ability and inductive language learning ability*.

The importance of affective factors was introduced around the 1940s. Arguably according to Gardner (2001), Jordan (1941) was one of the first researchers who administered a study on the relationship between attitudes toward five different school subjects (French, mathematics, history, English, and geography) and grades in those subjects. From then on, the interest in affective areas particularly attitude and motivation were expanded and many developments had been made related to those sectors by many researchers, e.g., (Concepcion, 2015; Lambert, 1955; Whyte & Holmberg, 1956)

### **The Concept of Attitudes**

Many definitions of attitude have been formulated by different scholars and none alone is entirely satisfactory Allport (1935). Taking different definitions from different researchers as helpful suggestions, and Allport (1935) generated the definition of the term *attitude* as an attitude is an individual's mental and neural readiness to respond or react to something and situation on account of the individual' experience. Similarly, Gardner (1985b)

noted an attitude is an emotional evaluation and reaction toward something based on the knowledge and feeling of the individual, and human behaviours and cognition (belief) is the reflection of attitude. But according to Fasold (1984), although attitude has been widely used, it poses significant problems which are because the human mind cannot be directly observed and measured, and thus often the validity is questionable since it has to infer from behaviour or from self-reported data.

In addition, individual's attitude toward L2 and their motivation to learn are influenced by individual's own cultural background and the targeted language culture (Ghazvini & Khajepour, 2011). Regard to this, two major types of bilingualism were categorized: "additive" and "subtractive". The former refers to the learners' feeling in which they feel that they are adding new skills to their prior knowledge and experience without taking anything away from what they have already known, the latter is opposite, and on the other hand, which the learners feel learning a new language is threatening and taking away from what they already knew by Lambert (1990, as cited in Ghazvini & Khajepour, 2011).

The success in learning a second language depends upon many factors and at the end of the day, (Smith, 1971) said students' positive or negative attitude make differences in success or failure of their foreign language learning. Generally, students with favourable attitude will significantly do better than those students who hold unfavourable attitude. However, Chalak and Kassaian (2010) claimed although positive attitude strengthens the motivation of individual learner, some pupils may have unfavourable attitude and but desire to learn it expecting to prevail over people in the community. Also, Porkaew (2012) noted negative attitude is not always an obstacle to success in second language learning.

### **The Concept of Motivation**

It has been claimed by previous researchers the interest in experimenting motivation was initiated as the psychological construct. Nonetheless, it has been many years by now the

term motivation has been hugely influenced on education sector as one of the major variables that determine the rate of success and failure in L2 learning (Dörnyei, 1998). Although it was frequently used in educational and research contexts, little agreement is in the literature when it comes to defining the term. However, what they have an agreement on defining motivation is, many researchers, e.g., (Dörnyei, 1998; Gardner, 2005, 2006) claimed motivation is a complex construct with many facets and unique. Actually, Kleinginna and Kleinginna (1981) made 102 statements defining the concept of motivation. Clearly, it cannot be generated one simple definition of motivation.

On the other hand, many researchers attempted to define the meaning of the term. For instance, Keller (1983) said motivation is an individual option to what extent of effort they will put in order to achieve their goals. According to Gardner (2001), motivation is viewed as a driving force regardless of the situation and requires three elements: The motivated individual

1. expends effort to learn the language involving persistent and consistent attempt to learn the material, by doing homework, by seeking out opportunities to learn more, by doing extra work;
2. wants to achieve the goal. Those will express a desire to succeed, and will strive to achieve success; and
3. enjoy the task of learning the language. Those will say learning is fun, a challenge, an enjoyable.

However, motivation can be classified into two main categories in general: intrinsic and extrinsic motivations (Deci & Ryan, 1985), integrative and instrumental motivations (Gardner, 1985b, 2001, 2005, 2006, 2010; Gardner & Lambert, 1972a). Intrinsic motivation refers to an individual motivation which is originated inside a person to perform a particular activity because of internal rewards such as joy, pleasure and satisfaction of curiosity.



Extrinsic motivation refers to external rewards such as good grade or praise from others.

Whereas the other distinction draws nearly the same concept. Integrative motivation refers to desire or willingness to identify with the other language community which means wanting to be accepted by another community or integrating oneself within a culture to become a part of that society. Instrumental motivation has to do with acquiring a language as means of achieving goals such as getting a job or fulfilling an academic requirement. Somehow, it has been named by researchers that the main concept of those two different distinctions is similar but not exactly the same. For instances, intrinsic/integrative motivations and extrinsic/instrumental motivations.

As Gardner (2006) stated, some researchers reported their findings and claimed instrumental motivation is more important than integrative motivation in acquiring L2 while others argued and said integrative motivation is more important than instrumental motivation. He responded to those statements that not a single of these studies is investigating motivation, rather they are looking at reasons for learning L2.

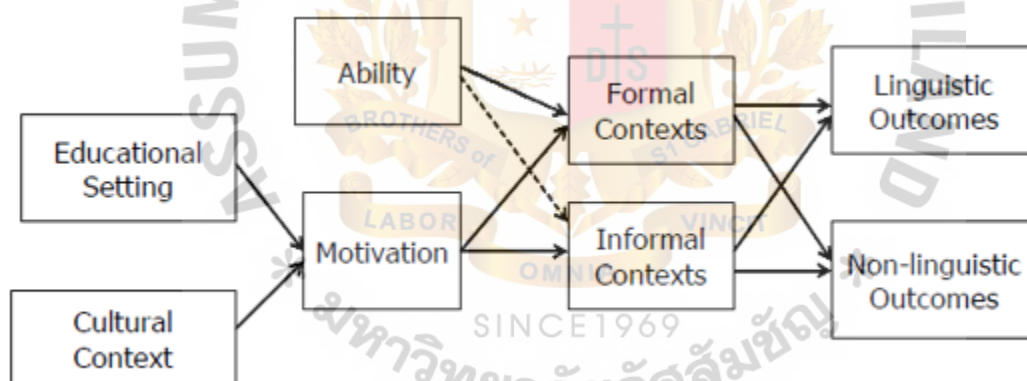
### **Gardner's Socio-Educational Model of Second Language Acquisition**

Reasonable numbers of studies and theoretical models have been generated and published related to second/foreign language learning/acquisition. Among them, the socio-educational model has long been one of the most well-known and accepted theories of second language acquisition since the day it was originated by Gardner and Lambert (1959) until very recently (Gardner, 2010). The foundation of the model is based on an extended version of theoretical formulations of Lambert's social psychological model and Carroll (1962) concerning with the predictability of achievement in L2 (Gardner, 1985b, 1988). Later on, Gardner published his dissertation entitled "Motivation Variables in Second Language Acquisition" (Gardner, 1960) and then devoted most of his lifetime working on the development of second language learning. The model has been extensively and exclusively

revised a number of times, e.g., (Gardner, 1980, 1985b, 1988, 2006, 2010). Though there were some minor changes in each revision, however, the major concept and approach remained the same.

Motivation and the scales that influence the motivation are the primary concern of the model and but strategy use and personality are required to be able to fully explain the motivation construct (Gardner, 2005). Then Gardner (1979, as cited in Au, 1988), stated the approach of the model is social-psychological, but often it was viewed the educational phenomenon. Also, Gardner (2006) added that unlike other school subjects, language courses are different and comprising with the adoption of material affiliated with another cultural community.

Gardner included the fundamental model of language learning and the Figure 2 presents the influence and relation of four components.

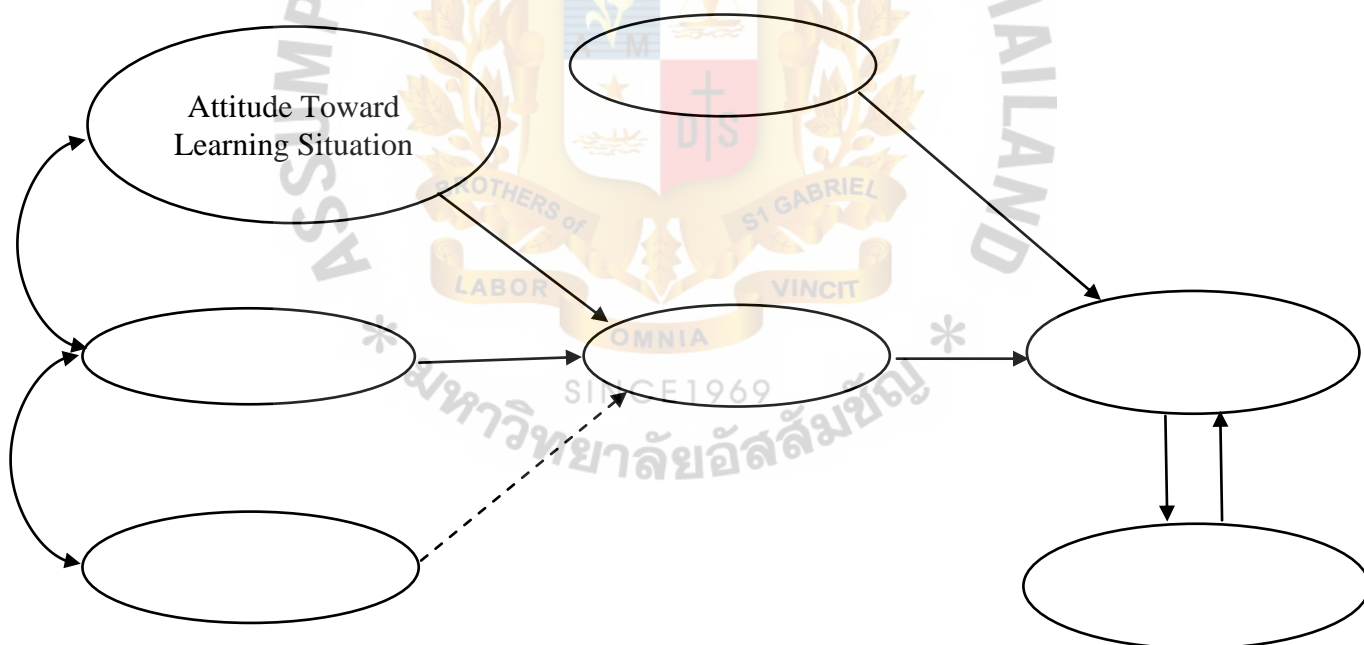


*Figure 2.* The fundamental model. Adopted from “Integrative Motivation and Second Language Acquisition”, by R.C. Gardner, 2005, p.5.

As illustrated in above figure, the model suggests two primary individual differences variables such as ability (both intelligence and language aptitude) and motivation. Students with higher in ability will tend to do better in language learning than students with low ability. Likewise, students with high motivation will tend to do better in language learning than students with low motivation. However, these two variables are expected to be

comparatively independent since an individual with high ability will have high or low in motivation. In addition, many psychologists have suggested that those two variables; ability and motivation are major factors concerned with the achievement in school Bloom (1976, as cited in Gardner, 2006).

Both ability and motivation are identified to be included in both formal and informal contexts as the arrows are indicated. However, the ability has less impact in informal context as the dashed arrow pointed though both have an equal magnitude of the clash the formal context, as motivation would likely seem to decide whether or not the individual participate the informal context. Also, the model explicitly shows that both educational setting and cultural context have a certain degree of influence on motivation as the arrows indicated forward.



*Figure 3.* Socio-educational model. Adopted from “Integrative Motivation and Second Language Acquisition”, by R.C. Gardner, 2005, p.6.

The socio-educational model is comprised of four components: social milieu, motivation (individual difference), formal and informal context, and linguistic and non-

linguistic outcomes (Gardner, 1985b). Gardner (2001) labelled those components into three periods: *the past*, *the present*, and *the future* respectively. *The past* refers to the history and background of an individual that he/she brings into the class which is identified as the social milieu. *The present* means the current situations that have an effect on students at that particular time and moment. It could be teacher pedagogical procedures, curriculum, or his/her own thoughts. This period is categorized as formal and informal language learning situations in the model. In addition, he stated *the future* represents whether an individual will use the language that is developed in the class after the language course ends and which is described as linguistic and non-linguistic in the model. MacIntyre, Noels, Clement and Dörnyei (1998, as cited in Gardner, 2001) said the utilization of the language is the final destiny of the second language acquisition, followed by achievement and desire to interact in order to achieve the ultimate goal.

In the model, individual's motivation is strongly supported by two external scales: attitude toward learning situations and integrativeness. The former refers to two factors such as teacher evaluation and course evaluation, for example, a teacher with a good command of the language, well-constructed lesson plans, and exciting curriculum. And the other variable is integrativeness which is historically derived from the construct of identification by Mowrer (1950, as cited in Gardner, 2007). Instrumentality could also influence motivation, however, it is mediated by individual's motivation since individual determines whether learning a language is purely practical reasons or different reasons. Furthermore, motivation has a direct connection to language achievement while language achievement and language anxiety influence vice versa.

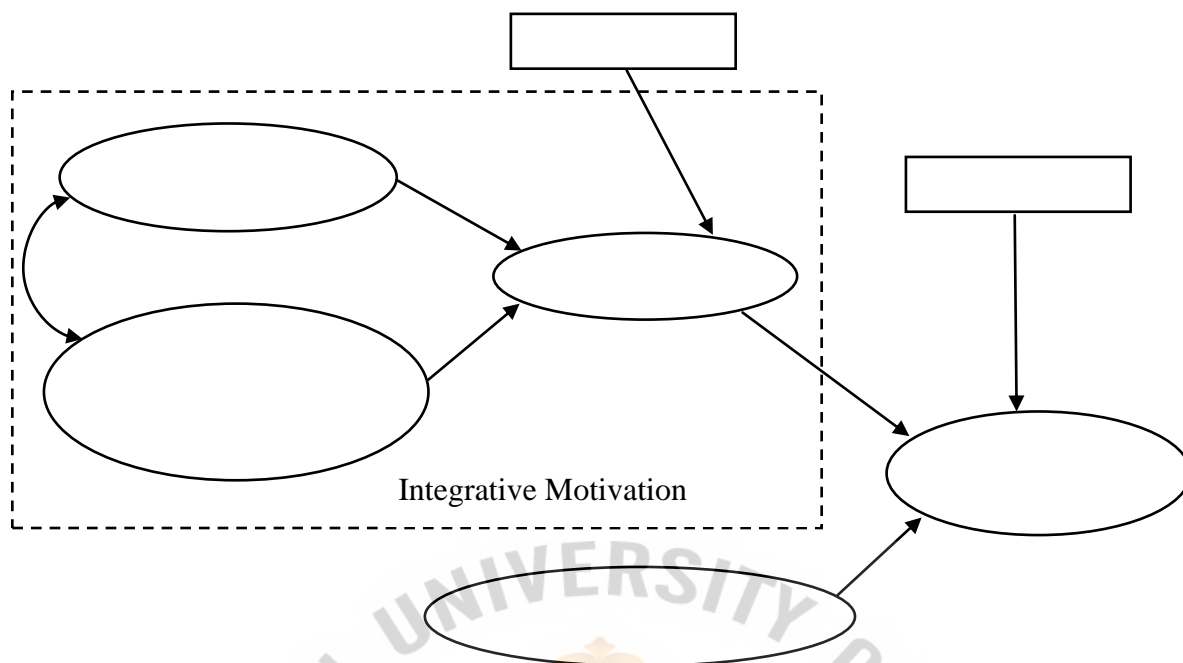
Many researchers have criticized Gardner's socio-educational model, e.g., (Au, 1988; Crookes & Schmidt, 1991; Gardner, 1985b; Oller, 1981). According to Au (1988), Gardner's socio-educational model can be analyzed into five following categories. Those are:

1. The integrative motive hypothesis: an integrative motive will have a positive correlation with L2 achievement.
2. The cultural belief hypothesis: the development of integrative motive which relates to L2 achievement, is influenced by the cultural beliefs,
3. The active learner hypothesis: an individual with integrative motivation will do better in L2 proficiency since they tend to be an active learner.
4. The causality hypothesis: L2 achievement are affected by integrative motive
5. The two-process hypothesis: Second language achievement is affected by two independent scales; linguistic aptitude and integrative motive.

Au (1988), and Crookes and Schmidt (1991) claimed that integrative motive is not strongly supported by empirical evidence. Also, Au (1988) continued that the influence of cultural beliefs on the development of integrative motives is relatively untested notion since a few attempts have been made to define the constitutions of cultural belief. In addition, Oller (1981) suggested that the correlation between affective factors and motivation are unstable and varies greatly across individuals, contexts, and learning tasks. Regard to this statement, Gardner (1985b) agreed the relationship was relatively unstable among attitude, motivation and outcome that had been resulted in several studies as not everyone has a desire to learn though they value another community.

In addition, the model was questioned on the concept of integrative motivation and motivation itself (Keblawi, 2006). Motivation is classified into two groups: integrative and instrumental motivations. However, in the model, integrative motivation is an aggregation of integrativeness, attitude toward learning situation, and motivation as presented below in Figure 4. Thus he said, it is controversial to put motivation as part of the integrative motivation whereas motivation is defined as instrumental and integrative motivation.





*Figure 4.* Basic model of the role of aptitude and motivation in second language learning. Adopted from “Integrative Motivation: Past, Present and Future”, by R.C. Gardner, 2001, p.24.

#### **Attitude/Motivation Test Battery (Gardner, 2004)**

One of the language learning program’s goals is partially linguistic focusing on individual’s capability of reading, writing, speaking and understanding the second language, and no-linguistic emphasizing on understanding the other society, willingness and interest in learning different languages (Gardner, 1985a). Although many tests have been developed to assess linguistic aspect, very few were made to test the non-linguistic aspect. The Attitude/Motivation Test Battery (AMTB) has been created to assess various constructs of Gardner’s model and to cover that gap based on more than 20 years of research.

The instrument that will be used for the current project is an international version of AMTB (Gardner, 2004) which was originated by Gardner (1960) and extended by Gardner (1985b); Gardner and Lambert (1972). Ever since then, many subsequent studies have been conducted and approved the validity of Gardner’s theory (Svanes, 1987). Based on Dörnyei (1990), however, some researchers failed to produce strong integrative factor or ended up



with insignificant results (Au, 1988; Oller, 1981). Nonetheless, Branam (1998) stated that Gardner's socio-educational model is the only model with the most extensive empirical validation.

However, many researchers administered several investigations by using AMTB. Some of them modified the items slightly and some of them used comparable ones to study the learning of the second language based on different context. For instance, Clément, Gardner, and Smythe (1977) used it to study English language learning by French-speaking students in Canada, and Gardner and Lambert (1972b) conducted senior high school students in the Philippines.

The international version of AMTB (Gardner, 2004) was mainly aimed at secondary school students learning English as a foreign language. As reported by Gardner (2004), AMTB is composed of 11 subtests, nine of them are comprised 10 items each, and two of them are comprised of four items each. Each subtest is worded relatively equal in both positive and negative items. But only five subtests out of 11 will be adopted in this study to investigate two variables; attitudes and motivation for learning EFL in this present study. Those subtests are as follows.

1. Attitudes toward English speaking people.

2. Attitudes toward the learning situation.

- 2.1. English teacher evaluation.

- 2.2. English course evaluation.

3. Motivational intensity.

4. Desire to learn English.

5. Attitudes toward learning English.

**Attitude towards English speaking people.** This scale is the first component of attitude and refers to target group who speak English language and made up of eight

positively worded items. Based on Gardner (2010), the English speakers is not limited or bound to a single culture or country, for instance, Canada, and U.S.A, rather it focuses on attitude towards any English speaking community in general.

**Attitude toward the learning situation.** It is second component of attitude and refers to affective reaction to any aspect of the class ‘atmosphere’ such as availability and quality of materials, the curriculum, teacher, individual course, quality of instruction and regulation of the school authorities which influence the levels of students’ motivation to learn the language (Gardner, 2006). Although all of those above-mentioned indicators have potential to effect on the individual, the most fundamental is students’ reaction (Gardner, 2010). Thus Gardner said, based on this reason, the attention is only limited to teacher and course evaluations.

**English teacher evaluation.** This scale constitutes ten items in total and divides into five positively and five negatively worded items purposing to measure the levels of attitude toward the English teacher.

**English course evaluation.** This scale consists of ten items in total and allocates to five positive and five negative items aiming to investigate the degree of attitude toward the English course.

**Motivational intensity.** This scale is the first component of motivation and reflects the amount of effort individual put or expanded to learn the language. Thus, it is considered as a major component to determine the development of second language learning as there would be little or no learning without effort (Gardner, 2010). This scale is made of ten items in total and divides into five positive and five negative items purposing to measure the individuals’ intensity of motivation.

**Desire to learn English.** This scale is the second component of motivation and refers to the individuals’ desire (want) to learn English. The effort is crucial but not sufficient because efforts sometimes were put just to impress or prevail others (Gardner, 2010). Thus

the desire (want) to learn English must present along with motivational intensity as a desire to learn English alone is not sufficient as well. The scale is made up of ten items in total and separates into five positive and five negative items equally aiming to assess individuals' desire to learn English.

**Attitude toward learning English** – This is the last component of motivation and refers to the pleasure and enjoyment related to the activity and process of learning (Gardner, 2010). It is an important component as well but alone is not sufficient. Thus, it must be present along with the other two components to assess individual motivation. The scale consists of ten items in total and divides into five positive and five negative items equally targeting to measure the extent of individual attitude toward learning English.

### **Previous Studies on Attitude Toward and Motivation for learning English as a Foreign Language**

Hsiang (1992) conducted a study focus on the relationship between attitude/motivation variables and Chinese students' learning English as a foreign language. In the study, 51 participants of graduate Chinese students from Taiwan were subjected by using AMTB. The finding of the study reported that Chinese students' attitudes toward learning English, their desire to learn English and their motivational intensity had a positive correlation to the scores. Also, the results added that the most reliable variable toward English performance was students' motivation, with the support of their attitudes.

Wimolmas (2013) constructed a research on motivation in learning the English language of 30 first-year undergraduate students at an international institute of engineering and technology in Thailand. The finding of the project revealed that students are relatively highly motivated and but students are slightly more instrumentally motivated toward English language learning than integrative.

Kitjaroonchai (2012) conducted a study on English learning motivation of 266 secondary and high school students in Thailand, the results were formulated that students had high levels of motivation in both instrumental and integrative, and but the instrumental motivation of the students slightly did better than integrative motivation group.

A similar result was found in the investigation of Thai students' motivation for learning English language learning by Kitjaroonchai and Kitjaroonchai (2012) whereas 137 English major Thai students participated and the findings were indicated instrumental motivation slightly over-performed integrative motivation.

Zanghar (2012) designed a study in the area of EFL Libyan students' motivation to study English and found out that students were highly motivated in both instrumentally and integratively, but a slight number of more students were reported as integrative motivation than instrumental motivation. Forty Libyan students from the four-year program and from each year, ten students were selected studying English as a foreign language participated in this study.

Degang (2010) found out the same result as indicated in the study of 50 second-year undergraduate Thai students specializing in Business English, students were slightly more integratively motivated than instrumentally.

Chalak and Kassaian (2010) administered a study to a group of 108 students who specialize in English translation, focusing on the area of motivation and attitude of Iranian undergraduate EFL students. In their research findings, the Iranian students learn English as a foreign language for both instrumental and integrative reasons as well as high positive attitude towards the target language community and its members.

Sandoval-Pineda (2011) developed a study on the relationship between attitude and motivation with English language achievement across three undergraduate academic programs. In the study, 296 students participated, but 63 of the return questionnaires were

eliminated for two reasons; 2 instruments were uncompleted, 3 were answered by those students who already finished the program and but presented during the instrument was administered, 58 instruments were completed by students from different programs. The findings were presented that high motivation and positive attitude of the students toward English as a second language. Also, the result revealed that those variables could be affected by the structure of English language program. In addition, students' English language academic achievement or score could be affected by their interest in English, motivational intensity to learn English, and teacher evaluation. Last but not least, the findings reported that students with high previous contact with the English language acquire better scores than those students who had little or no previous contact with the language.

Starron (2008) adopted a study on students' attitudes toward English as a second language in Grade 1 at Puerto Rico. The findings showed that the levels of motivation overall were slightly high, but the attitude toward the instrumental and integrative value of learning English was neutral. Also, the results said moderate positive interest in foreign language, a slight positive desire to learn English and little positive attitude towards Americans, as well as neutral attitude towards foreigners, but the moderate negative affective reaction to learning English.

Garcia (1997) completed a study specializing in two different ethnic groups to investigate the correlation among motivation, attitude, aptitude, ethnic membership and foreign language achievement. 135 college students (87 European Americans and 48 Hispanic Americans) participated and one of the major findings indicated that it agreed with Gardner's socio-educational model assumption which states that attitude operates as a support for motivation. Also, the correlation between language attitudes and motivation were significantly high and motivation is significantly correlated to achievement.



Clément et al. (1977) conducted a study on motivational variables in second language acquisition based on the sample of 304 Montreal francophone students from Grade 10 to 11. The findings stated that the motivation of learning the second language is dependent on positive attitudes towards the second language community.

Eshghinejad (2016) conducted a study on EFL students' attitudes toward learning English language: The case study of Kashan University students. A total of 30 new EFL students participated and one of the findings indicated that a positive attitude toward English learning with a statistically significant differences between male and female students.

The similar result was formulated by Yu (2010) who constructed a survey on attitudes of learners toward English in China. 398 students participated and 20 students were interviewed. One of the findings showed that the students show positive attitudes toward the English language.

Furthermore, Burgos and Pérez (2015) developed a study on Chilean 12<sup>th</sup> graders' attitudes towards English as a foreign language. A total of 154 students from two different secondary schools in Puerto Montt participated. One of the key findings of the study suggested that the Chilean 12<sup>th</sup> graders showed favorable attitudes toward English as a foreign language. However, the students reacted unfavorable attitudes toward English as a subject.

The findings of the study conducted by Abidin, Pour-Mohammadi, and Alzwari (2012) on EFL student's attitudes towards learning English language, indicated that students showed negative attitudes towards learning English. 180 students in three study year from three specializations participated such as Basic Sciences, Life Sciences, and Social Sciences.



## **Background of № 2 Basic Education High School Keng Tung, Eastern Shan State, Myanmar**

The school is located in Keng Tung, the capital city of Eastern Shan State, which is surrounded by beautiful mountains and forests, and run under the provision of Myanmar Ministry of Education (MOE). There are officially five government high schools in Keng Tung and the school is one of the top public high schools that have a good reputation on the rate of students passing especially in matriculation exam. However, the rate of the whole state passing in matriculation exam is really poor and in fact, Eastern Shan State has been holding the record as one of the lowest passers constantly.

As far as the researcher is concerned, there is no or little information about the school has been recorded or reported in a paper. However, it could be due to the confidentiality or the regulation of the school in which the research could not gain the access to as the school is merely a former school that the researcher used to attend. Nevertheless, the researcher receives little information about the school through a conversation with one of the teachers (researcher's friend) who is working in that school currently.

According to the conversations between the research's friend and the researcher, the school was built in 1962, initially as a primary school level (Grades 1 to 4) and later in 1991, upgraded to middle school level (Grades 5 to 8), and finally promoted to high school level (Grades 9 to 10) in 2004.

At the present, the total student population of the entire school is 1977 with 40 teachers from primary to high school distributed as follows: 792 students in primary school level with nine teachers, 693 students in middle school level with 15 teachers, and 492 students in high school level with 16 teachers. Although the student-teacher ratio prescribed in the education law is 30 students per teacher, the population of the students outnumbered teachers. In primary school level, the ratio is 88 students per teacher and in middle school

level, and the ratio would be around 46 students per teacher. Only the ratio of high school level is acceptable which, is around 31 student per teacher.

According to the researcher experiences, English is one of the most failed-subjects in Grade 9 in that school. As Sein (2015) mentioned, the focus is only on reading and writing although four skills were prescribed to practice, and it does also true for the target school. The medium of the instruction is the Burmese language which is only commonly used in the school, outside the school different ethnic languages were applied as in daily basis. So, the English language is taught by using the Burmese language. Also as Sein (2015) explained, English language teachers translate word by word and sentence by sentence and students will copy whatever the teacher says and memorize it.

Although there are many places which are worthwhile to spend time and see, only a few number of tourists come to visit. It could be because of no travel and tours agency or poor policy of the government in eastern Shan state. That would be unusual if the people from eastern Shan state had a chance to meet many tourists often. Also, it would not be a common thing for the people who live in there, to go and talk to them if they meet them. Based on the researcher experience, not many people would have enough courage to do so due to many reasons: lack of spoken language ability, shyness, lack of self-confidence and no interest.

The Republic of Union of Myanmar is made up of over 135 different ethnic groups with different culture and background. The most populated group is Bamar which, is around 68% of the total population of the entire country followed by Shan (9%), Karen (7%), Rakhine (4%), Mon (2%) and others (10%). However, the Shan and Akha ethnic groups are the most common ethnics groups in Keng Tung. Thus, the attention is only on three ethnic groups such as Akha, Bamar, and Shan ethnic groups.

### **Akha Ethnic Group**

The Akha is one of the minority ethnic groups and historically originated in China which is closely related to Hani of Yunnan province. Then the group migrated into Myanmar, Thailand, Vietnam, and Lao over the last few hundred years. Based on ("Hill Tribes in Thailand," n.d), the total population of Akha ethnic group is around two to three million. There is a variety of Akha written languages which were developed by missionaries or linguists many years ago and still yet no or little agreement is compromised to decide which written language should comply as an official written language for the group. Majority of the Akha population in Myanmar live in the height hills and away from the city. Most of them are farmers and growing crops and corn.

### **Bamar Ethnic Group**

Two-thirds of the population in the country are Bamar and they mostly live in Irrawaddy River basin and speak the Burmese language which is official language as well as the only medium of instruction in school in Myanmar. Also, they control the military and the government.

### **Shan Ethnic Group**

Shan is the second largest ethnic group in the country and they speak their language called “Tai” languages, similar to the Thai language. They have two different major languages such as Tai Yai and Tai Long. Mostly they are Buddhists.

This chapter describes the two research variables address by this study, attitude toward and motivation for learning EFL, and the situation of English language learning in not only global and ASEAN context but in Myanmar context as well. Also, a reasonable number of previous research on both variables conducted by using the same instrument as the current project and little information about the target school and three different ethnic membership

among over 135 ethnic groups in Myanmar have been mentioned. The next chapter discusses about the research methodology.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This section describes the methods and procedures used to collect and analyze the data for Grade 9 students' attitudes and motivation for learning English as a foreign language from the Akha, Bamar, and Shan ethnic groups. The chapter includes the research design, population and sample, research instrument, collection of data, data analysis and summary of the research process.

#### **Research Design**

The purpose of this quantitative research was to examine the relationship between attitudes and motivation for learning English as foreign language of Grade 9 students from three different ethnic groups, and compare each variable between such groups at № 2 Basic Education High School Keng Tung, Eastern Shan State, Myanmar. A comparative and correlational descriptive research design was adopted in order to achieve the purpose of the current project.

The questionnaire used in this study was comprised of 58 items under five subscales, adapted from Gardner's (2004) Attitude/Motivation Test Battery, and was administered to 199 students from № 2 B.E.H.S Keng Tun, Easter Shan State, Myanmar.

The quantitative data collected was analyzed by using descriptive statistics (means and standard deviations) and statistical hypothesis testing (Pearson product-moment correlation coefficient and one-way analysis of variance (ANOVA)). Pearson product-moment correlation coefficient was calculated to investigate the relationship of Grade 9 students' attitude toward and motivation for learning EFL in each ethnic group; while one-way analysis of variance (ANOVA) was implemented to measure the differences of each variable in three different ethnic groups.



## Population

The total population of Grade 9 students at № 2 Basic Education High School, Keng Tung, is 237 students in 2017/2018 school academic year, they were from different ethnic groups such as Akha, Bamar, Shan, Lahu, Lisu and the range of their age is between 14 and 15 years old. But only three ethnic groups are chosen as they have the largest population among them. The total number of three chosen ethnic group students is 199 students, 73 students from Akha, 62 students from Bamar, and 64 students from Shan ethnic groups as the rest belong to other ethnic groups which are not selected for this study. Thus, in this study the number of participants was 199 students who is currently studying at № 2 Basic Education High School Keng Tung, Eastern Shan State, Myanmar, in 2017/2018 school academic year.

## Sample

A population sampling method was used in selecting the participants. The three target groups were chosen and one of them is the researcher's ethnic group, Akha, which is one of the minority ethnic groups in Myanmar. Shan ethnic group is selected for this study since the location is in Eastern Shan State and majority of students are Shan as well as the second largest ethnic group in Myanmar. Also the targeted school is located in Eastern Shan State where the birthplace of the current researcher is. The official language of Myanmar is Burmese which, is the native language of Bamar ethnic and the population of the group is largest in Myanmar. Thus, Bamar ethnic group is picked as a sample to carry out this project. Table 1 shows three different groups, population of Grade 9 and the sample for this study.

Table 1

### *Sample in Terms of Ethnic Groups*

Grade	Ethnic groups	Sample	Total
9	Akha	73	199
	Bamar	62	
	Shan	64	

### Research Instrument

For this study, Gardner's (2004) Attitude/Motivation Test Battery was adapted to measure attitudes and motivation for learnings EFL of Grade 9 students' from three ethnic groups at № 2 B.E.H.S Keng Tung, Myanmar. According to Gardner (2004), the instrument is designed only for second/foreign language learning and also the 2004 version is latest international version. Thus, the instrument is considered to be eligible and selected to be used as a tool in investigating the current study. Table 2 illustrates the total number of items with subscales which measure the two variables.

Table 2

*Total Number of Items*

Scale	Number of items		Total number of items
	Positively worded	Negatively worded	
Attitude toward EFL	18	10	28
Attitude toward English speaking people	8	0	8
Attitude toward the learning situation	10	10	20
English teacher evaluation	5	5	10
English course evaluation	5	5	10
Motivation for learning EFL	15	15	30
Motivational intensity	5	5	10
Desire to learn English	5	5	10
Attitude toward learning English	5	5	10
Total			58

Five subscales were adopted for this study from the AMTB to measure two variables; attitudes and motivation for learning EFL. The former one is made up of two subscales; attitudes toward English speaking people and attitude toward the learning situation which is divided into two parts; English teacher and course evaluations. The latter comprises three subscales; motivational intensity, desire to learn English, and attitude toward learning English. The total number of items for this study is 58 which are worded both positively and negatively.

A 6-point Likert response scale will be used for this survey, ranging from 6 (*strongly agree*) to 1 (*strongly disagree*) for positively worded items and from 1 (*strongly agree*) to 6 (*strongly disagree*) for negatively worded items. Table 3 presents the interpretation of the 6-point Likert scale in both positively and negatively keyed items which will be used to measure attitudes and motivation of students from three ethnic groups toward EFL in № 2 B.E.H.S Keng Tung, Eastern Shan State, Myanmar.

Table 3

*6-Point Likert Scale Interpretation*

Agreement level	Score		Scale		Attitude interpretation level	Motivation interpretation level
	Positively worded	Negatively worded	Positively worded	Negatively worded		
Strongly agree	6	1	5.51 – 6.00	1.00 – 1.50	Very positive	Very high
Moderately agree	5	2	4.51 – 5.50	1.51 – 2.50	Positive	High
Slightly agree	4	3	3.51 – 4.50	2.51 – 3.50	Partially positive	Partially high
Slightly disagree	3	4	2.51 – 3.50	3.51 – 4.50	Partially negative	Partially low
Moderately disagree	2	5	1.51 – 2.50	4.51 – 5.50	Negative	Low
Strongly disagree	1	6	1.00 – 1.50	5.51 – 6.00	Very negative	Very low

**Validity and Reliability of the Instrument**

The validity of the instrument which is Gardner's Attitude/Motivation Test Battery (2004) international version is very strong and has been validated by many scholars, including Gardner (2005, 2010), in different contexts. For instance, it was validated by Lalonde and Gardner in 1985 investigating students from Canada studying French as a second language from Grade 7 to 11 in six different geographical areas in Canada (Lalonde & Gardner, 1985). Also, it was again validated in 1993 by Gardner and Macintyre investigating 92 university level students enrolled in two introductory French courses in Canada (Gardner

& MacIntyre, 1993). In addition, many other researchers and scholars have used the instrument in their different respective investigation; (Garcia, 1997; Gordon, 1982; Sandoval-Pineda, 2011; Suleiman, 1993)

Many studies have been done to ensure the levels of internal consistency reliability in the various scale. The following Table 4 shows the Cronbach's alpha coefficients of all subscales taken from international investigation version of AMTB (Gardner, 2005).

Table 4

*Reliability of the Instrument*

Scale	Items	Cronbach's alpha		
		Croatia (Gardner, 2005)	Japan (Gardner, 2010)	This study
Attitude toward EFL				
Attitude toward English speaking people	8	.82	.84	.67
Attitude toward the learning situation				
English teacher evaluation	10	.93	.89	.70
English course evaluation	10	.90	.86	.51
Motivation for learning EFL				
Motivational intensity	10	.77	.77	.41
Desire to learn English	10	.90	.87	.70
Attitude toward learning English	10	.92	.92	.66
Total	58			.89

For this study, the Cronbach's alpha was .89, which is interpreted as good in reliability.

The instrument was translated from English to Burmese and Burmese to English. To achieve the valid Burmese questionnaire version, the researcher requested three Master's degree holders majoring in English and also who possess a strong background in translation from academic English to Burmese language in order to check, approve and validate the accuracy of the translation. Then, the approval forms are attached in the appendix C.

### Collection of Data

This research was conducted in Grade 9 at № 2 B.E.H.S, Keng Tung, Eastern Shan State, in Myanmar. The instrument, Gardner's AMTB (2004) was used to identify the relationship between students' attitudes and motivation for learning EFL in each group.

First, requesting permission from the school to carry out the research was the first step. Thus, the researcher went to visit the school in July 2017 and gained verbal agreement with the school principal.

Before proceeding to the research, the researcher clarified with the participants that all the responses they made were anonymous and confidential. In addition, the researcher explained that he will report the completed research fully and honestly.

After getting permission from the principal of the school, the researcher went back to the school in December 2017 in order to conduct the research. At the same time, the researcher distributed and collected the questionnaires from the students at the same month. Table 5 shows the detailed process of data collection. Questionnaires responded ratio was 97%, because 193 out of 199 students fully completed the questionnaires.

Table 5  
*Timeline of Data Collection*

When	What	How	Who	Where
July 2017	Got permission from the principal	Letter and visiting	Researcher	№ 2 B.E.H.S Keng Tung, Myanmar
18 December 2017	Thesis proposal defense	Presentation	Researcher	Assumption University, Hua Mak, Bang Kapi, Bangkok, Thailand
12 January 2017	Distribute and collect questionnaires	Visiting	Researcher	№ 2 B.E.H.S Keng Tung, eastern Shan State, Myanmar
26 June 2018	Thesis final defense	Presentation	Researcher	Assumption University, Hua Mak, Bang Kapi, Bangkok, Thailand

### **Data Analysis**



Based on the research objectives, the following statistical methods were adapted to analyze the collected data.

1. To determine the level of attitudes towards English as a foreign language in Grade 9 students from the Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

Method: Means and standard deviations were utilized to determine the levels of Grade 9 students' attitudes toward EFL from Akha, Bamar, and Shan ethnic groups at № 2 B.E.H.S, Keng Tung, Eastern Shan State, Myanmar.

- 1.1. To determine the level of attitudes towards English as a foreign language in terms of attitude toward English speaking people and attitude toward the learning situation in Grade 9 students from the Akha ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

Method: Means and standard deviations were utilized to determine the levels of Grade 9 students' attitudes toward EFL from Akha ethnic group at № 2 B.E.H.S, Keng Tung, Eastern Shan State, Myanmar.

- 1.2. To determine the level of attitudes towards English as a foreign language in terms of attitude toward English speaking people and attitude toward the learning situation in Grade 9 students from the Bamar ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

Method: Means and standard deviations were utilized to determine the levels of Grade 9 students' attitudes toward EFL from Bamar ethnic group at № 2 B.E.H.S, Keng Tung, Eastern Shan State, Myanmar.

- 1.3. To determine the level of attitudes towards English as a foreign language in terms of attitude toward English speaking people and attitude toward the learning situation in Grade 9 students from the Shan ethnic group at № 2 Basic Education

High School, Keng Tung, Eastern Shan State, Myanmar.

Method: Means and standard deviations were utilized to determine the levels of Grade 9 students' attitudes toward EFL from Shan ethnic group at № 2 B.E.H.S, Keng Tung, Eastern Shan State, Myanmar.

2. To determine the level of motivation for learning English as a foreign language in Grade 9 students from the Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

Method: Means and standard deviations were utilized to determine the levels of Grade 9 students' motivation for learning EFL from Akha, Bamar, and Shan ethnic groups at № 2 B.E.H.S, Keng Tung, Eastern Shan State, Myanmar.

- 2.1. To determine the level of motivation for learning English as a foreign language in terms of motivational intensity, desire to learn English, and attitude toward learning English in Grade 9 students from the Akha ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

Method: Means and standard deviations were utilized to determine the levels of Grade 9 students' motivation for learning EFL from Akha ethnic group at № 2 B.E.H.S, Keng Tung, Eastern Shan State, Myanmar.

- 2.2. To determine the level of motivation for learning English as a foreign language in terms of motivational intensity, desire to learn English, and attitude toward learning English in Grade 9 students from the Bamar ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

Method: Means and standard deviations were utilized to determine the levels of Grade 9 students' motivation for learning EFL from Bamar ethnic groups at № 2 B.E.H.S, Keng Tung, Eastern Shan State, Myanmar.

2.3. To determine the level of motivation for learning English as a foreign language in terms of motivational intensity, desire to learn English, and attitude toward learning English in Grade 9 students from the Shan ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

Method: Means and standard deviations were utilized to determine the levels of Grade 9 students' motivation for learning EFL from Shan ethnic group at № 2 B.E.H.S, Keng Tung, Eastern Shan State, Myanmar.

3. To determine whether there is a significant relationship between attitudes toward and motivation for learning English as a foreign language in Grade 9 students from the Akha, Bamar, and Shan at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

Method: Pearson product-moment correlation coefficient was used to determine the relationship between Grade 9 students' attitudes and motivation for learning EFL in each ethnic groups at № 2 B.E.H.S, Keng Tung, Eastern Shan State, Myanmar.

4. To determine whether there is a significant difference between attitude towards English as a foreign language in Grade 9 students from the Akha, Bamar, and Shan at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

Method: One-way analysis of variance (ANOVA) was implemented to compare three Myanmar ethnic group students' attitudes toward EFL at № 2 B.E.H.S, Keng Tung, Eastern Shan State, Myanmar.

5. To determine whether there is a significant difference between motivation for learning English as a foreign language in Grade 9 students from the Akha, Bamar, and Shan at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

Method: One-way analysis of variance (ANOVA) was implemented to compare three

Myanmar ethnic group students' motivation for learning EFL at № 2 B.E.H.S, Keng Tung, Eastern Shan State, Myanmar.

### Summary of the Research Process

This section presents the summary of the whole research process, including research objectives, sample, data collection method, and data analysis. The following Table 6 will present the summary of the research process.

Table 6

#### *Summary of the Research Process*

Research objectives	Source of data or sample	Data collection method or research instrument	Data analysis
<p>1. To determine the level of attitudes towards English as a foreign language in Grade 9 students from the Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar</p> <p>1.1. To determine the level of attitudes towards English as a foreign language in terms of attitude toward English speaking people and attitude toward the learning situation in Grade 9 students from the Akha ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar</p> <p>1.2. To determine the level of attitudes towards English as a foreign language in terms of attitude toward English speaking people and attitude toward the learning situation in Grade 9 students from the Bamar ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar</p>	<p>Grade 9, 199 EFL students from Akha, Bamar, and Shan ethnic groups at № 2 B.E.H.S Keng Tung, Eastern Shan State, Myanmar</p>	<p>AMTB questionnaires</p>	<p>Descriptive statistics (means and standard deviations)</p>

(continued)

(continued)

Research objectives	Source of data or sample	Data collection method or research instrument	Data analysis
1.3. To determine the level of attitudes towards English as a foreign language in terms of attitude toward English speaking people and attitude toward the learning situation in Grade 9 students from the Shan ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar	Grade 9, 199 EFL students from Akha, Bamar, and Shan ethnic groups at № 2 B.E.H.S Keng Tung, Eastern Shan State, Myanmar	AMTB questionnaires	Descriptive statistics (means and standard deviations)
2. To determine the level of motivation for learnings English as a foreign language in Grade 9 students from the Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar			
2.1. To determine the level of motivation for learnings English as a foreign language in terms of motivational intensity, desire to learn English, and attitude toward learning English in Grade 9 students from the Akha ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar	Grade 9, 199 EFL students from Akha, Bamar, and Shan ethnic groups at № 2 B.E.H.S Keng Tung, Eastern Shan State, Myanmar	AMTB questionnaires	Descriptive statistics (means and standard deviations)
2.2. To determine the level of motivation for learnings English as a foreign language in terms of motivational intensity, desire to learn English, and attitude toward learning English in Grade 9 students from the Bamar ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar			

(continued)



(continued)

Research objectives	Source of data or sample	Data collection method or research instrument	Data analysis
2.3. To determine the level of motivation for learnings English as a foreign language in terms of motivational intensity, desire to learn English, and attitude toward learning English in Grade 9 students from the Shan ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar			Descriptive statistics (means and standard deviations)
3. To determine whether there is a significant relationship between attitudes toward and motivation for learning English as a foreign language in Grade 9 students from the Akha, Bamar, and Shan at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar	Grade 9, 199 EFL students from Akha, Bamar, and Shan ethnic groups at № 2 B.E.H.S Keng Tung, Eastern Shan State, Myanmar	AMTB questionnaires	Pearson product-moment correlation coefficient
4. To determine whether there is a significant difference between attitude towards English as a foreign language in Grade 9 students from the Akha, Bamar, and Shan at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar			One-way analysis of variance (ANOVA)
5. To determine whether there is a significant difference between motivation for learning English as a foreign language in Grade 9 students from the Akha, Bamar, and Shan at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar			(Scheffe post-hoc multiple comparison test when required)

## CHAPTER IV

### RESEARCH FINDINGS

In this chapter, the researcher reports the findings obtained from carrying out this quantitative study on Grade 9 students from № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar. A total of 199 students participated, but only 193 were considered for data analysis, as six students did not complete the study's questionnaires. The results are organized by research objectives, and all findings are depicted in tables and described, reported separately by ethnicity.

#### Research Objective 1

Research Objective 1 was to determine the level of attitudes towards English as a foreign language in Grade 9 students from Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar. In order to address Research Objective 1, two subscales from the AMTB (Gardner, 2004) were adopted to collect data (i.e., attitude toward English speaking people, and attitude toward learning situation). These subscales consist of 28 items, 18 positively worded and 10 negatively worded, and were designed to elicit students' attitudes toward English as a foreign language. All the items were rated on 6-point Likert scale (1 = *strongly disagree*, 2 = *disagree*, 3 = *partially disagree*, 4 = *partially agree*, 5 = *agree*, 6 = *strongly agree* for positively worded items, and 1 = *strongly agree*, 2 = *agree*, 3 = *partially agree*, 4 = *partially disagree*, 5 = *disagree*, 6 = *strongly disagree* for negatively worded items).

Table 7 displays the overall mean scores, standard deviations, and interpretations of attitude toward English as a foreign language, and its subscales, held by Grade 9 students from Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

Table 7

*Mean Scores, Standard Deviations, and Interpretations of the Attitude Toward English as a Foreign Language and Its Subscales in Grade 9 Students From Akha, Bamar, and Shan Ethnic Groups*

Variable	Ethnic groups								
	Akha			Bamar			Shan		
	<i>M</i>	<i>SD</i>	<i>I</i>	<i>M</i>	<i>SD</i>	<i>I</i>	<i>M</i>	<i>SD</i>	<i>I</i>
Attitude toward English as a foreign language	4.44	1.30	Partially positive	4.67	1.32	Positive	4.40	1.37	Partially positive
Attitude toward English speaking people	4.77	1.19	Positive	5.02	1.14	Positive	4.64	1.30	Positive
Attitude toward the learning situation	4.31	1.34	Partially positive	4.53	1.38	Positive	4.30	1.40	Partially positive
English teacher evaluation	4.47	1.35	Partially positive	4.68	1.40	Positive	4.46	1.41	Partially positive
English course evaluation	4.16	1.32	Partially positive	4.38	1.37	Partially positive	4.14	1.39	Partially positive

*Note.* See Table 3 (p. 45) for interpretation. *I* stands for “interpretation”.

The total mean score of students’ attitude toward English as a foreign language from Akha ethnic group at № 2 Basic Education High School was  $M = 4.44$ , which is interpreted as partially positive. In other words, the Grade 9 students from Akha ethnic group seem to hold a partially positive attitude toward English as a foreign language.

The total mean score of students’ attitude toward English as a foreign language from Bamar ethnic group at № 2 Basic Education High School was  $M = 4.67$ , which is interpreted as positive. In other words, the Grade 9 students from Bamar ethnic group seem to hold a positive attitude toward English as a foreign language.

The total mean score of students’ attitude toward English as a foreign language from Shan ethnic group at № 2 Basic Education High School was  $M = 4.40$ , which is interpreted as partially positive. In other words, the Grade 9 students from Shan ethnic group seem to hold a partially positive attitude toward English as a foreign language.

In the following sub-sections, the findings regarding Research Objective 1 will be presented in detail. For this purpose, Research Objective 1 is divided into three sub-

objectives, each one corresponding to the level of attitude toward English as a foreign language held by each ethnic group targeted in this study.

### Research Objective 1.1

Research Objective 1.1 was to determine the level of attitude towards English as a foreign language in terms of attitude toward English speaking people and attitude toward the learning situation in Grade 9 students from Akha ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar. In the following sub-section, the findings regarding Research Objective 1.1 are presented by sub-scales of attitude toward English as a foreign language.

**Attitude toward English speaking people (ATESP).** Table 8 presents the mean scores, standard deviations, and interpretation of attitude toward English speaking people held by Grade 9 students from Akha ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

Table 8

*Mean Scores, Standard Deviations, and Interpretations of the ATESP (Akha Ethnic Group)*

Item	Item statements	<i>M</i>	<i>SD</i>	Interpretation on ATESP
4	If my country had no contact with English speaking countries, it would be a great loss	4.72	1.36	Positive
15	Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friends	5.10	1.06	Positive
22	I wish I could have many native English speaking friends	4.71	1.38	Positive
27	Native English speakers are very sociable and kind	4.38	1.13	Partially positive
30	Native English speakers have much to be proud about because they have given the world much of value	4.99	1.17	Positive
39	I would like to know more native English speakers	5.14	.76	Positive
50	The more I get to know native English speakers, the more I like them	4.89	1.17	Positive
58	You can always trust native English speakers	4.21	1.36	Partially positive

(continued)

(continued)

Item	Item statements	<i>M</i>	<i>SD</i>	Interpretation on ATESP
	Overall	4.77	1.19	Positive

*Note.* See Table 3 (p. 45) for interpretation.

As reported in Table 8, Grade 9 students from Akha ethnic group expressed a positive attitude toward the six aspects of English speaking people stated in Items 4, 15, 22, 30, 39, and 50 (e.g., “If my country had no contact with English speaking countries, it would be a great loss” (Item 4) and “I wish I could have many native English speaking friends” (Item 22)). Also, students expressed a partially positive attitude toward the two aspects of English speaking people stated in Item 27 (“Native English speakers are very sociable and kind”) and 58 (“You can always trust native English speakers”).

As in an overall look, the total mean score of students’ attitude toward English speaking people from Akha ethnic group in № 2 Basic Education High School was  $M = 4.77$ , which is interpreted as positive. In other words, the Grade 9 students from Akha ethnic group seem to hold a positive attitude toward English speaking people.

**Attitude toward the learning situation (ATTLS).** Table 9 presents the mean scores, standard deviations, and interpretation of attitude toward the learning situation and its two sub-scales (English teacher evaluation and English course evaluation) held by Grade 9 students from Akha ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

Table 9



*Mean Scores, Standard Deviations, and the Interpretations of ATTLS (Akha Ethnic Group)*

Subscale	Item	Item statements	<i>M</i>	<i>SD</i>	Interpretation on ATTLS
English teacher evaluation	2	I look forward to going to class because my English teacher is so good	5.06	.93	Positive
	9	I do not think my English teacher is very good	4.46	1.56	Partially positive
	13	My English teacher is better than any of my other teachers	4.44	1.06	Partially positive
	19	The less I see of my English teacher, the better	4.82	1.50	Positive
	25	My English teacher has a dynamic and interesting teaching style	5.03	1.15	Positive
	32	My English teacher is one of the least pleasant people I know	4.13	1.68	Partially positive
	37	My English teacher is a great source of inspiration to me	4.96	1.16	Positive
	43	I would prefer to have a different English teacher	3.06	1.62	Partially negative
	48	I really like my English teacher	4.94	1.06	Positive
	54	My English teacher does not present materials in an interesting way	3.76	1.56	Partially Positive
English course evaluation	7	My English class is really a waste of time	5.11	1.35	Positive
	11	I would rather spend more time in my English class and less in other classes	4.72	1.31	Positive
	17	I think my English class is boring	4.43	1.41	Partially positive
	23	I enjoy the activities of our English class much more than those of my other classes	4.26	1.31	Partially positive
	29	To be honest, I really have little interest in my English class	3.49	1.56	Partially negative
	35	I like my English class so much; I look forward to studying more English in the future	4.94	1.02	Positive
	41	To be honest, I do not like my English class	4.67	1.35	Positive
	46	I look forward to the time I spend in English class	2.57	1.53	Partially negative

(continued)

(continued)

Subscale	Item	Item statements	<i>M</i>	<i>SD</i>	Interpretation on ATTLS
	52	I have a hard time thinking of anything positive about my English class	2.31	1.25	Negative
	57	English is one of my favourite courses	5.06	1.02	Positive
	English teacher evaluation overall		4.47	1.35	Partially positive
	English course evaluation overall		4.16	1.32	Partially positive
	Attitude toward the learning situation overall		4.31	1.34	Partially positive

*Note.* Items 7, 9, 17, 19, 29, 32, 41, 43, 52, and 54 are negatively worded. See Table 3 (p. 45) for interpretation.

As shown in the first subscale depicted in Table 9, Grade 9 students from Akha ethnic group expressed a positive attitude toward the aspects of English teacher evaluation stated in Items 2, 19, 25, 37, and 48 (e.g., “I look forward to going to class because my English teacher is so good” (Item 2) and “I really like my English teacher” (Item 48)). Likewise, students expressed a partially positive attitude toward the aspect of English teacher evaluation stated in Items 9, 13, 32, and 54 (e.g., “My English teacher is better than any of my other teachers” (Item 13) and “My English teacher does not present materials in an interesting way” (Item 54)). On the other hand, students expressed a partially negative attitude toward one of the aspects of English teacher evaluation stated in Item 43 (“I would prefer to have a different English teacher”).

According to the second subscale presented in Table 9, Grade 9 students from Akha ethnic group responded a positive attitude toward the five aspects of English course evaluation stated in Items 7, 11, 35, 41, and 57 (e.g., “I would rather spend more time in my English class and less in other classes” (Item 11) and “English is one of my favourite courses” (Item 57)). Also, students reacted partially positive attitude toward two of the statements stated in Items 17 (“I think my English class is boring”) and 23 (“I enjoy the activities of our English class much more than those of my other classes”). On the other hand,

two of the aspects of English course evaluation received partially negative attitude stated in Items 29 (“To be honest, I really have little interest in my English class”) and 46 (“I look forward to the time I spend in English class”).

The total mean score of the students on English teacher evaluation and English course evaluation were  $M = 4.47$  and  $M = 4.16$ , which are interpreted as partially positive. In other words, the students from Akha ethnic group at № 2 Basic Education High School have partially positive attitude toward their English teacher and English course evaluation subscales. All in all, the mean score of the two evaluations combined which is attitude toward the learning situation was  $M = 4.31$ , which is interpreted as partially positive. Thus, it could be said that the students from Akha ethnic group at № 2 Basic Education High School have partially positive attitude toward the learning situation.

Table 10 displays the overall mean score, standard deviation, and interpretation of the attitude toward English as a foreign language held by Grade 9 students from Akha ethnic group.

Table 10

*Mean Score, Standard Deviation, and Interpretation of the Attitude Toward English as a Foreign Language in Grade 9 Students From Akha Ethnic Groups*

Variable	$M$	$SD$	$I$
Attitude toward English as a foreign language	4.44	1.30	Partially positive

*Note.* See Table 3 (p. 45) for interpretation.  $I$  stands for “interpretation”.

The total mean score of students’ attitude toward EFL from Akha ethnic group is,  $M = 4.44$  which is interpreted as partially positive. In other words, Grade 9 Akha students in that school hold a partially favourable attitude toward English as a foreign language.

## Research Objective 1.2

Research Objective 1.2 was to determine the level of attitudes towards English as a foreign language in terms of attitude toward English speaking people and attitude toward the learning situation in Grade 9 students from Bamar ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar. In the following sub-section, the findings regarding Research Objective 1.2 are presented by sub-scales of attitude toward English as a foreign language.

**Attitude toward English speaking people (ATESP).** Table 11 presents the mean scores, standard deviations, and interpretation of attitude toward English speaking people held by Grade 9 students from Bamar ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

Table 11

*Mean Scores, Standard Deviations, and the Interpretations of ATESP (Bamar Ethnic Group)*

Item	Item statements	<i>M</i>	<i>SD</i>	Interpretation on ATESP
4	If my country had no contact with English speaking countries, it would be a great loss	4.83	1.44	Positive
15	Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friends	4.97	1.06	Positive
22	I wish I could have many native English speaking friends	5.12	1.22	Positive
27	Native English speakers are very sociable and kind	4.82	1.13	Positive
30	Native English speakers have much to be proud about because they have given the world much of value	5.18	1.07	Positive
39	I would like to know more native English speakers	5.45	.85	Positive
50	The more I get to know native English speakers, the more I like them	5.08	1.06	Positive
58	You can always trust native English speakers	4.67	1.23	Positive
Overall		5.02	1.14	Positive

*Note.* See Table 3 (p. 45) for interpretation.

As reported in Table 11, student from Bamar ethnic group expressed a positive attitude toward the entire aspects of attitude toward English speaking people with the highest mean score was  $M = 5.45$  and the lowest was  $M = 4.67$ . For instance, “If my country had no

contact with English speaking countries, it would be a great loss” (Item 4) and “The more I get to know native English speakers, the more I like them” (Item 50).

The overall mean score of the students’ attitude toward English speaking people was  $M = 5.02$  which is interpreted as positive. In other words, generally the Grade 9 students from Bamar ethnic group at № 2 Basic Education High School probably hold positive attitude toward English speaking people.

**Attitude toward the learning situation (ATTLS).** Table 12 presents the mean scores, standard deviations, and interpretation of attitude toward the learning situation and its two sub-scales (English teacher evaluation and English course evaluation) held by Grade 9 students from Bamar ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

Table 12

*Mean Scores, Standard Deviations, and the Interpretations of ATTLS (Bamar Ethnic Group)*

Subscale	Item	Item statements	<i>M</i>	<i>SD</i>	Interpretation on ATTLS
English teacher evaluation	2	I look forward to going to class because my English teacher is so good	5.25	1.07	Positive
	9	I do not think my English teacher is very good	4.92	1.47	Positive
	13	My English teacher is better than any of my other teachers.	4.58	1.24	Positive
	19	The less I see of my English teacher, the better	4.97	1.53	Positive
	25	My English teacher has a dynamic and interesting teaching style	5.17	1.06	Positive
	32	My English teacher is one of the least pleasant people I know	4.57	1.62	Positive
	37	My English teacher is a great source of inspiration to me	5.08	1.23	Positive
	43	I would prefer to have a different English teacher	3.60	1.71	Partially positive
	48	I really like my English teacher	5.05	1.03	Positive

(continued)

(continued)

Interpretation



Subscale	Item	Item statements	<i>M</i>	<i>SD</i>	on ATTLS
English course evaluation	54	My English teacher does not present materials in an interesting way	3.60	1.72	Partially positive
	7	My English class is really a waste of time	5.02	1.56	Positive
	11	I would rather spend more time in my English class and less in other classes	5.08	.98	Positive
	17	I think my English class is boring	4.77	1.56	Positive
	23	I enjoy the activities of our English class much more than those of my other classes	4.62	1.33	Positive
	29	To be honest, I really have little interest in my English class	3.62	1.73	Partially positive
	35	I like my English class so much; I look forward to studying more English in the future	5.25	.97	Positive
	41	To be honest, I do not like my English class	5.08	1.27	Positive
	46	I look forward to the time I spend in English class	2.55	1.59	Partially negative
	52	I have a hard time thinking of anything positive about my English class	2.50	1.37	Negative
	57	English is one of my favourite courses	5.28	1.37	Positive
	English teacher evaluation overall		4.68	1.40	Positive
	English course evaluation overall		4.38	1.37	Partially positive
	Attitude toward the learning situation overall		4.53	1.38	Positive

*Note.* Items 7, 9, 17, 19, 29, 32, 41, 43, 52, and 54 are negatively worded. See Table 3 (p. 45) for interpretation.

As illustrated in the first subscale depicted in Table 12, students from Bamar ethnic group expressed a positive attitude toward the eight aspects of English teacher evaluation stated in Items 2, 9, 13, 19, 25, 32, 37, and 48 (e.g., “My English teacher has a dynamic and interesting teaching style” (Item 25), and “My English teacher is one of the least pleasant people I know” (Item 32)). However, two aspects of the English teacher evaluation subscale

received partially positive attitudes stated Item 43 (“I would prefer to have a different English teacher”) and 54 (“My English teacher does not present materials in an interesting way”).

As presented in the second subscale of Table 12, seven aspects of the English teacher evaluation were responded a positive attitude by the students from Bamar ethnic group stated in Items 7, 11, 17, 23, 35, 41, and 57 (e.g., “I enjoy the activities of our English class much more than those of my other classes” (Item 23), and “I would rather spend more time in my English class and less in other classes” (Item 11)). Likewise, one of the aspects of the subscale received a partially positive attitude stated Item 29 (“To be honest, I really have little interest in my English class”). On the other hand, students expressed a negative and partially negative attitude toward two aspects of the subscale stated Item 52 (“I have a hard time thinking of anything positive about my English class”) and 46 (“I look forward to the time I spend in English class”).

All in all, the total mean score of the students’ attitude toward their English teacher was  $M = 4.68$ , which is interpreted as positive. That means the students from Bamar ethnic group at № 2 B.E.H.S seem to have a positive attitude toward their English teacher.

Meanwhile, the overall mean score of the students from Bamar ethnic group on their English course evaluation was  $M = 4.38$ , which is interpreted as partially positive. In other words, the students from Bamar ethnic group in № 2 B.E.H.S tend to hold a partially positive attitude toward their English course. In total, the mean score of the combination of both English teacher and English course evaluations, which is attitude toward the learning situation, was  $M = 4.53$ , which is read as positive. Thus, it could be fair to claim that the students from Bamar ethnic group at № 2 Basic Education High School have positive attitude toward the learning situation.

Table 13 displays the overall mean score, standard deviation, and interpretation of the attitude toward English as a foreign language held by Grade 9 students from Bamar ethnic group.

Table 13

*Mean Score, Standard Deviation, and Interpretation of the Attitude Toward English as a Foreign Language in Grade 9 Students From Bamar Ethnic Groups*

Variable	<i>M</i>	<i>SD</i>	<i>I</i>
Attitude toward English as a foreign language	4.67	1.32	Positive

*Note.* See Table 3 (p. 45) for interpretation. *I* stands for “interpretation”.

The total mean score of students’ attitude toward EFL from Bamar ethnic group is,  $M = 4.67$  which is interpreted as positive. In other words, Grade 9 Bamar students at № 2 B.E.H.S hold a favourable attitude toward English as a foreign language

### **Research Objective 1.3**

Research Objective 1.3 was to determine the level of attitudes towards English as a foreign language in terms of attitude toward English speaking people and attitude toward the learning situation in Grade 9 students from Shan ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar. In the following sub-section, the findings regarding Research Objective 1.3 are presented by sub-scales of attitude toward English as a foreign language.

**Attitude toward English speaking people (ATESP).** Table 14 presents the mean scores, standard deviations, and interpretation of attitude toward English speaking people held by Grade 9 students from Shan ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

Table 14

*Mean Scores, Standard Deviations, and the Interpretations of ATESP (Shan Ethnic Group)*

Item	Item statements	<i>M</i>	<i>SD</i>	Interpretation on ATESP
4	If my country had no contact with English speaking countries, it would be a great loss	4.28	1.63	Partially positive
15	Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friends	4.79	.96	Positive
22	I wish I could have many native English speaking friends	4.67	1.36	Positive
27	Native English speakers are very sociable and kind.	4.57	1.09	Positive
30	Native English speakers have much to be proud about because they have given the world much of value	4.90	1.31	Positive
39	I would like to know more native English speakers	4.98	1.22	Positive
50	The more I get to know native English speakers, the more I like them	4.54	1.30	Positive
58	You can always trust native English speakers	4.38	1.37	Partially positive
Overall		4.64	1.30	Positive

*Note.* See Table 3 (p. 45) for interpretation.

As reported in Table 14, amongst the eight positively worded items, six aspects of the attitude toward English speaking people were reacted a positive attitude by Grade 9 students from Shan ethnic group stated in Items 15, 22, 27, 30, 39, and 50 (e.g., “Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friends” (Item 15) and “Native English speakers have much to be proud about because they have given the world much of value” (Item 30)). Furthermore, students expressed a partially positive attitude toward the two aspects of the subscale illustrated in Item 4 (“If my country had no contact with English speaking countries, it would be a great loss”) and 58 (“You can always trust native English speakers”).

As in an overall look, the total mean score of the students from Shan ethnic group toward the English speaking people was  $M = 4.64$ , which is read as positive. It refers to that

Grade 9 students from Shan ethnic group at № 2 B.E.H.S tend to have positive attitude toward English speaking people.

**Attitude toward the learning situation (ATTLS).** Table 15 presents the mean scores, standard deviations, and interpretation of attitude toward the learning situation and its two sub-scales (English teacher evaluation and English course evaluation) held by Grade 9 students from Shan ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

Table 15

*Mean Scores, Standard Deviations, and the Interpretations of ATTLS (Shan Ethnic Group)*

Subscale	Item	Item statements	<i>M</i>	<i>SD</i>	Interpretation on ATTLS
English teacher evaluation	2	I look forward to going to class because my English teacher is so good	4.72	1.08	Positive
	9	I do not think my English teacher is very good	4.56	1.63	Positive
	13	My English teacher is better than any of my other teachers	4.13	1.57	Partially positive
	19	The less I see of my English teacher, the better	4.87	1.35	Positive
	25	My English teacher has a dynamic and interesting teaching style	4.79	1.50	Positive
	32	My English teacher is one of the least pleasant people I know	4.48	1.47	Partially positive
	37	My English teacher is a great source of inspiration to me	4.97	1.03	Positive
	43	I would prefer to have a different English teacher	3.43	1.54	Partially negative
	48	I really like my English teacher	4.84	1.16	Positive
	54	My English teacher does not present materials in an interesting way	3.80	1.63	Partially positive
English course evaluation	7	My English class is really a waste of time	4.77	1.55	Positive

(continued)

(continued)



Subscale	Item	Item statements	<i>M</i>	<i>SD</i>	Interpretation on ATTLS
	11	I would rather spend more time in my English class and less in other classes	4.56	1.43	Positive
	17	I think my English class is boring	4.64	1.47	Positive
	23	I enjoy the activities of our English class much more than those of my other classes	4.08	1.27	Partially positive
	29	To be honest, I really have little interest in my English class	3.33	1.38	Partially negative
	35	I like my English class so much; I look forward to studying more English in the future	4.90	1.11	Positive
	41	To be honest, I do not like my English class	4.74	1.47	Positive
	46	I look forward to the time I spend in English class	2.77	1.56	Partially negative
	52	I have a hard time thinking of anything positive about my English class	2.92	1.35	Partially negative
	57	English is one of my favourite courses	4.67	1.19	Positive
	English teacher evaluation overall		4.46	1.41	Partially positive
	English course evaluation overall		4.14	1.39	Partially positive
	Attitude toward the learning situation overall		4.30	1.40	Partially positive

*Note.* Items 7, 9, 17, 19, 29, 32, 41, 43, 52, and 54 are negatively worded. See Table 3 (p. 45) for interpretation.

As reported in Table 15, Grade 9 students from Shan ethnic group at № 2 B.E.H.S expressed a positive attitude toward the six aspects of English teacher evaluation stated in Items 2, 9, 19, 25, 37, and 48 (e.g., “I look forward to going to class because my English teacher is so good” (Item 2) and “I really like my English teacher” (Item 48)). Also, three aspects of the subscale received a partially positive attitude presented in Items 13, 32, and 54 (e.g., “My English teacher is one of the least pleasant people I know” (Item 32), and “My English teacher does not present materials in an interesting way” (Item 54). On the other

hand, one of the statements from the subscale was given a partially negative attitude stated in Item 43 (“I would prefer to have a different English teacher”).

Regard to the second part of Table 15, students from Shan ethnic group at № 2 B.E.H.S responded a positive attitude toward six aspects of the English course evaluation stated in Item 7, 11, 17, 35, 41, and 57 (e.g., “To be honest, I do not like my English class” (Item 41), and “English is one of my favourite courses” (Item 57). In addition, one of the statement received a partially positive attitude stated Item 23 “I enjoy the activities of our English class much more than those of my other classes”. On the other hand, students from Shan ethnic group expressed a partially negative attitude toward the subscale illustrated in Items 29, 46, and 52 (e.g., “To be honest, I really have little interest in my English class” (Item 29), and “I look forward to the time I spend in English class” (Item 46)).

On average, the total mean score of the students’ responses from Shan ethnic group at № 2 B.E.H.S toward English teacher evaluation was  $M = 4.46$ , which is described as partially positive. Likewise, the total mean score of the students’ reactions toward their English course evaluation was  $M = 4.14$ , which is read as partially positive. In other words, the students from Shan ethnic group at № 2 B.E.H.S hold partially positive attitude toward their both English teacher and English course evaluations. In total, the mean score of the two evaluations combined, which is attitude toward the learning situation, was  $M = 4.30$ , which is interpreted as partially positive. In other words, the students from Shan ethnic group at № 2 Basic Education High School have partially positive attitude toward the learning situation.

Table 16 displays the overall mean score, standard deviation, and interpretation of the attitude toward English as a foreign language held by Grade 9 students from Akha ethnic group.

Table 16

*Mean Score, Standard Deviation, and Interpretation of the Attitude Toward English as a Foreign Language in Grade 9 Students From Shan Ethnic Groups*

Variable	<i>M</i>	<i>SD</i>	<i>I</i>
Attitude toward English as a foreign language	4.40	1.37	Partially positive

*Note.* See Table 3 (p. 45) for interpretation. *I* stands for “interpretation”.

The total mean score of students’ attitude toward EFL from Shan ethnic group is,  $M = 4.40$  which is interpreted as partially positive. In other words, Grade 9 Shan students at № 2 B.E.H.S hold a partially favourable attitude toward English as a foreign language

### Research Objective 2

Research Objective 2 was to determine the level of motivation for learning English as a foreign language in Grade 9 students from Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar. In order to address Research Objective 2, three subscales from the AMTB (Gardner, 2004) were adopted to collect data (i.e., motivational intensity, desire to learn English, and attitude toward learning English). Each subscale consists of 30 items, 15 positively worded and 15 negatively worded, and were designed to elicit students’ motivation for learning English as a foreign language. All the items were rated on 6-point Likert scale; 1 = *strongly disagree*, 2 = *disagree*, 3 = *partially disagree*, 4 = *partially agree*, 5 = *agree*, 6 = *strongly* for positively worded items, and 1 = *strongly agree*, 2 = *agree*, 3 = *partially agree*, 4 = *partially disagree*, 5 = *disagree*, 6 = *strongly disagree* for negatively worded items).

Table 17 displays the overall mean scores, standard deviations, and interpretations of motivation for learning English as a foreign language, and its subscales, held by Grade 9 students from Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

Table 17

*Mean Scores, Standard Deviations, and Interpretations of the Motivation for Learning English as a Foreign Language and Its Subscales in Grade 9 Students From Akha, Bamar, and Shan Ethnic Groups*

Variable	Ethnic groups								
	Akha			Bamar			Shan		
	<i>M</i>	<i>SD</i>	<i>I</i>	<i>M</i>	<i>SD</i>	<i>I</i>	<i>M</i>	<i>SD</i>	<i>I</i>
Motivation for learning English as a foreign language	4.45	1.25	Partially high	4.57	1.28	High	4.38	1.38	Partially high
Motivational Intensity	4.06	1.33	Partially high	4.23	1.34	Partially high	4.14	1.40	Partially high
Desire to learn English	4.75	1.26	High	4.76	1.37	High	4.54	1.46	High
Attitude toward learning English	4.56	1.17	Positive	4.75	1.11	Positive	4.45	1.30	Partially positive

*Note.* See Table 3 (p. 45) for interpretation. *I* stands for “interpretation”.

The total mean score of students’ motivation for learning English as a foreign language from Akha ethnic group at № 2 Basic Education High School was  $M = 4.45$ , which is interpreted as partially high. In other words, the Grade 9 students from Akha ethnic group seem to have a high motivation for learning English as a foreign language.

The total mean score of students’ motivation for learning English as a foreign language from Bamar ethnic group at № 2 Basic Education High School was  $M = 4.57$ , which is interpreted as high. In other words, the Grade 9 students from Bamar ethnic group seem to hold a high motivation for learning English as a foreign language.

The total mean score of students’ motivation for learning English as a foreign language from Shan ethnic group at № 2 Basic Education High School was  $M = 4.38$ , which is interpreted as partially high. In other words, the Grade 9 students from Shan ethnic group seem to hold a partially high motivation for learning English as a foreign language.

In the following sub-sections, the findings regarding Research Objective 2 will be presented in detail. For this purpose, Research Objective 2 was divided into three sub-objectives, each one corresponding to the level of motivation for learning English as a foreign language held by each ethnic group targeted in this study.

## Research Objective 2.1

Research Objective 2.1 was to determine the level of motivation for learning English as a foreign language in terms of motivational intensity, desire to learn English, and attitude toward learning English in Grade 9 students from Akha ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar. In the following sub-section, the findings regarding Research Objective 2.1 are presented by sub-scales of motivation for learning English as a foreign language.

**Motivational intensity (MI).** Table 18 presents the mean scores, standard deviations, and interpretation of motivational intensity held by Grade 9 students from Akha ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

Table 18

*Mean Scores, Standard Deviations, and the Interpretations of MI (Akha Ethnic Group)*

Item	Item statements	<i>M</i>	<i>SD</i>	Interpretation on MI
1	I do not pay much attention to the feedback I receive in my English class	3.76	1.62	Partially high
8	I make a point of trying to understand all the English I see and hear	4.90	1.04	High
12	I do not bother checking my assignments when I get them back from my English teacher	4.47	1.23	Partially high
18	I keep up to date with English by working on it almost every day	4.76	1.12	High
24	I put off my English homework as much as possible	2.96	1.56	Partially low
31	When I have a problem understanding something in English class, I always ask my teacher for help	4.61	1.19	High
36	I tend to give up and not pay attention when I do not understand my English teacher's explanation of something	3.50	1.63	Partially low
42	I really work hard to learn English	4.65	1.12	High
47	I cannot be bothered trying to understanding the more complex aspects of English	2.63	1.23	Partially low
53	When I am studying English, I ignore distractions and pay attention to my task	4.31	1.39	Partially high
Overall		4.06	1.33	Partially high

*Note.* Items 1, 12, 24, 36, and 47 are negatively worded. See Table 3 (p. 45) for interpretation.



As illustrated in the Table 18, students from Akha ethnic group at № 2 B.E.H.S expressed a high motivation for learning four aspects of the subscale, motivational intensity, stated in Items 8, 18, 31 and 42 (e.g., “I make a point of trying to understand all the English I see and hear” (Item 8) and “I really work hard to learn English” (Item 42)). In addition, three statements of the subscale received a partially high motivation described in Items 1, 12, and 53 (e.g., “I do not pay much attention to the feedback I receive in my English class” (Item 1), and “When I am studying English, I ignore distractions and pay attention to my task” (Item 53). On the other hand, students from Akha ethnic group responded a partially low motivation for learning the three aspects of the subscale presented in Items 24, 36, and 47 (e.g., “I put off my English homework as much as possible” (Item 24), and “I cannot be bothered trying to understanding the more complex aspects of English” (Item 47)).

All in all, the total mean score of the students’ motivational intensity was  $M = 4.06$ , which is interpreted as partially high. In other words, the students from Akha ethnic group at № 2 Basic Education High School have partially high motivational intensity.

**Desire to learn English (DTLE).** Table 19 presents the mean scores, standard deviations, and interpretation of desire to learn English held by Grade 9 students from Akha ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

Table 19

*Mean Scores, Standard Deviations, and the Interpretations of DTLE (Akha Ethnic Group)*

Item	Item statements	$M$	$SD$	Interpretation on DTLE
6	I have a strong desire to know all aspects of English	4.97	1.06	High
10	Knowing English is not really an important goal in my life	4.83	1.57	High
16	If it were up to me, I would spend all of my time learning English	4.19	1.15	Partially high
20	I sometimes daydream about dropping English	4.21	1.57	Partially high

28	I want to learn English so well that it will become natural to me	5.25	1.02	High
(continued)				
(continued)				
Item	Item statements	<i>M</i>	<i>SD</i>	Interpretation on DTLE
33	I am losing my desire I ever had to know English	3.58	1.55	Partially high
40	I would like to learn as much English as possible	5.39	.83	High
44	To be honest, I really have no desire to learn English	5.17	1.11	High
51	I wish I were fluent in English	5.38	.83	High
55	I have not any great wish to learn more than the basic of English	4.50	1.59	Partially high
Overall		4.75	1.26	High

*Note.* Items 10, 20, 33, 44, and 55 are negatively worded. See Table 3 (p. 45) for interpretation.

As reported in the Table 19, Grade 9 students from Akha ethnic group expressed a high motivation for learning the six aspects of subscale, desire to learn English, stated in Items 6, 10, 28, 40, 44, and 51 (e.g., “I have a strong desire to know all aspects of English” (Item 6), and “Knowing English is not really an important goal in my life” (Item 10)). Furthermore, students reacted a partially high motivation for learning the rest of the statements in Items 16, 20, 33, and 55 (e.g., “I am losing my desire I ever had to know English” (Item 33), and “I have not any great wish to learn more than the basic of English” (Item 55)).

In an overall look, the total mean score of the students from Akha ethnic group toward the subscale, desire to learn English, was  $M = 4.75$ , which is read as high. Thus, it could be fair to say that students from Akha ethnic group at № 2 Basic Education High School have high motivation for learning the subscale, desire to learn English.

**Attitude toward learning English (ATLE).** Table 20 presents the mean scores, standard deviations, and interpretation of attitude toward learning English held by Grade 9

students from Akha ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

Table 20

*Mean Scores, Standard Deviations, and the Interpretations of ATLE (Akha Ethnic Group)*

Item	Item statements	<i>M</i>	<i>SD</i>	Interpretation on ATLE
3	Learning English is really great	5.65	.65	Very positive
5	I hate English	1.44	1.06	Very negative
14	I really enjoy learning English	5.22	.94	Positive
21	I would rather spend my time on subjects other than English	3.28	1.35	Partially positive
26	English is a very important part of the school programme	4.94	1.19	Positive
34	Learning English is a waste of time	5.28	1.21	Positive
38	I plan to learn as much English as possible	5.17	.96	Positive
45	I think that learning English is dull	4.76	1.47	Positive
49	I love learning English	5.06	1.06	Positive
56	When I leave school, I will give up the study of English because I am not interested in it	4.76	1.54	Positive
Overall		4.56	1.17	Positive

*Note.* Items 5, 21, 34, 45, and 56 are negatively worded. See Table 3 (p. 45) for interpretation.

As reported in Table 20, students from Akha ethnic group at № 2 B.E.H.S expressed a positive attitude toward the six aspects of attitude toward learning English stated in Items 14, 26, 34, 38, 45, 49, and 56 (e.g., “English is a very important part of the school programme” (Item 26), and “I plan to learn as much English as possible” (Item 38)). In addition, one of the statements received a partially positive attitude stated Item 21 (“I would rather spend my time on subjects other than English”). Moreover, students rated a very positive toward one of the statements illustrated in Item 3 (“Learning English is really great”). On the other hand, the Item 5 (“I hate English”) received a very negative attitude.

Overall, the total mean score of the students from Akha ethnic group at № 2 Basic Education High School was  $M = 4.56$ , which is considered as positive. Thus, the attitude of Grade 9 Akha ethnic group students at № 2 Basic Education High School, toward learning English is positive based on the result of the data.

Table 21 displays the overall mean score, standard deviation, and interpretation of the attitude toward English as a foreign language held by Grade 9 students from Akha ethnic group.

Table 21

*Mean Score, Standard Deviation, and Interpretation of the Motivation for Learning English as a Foreign Language and Its Subscales in Grade 9 Students From Akha Ethnic Group*

Variable	<i>M</i>	<i>SD</i>	<i>I</i>
Motivation for learning English as a foreign language	4.45	1.25	Partially high

*Note.* See Table 3 (p. 45) for interpretation. *I* stands for “interpretation”.

The total mean score of students’ attitude toward EFL from Shan ethnic group is,  $M = 4.45$  which is interpreted as partially high. In other words, Grade 9 Shan students at № 2 B.E.H.S hold a partially high motivation for learning English as a foreign language.

## **Research Objective 2.2:**

Research Objective 2.2 was to determine the level of motivation for learning English as a foreign language in terms of motivational intensity, desire to learn English, and attitude toward learning English in Grade 9 students from Bamar ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar. In the following sub-section, the findings regarding Research Objective 2.2 are presented by sub-scales of attitude toward English as a foreign language.

**Motivational intensity (MI).** Table 22 presents the mean scores, standard deviations, and interpretation of motivational intensity held by Grade 9 students from Bamar ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

Table 22

*Mean Scores, Standard Deviations, and the Interpretations of MI (Bamar Ethnic Group)*

Item	Item statements	<i>M</i>	<i>SD</i>	Interpretation on MI
1	I do not pay much attention to the feedback I receive in my English class	4.78	1.52	High
8	I make a point of trying to understand all the English I see and hear	5.20	.90	High
12	I do not bother checking my assignments when I get them back from my English teacher	4.58	1.44	High
18	I keep up to date with English by working on it almost every day	5.03	1.12	High
24	I put off my English homework as much as possible	2.65	1.33	Partially low
31	When I have a problem understanding something in English class, I always ask my teacher for help	4.73	1.23	High
36	I tend to give up and not pay attention when I do not understand my English teacher's explanation of something	3.77	1.78	Partially high
42	I really work hard to learn English	4.73	1.25	High
47	I cannot be bothered trying to understand the more complex aspects of English	2.17	1.14	Low
53	When I am studying English, I ignore distractions and pay attention to my task	4.60	1.50	High
Overall		4.23	1.34	Partially high

*Note.* Items 1, 12, 24, 36, and 47 are negatively worded. See Table 3 (p. 45) for interpretation.

As presented in Table 22, students from Bamar ethnic group at № 2 Basic Education High School expressed a high motivation for learning the seven aspects of the subscale, motivational intensity, stated in Items 1, 8, 12, 18, 31, 42, and 53 (e.g., “I make a point of trying to understand all the English I see and hear” (Item 8) and “When I am studying English, I ignore distractions and pay attention to my task” (Item 53)). Also, one of the statements received a partially high motivation for learning the subscale stated in Item 36 “I tend to give up and not pay attention when I do not understand my English teacher’s explanation of something”. On the other hand, students responded a low and partially low



toward the rest of the statements illustrated in Items 47 (“I cannot be bothered trying to understand the more complex aspects of English”) and 24 (“I put off my English homework as much as possible”).

All in all, the overall mean score of students from Bamar ethnic group at № 2 Basic Education High School toward the subscale, motivational intensity, was  $M = 4.23$ , which is read as partially high in motivational intensity. Thus, the students from Bamar ethnic group at № 2 Basic Education High School seem to have partially high in motivational intensity to learn English.

**Desire to learn English (DTLE).** Table 23 presents the mean scores, standard deviations, and interpretation of desire to learn English held by Grade 9 students from Bamar ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

Table 23

*Mean Scores, Standard Deviations, and the Interpretations of DTLE (Bamar Ethnic Group)*

Item	Item statements	$M$	$SD$	Interpretation on DTLE
6	I have a strong desire to know all aspects of English	5.07	1.02	High
10	Knowing English is not really an important goal in my life	4.50	1.88	Partially high
16	If it were up to me, I would spend all of my time learning English	4.42	1.29	Partially high
20	I sometimes daydream about dropping English	3.48	1.75	Partially low
28	I want to learn English so well that it will become natural to me	5.40	.74	High
33	I am losing my desire I ever had to know English	3.95	1.55	Partially high
40	I would like to learn as much English as possible	5.42	1.12	High
44	To be honest, I really have no desire to learn English	5.32	1.14	High
51	I wish I were fluent in English	5.32	1.08	High
55	I have not any great wish to learn more than the basic of English	4.72	1.68	High
Overall		4.76	1.37	High

*Note.* Items 10, 20, 33, 44, and 55 are negatively worded. See Table 3 (p. 45) for interpretation

As reported in the Table 23, students from Bamar ethnic group reacted a high motivation for learning six aspects of the subscale, desire to learn English, stated in Items 6, 28, 40, 44, 51, and 55 (e.g., “To be honest, I really have no desire to learn English (Item 44), and “I wish I were fluent in English” (Item 55)). Additionally, three statements of the subscale were scored a partially low by the students from Bamar ethnic group reported in Items 10, 16, and 33 (e.g., “Knowing English is not really an important goal in my life (Item 10), and “If it were up to me, I would spend all of my time learning English” (Item 16)). On the other hand, students from Bamar ethnic group at № 2 B.E.H.S expressed a partially low motivation for learning one of the aspects of the subscale stated in Item 20 “I sometimes daydream about dropping English”.

As a result, the total mean score of the Grade 9 students’ responses from Bamar ethnic group toward the subscale, desire to learn English, was  $M = 4.76$ , which is interpreted as high. Thus, it could be assumed that the students from Bamar ethnic group at № 2 Basic Education High School have high motivation for learning the subscale, desire to learn English.

**Attitude toward learning English (ATLE).** Table 24 presents the mean scores, standard deviations, and interpretation of attitude toward learning English held by Grade 9 students from Bamar ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

Table 24

*Mean Scores, Standard Deviations, and the Interpretations of ATLE (Bamar Ethnic Group)*

Item	Item statements	<i>M</i>	<i>SD</i>	Interpretation on ATLE
3	Learning English is really great	5.63	.80	Very positive
5	I hate English	1.52	.81	Negative
14	I really enjoy learning English	5.50	.73	Positive

(continued)					(continued)
Item	Item statements	<i>M</i>	<i>SD</i>	Interpretation on ATLE	
21	I would rather spend my time on subjects other than English	3.58	1.42	Partially positive	
26	English is a very important part of the school programme	5.23	.85	Positive	
34	Learning English is a waste of time	5.22	1.46	Positive	
38	I plan to learn as much English as possible	5.40	.74	Positive	
45	I think that learning English is dull	5.07	1.41	Positive	
49	I love learning English	5.30	.81	Positive	
56	When I leave school, I will give up the study of English because I am not interested in it	5.07	1.572	Positive	
Overall		4.75	1.11	Positive	

*Note.* Items 5, 21, 34, 45, and 56 are negatively worded. See Table 3 (p. 45) for interpretation.

As reported in Table 24, students from Bamar ethnic group showed a positive attitude toward the seven aspects of the subscale, attitude toward learning English, stated in Items 14, 34, 38, 45, 49, and 56 (e.g., “I plan to learn as much English as possible” (Item 38), and “When I leave school, I will give up the study of English because I am not interested in it” (Item 56)). Furthermore, two statements of the subscale received a very positive and partially positive attitudes presented in Items 3 (“Learning English is really great”) and 21 (“I would rather spend my time on subjects other than English”). On the other hand, students reacted a negative attitude toward the last aspect of the subscale stated Item 5 “I hate English”.

As in result, the total mean score of the students’ attitude toward the subscale, attitude toward learning English, was  $M = 1.87$  which is read as negative. In other words, it would be reasonable to assume that the students from Bamar ethnic group at № 2 Basic Education High School have negative attitude toward learning English.

Table 25 displays the overall mean score, standard deviation, and interpretation of the motivation for English as a foreign language held by Grade 9 students from Bamar ethnic group.

Table 25

*Mean Score, Standard Deviation, and Interpretation of the Motivation for Learning English as a Foreign Language and Its Subscales in Grade 9 Students From Akha Ethnic Group*

Variable	<i>M</i>	<i>SD</i>	<i>I</i>
Motivation for learning English as a foreign language	4.57	1.28	High

*Note.* See Table 3 (p. 45) for interpretation. *I* stands for “interpretation”.

The total mean score of students’ attitude toward EFL from Shan ethnic group is,  $M = 4.57$  which is interpreted as high. In other words, Grade 9 Shan students at № 2 B.E.H.S hold a high motivation for learning English as a foreign language.

### Research Objective 2.3

Research Objective 2.3 was to determine the level of motivation for learning English as a foreign language in terms of motivational intensity, desire to learn English, and attitude toward learning English in Grade 9 students from Shan ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar. In the following sub-section, the findings regarding Research Objective 2.3 are presented by sub-scales of attitude toward English as a foreign language.

**Motivational intensity (MI).** Table 26 presents the mean scores, standard deviations, and interpretation of motivational intensity held by Grade 9 students from Shan ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

Table 26

*Mean Scores, Standard Deviations, and the Interpretations of MI (Shan Ethnic Group)*

Item	Item statements	<i>M</i>	<i>SD</i>	Interpretation on MI
1	I do not pay much attention to the feedback I receive in my English class	4.02	1.78	Partially high

(continued)

(continued)

Item	Item statements	<i>M</i>	<i>SD</i>	Interpretation on MI
8	I make a point of trying to understand all the English I see and hear	5.05	1.10	High
12	I do not bother checking my assignments when I get them back from my English teacher	4.02	1.72	Partially high
18	I keep up to date with English by working on it almost every day	5.03	.84	High
24	I put off my English homework as much as possible	3.00	1.51	Partially low
31	When I have a problem understanding something in English class, I always ask my teacher for help	4.67	1.12	High
36	I tend to give up and not pay attention when I do not understand my English teacher's explanation of something	3.70	1.66	Partially high
42	I really work hard to learn English	4.66	1.32	High
47	I cannot be bothered trying to understanding the more complex aspects of English	2.93	1.39	Partially low
53	When I am studying English, I ignore distractions and pay attention to my task	4.30	1.33	Partially high
Overall		4.14	1.40	Partially high

*Note.* Items 1, 12, 24, 36, and 47 are negatively worded. See Table 3 (p. 45) for interpretation.

As reported in Table 26, students from Shan ethnic group expressed a high motivation for learning four aspects of the subscale, motivational intensity, stated in Items 8, 18, 31, and 42 (e.g., “I make a point of trying to understand all the English I see and hear” (Item 8), and “When I have a problem understanding something in English class, I always ask my teacher for help” (Item 31)). Also, the other four aspects of the subscale received a partially high motivation illustrated in Items 1, 12, 36, and 53 (e.g., “I do not bother checking my assignments when I get them back from my English teacher” (Item 12), and “When I am studying English, I ignore distractions and pay attention to my task” (Item 53)). On the other hand, students responded a partially low motivation for learning the statements in Items 24 (“I put off my English homework as much as possible”) and 47 (“I cannot be bothered trying to understanding the more complex aspects of English”).



All in all, the total mean score of the students from Shan ethnic group toward the subscale, motivational intensity, was  $M = 4.14$ , which is interpreted as partially high. Thus, it could be fair to assume that students from Shan ethnic group at № 2 Basic Education High School have partially high motivational intensity toward English as foreign language.

**Desire to learn English (DTLE).** Table 27 presents the mean scores, standard deviations, and interpretation of desire to learn English held by Grade 9 students from Shan ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

Table 27

*Mean Scores, Standard Deviations, and the Interpretations of DTLE (Shan Ethnic Group)*

Item	Item statements	<i>M</i>	<i>SD</i>	Interpretation on DTLE
6	I have a strong desire to know all aspects of English	4.62	1.43	High
10	Knowing English is not really an important goal in my life	4.74	1.46	High
16	If it were up to me, I would spend all of my time learning English	4.23	1.41	Partially high
20	I sometimes daydream about dropping English	4.23	1.69	Partially high
28	I want to learn English so well that it will become natural to me	4.69	1.37	High
33	I am losing my desire I ever had to know English	3.74	1.58	Partially high
40	I would like to learn as much English as possible.	5.31	1.04	High
44	To be honest, I really have no desire to learn English	4.80	1.48	High
51	I wish I were fluent in English	4.72	1.45	High
55	I have not any great wish to learn more than the basic of English	4.31	1.57	Partially high
Overall		4.54	1.46	High

*Note.* Items 10, 20, 33, 44, and 55 are negatively worded. See Table 3 (p. 45) for interpretation.

As shown in Table 27, students from Shan ethnic group expressed a high motivation for learning the six aspects of the subscale, desire to learn English stated in Items 6, 10, 28,

40, 44, and 51 (e.g., “To be honest, I really have no desire to learn English” (Item 44), and “I wish I were fluent in English” (Item 51)). Furthermore, students reacted a partially high motivation for learning the rest of the statements expressed in Items 16, 20, 33, and 55 (e.g., “I am losing my desire I ever had to know English” (Item 33), and “I have not any great wish to learn more than the basic of English” (Item 55)).

Overall, the total average mean score of the ten items from the subscale, desire to learn English, was  $M = 4.54$ , which is interpreted as high and it could be said that students from Shan ethnic group at № 2 Basic Education High School, have high desire to learn English.

**Attitude toward learning English (ATLE).** Table 28 presents the mean scores, standard deviations, and interpretation of attitude toward learning English held by Grade 9 students from Shan ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

Table 28

*Mean Scores, Standard Deviations, and the Interpretations of ATLE (Shan Ethnic Group)*

Item	Item statements	<i>M</i>	<i>SD</i>	Interpretation on ATLE
3	Learning English is really great	5.26	1.15	Positive
5	I hate English	1.57	1.29	Negative
14	I really enjoy learning English	5.10	1.03	Positive
21	I would rather spend my time on subjects other than English	3.11	1.39	Partially negative
26	English is a very important part of the school programme	5.03	1.14	Positive
34	Learning English is a waste of time	5.18	1.30	Positive
38	I plan to learn as much English as possible	5.10	1.19	Positive
45	I think that learning English is dull	4.77	1.49	Positive
49	I love learning English	4.89	1.29	Positive

(continued)

(continued)

Item	Item statements	<i>M</i>	<i>SD</i>	Interpretation on ATLE
56	When I leave school, I will give up the study of English because I am not interested in it	4.46	1.65	Partially positive
	Overall	4.45	1.30	Partially positive

*Note.* Items 5, 21, 34, 45, and 56 are negatively worded. See Table 3 (p. 45) for interpretation.

As reported in Table 28, students from Shan ethnic group expressed a positive attitude toward the seven aspects of the subscale, attitude toward learning English, stated Items, 3, 14, 26, 34, 38, 45, and 49 (e.g., “English is a very important part of the school programme” (Item 26), and “Learning English is a waste of time” (Item 34)). In addition, one statement of the subscale received a partially positive attitude stated in Items 56 (“When I leave school, I will give up the study of English because I am not interested in it”). On the other hand, students reacted a negative and partially negative attitude toward the rest of the statements in Items 5 (“I hate English”) and 21 (“I would rather spend my time on subjects other than English”). As in an overall look, The total mean score of the students from Shan ethnic group at № 2 Basic Education High School toward the subscale, attitude toward learning English, was  $M = 4.45$ , which is described as partially positive. Thus, it could be acceptable to claim that the students from Shan ethnic group at № 2 Basic Education High School have partially positive attitude toward leaning English.

Table 29 displays the overall mean score, standard deviation, and interpretation of the attitude toward English as a foreign language held by Grade 9 students from Akha ethnic group.

Table 29

*Mean Score, Standard Deviation, and Interpretation of the Motivation for Learning English as a Foreign Language and Its Subscales in Grade 9 Students From Akha Ethnic Group*

Variable	<i>M</i>	<i>SD</i>	<i>I</i>
Motivation for learning English as a foreign language	4.38	1.38	Partially high

*Note.* See Table 3 (p. 45) for interpretation. *I* stands for “interpretation”.

The total mean score of students’ attitude toward EFL from Shan ethnic group is,  $M = 4.38$  which is interpreted as partially high. In other words, Grade 9 Shan students at № 2 B.E.H.S hold a partially high motivation for learning English as a foreign language.

### **Research Objective 3**

Research Objective 3 was to determine whether there is a significant relationship between attitudes toward and motivation for learning English as a foreign language in Grade 9 students from Akha, Bamar, and Shan ethnic groups at № 2 Basic Education high School, Keng Tung, Eastern Shan State, Myanmar. In order to address Research Objective 3, Pearson’s Product Moment Correlation Coefficient method of analysis was conducted to determine whether there is a significant relationship between attitude toward and motivation for learning English as a foreign language in Grade 9 students from Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School Keng Tung, Easter Shan State, Myanmar.

Table 22 presents the Pearson’s product moment correlation coefficient between attitude toward and motivation for learning EFL, of Grade 9 students from Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School Keng Tung.

Table 30

*Pearson Product Moment Correlation Coefficient of Grade 9 Students' Attitude Toward and Motivation for learning English as a Foreign Language*

Ethnic group	Variable	<i>N</i>	<i>r</i>	<i>p</i>	Interpretation
Akha	Attitude toward English as a foreign language	72	.71	<.001	There is a statistically significant, positive and strong relationship between variables.
	Motivation for learning English as a foreign language				
Bamar	Attitude toward English as a foreign language	60	.78	<.001	There is a statistically significant, positive and strong relationship between variables.
	Motivation for learning English as a foreign language				
Shan	Attitude toward English as a foreign language	61	.73	<.001	There is a statistically significant, positive and strong relationship between variables.
	Motivation for learning English as a foreign language				

*Note.* Statistical significance level set at  $p = .05$ , two-tailed.

As reported, Table 24 shows that there is a statistically significant, positive and strong correlation between attitude toward and motivation for learning English as a foreign language of Grade 9 students from Akha ( $r = .71, p < .001, N = 72$ ), Bamar ( $r = .78, p < .001, N = 60$ ), and Shan ethnic groups ( $r = .73, p < .001, N = 61$ ) at № 2 Basic Education High School Keng Tung.

#### Research Objective 4

Research Objective 4 was to determine whether there was a significant difference between attitudes toward English as a foreign language in Grade 9 students from Akha, Bamar, and Shan ethnic groups at № 2 Basic Education high School, Keng Tung, Eastern Shan State, Myanmar. In order to address Research Objective 4, one-way analysis of variance (ANOVA) was conducted to determine whether there is a significant difference between



attitude towards English as a foreign language in Grade 9 students from Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School Keng Tung, Easter Shan State, Myanmar. Also, Scheffle post-hoc multiple comparison test was applied to calculate which groups differ from each other.

Table 25 presents the results of the one-way ANOVA test of Grade 9 students' attitude toward English as a foreign language from Akha, Bamar, and Shan ethnic group at № 2 Basic Education High School Keng Tung.

Table 31

*Results of the One-Way ANOVA Test on Students' Attitude Toward English as a Foreign Language*

Ethnic group	N	M	SD	dfs		F	p
				Between groups	Within groups		
Akha	72	4.44	.50	2	190	4.96	.01
Bamar	60	4.67	.52				
Shan	61	4.40	.52				

*Note.* There was a statistically significant difference between ethnic groups.

As illustrated in Table 25, the results of the one-way ANOVA test showed that there was a statistically significant difference between attitude toward English as a foreign language in Grade 9 students from Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School, Kent Tung, Eastern Shan State, Myanmar ( $F(2, 190) = 4.96, p = .01, N = 193$ ).

A post-hoc analysis was carried out on the data to compute which group specifically differed from one another. Specifically, the researcher applied a Scheffe post-hoc multiple comparison test, in order to statistically examine the difference, if any, between attitudes toward English as a foreign language in Grade 9 students from Akha, Bamar, and Shan ethnic groups at № 2 B.E.H.S.

Table 26 presents the results of the Scheffe post-hoc multiple comparison test examining the significance of the difference between Grade 9 students' attitude toward

English as a foreign language from Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School Keng Tung.

Table 32

*Results of Post-Hoc Test of Significance Between Students' Attitude Toward English as a Foreign Language by Ethnic Groups*

Between-group comparison	Sig.	Interpretation
Akha		
Bamar	<.001	There is a significant difference
Shan	.88	There is no significant difference
Bamar		
Akha	<.001	There is a significant difference
Shan	<.001	There is a significant difference
Shan		
Akha	.88	There is no significant difference
Bamar	<.001	There is a significant difference

*Note.* Statistical significance level set at  $p = .05$ , two-tailed.

As reported in Table 26, the results of the Scheffe post-hoc test show that there was a significant difference between Grade 9 students' attitude from Akha ethnic group and Grade 9 students' attitude from Bamar toward English as a foreign language at № 2 Basic Education High School since the significance is lower than .05. Similarly, the analysis presents that there was a significant difference between Grade 9 students' attitude from Bamar ethnic group and Grade 9 students' attitude from Shan ethnic group toward English as a foreign language since the significance is lower than .05. On the other hand, the result indicated that there was no significant difference between Grade 9 students from Shan ethnic group and Grade 9 students' attitude from Akha ethnic groups toward English as a foreign language because the significance is higher than .05.

### Research Objective 5

Research Objective 5 was to determine whether there was a significant difference between motivation for learning English as a foreign language in Grade 9 students from Akha, Bamar, and Shan ethnic groups at № 2 Basic Education high School, Keng Tung, Eastern Shan State, Myanmar. In order to address Research Objective 5, one-way analysis of

variance (ANOVA) was conducted to determine whether there is a significant difference between attitude towards English as a foreign language in Grade 9 students from Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School Keng Tung, Easter Shan State, Myanmar.

Table 27 presents the results of the one-way ANOVA test of Grade 9 students' motivation for learning English as a foreign language from Akha, Bamar, and Shan ethnic group at № 2 Basic Education High School Keng Tung.

Table 33

*Results of the One-Way ANOVA Test on Students' Motivation for learning English as a Foreign Language*

Ethnic group	N	M	SD	dfs		F	p
				Between groups	Within groups		
Akha	72	4.45	.56	2	190	2.37	.09
Bamar	60	4.58	.51				
Shan	61	4.37	.58				

*Note.* There was no statistically significant difference between ethnic groups.

As reported in Table 25, the results of the one-way ANOVA test showed that there was no statistically significant difference between motivation for learning English as a foreign language in Grade 9 students from Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School, Kent Tung, Eastern Shan State, Myanmar ( $F(2, 190) = 2.37, p = .09, N = 193$ ).

## CHAPTER V

### CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

In the previous chapter, the findings of the current study about Grade 9 students' attitudes and motivation for learning English as a foreign language from Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School Keng Tung, Eastern Shan State, Myanmar, were reported. This chapter presents a summary of the current study and its findings, conclusion of the findings, and a discussion by making the connection with previous research. This chapter also provides recommendations not only for students to understand and develop their attitude toward and motivation for learning English as a foreign language but also for teachers and administrators to gain a better understanding and reasonable awareness of Grade 9 students' attitude toward and motivation for learning EFL, as well as for future researchers.

#### Summary of the Study

The purpose of the current study was to determine whether there was a significant relationship between attitudes and motivation, and whether there was a significant difference between each variable toward English as a foreign language in Grade 9 students from the Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar. For this purpose, the following research objectives were addressed.

**Research Objective 1.** To determine the level of attitudes towards English as a foreign language in Grade 9 students from the Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

**Research Objective 1.1.** To determine the level of attitudes towards English as a foreign language in terms of attitude toward English speaking people and attitude toward the

learning situation in Grade 9 students from the Akha ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

**Research Objective 1.2.** To determine the level of attitudes towards English as a foreign language in terms of attitude toward English speaking people and attitude toward the learning situation in Grade 9 students from the Bamar ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

**Research Objective 1.3.** To determine the level of attitudes towards English as a foreign language in terms of attitude toward English speaking people and attitude toward the learning situation in Grade 9 students from the Shan ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

**Research Objective 2.** To determine the level of motivation for learning English as a foreign language in Grade 9 students from the Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

**Research Objective 2.1.** To determine the level of motivation for learning English as a foreign language in terms of motivational intensity, desire to learn English, and attitude toward learning English in Grade 9 students from the Akha ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

**Research Objective 2.2.** To determine the level of motivation for learning English as a foreign language in terms of motivational intensity, desire to learn English, and attitude toward learning English in Grade 9 students from the Bamar ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

**Research Objective 2.3.** To determine the level of motivation for learning English as a foreign language in terms of motivational intensity, desire to learn English, and attitude toward learning English in Grade 9 students from the Shan ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.



**Research Objective 3.** To determine whether there is a significant relationship between attitudes toward and motivation for learning English as a foreign language in Grade 9 students from the Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

**Research Objective 4.** To determine whether there is a significant difference between attitude towards English as a foreign language in Grade 9 students from the Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

**Research Objective 5.** To determine whether there is a significant difference between motivation for learning English as a foreign language in Grade 9 students from the Akha, Bamar, and Shan at ethnic groups № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

This study was conducted on the population of 199 Grade 9 students from № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar. But only 193 students were considered for data analysis since six students did not complete the questionnaires. A quantitative survey questionnaire, which is adopted from AMTB (Gardner, 2004), was administered to students to identify the levels of students' attitude toward and motivation for learning English as a foreign language. The data collected from the survey were arranged by ethnic groups, and correlate and compare through inferential statistics methods, such as Pearson's product moment correlation coefficient to determine if there was a significant relationship between Grade 9 students' attitudes toward and motivation for learning EFL in each ethnic groups, one-way analysis of variance (ANOVA) and Scheffle post-hoc multiple comparison test to determine if there was a significant difference between attitudes toward and motivation for learning EFL according to their ethnic group at № 2 Basic Education High

School, Keng Tung, Eastern Shan State, Myanmar. The survey was administered and collected on 12 January 2018, during the second semester of the academic year 2017-2018.

### **Summary of the Findings**

This section states the findings obtained from the data collection and analysis.

Findings are arranged by research objectives.

#### **Research Objective 1**

Regarding the Research Objective 1, the following findings were obtained.

- On average, Grade 9 students from Akha ethnic group at № 2 Basic Education High School hold a partially positive attitude toward English as a foreign language.
- On average, Grade 9 students from Bamar ethnic group at № 2 Basic Education High School have a positive attitude toward English as a foreign language.
- On average, Grade 9 students from Shan ethnic group at № 2 Basic Education High School have a partially positive attitude toward English as a foreign language.

**Research Objective 1.1.** Regarding the Research Objective 1.1, the following findings were obtained in terms of attitude toward English speaking people and attitude toward the learning situation.

- On average, Grade 9 students from Akha ethnic group at № 2 Basic Education High School have a positive attitude toward English speaking people.
- On average, Grade 9 students from Akha ethnic group at № 2 Basic Education High School have a partially positive attitude toward English teacher evaluation and English course evaluation.
- On average, Grade 9 students from Akha ethnic group at № 2 Basic Education High School have a partially positive attitude toward the learning situation.

**Research Objective 1.2.** Regarding the Research Objective 1.2, the following findings were obtained in terms of attitude toward English speaking people and attitude toward the learning situation.

- On average, Grade 9 students from Bamar ethnic group at № 2 Basic Education High School have a positive attitude toward English speaking people.
- On average, Grade 9 students from Bamar ethnic group at № 2 Basic Education High School have a positive attitude toward English teacher evaluation and a partially positive attitude toward English course evaluation.
- On average, Grade 9 students from Bamar ethnic group at № 2 Basic Education High School have a positive attitude toward the learning situation.

**Research Objective 1.3.** Regarding the Research Objective 1.3, the following findings were obtained in terms of attitude toward English speaking people and attitude toward the learning situation.

- On average, Grade 9 students from Shan ethnic group at № 2 Basic Education High School have a positive attitude toward English speaking people.
- On average, Grade 9 students from Shan ethnic group at № 2 Basic Education High School have a partially positive attitude toward English teacher evaluation and English course evaluation.
- On average, Grade 9 students from Shan ethnic group at № 2 Basic Education High School have a partially positive attitude toward the learning situation.

## **Research Objective 2**

Regarding the Research Objective 2, the following findings were obtained.

- On average, Grade 9 students from Akha ethnic group at № 2 Basic Education High School have a partially high motivation for learning English as a foreign language.

- On average, Grade 9 students from Bamar ethnic group at № 2 Basic Education High School have a high motivation for learning English as a foreign language.
- On average, Grade 9 students from Shan ethnic group at № 2 Basic Education High School have a partially high motivation for learning English as a foreign language.

**Research Objective 2.1.** Regarding the Research Objective 2.1, the following findings were obtained in terms of motivational intensity, desire to learn English, and attitude toward learning English.

- On average, Grade 9 students from Akha ethnic group at № 2 Basic Education High School have a partially high motivational intensity for learning English as a foreign language.
- On average, Grade 9 students from Akha ethnic group at № 2 Basic Education High School have a high motivation in the desire to learn English.
- On average, Grade 9 students from Akha ethnic group at № 2 Basic Education High School have a positive attitude toward learning English.

**Research Objective 2.2.** Regarding the Research Objective 2.2, the following findings were obtained in terms of motivational intensity, desire to learn English, and attitude toward learning English.

- On average, Grade 9 students from Bamar ethnic group at № 2 Basic Education High School have a partially high motivational intensity for learning English as a foreign language.
- On average, Grade 9 students from Bamar ethnic group at № 2 Basic Education High School have a high motivation in the desire to learn English.
- On average, Grade 9 students from Bamar ethnic group at № 2 Basic Education High School have a positive attitude toward learning English.

**Research Objective 2.3.** Regarding the Research Objective 2.3, the following findings were obtained in terms of motivational intensity, desire to learn English, and attitude toward learning English.

- On average, Grade 9 students from Shan ethnic group at № 2 Basic Education High School have a high motivational intensity for learning English as a foreign language.
- On average, Grade 9 students from Shan ethnic group at № 2 Basic Education High School have a high motivation in the desire to learn English.
- On average, Grade 9 students from Shan ethnic group at № 2 Basic Education High School have a partially positive attitude toward learning English.

### **Research Objective 3**

Regarding the Research Objective 3, it was found that there was a statistically significant, positive and strong correlation between Grade 9 students' attitude toward and motivation for learning English as a foreign language from Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School, Keng Tung, Myanmar.

### **Research Objective 4**

Regarding the Research Objective 4, it was found that there was a statistically significant difference between Grade 9 students' attitudes toward English as a foreign language between Akha and Bamar ethnic groups, and Shan and Bamar ethnic groups. But the results indicated that there was no a statistically significant difference between Grade 9 students' attitudes toward EFL between Akha and Shan ethnic groups.

### **Research Objective 5**

Regarding the Research Objective 5, it was found that there was no statistically significant difference between Grade 9 students' motivation for learning English as a foreign



language from Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School, Keng Tung, Myanmar.

## **Conclusions**

According to the findings, the following conclusions were drawn.

### **Research Objective 1**

The findings from Research Objective 1 indicated that the overall Grade 9 students' attitude toward English as a foreign language at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar, was partially positive for Akha and Shan ethnic groups' students, and a positive attitude for Bamar ethnic group's students. These findings suggest that Grade 9 students, on average, seem to have a positive attitude regardless of ethnic groups, to learn the English language as a foreign language, toward English speaking people, and the learning situation.

**Research Objective 1.1.** The findings from Research Objective 1.1 revealed that the overall Grade 9 students' attitude toward English as a foreign language from Akha ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar, was a partially positive. Also, two subscales of attitude construct were positive toward English speaking people, and a partially positive attitude toward the learning situation. These findings suggest that, on average, Grade 9 students from Akha ethnic group seem to have a positive attitude toward English speaking people, a partially positive attitude toward English teacher and course.

**Research Objective 1.2.** The findings from Research Objective 1.2 revealed that the overall Grade 9 students' attitude toward English as a foreign language from Bamar ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar, was positive. Also, two subscales of attitude construct were a positive attitude toward English speaking people and the learning situation. These findings suggest that, on average, Grade 9

students from Bamar ethnic group seem to have positive intention to learn English language and meet English speaking people, as well as they, seem to like their English teacher and course as well.

**Research Objective 1.3.** The findings from Research Objective 1.3 revealed that the overall Grade 9 students' attitude toward English as a foreign language from Shan ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar, was partially positive. Also, two subscales of attitude construct were positive attitude toward English speaking people, and partially positive toward the learning situation. These findings suggest that, on average, Grade 9 students from Shan ethnic group seem to have strong desire to learn English language and meet English speaking people, as well as they appear to like their English teacher and course.

## **Research Objective 2**

The findings from Research Objective 2 revealed that the overall Grade 9 students' motivation for learning English as a foreign language at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar, was partially high for Akha and Shan ethnic groups, and high for Bamar ethnic group. These findings suggest that Grade 9 students, regardless of the ethnic groups, on average, seem to have a strong desire or motivation to learn English as a foreign language.

**Research Objective 2.1.** The findings from Research Objective 2.1 revealed that the overall Grade 9 students' motivation for learning English as a foreign language from Akha ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar, was a partially high. Also, the three subscales of motivation construct were partially high motivational intensity and desire to learn English, and positive attitude toward learning English. These findings suggest that, Grade 9 students from Akha ethnic group, on average, seem to have a strong desire or motivation for learning English language learning.

**Research Objective 2.2.** The findings from Research Objective 2.2 revealed that the overall Grade 9 students' motivation for learning English as a foreign language from Bamar ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar, was high. Also, the three subscales of motivation construct were partially high motivational intensity, high motivation in the desire to learn English, and positive attitude toward learning English. These findings suggest that Grade 9 students from Akha ethnic group, on average, seem to have a strong desire or motivation for learning English language learning.

**Research Objective 2.3.** The findings from Research Objective 2.3 revealed that the overall Grade 9 students' motivation for learning English as a foreign language from Shan ethnic group at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar, was partially high. Also, the three subscales of motivation construct were high motivational intensity and desire to learn English, and partially positive attitude toward learning English. These findings suggest that, Grade 9 students from Akha ethnic group, on average, seem to have a strong desire or motivation for learning English language learning.

### **Research Objective 3**

The findings from Research Objective 3 revealed that there was a statistically significant, positive and strong correlation between Grade 9 students' attitude toward and motivation for learning English as a foreign language from Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar. The result suggests that Grade 9 students' attitude towards English as a foreign language were positive and their motivation for learning English as a foreign language were high as both variables have a strong relationship and move in tandem.

#### **Research Objective 4**

The findings from Research Objective 4 revealed that there was a statistically significant difference between Grade 9 students' attitude toward English as a foreign language in the groups of Akha and Bamar, and Bamar and Shan ethnic groups at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar. However, there was no statistically difference between Grade 9 students' attitude toward EFL in the groups of Akha and Shan ethnic membership. On average, Akha and Shan ethnic groups showed partially positive attitude, and Bamar ethnic group expressed positive attitude toward English as a foreign language at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar. The result suggests that Akha and Shan ethnic groups hold the same level of attitudes toward EFL while Bamar ethnic group shows slightly more favourable attitude toward EFL.

#### **Research Objective 5**

The findings from Research Objective 5 revealed that there was no statistically significant difference between Grade 9 students' motivation for learning English as a foreign language from Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar. This findings suggests that, regardless of ethnic group differences, Grade 9 students from № 2 Basic Education High School have similar level of motivation for learning English language as an average, Akha and Shan ethnic groups showed partially high motivation, and Bamar ethnic group expressed high motivation for learning English as a foreign language at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar.

### **Discussion**

This section will present the relation between the findings of the current study, the conclusions drawn from them, and previous research studies.

### **Attitude Toward English as a Foreign Language**

The findings of the current study suggested that Grade 9 students from three different ethnic groups showed favourable attitudes toward English as a foreign language at No Basic Education High School, Keng Tung, Eastern Shan State, Myanmar. According to the results of the studies developed by Eshghinejad (2016) and Yu (2010) emphasizing on students' attitudes toward English language learning, formulated that the participants showed favourable attitudes toward EFL. In other words, an individual with positive attitudes toward EFL would have a potentially higher rate of success than those who have a negative attitude as Smith (1971) claimed that students' performance is mediated based on their favourable or unfavourable attitudes toward EFL. As Porkaew (2012) mentioned, however, a negative attitude is not always the cause of a failure in second language learning as Smith (1971) added that acquiring a successful second language rely on many factors. But in general, students who hold the positive attitude toward EFL tends to do better than those students who hold negative attitude toward EFL (Gardner, 2006).

On the other hand, what Abidin et al. (2012) have found in their study on 180 secondary school students from Libya, majoring Basic Sciences, Life Sciences, and Social Sciences, seems to contradict the findings of the current study by indicating that students showed negative attitudes toward EFL. In addition, Burgos and Pérez (2015) investigated a similar research on 154 students from Puerto Montt, Chile and formulated that though students displayed favourable attitudes toward EFL, they responded unfavourable attitudes toward English as a subject. Therefore, their results likely reveal that students value the English language as a global medium of communication, but they are less determined to learn well. That could mean, students with negative attitude tend to have low motivation to learn EFL and then less possibility to succeed as it opposes the assumption of Gardner's socio-educational model which states, attitude operates as a support for motivation. Gardner (2006)



proposed that students who have an unfavourable attitude toward EFL will have low motivation and then the outcome will be under average.

However, in one of the findings reported by Starron (2008), it was found that Grade 9 students from Puerto Rico showed an neutral attitude towards foreigners and learning English, but they expressed slightly favourable attitude toward Americans. It aligns with one of the results of the current study which suggested, Grade 9 students from three different ethnic groups indicated a positive attitude toward English speaking people.

Additionally, the findings of Clément et al. (1977) on 304 Grades 10 and 11 Montreal francophone students in the University of Western Ontario, revealed that the motivation of EFL depends on the attitude towards the English speaking community. Which means, if students held the negative attitude toward English speaking community, they would have low motivation for learning EFL. Their findings seem to agree with the findings of the current study as Grade 9 students' attitude toward English speaking people/community was positive regardless of their ethnic membership. Based on the findings of the current study, in general, students showed a positive attitude toward and high motivation for learning EFL. Also, Gardner (2010) claimed that individual reactions to other community influence the individual and it could prevent from succeeding in second language learning context if negative.

Moreover, the findings of the study pointed out that there was a statistically difference between Grade 9 students' attitude toward EFL in two groups which are Akha and Bamar, and Bamar and Shan. However, there was no statistically difference between Akha and Shan Grade 9 students' attitude toward EFL. It could be because they have been living in the same state and go to the same school under the same education system for many years. Also, most of them were born and raised in the same state and thus, it could lead them to have the common point of view toward EFL.

However, most of Bamar ethnic groups who live in Shan state could be working for the government and some of the students' parents are teachers or under the military duty. Most of them are not born and raised in Shan state and originally, they live in Irrawaddy river basin. They have been transferring a number of states from time to time and that probably has an influence on their attitude toward EFL differently compare to those who are born and raised in the same state for their whole lifetime.

Nevertheless, attitude is an evaluation or interpretation of human mind toward a certain thing based on the prior knowledge and feeling of an individual (Gardner, 1985b). But it raises uncertain or questionable outcomes as human minds cannot be observed directly. The attitudes of an individual toward EFL could be affected by the history and background of an individual, the conditions of the present learning environment, and also the culture and community of the target group. If one had an unpleasant memory with the target group in the past, one would hold the high possibility to have an unfavourable attitude toward that group.

### **Motivation for Learning English as a Foreign Language**

One of the results of the current study found out that the motivation of Grade 9 students toward English as a foreign language was found to be partially high for Akha, Bamar, and Shan ethnic groups at No 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar. Many previous researchers found out similar results on students' motivation for learning EFL and indicated that students were high in motivation for learning EFL (Degang, 2010; Kitjaroonchai, 2012; Kitjaroonchai & Kitjaroonchai, 2012; Zanghar, 2012). The result revealed that students are motivated to learn the English language as Gardner (2006) mentioned that, the motivation of students make difference on whether success or failure in second/foreign language learning. Also, Gardner (2010) stated that motivation is not merely a reason to learn the language, rather comprises three constructs such as expend the efforts to learn the language which includes persistence and consistency,

willingness to achieve the goal, and enjoy the task of learning the language. Thus, the findings of the study probably reveal that, in other words, students are motivated based on the characteristics of motivation defined by Gardner (2010). Which indicated that students with high motivation will significantly achieve higher than those students who have low motivation for learning EFL.

Additionally, one of the studies conducted on 51 graduate Chinese students from Taiwan by Hsiang (1992) shows that, motivation is the most reliable variable toward English performance with the support of their attitudes. It aligns with the findings of the current study and Garcia (1997) as well as Gardner's socio-educational model. But, the findings seem to oppose the real situation of Myanmar educational context as the English language is one of the most failed-subject across the nations. Students are under-perform in the English language despite the findings of the current study indicated high motivation and Hsiang (1992) claimed the influence of motivation for learning English performance is crucial. There could be many reasons why, but one of them would lie on teaching and learning situation. For instance, the English language is not taught as a language, rather taught as a subject like other school subjects, emphasizing mostly on reading and writing through traditional teaching approach such as teacher-centred and rote-learning (Sein, 2015). In addition, two of the items from the desire to learn English construct among three ethnic groups received a high and partially high interpretation which are "knowing English is not really an important goal in my life" and "I am losing my desire I ever had to know English". By indicating that, acquiring the English language might not be one of their wish-lists if the subject is not mandatory. Also, they seem to be slightly demotivating by many factors to learn the language. After all, they might have little awareness of the language such as culture and community of English language and advantage of mastering the language since they have limited access to the

English speaking community. Thus, they would not be able to claim certainly, what they ‘like or dislike’ on something they have little access.

On the other hand, one of the findings reported by Starron (2008) on Grade 9 students from Puerto Rico, indicated a moderately negative attitude toward learning English. But the findings of what Starron (2008) contravene the findings of the current study which claimed positive attitude toward learning the English language regardless of ethnic memberships. The recent political changes would affect the country largely, followed by many educational reforms which activate an opportunity to access the variety of educational institutions and university in both domestic and international. Also, the country opens to the interest of foreign investment and companies which will create a number of job opportunities. Thus, English language competency will be critical for the purpose of continuing further study or getting a good job and Myanmar people will have great interest and positive attitude toward English language learning.

Nonetheless, the motivation of Grade 9 students toward EFL has no difference in general regard to their ethnic memberships. However, Bamar ethnic group tend to do slightly better than the rest by indicating high motivation for learning EFL while others showed partially high. According to the researcher experience, most senior generation of Akha and Shan ethnic groups did not seem to receive proper education as most of their job titles are listed as non-professional. Thus, they would not be able to provide better suggestions to the youth regard to English language learning and opportunities. But, some Bamar ethnic group who live in Shan state seem to be having professional jobs as mentioned in above section. Thus, they are more exposed to it and that could be an advantage for Bamar ethnic group to be more motivated than the rest to learn EFL.

### **Attitude Toward and Motivation for learning English as a Foreign Language**

Based on the calculation of data collected from Grade 9 students, the findings indicated that there was a statistically significant, positive and strong correlation between attitudes and motivation for learning English as a foreign language in three ethnic groups at № 2 B.E.H.S. According to Garcia (1997) who conducted a study on 135 college students from Southeast Texas, specializing in two different ethnic groups to investigate the correlation among motivation, attitude, aptitude, ethnic membership and foreign language achievement, has found that there was a significantly high in correlation between attitudes and motivation as well as attitude operates as a support for motivation. The findings of Garcia (1997) align with the findings of the current study, illustrated that the correlation between attitude toward and motivation for learning English as a foreign language is significantly high regardless of the ethnic memberships. Also, a similar result was found in the study of Sandoval-Pineda (2011), who developed a survey on 233 undergraduate students in the University of Arizona, has formulated a positive correlation between attitude toward and motivation for learning English as a foreign language.

Moreover, the results of the current study suggested that the students, on average, showed a positive attitude toward and high motivation for learning EFL, seem to compromise with Gardner's socio-educational model which outlines that attitude serves as a support for motivation. Which means, if one had a positive attitude toward EFL, one would have high motivation. In this study, Grade 9 students showed favourable attitudes and their motivation indicated high toward EFL.

Furthermore, one of the findings of this study revealed that there was statistically different between neither attitudes nor motivations regard to three different ethnic groups in Grade 9 students at № 2 B.E.H.S, Keng Tung, Eastern Shan State, Myanmar. They are totally three different ethnic group with different cultures and languages. But for one reason why



they share the same perspective toward EFL could be because most of them live in the same city for the reasonable amount of time and some of them are the neighbourhood. Based on the researcher's knowledge, what may have happened in the past during British era seem to have less influence not only in the particular experiment group but in general across the country. Also, they have been learning under the same education system for nearly a decade at the same state and that could make them have in common regardless of their membership.

### **Recommendations**

Based on the findings of Grade 9 students' attitudes and motivation for learning English as a foreign language in Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar, the researcher makes the following recommendations for teachers, students, and administrators at that particular school, as well as for future researchers.

#### **Teachers**

The findings of the current study have suggested that Grade 9 students showed a positive attitude toward and high motivation for learning EFL regardless of their ethnic membership and both variables have positive and strong correlation in each membership. In general, students reacted favourable attitude toward the learning situation which is English teacher evaluation and English course evaluation, however, some items received negative response (e.g., "to be honest, I don't like my English class" and "I don't think my English teacher is really good"). Students agreed to both items and thus, teachers should take this into account seriously.

They should find out the level of each student by having a test and then use the differentiation methods to keep all the students learning together. But they should prepare and organize the lesson in order, interesting and fun, meanwhile try to get students attention

almost all the time during the class. Also, they should be able to find a way to motivate students to learn English.

### **Administrators**

To be able to deliver interesting, interacting lessons, the school administrators should consider sending the teachers to professional development training after having a carefully designed evaluation. From that, teachers would gain new knowledge and hopefully be able to utilize different approaches effectively. Also, the school should support teachers by providing all the materials they require in order to have effective teaching and learning process.

### **Students**

The findings of the current study would lead the students to know their own perspectives toward EFL in which they might have never thought before. Expectedly with the help of teachers and school, they would come to realize the possible reasons why they succeed or fail in second/foreign language learning. Then, they would be able to make a change to be success in learning English as a foreign language.

### **Future Researchers**

This current research was designed to investigate the relationship and comparison between Grade 9 students' attitudes and motivation for learning EFL in Akha, Bamar, and Shan ethnic groups at № 2 Basic Education High School, Keng Tung, Eastern Shan State, Myanmar. However, it was expected that the findings of the project would be supportive to the future researchers with a similar context but in large scale. It is recommended for the future researchers to do the mixed methods research to get more reliable and valid outcomes as well as expand the target schools and the audiences to increase the reliability of the results.

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## APPENDIX A

Attitude/Motivation Test Battery (English Version Questionnaires)

The information you provide on this survey will have no effect on your grades or any of your academic works. The collected information will be kept in high confidential. Thus, feel free to answer any of the items honestly.

### Part I: General information

Please answer the following questions.

Ethnic membership	
Gender	

### Part II: Attitude/Motivation Test Battery

Please answer the following items by ticking the box based on how much you agree or disagree with them. There is no right or wrong answers and therefore, please give the best honest answer.

No	Items	Strongly agree	Moderately agree	Slightly agree	Slightly disagree	Moderately disagree	Strongly disagree
1	I do not pay much attention to the feedback I receive in my English class.						
2	I look forward to going to class because my English teacher is so good.						
3	Learning English is really great.						
4	If my country had no contact with English speaking countries, it would be a great loss.						
5	Studying English is important because it will allow me to be more at ease with people who speak English.						
6	I have a strong desire to know all aspects of English.						
7	My English class is really a waste of time.						
8	I make a point of trying to understand all the English I see and hear.						



No	Items	Strongly agree	Moderately agree	Slightly agree	Slightly disagree	Moderately disagree	Strongly disagree
9	I do not think my English teacher is very good.						
10	Knowing English is not really an important goal in my life.						
11	I would rather spend more time in my English class and less in other classes.						
12	I do not bother checking my assignments when I get them back from my English teacher.						
13	My English teacher is better than any of my other teachers.						
14	I really enjoy learning English.						
15	Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friends.						
16	If it were up to me, I would spend all of my time learning English.						
17	I think my English class is boring.						
18	I keep up to date with English by working on it almost every day.						
19	The less I see of my English teacher, the better.						
20	I sometimes daydream about dropping English.						
21	I would rather spend my time on subjects other than English.						
22	I wish I could have many native English speaking friends.						
23	I enjoy the activities of our English class much more than those of my other classes.						
24	I put off my English homework as much as possible.						
25	My English teacher has a dynamic and interesting teaching style.						
26	English is a very important part of the school programme.						
27	Native English speakers are very sociable and kind.						

No	Items	Strongly agree	Moderately agree	Slightly agree	Slightly disagree	Moderately disagree	Strongly disagree
28	I want to learn English so well that I will become natural to me.						
29	To be honest, I really have little interest in my English class.						
30	Native English speakers have much to be proud about because they have given the world much of value.						
31	When I have a problem understanding something in English class, I always ask my teacher for help.						
32	My English teacher is one of the least pleasant people I know.						
33	I am losing my desire I ever had to know English.						
34	Learning English is a waste of time.						
35	I like my English class so much, I look forward to studying ore English in the future.						
36	I tend to give up and not pay attention when I do not understand my English teacher's explanation of something.						
37	My English teacher is a great source of inspiration to me.						
38	I plan to lean as much English as possible.						
39	I would like to know more native English speakers.						
40	I would like to learn as much English as possible.						
41	To be honest, I do not like y English class.						
42	I really work hard to learn English.						
43	I would prefer to have a different English teacher.						
44	To be honest, I really have no desire to learn English.						
45	I think that learning English is dull.						
46	I look forward to the time I spend in English class.						

No	Items	Strongly agree	Moderately agree	Slightly agree	Slightly disagree	Moderately disagree	Strongly disagree
47	I cannot be bothered trying to understanding the ore complex aspects of English.						
48	I really like my English teacher.						
49	I love learning English.						
50	The more I get to know native English speakers, the more I like them.						
51	I wish I were fluent in English.						
52	I have a hard time thinking of anything positive about my English class.						
53	When I am studying English, I ignore distractions and pay attention to my task.						
54	My English teacher does not present materials in an interesting way.						
55	I have not any great wish to learn more than the basic of English.						
56	When I leave school, I will give up the study of English because I am not interested in it.						
57	English is one of my favorite courses.						
58	You can always trust native English speakers.						

## APPENDIX B

Attitude/Motivation Test Battery (Myanmar Version Questionnaires)









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APPENDIX C

Translation Approval Forms



## Translation Approval Form

1. What do you think about the survey translation? Is the translation clear enough to understand?

The translation is clear enough to understand.

2. Is there any phrase or grammar mistake in Myanmar translation version which might make students confused?

No grammar or phrase mistake in translation version.

3. Which part of number do you find to edit to make questionnaire clearer? Please write down the number and new sentences you find out?

Every item is nice and clear.

Name: Myat Thitsar Naing


Highest Degree: MA (English)

Field of Degree: English

Work Position: Senior Social Consultant

Address: No. 41, Myothit 1<sup>st</sup> Street, Kyaukmyoung,

Tamwe Township, Yangon

Signature:  .....

## Translation Approval Form

1. What do you think about the survey translation? Is the translation clear enough to understand?

*It's very clear and understandable for the students.*

2. Is there any phrase or grammar mistake in Myanmar translation version which might make students confused?

*There's no grammar mistake in Myanmar version.*

3. Which part of number do you find to edit to make questionnaire clearer? Please write down the number and new sentences you find out?

*Everything's clear and no need to edit.*

Name: Nan Su Sander Soe

Highest Degree: MA (English)

Field of Degree: English

Work Position: HR & Admin Assistant

Address: No. 117, Warden Street,

Lamadaw Township, Yangon

Signature:.....*Su*.....

### Translation Approval Form

1. What do you think about the survey translation? Is the translation clear enough to understand?

In my opinion, it is understandable with clear statements.

2. Is there any phrase or grammar mistake in Myanmar translation version which might make students confused?

No, there isn't any mistake in Myanmar version.

3. Which part of number do you find to edit to make questionnaire clearer? Please write down the number and new sentences you find out.

Generally, most part of the translation is easy to understand.

Name: Nan Cherry Thein

Highest Degree: MA (English)

Field of Degree: English

Work Position: Senior Social Consultatnt

Address: No. 26, Weikzar Street, 9 mile,  
Mayangone Township, Yangon.

Signature: 

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มหาวิทยาลัยอัสสัมชัญ

**BIOGRAPHY**



Zaw Myo Thant	
<p>165, Ramkhamhaeng 24 Yeak 30  Hua Mak, Bang Kapi, Bangkok 10240  Cell: +61953648487  Email – peter.zawmyothant@gmail.com</p>	
Summary	
<ul style="list-style-type: none"> <li>✓ Authentic English language teacher with excellent collaboration and communication skills.</li> <li>✓ Self-motivated, proactive and initiative team player with positive attitude and driven with the innate ability to stay on task.</li> <li>✓ Practise effective and efficient teaching pedagogies based on the needs of individual student, without or with the help of technology-based learning approach.</li> <li>✓ Keep continuing professional growth for progression to leadership and dynamic professional career in the future.</li> </ul>	
Education	
2016 - Current	Assumption University Bangkok, Thailand M.Ed. (Curriculum and Instruction)
2014	Central Institute of Technology Western Australia Certificate III and IV in Education Support
2007 - 2010	Dagon University Yangon, Myanmar Bachelor of Arts (Hons) English language
Experience	
2017 (Feb – April)	<p>Intern Teacher Pan-Asia International School Bangkok, Thailand</p> <ul style="list-style-type: none"> <li>✓ Reinforce lessons presented by teacher by reviewing material with students one-on-one in small groups.</li> <li>✓ Assist teachers with recordkeeping, such as tracking attendance and calculating grades</li> <li>✓ Supervise students in or outside class, between classes, during lunch and recess.</li> </ul>
2016 (Aug – Oct)	<p>Intern Teacher St. Mark's International School Bangkok, Thailand</p> <ul style="list-style-type: none"> <li>✓ Reinforce lessons presented by teacher by reviewing material with students one-on-one in small groups.</li> <li>✓ Assist teachers with recordkeeping, such as tracking attendance and calculating grades</li> <li>✓ Supervise students in or outside class, between classes, during</li> </ul>



	lunch and recess.
2013	<p>English language teaching (Elementary level)  Summer English Camp  Keng Tung, Myanmar</p> <ul style="list-style-type: none"> <li>✓ Conducting small group and individual classroom activities with students based on differentiated learning needs to ensure all students are learning at full potential.</li> <li>✓ Facilitate activities that developed students' physical, emotional, and cognitive skills.</li> <li>✓ Planning, preparing and delivering lessons and creating a conducive learning environment.</li> <li>✓ Used positive reinforcement method to redirect poor behaviour.</li> <li>✓ Differentiate the lessons and instructional methods for all the students to keep learning in their own styles and pace.</li> </ul>
2011 - 2013	<p>English language tutor  Nazareth Private Bordering School  Keng Tung, Myanmar</p> <ul style="list-style-type: none"> <li>✓ Conducting small group and individual classroom activities with students based on differentiated learning needs to ensure all students are learning at full potential.</li> <li>✓ Assisting students by listening their questions and provide assistance with additional information if required.</li> <li>✓ Provide alternative ways of thinking and directing a wide range of books and websites to be read, to be able to construct an excellent essays.</li> </ul>

