THE RELATIONSHIP BETWEEN MOTIVATION FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE AND PERCEPTION OF THE STUDY OF THEOLOGY IN ENGLISH HELD BY YEARS 1-4 SEMINARIANS AT ST. JOSEPH'S MAJOR SEMINARY, YANGON, MYANMAR

Zaw Htun Lin

I.D. No. 6029561

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

2020

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Field of Study: CURRICULUM AND INSTRUCTION

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ABSTRACT

I.D. No.: 6029561

Key Words: MOTIVATION, PERCEPTION, ENGLISH AS A FOREIGN LANGUAGE, SEMINARIANS, THEOLOGY, CORELATIONAL STUDY, MYANMAR

Name: ZAW HTUN LIN

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

This study was intended to examine the relationship between motivation for learning English as a foreign language (in terms of motivational intensity for learning English as a foreign language [MI], desire to learn English as a foreign language [DL] and attitude toward learning English as a foreign language [AL]) and perception of the study of theology in English at St. Joseph's Major Seminary, Yangon, Myanmar. The total population of 100 seminarians from Year 1, 2, 3, and 4, participated in this survey during the academic year 2019-2020. The study was designed as a quantitative, correlational study. Two instruments were used in this study for data collection. The first instrument, adapted from Gardner's (2004) international version of the Attitude/Motivation Test Battery (AMTB), was used to investigate the motivation for learning English as a foreign language. The second research instrument was the Personalized Learning Environment Questionnaire (PLQ) of Waldrip et al. (2014), to measure the level of seminarians' perception of the study of theology in English. Means, standard deviations and correlational analysis (using Pearson's product

moment correlation and multiple correlation coefficient) were used to analyze the research objectives and hypotheses. The findings indicated that all Years 1-4 seminarians, on average, had a high level of motivation for learning English as a foreign language (EFL) and their perception of the study of theology in English were positive. Pearson's product moment correlation suggested that Years 1-3 seminarians' perception of the learning environment being significantly correlated to their motivation for learning EFL except for Year 4 seminarians. When all the year-participants were put together in Multiple correlation analysis, it was found that Years 2 and 3 seminarians' perception of the learning environment being significantly correlated to a combination of the scales comprising their motivation for learning EFL. However, no significant relationship was found in the case of Years 1 and 4.

Field of Study: Curriculum and Instruction Student's signature……...

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LIST OF ABBREVIATIONS

AL	Attitude Toward Learning
AMTB	Attitude/Motivation Test Battery
DL	Desire to Learn
EFL	English as a Foreign Language
MI	Motivational Intensity
MLEFLQ	Motivation for Learning English as a Foreign Language Questionnaire
PLQ	Personalized Learning Environment Questionnaire
PSTEQ	Perception of the Study of Theology in English
SMS	Short Message Service

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CHAPTER I

INTRODUCTION

This chapter introduces the Background of the Study, Statement of the Problem, Research Questions, Objectives and Hypotheses, Theoretical and Conceptual Framework, Scope of the Study, Definitions of Terms and Significance of the Study.

Background of the Study

Language is viewed as the intermediary of knowledge between transferring and sharing thoughts and feelings of ideas and concepts (Lindquist, MacCormack, & Shblack, 2015). Proficiency in English becomes one of the challenges for Myanmar people to communicate and to interact with each other (Ulla, 2018). Thus, it is vital for the students, as future leaders to be ready to face the language challenges that are waiting. Paw (2015) stated that English was utilized as the official dialect of public administration as well as the medium of educational instruction in Myanmar since 1886. After the major reform of the education system in 1964, Myanmar language became the medium of all instructional levels, and English was regarded as a foreign language to be taught (Ireland & Van Benthuysen, 2014). In 1970, English was again made a compulsory subject in Myanmar from the level of kindergarten to a higher level of education and used as the medium of instruction as well (Wong, 2005).

Students in Myanmar are required to study and practice the English language for global communication and include it in their daily life for globalization (Honna, 2005). Thus, the English language was reintroduced in Myanmar as a foreign language because of their lack of proficiency in English (Hays, 2014). Nowadays, the English language is well known

widely accepted as the global language and mostly used in most ASEAN countries for communication (Bolton, 2008). According to Paw (2015), English was utilized in Myanmar for several years with challenges and opportunities for teaching and learning ability. However, the majority of students are unable to translate the English language directly and progress beyond the limit of simple understanding (Sein, 2015). The main challenge is learners' limited ability in speaking, listening and reading the English language is limited, for they just rely on the English textbooks (Soe, 2015).

Thus, motivation is an instrument of mediation in language learning proficiency (Lalonde & Gardner, 1984). Moreover, it is a vital element for preserving language proficiency even after the accomplishment of learning activities at schools (Gardner, 1985). It is evident that developing motivation for learning English language is one of the challenges in education for Myanmar students and this might fundamentally be remained as the prerequisite for learning any new language. In second language acquisition, there are three elements: inclusive of motivational intensity, desire to learn, and attitude toward learning situation, that act as a driving force necessary to distinguish the level of motivation for an individual (Gardner, 2010).

The learners possess different motivational levels, attitudes towards learning and reactions to an exact classroom situation and perform instruction (McCombs & Whisler, 2007). Ahen (2009) highlighted that motivation among the learners has often been related to their opinions and beliefs towards the English language learning community which in turn influence their perception.

On the other hand, perception is an ultimate process of sensory input of experiences as well as an act of the mind which includes the individual characteristics of awareness, belief and acceptance of perceived object (Shockley, 2007). Additionally, perceptual learning involves an increased ability to accumulate the relevant information resulted from the

stimulation of individual experience. Thus, the perceptual learning environment is positively related to and supportive of learners' academic motivation (Hayat, Kohoulat, Dehghani, Kojuri, & Amini, 2016).

The previous research developed by Radovan and Makovec (2015) suggested that students' motivation on for learning is highly correlated with perception of a joyful learning environment inclusive of a feeling of autonomy and teacher support. Moreover, Zainal et al. (2012) found by investigation that there is a positive relationship between students' intrinsic motivation and their perception of performance.

Thus, the researcher chose St. Joseph's Major Seminary, Yangon, Myanmar, to study seminarians' motivation for learning English as a foreign language and their perception toward the study of theology in English because motivation is an instrument of mediation in language learning proficiency.

Statement of the Problem

St. Joseph's Catholic Major Seminary is situated in Yangon, the most populated and largest city of Myanmar, it is economically and educationally well-developed as well as being an old state capital city of Myanmar. The total population of seminarians at the Seminary is 100 seminarians, ranging from Years 1-4 in the 2019-2020 academic year. In the Seminary, seminarians study theology using English as a medium of instruction and those who pass the courses required will graduate from a bachelor's degree in theology.

According to the researcher's experience, although English has been utilized in the study of theology, seminarians are still struggling for the understanding of theology studies due to low proficiency and limited in English language skills. All the seminarians learn Christian values based on the Scriptures in the study of theology. The problem is that some of the religious terms in the Catholic religion are not derived from English origin which can

make them hinder their motivational progress. Thus, the students have never gone through the concept of simple been able to easily understand though they have studied some terms and expressions in their study (Krishnamurthy, n.d.). In other words, learners do not understand well what is being taught, and it is a big challenge for them to be well versed in the study of theology what they are supposed to learn. Nevertheless, the majority of local professors give an explanation in Burmese tongue to help the seminarians understand the meaning when it comes to the use of theology terms.

On the other hand, students in Myanmar are so shy to speak English and afraid of making mistakes because of their lack of English proficiency skills including poor in vocabulary, little understanding of grammar and poor pronunciation (Wall Street English, 2017). That could reduce the levels of motivation and causes discomfort, anxiety, and unwillingness to do their duties.

Therefore, the researcher presumed that English proficiency is a vital element for seminarians at St. Joseph's Major Seminary in Myanmar in order to be skillful to meet the level of local universities, local or overseas and toward the understanding of theology. Besides, different levels of English proficiency and understanding of the terminology could affect their perception toward the study of theology in English. Due to these reasons, the researcher was eager to investigate the levels of motivation for learning EFL (in terms of motivational intensity for learning EFL, desire to learn EFL and attitude toward learning EFL) of the seminarians in order to determine whether there was a significant correlation to their perceptions of the study of theology in English at St. Joseph's Major Seminary, Yangon, Myanmar.

Research Questions

In order to address the problem previously stated, the researcher answered the following questions through this study.

1. What is the level of Years 1-4 seminarians' motivation for learning English as a foreign language at St. Joseph's Major Seminary, Yangon, Myanmar?
   1.1. What is the level of Years 1-4 seminarians' motivational intensity for learning English as a foreign language at St. Joseph's Major Seminary, Yangon, Myanmar?
   1.2. What is the level of Years 1-4 seminarians' desire to learn English as a foreign language at St. Joseph's Major Seminary, Yangon, Myanmar?
   1.3. What is the level of Years 1-4 seminarians' attitude toward learning English as a foreign language at St. Joseph's Major Seminary, Yangon, Myanmar?
2. What is the level of Years 1-4 seminarians' perception of the study of theology in English at St. Joseph's Major Seminary, Yangon, Myanmar?
3. Is there a significant relationship between motivation for learning English as a foreign language and perception of the study of theology in English held by Years 1-4 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar?
4. Is there a significant relationship between motivation for learning English as a foreign language (in terms of motivational intensity for learning EFL, desire to learn EFL and attitude toward learning EFL) and perception of the study of theology in English held by Years 1-4 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar?

Research Objectives

This study was designed to achieve the following objectives.

1. To determine the level of Years 1-4 seminarians' motivation for learning English as a foreign language at St. Joseph's Major Seminary, Yangon, Myanmar.

   1.1. To determine the level of Years 1-4 seminarians' motivational intensity for learning English as a foreign language at St. Joseph's Major Seminary, Yangon, Myanmar.

   1.2. To determine the level of Years 1-4 seminarians' desire to learn English as a foreign language at St. Joseph's Major Seminary, Yangon, Myanmar.

   1.3. To determine the level of Years 1-4 seminarians' attitude toward learning English as a foreign language at St. Joseph's Major Seminary, Yangon, Myanmar.

2. To determine the level of Years 1-4 seminarians' perception of the study of theology in English at St. Joseph's Major Seminary, Yangon, Myanmar.

3. To determine if there is a significant relationship between motivation for learning English as a foreign language and perception of the study of theology in English held by Years 1-4 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar.

4. To determine if there is a significant relationship between motivation for learning English as a foreign language (in terms of motivational intensity for learning EFL, desire to learn EFL and attitude toward learning EFL) and perception of the study of theology in English held by Years 1-4 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar.

Research Hypotheses

The following were the research hypotheses developed for this study.

1. There is a relationship between motivation for learning English as a foreign language and perception of the study of theology in English held by Years 1-4 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar, at a significance level of .05.
2. There is a significant relationship between motivation for learning English as a foreign language (in terms of motivational intensity for learning EFL, desire to learn EFL and attitude toward learning EFL) and perception of the study of theology in English held by Years 1-4 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar, at a significance level of .05.

Theoretical Framework

The purpose of this study was to examine the relationship between the levels of seminarians' motivation for learning English as a foreign language and their perception of the study of theology in English at St. Joseph Major Seminary. Thus, the researcher chose to utilize the socio-educational model of second language acquisition (Gardner, 2010) and the theory of perceptual learning (Gibson, 2000, as cited in Adolph & Kretch, 2015) to focus on the two variables of motivation for learning English as a foreign language and perception of the study of theology in English.

Socio-Educational Model of Second Language Acquisition

The socio-educational model is mostly concerned with language learning motivation and it is crucial for second language acquisition (SLA), which is the main theory for this study. Generally, the focus of the model is constructed on the motivation to support the motivation; attitudes toward learning situation, integrativeness, and instrumentality. Gardner

(1985) formally established to analyze the variables which affect the foreign learners such as integrativeness, attitude toward learning situation, motivation, language anxiety etc. According to Gardner, motivation is a wider range of processing cognitive, affective and cognitive characteristics. Motivation is an amalgamation of effort, positive attitude and willingness to succeed a satisfactory goal through a second or foreign learning process (Gardner, 1985).

Theory of Perceptual Learning

The theory of perceptual learning was developed by Gibson (1969), who suggested that cognitive processes such as remembering, reasoning, conceptualizing, and problem-solving are obtained through perception. Fundamentally, Gibson defined the theory of perception into three parts. First and foremost, perceptual learning is durable. Second, it perceptual. Third and finally it is the consequence of training or experience (Gibson, 2000, as cited in Adolph & Kretch, 2015). Perception is changing always under the process of three factors; experience, exploration, and the improvement of the new perception-action system. And these three factors support human beings to learn better in the environment (Gibson, 2000, as cited in Adolph & Kretch, 2015). This theory could explain seminarians' perception toward the study of theology in English through the process of remembering, reasoning, conceptualizing which is derived from the experience, investigation, and enhancement of perceived objects.

Conceptual Framework

Figure 1 presents the procedure of this research study. This study investigated the levels of Years 1-4 seminarians' motivation for learning English as foreign language (in terms of motivational intensity for learning EFL [MI], desire to learn EFL [DL] and attitude toward learning EFL [AL]) and their perceptions toward the study of theology in English at

St. Joseph Major Seminary, Yangon, Myanmar, and to find out if there is a significant relationship between each other according to the year of study. Seminarians' motivation for learning EFL is the independent variable and that will affect their perception of the study of theology in English will be the dependent variable.

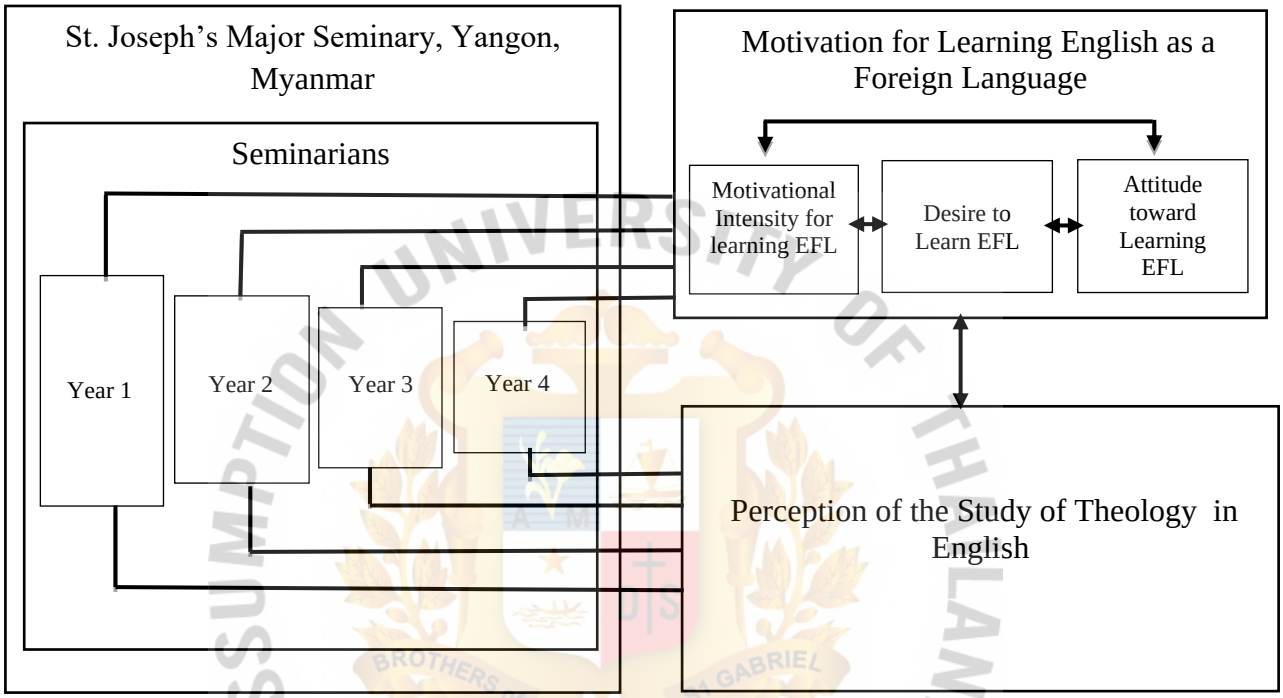

Figure 1. Conceptual framework.

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Scope of the Study

This study was performed on the levels of motivation and perception of the seminarians studying in the academic year of 2019-2020 at St. Joseph's Major Seminary, Yangon, Myanmar. A total of 100 seminarians were surveyed using a research questionnaire. The research results are only be applicable to the theology level of Years 1-4 seminarians' motivation for learning English as a foreign language (in terms of motivational intensity for learning English as foreign language, desire to learn English as a foreign language and attitude toward learning English as foreign language) and their perception toward the study of

theology in English. Additionally, the relationship between their motivation for learning EFL and perception toward the study of theology in English was explored.

Thus, this study was carried out from the perspective of two theories, Gardner's socio-educational second language acquisition theory to measure the levels of seminarians' motivation for learning EFL with the method of the international version of AMTB (Gardner, 2004), and Gibson's theory of perceptual learning, to focus on the perception of seminarians toward the study of theology in English.

Definitions of Terms

The definitions of terms mentioned in this study are holding the specific meaning of the important terms within this the context of this research study.

English as a Foreign Language

English as a foreign language in this study refers to English that is taught in the school as one subject but not as an official language or main language for communication. For example, the English language is used as a medium of instruction for all theology subjects in St. Joseph's Major Seminary, Yangon, Myanmar, but the spoken language is Myanmar.

Motivation

Motivation is a complex concept that stimulates an individual's behavior and gives its direction to achieve the goal and can be measured by the three aspects: of motivational intensity, desire to learn and attitude toward learning language.

Motivation for Learning English as a Foreign Language

Motivation for learning English as a foreign language in this study refers to seminarians' willingness to learn English as a subject taught in a particular way to achieve the goal with effort and energy.

Motivational intensity. It refers to the amount of effort and enthusiasm an individual put or gives to learn the language. This subscale is comprised of 8 items (Items 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10) in the research questionnaire (see Appendix A: Part I).

Desire to learn English. It refers to the individuals wishing to reach the goal based on their reaction and personal evaluation of learning English. This subscale is comprised of 10 items (Items 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20) in the research questionnaire (see Appendix A: Part II).

Attitude toward learning English. It refers to the satisfaction and enjoyment related to the activity and process of learning English. This subscale will be measured by 10 items (21, 22, 23, 24, 25, 26, 27, 28, 29, and 30) in the research questionnaire (see Appendix A: Part III).

Perception

Perception refers to awareness, comprehension or an understanding of perceived objects through the process of remembering, reasoning, conceptualizing, and problem-solving skills (Gibson, 2000, as cited in Adolph & Kretch, 2015).

Perceptions of the Study of Theology in English

Seminarians' perceptions in this study refers to seminarians' understanding of the study of theology through the process of remembering, reasoning, conceptualizing from the experiences of learning theology subjects in English. This variable will be measured by Items 31, 32, 33, 34, 35, 36, 37, 38, 39, and 40) in the research questionnaire (see Appendix A: Part IV).

Seminarians

Seminarians refer to the candidates to priesthood from the Year 1 to the Year 4, ages ranged from 22 to 35, who are studying four years enrolled in courses of theology of religious belief and social studies at St. Joseph's Major Seminary.

St. Joseph's Major Seminary

St. Joseph's Major Seminary in this study refers to Catholic University Institute of Theology, Yangon, Myanmar previously founded in 1957, exclusively for the educational formation of candidates to the priesthood, and then, was declared as the National Institute of Theology in 1984, teaching a four- year curriculum about religious studies of the church and social studies (Theologate Catholic Church Myanmar, n.d.).

Theology

Theology in this study refers to the study of religious belief, practice and experience toward God and God's relation to the world through faith and reasoning.

Significance of the Study

There is no previous research on correlating theology seminarians' motivation for learning EFL and their perceptions of the study of theology in English in St. Joseph Major, Yangon, Myanmar.

This study could provide general awareness among the seminarians to understand better the concept of motivation for learning EFL as well as perception of the study of theology in English. They will potentially become more aware of their failure and success in their study and motivation to learn English; this could make a positive change toward their study of theology.

This study could help the professors to gain reasonable awareness in the area of seminarians' motivation for learning EFL and provide them with a better learning environment to improve their study of theology in English. The results from this study might be of inspiration for the professors to use more systematic methods in teaching theological subjects in English. It will potentially be effective for this selected institute to have an

effective teaching-learning interaction between professors and seminarians and reflect on how to structure more effective teaching strategies.

The outcome of this study could assist the school to be mindful of the relationship of seminarians' perception and their motivation for learning EFL in the context of theology studies.

Finally, the researcher believes that this study could provide future researchers who are interested in conducting research of this scope and area with functional background knowledge and information about the relationship between motivation for learning EFL and perception of the study of theology in English.

Summary

In this chapter, the researcher presented the reasons, purposes, and importance of this study, the background of the study, statement of the problem, research questions, research objectives, research hypothesis, theoretical framework, the scope of the study, definitions of terms, and significance of the study. This study is to investigate the motivation for learning English as a foreign language and perceptions toward the study of theology in English of Years 1-4 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar. The next chapter will be followed by a literature review on Gardner's framework of the socio-educational model for second language acquisition, Gibson's theory of perceptual learning, previous studies and background of the institute.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is a review of the related literature and the following components will be explained in this Chapter which includes English language learning in the global and ASEAN contexts, English language learning in Myanmar context, Gardner's socio-educational model of second language acquisition, Attitude/Motivation Test Battery, Gibson's theory of perception, the concepts of motivation and perception, previous studies on motivation for learning English as a foreign language, previous studies on the relationship between motivation for learning EFL and perception of personalized learning environment and Background of St. Joseph's Major Seminary, Yangon, Myanmar. This chapter ends with a summary of the entire chapter II.

English Language Learning in the Global and ASEAN Contexts

People of various cultures living within diverse communities utilize more than one language for several purposes. According to TESOL (2008), English is one of the most important languages to be taught and utilized as a medium of instruction, as well as proficiency in the English language, becomes crucial demand for the spoken community because it is widely accepted as a global language.

Kirkpatrik (2008) stated that the English language has been utilized as an official language in the context of the Association of Southeast Asian Nations (ASEAN). Moreover, being proficient in English has brought people to higher income levels, higher living standards, broader social networking and larger global communication with opportunities and challenges (Engels, 2012). According to Deerajviset (2014), English proficiency causes more

competition among citizens in the ASEAN countries for better job opportunities in their professional fields. Thus, being proficient in English becomes a prerequisite for all ASEAN nations since it has served as the lingua franca in the ASEAN context (Kirkpatrick, 2008).

English Language Learning in Myanmar Context

The Republic of Myanmar is one of the ASEAN countries which is comprised mainly of eight ethnicities: of Kachin, Kayah, Karen, Chin, Burmese, Mon, Rakhine, and Shan with more than 51 million population according to the 2014 census (Department of Population, 2016). The Myanmar (Burmese) language is the only common language that has been used as an official language for administration and taught as a subject in Myanmar schools. However, the English language was rooted since in the late 18th century under British Empire during colonial times. After Myanmar was being occupied by the Empire in 1885, the English language was used as an official language for administration and education as well (Paw, 2015). Anglo Vernacular Schools in those days, administered by Christian missionaries, were rated as second-class to purely English schools (Clifford & Htut, 2015; Lwin, 2000). According to Zaw (2017), Myanmar's education system was assumed to be the best (known as Asian Tiger) in South East Asia countries under the administration of missionary schools.

Nevertheless, the missionary schools were nationalized in 1964 and all schools in the country were brought under a single education system which caused the standard of education to abate. Then, in 1965, the Burmese language was utilized as a medium of instruction at all education level with that English proficiency had come to an end (Hays, 2014). According to Lwin (2000), English was included as a second language in School subjects with reading and writing focus rather than four skills. The major reform of the New Education Program was come out about two decades after 1981 and has been designed to promote the education system at all levels (Fen, 2005). Fen (2005) explained that English was

reintroduced as a compulsory subject in the schools from Kindergarten and became popular with the establishment of private learning institutions.

However, English proficiency is still limited with little effort though it has been taught as a compulsory subject of foreign language in all levels of education (Phyu, 2017). According to Sein (2015), English has been taught in schools as a required subject but focusing only on writing and reading skills though all four skills are laid down in the curriculum. Thus, motivation for learning English is still a challenging issue for Myanmar people compared to those of other ASEAN countries.

Motivation for Learning English as a Foreign Language

Motivation was initially defined in different ways in the perspective of psychology or scientific disciplines and later has immensely influenced the educational sector as one major variable to determine the level of achievement and failure in L2 learning (Dörnyei, 1998). Dörnyei (1998) defined motivation to learn another language as a combination of many factors such as effort, persistence, wants. High motivation can be defined as a joy to approach another language in which the individual actively participates to achieve the goal. Many researchers (e.g., Dörnyei, 1998; Gardner, 2005, 2006) often used the term motivation in the context of educational research with little effort in defining the literal meaning but all agreed to it as a complex of many facets and unique construct.

The concept of motivation can be applied in several situations and contexts. Motivation can be classified into two main categories in the second language learning context; language learning motivation and language classroom motivation. Language learning motivation is the major focus of the model regarding individual indifferences in acquiring success with cultural involvement. On the other hand, language classroom motivation refers to individual differences in reaction to the learning situation in terms of attitudes toward the

leaning situation such as activities and experiences in the classroom (Gardner, 2010). According to Gardner (2010) motivation is extensively constructed both with both cultural and educational components as it applies to a language learning situation.

The motivation was seen as a desire or willingness that students have in making to make effort and fulfilling the process of achievement, attaining a specific goal (Gardner, 1985). Thus, motivation is viewed as a driving force to why learners are motivated with the support of three elements in the socio-educational model of second language acquisition (effort, desire and attitude).

Individuals are motivated by if they are:

1. expanding effort to learn the language involved with perseverance and consistence stability in learning material, doing assignments, searching for occasions to learn more, doing additional work;
2. wanting the achievement of goal expressing a desire for and striving for success; and
3. enjoying of learning the language as a fun, a challenge, and enjoyable (Gardner, 2010).

Thus, the degree of an individual's success of failure in learning second language can be measured by the combination of these three subscales of the AMTB.

The model consists of four classes such as social milieu, individual differences, language context, and outcomes. The social milieu is divided into two variables: instructional setting and cultural context which refer to an individual's past experiences, and family and cultural background. Moreover, there are two kinds of differences in an individual's ability and motivation although the primary concern of the model is on motivation. The formal and informal language context with two outcomes of linguistic and non-linguistic are also

included in the model. The theory has been regarded as one of the most long-standing models with an enormous amount of studies for the last 25 years in worldwide (Au, 1988).

Gardner's Socio-Educational Model of Second Language Acquisition

The socio-educational model, developed by Gardner and Lambert has been viewed as the most well-known and accepted theory in the context of second language acquisition since 1959, up to the last update in 2010. The model focuses on different aspects of means to learn a language and uses different research strategies to test hypotheses testing with relevant objectives (Gardner, 2010). The model has been originated in the extended version of theoretical formulations of Lambert's social-psychological model (1962) in relationship with the prediction of achievement in L2 (Gardner, 1985, 1988). Then, Gardner dedicated most of his life to work on the development of second language learning after publishing his dissertation with the title of "Motivation Variables in Second Language Acquisition" (Gardner, 1960). This model has been pervasively and exclusively revised several times (e.g., Gardner, 1980, 1985, 1985, 1988, 2006, 2010). The major concept and approach of this model remained constant throughout the process of revision even though some minor changes have been brought upgrade the version of this model.

The model is mainly concerned with a second language learning, which includes a variety of structures bounded by culture in the language learning community. Thus, in the new linguistic community, students' openness and a strong desire are required to achieve high proficiency in the cultural elements of L2 (Gardner, 2010). Then only the learners begin to identify themselves in learning different subject matters in a new cultural context. There are two important features in the model associated with second language learning, namely the cultural context and educational context. In the cultural context, integrativeness regards the motivation and individual differences of a learner to evaluate the social/cultural dimension of L2 learning acquisition. Meanwhile, the educational dimension of the model includes the

teacher, the environment of the classroom, and learning aids to measure the degree of learners' success (Gardner, 2010).

Gardner focused on three components to describe the model: the desire to learn the language, attitude towards learning the language, and motivational intensity to investigate the motivation of the learner in learning SLA (Gardner, 2010). Gardner continued that these three combinations could afford to produce good estimate in all motivational complexity. Tremblay and Gardner (1995) appended further structures to measure motivation to be consistent with the investigating results of those three components. Additionally, Gardner (2010) emphasized on some specific characteristic of a person's motivation to determine the purpose for engagement of the appropriateness, persistence and enjoyment in the activities, showing willingness to meet the goal, etc. However, he continued that those reasons are not considered motives unless the learner is occupied with a motivated behavior.

The model mainly emphasized achievement rather than instrumentality or integrativeness. The hypothesis is that the key elements are viewed as ability and motivation in this model. According to Gardner (2010), ability (language aptitude) is defined as the capacities of individuals' diverse cognition, adjusting sounds and symbols of language to achieve at a higher different level of understanding. The motivational and educational context provides the model to be with a different focus from that of others. On the other hands, two basic elements of motivation in language learning community such as attitudes toward the learning situation and integrativeness, are accomplishing results through the mediatory of motivation (Gardner, 2010).

Motivation and the factors that influence the motivation are regarded as the primary concern for this model and at the same time, the strategies used, and personality are required to be able to thoroughly explain the motivation construct (Gardner, 2005). Later, Gardner (1979, as cited in Au, 1988), stated that the approach of this model is social-psychological,

but repeatedly it was viewed as an educational phenomenon. Meanwhile, Gardner (2006) added material affiliated with another cultural community, different from other school subjects and language courses.

Gardner incorporated with the fundamental model of language learning to this model and Figure 2 displays the dominant and relation between the four dominant components of the socio-educational model.

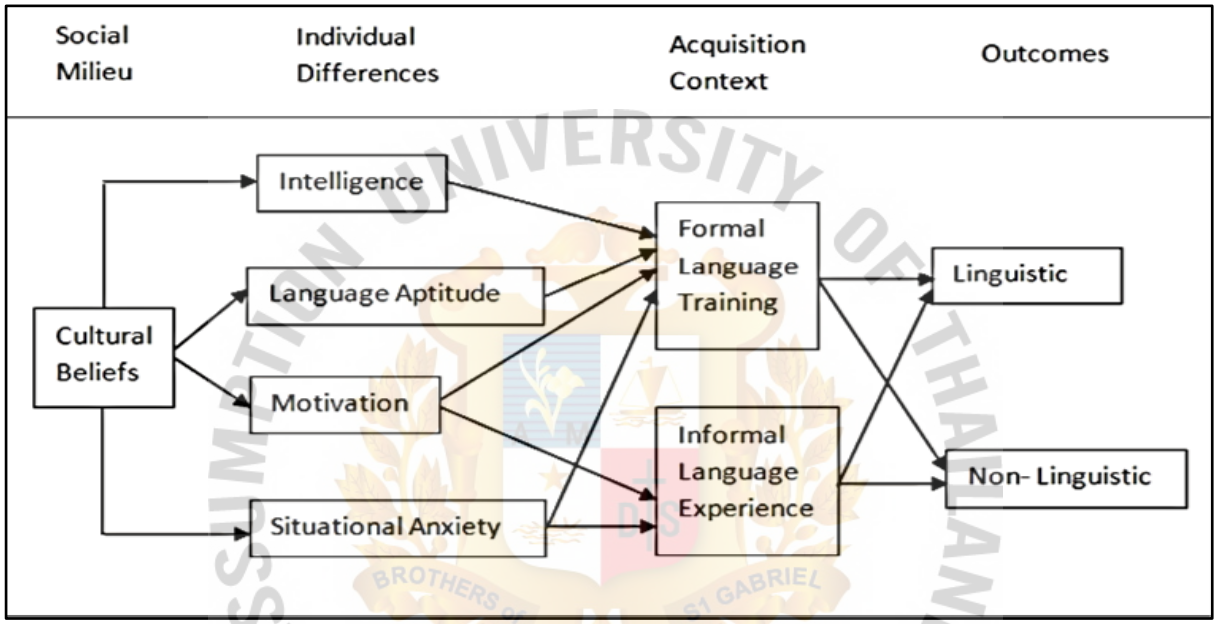

Figure 2. A slightly adapted version of the first published formulation of the socio-educational model. Adopted from "Motivation and Second Language Acquisition", by R. C. Gardner (2010), p. 83.

As Figure 2 shows, there are four fundamental components in this model consisting of the social milieu, individual differences, the context of SLA and linguistic outcome (Gardner, 1985). All these four components are related to learners' beliefs in the whole learning process of language acquisition (Gardner, 2010). Then, Gardner and his collegial claimed that learner's differences would play various roles in diverse learning contexts though the instructional nature and its goals are affected by the cultural context (Gardner, 2010).

As shown in Figure 2, an individual's motivation is firmly supported by two larger scales grouping from four individual difference variables namely intelligence, language aptitude, motivation and situational (language) anxiety. The first is the ability variable classifying intelligence and language aptitude and the other as an affective variable considering motivation and situational (language) anxiety. Gardner (2010), distinguishes between those variables with the expected context of higher-level in language achievements or lower level in language proficiency. In this figure, the direction of the arrows shows that those four fundamental variables are influencing upon the formal setting of formal language training but only two variables of motivation and situational anxiety are predicted to play roles in informal language experience. Thus, the students would have a physical presence in the classroom to learn a language formally with the support of specific tasks and material through their abilities and experiences. Gardner states that the arrows of those two variables not pointing toward the informal context are only affecting the involvement of learners in the formal language learning contexts. In the informal learning contexts, motivation and language anxiety are positively related to the participation of the language learners (2010). Even though the arrows pointing toward the formal and informal contexts are not the same, the learning experiences of these two contexts are leading toward the results of both linguistic and non-linguistic outcomes. Gardner continues, stating that language material and skills that students learn are included in the linguistic results, but in non-linguistic results language material is shifting to attitudes toward learning, learning motivation and language desire (Gardner, 2010). Many affective variables influence language acquisition is being influenced by learning including language learning activities. Obviously, it is a very dynamic model that suggests language achievement is influenced by individual difference variables, which in turn, influencing on those variables each other although it is not mentioned in the figure.

There are two important features in association with second language learning: cultural context and educational context. The model establishes the relationship of formal training and informal experience of language as well as the linguistic and non-linguistic results in the contexts acquisition. The model emphasizes both social and educational and cultural contexts in the second language learning process. The educational and cultural contexts affect those contexts acquisition and gives prominent and unique characteristics to an individual defined as “integrativeness” (Gardner, 2010). Integrativeness in this model is regarded as a genuine interest in language learning in association with the psychological context of other language community extended toward openness, willingness or ability in the adoption of the other cultural communities.

The educational context in this model includes different levels of objectives and educational values from the government context to specific language learning context of the classroom and school environment. The model emphasizes on the student’s evaluation of the learning situation which influences the atmosphere of motivation, although the educational context is important to this model (Gardner, 2010).

The entirety of the model is presented by a number of studies using structural equation modelling (Gardner, 1985). The basic form of this structure is presented in Figure 3, showing two features of variables, ‘integrativeness’ and ‘attitudes toward learning situation’ are correlated to serve as the foundation in learning L2 then motivation and language aptitude are viewed as two relatively orthogonal variables, which influence the language achievement (Gardner, 2006). In this figure, the direction of broken arrows toward the motivation indicates that it could be supported by an instrumental orientation (instrumentality). Finally, the reciprocal directions of arrows show the relationship of achievement and anxiety of language between each other. Language anxiety being a discrete form develops from individuals’ experience of language learning environment even though different levels of anxiety have

been brought to language learning situations (MacIntyre & Gardner, 1989). The figure also points out that all the effective constructs are assessed by the AMTB (Attitude/Motivation Test Battery) whether those constructs are clear or not (Crookes & Schmidt, 1991; Dörnyei, 2005).

Attitude/Motivation Test Battery

One of the goals of leaning English as second language is sectionally focusing on the capacity of a person's reading, writing, speaking and understanding the second language. It is not on the emphasis of understanding the other society, willingness and interest in learning different languages (Gardner, 1985). Many tests have been developed for the assessment of linguistic aspect, but very few were made for the assessment of non-linguistic aspect. There was the Attitude/Motivation Test Battery (AMTB) that was used to assess the variety of Gardner's model for more than 20 years of research. Figure 3 displays the structural correlated variables of motivation in socio-educational model and other scales from AMTB.

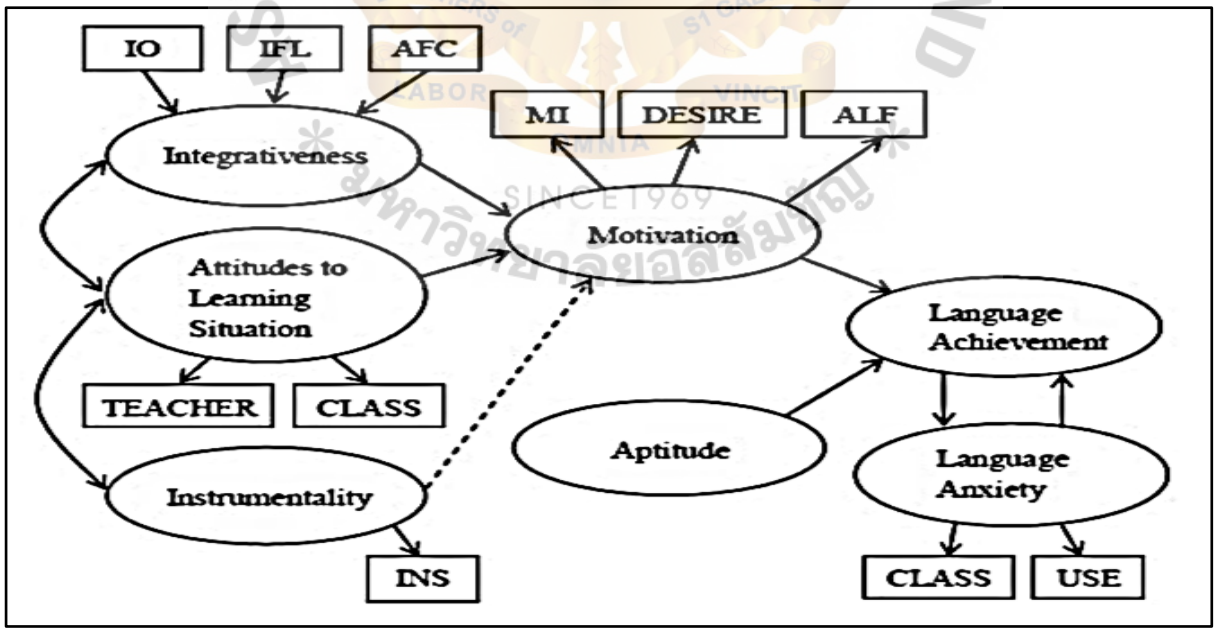

Figure 3. A structural equation representation of the socio-educational model. Adopted from "Motivation and Second Language Acquisition", by R. C. Gardner (2010), p. 88.

In Figure 3, Integrativeness genuinely interests in learning SLA as a driving force to communicate the members of the other dialectal association. In other words, the construct of integrativeness is a multifaceted approach, integrating beyond the situation of other languages, but not with the single reason of studying the language. Figure 3 is concerned about learning French in Canada measured by three measures respectively: integrative orientation (IO), interest in foreign language (IFL), and attitudes toward French Canadians (AFC).

A language is learned in attitudes toward the learning situation which includes all the features of learning situations. These attitudes at school level, referr to the teacher, the course in general, classmates, course materials, extra-curricular activities related to the course, etc. Although there are many aspects of the learning situation assessed, the instrument AMTB keeps focusing on the evaluation of the teacher and the class, referred to as TEACHER and CLASS in Figure 3.

In this construct equation, motivation is viewed as the driving force in all circumstances. There are three components in motivation for learning L2 of socio-educational model. First, the effort including persistence and consistency in which the motivated individual learns the language by doing homework, by searching for opportunities to learn more, by doing extra activities, etc. Second is the desire of a motivated individual to achieve goal, expressing a strong tendency in learning situation. The third is the joyous situation of the motivated individual, expressing that learning is fun, a challenge, and satisfaction, even at the time of lesser enthusiasm. In the socio-educational model, whether the individual is more motivated or less motivated can be appraised by using the three elements of effort, desire and positive attitude as necessary tools. In Figure 3, it is stated that a combined tool of MI (motivational intensity), DESIRE (desire to learn French), and ALF (attitudes toward learning French) measures the complex concept of motivation.

It is hypothesized that Instrumentality is to provide motivation as potential support even though not directly or consistently as those of integrativeness and attitudes toward the learning situation. The combination of instrumental factors contributes to motivation, motivation as instrumental motivation. INS, as shown in Figure 3, referring to instrumental orientation, is viewed as the only index of instrumentality in the socio-educational model.

Language Anxiety in this construct is related to second language learning as a form of situational anxiety aroused by individuals' first entering a language class. Language anxiety is functional to the exposure of language learning and language use is independent of general anxiety (MacIntyre & Gardner, 1991). In the AMTB, scores resulting from the aggregation of two measures, language anxiety and language use as shown in Figure 3 referring as CLASS and USE, determine language anxiety (Gardner, 2010).

Additionally, the combination of integrativeness, attitudes toward the learning situation, and motivation could describe the score of integrative motivation although those are not mentioned in the model. Thus, individuals' desire or willingness, in their identification with other language society and positive evaluation of learning situation, could be supportive for integrativeness in their motivation in learning L2. But motivation only is accountable for the success in the L2 situation even supported by integrativeness and attitudes toward learning situation (Gardner, 2010). For example, someone who might have high levels in integrativeness and attitudes might be very positive toward learning situations, if they are not related to motivation then their achievement could not be assessed. On the other hand, someone who shows high levels of motivation if he/she is not supported by those two features may not have high levels in motivational consistency. Thus, integrative motivation representing a complex of these classes of variables could be expressed in both positively and negatively (Gardner, 2009).

The instrument was used for the assessment of the current project is an internationally well-known version of AMTB (Gardner, 2004), originated by Gardner in 1960 and extended by Gardner and Lambert in 1972. The validity of Gander's theory has been conducted and approved by many studies (Svanes, 1987).

Some of the researchers modified the items slightly and some used in comparable study the learning of the second language on the perspective of different context. For example, Clement, Gardner, and Smythe (1977) had used it for the assessment of English language learning by French-speaking students in Canada, and Gardner and Lambert (1972) conducted a study on senior high school students in the Philippines.

The international version of AMTB (Gardner, 2004) was developed to conduct research on secondary students for the only purpose of measuring the level of learning English as a foreign language. AMTB (Gardner, 2004) is comprised of 11 subtests, nine of them are inclusive of 10 items each, and two of them are inclusive of four each.
But the researcher adopted only three subtests to investigate the independent variable of motivation for learning EFL in this present study. They are as follows:

1. motivational intensity,
2. desire to learn English, and
3. attitudes toward learning English.

Motivational intensity. This is the first component of motivational scales reflecting the amount of individual effort expanded to learn the language. Different categories of motivation should be included in the consideration of motivational intensity that learners are expected to have an experience of strong communication with native language users. Therefore, it is regarded as the major component to resolve the development of second language learning whether there is little or no learning without effort (Gardner, 2010). This

scale is made of ten items and the researcher adopted to measure the motivational intensity of theology students for learning English as a foreign language.

Desire to learn English. This scale is the second constituent of motivation and it refers especially to the individual's desire to learn English. Even though this scale was very vital to the real situation it was insufficient by itself because it was just to impress or prevail others (Gardner, 2010). Therefore, the desire to learn English for a person must be present along with his/ her motivational intensity for it is insufficient by itself. The researcher utilized ten items to measure the desire of theology students for learning EFL.

Attitude toward learning English. This is the third component of motivation referring to the pleasure and enjoyment connected to the activity and process of learning (Gardner, 2010). This scale is also important, but it alone is not enough to measure the degree of a person's attitude. Therefore, it must be combined with the other two components to examine the assessment of individual motivation. Ten of these scales were used to modify the attitude of seminarians toward learning EFL. The researcher adopted these three subscales inclusive of 30 items questionnaire to investigate the level of seminarians' motivation for learning EFL. Thus, these three subscales of the questionnaire were named as the Motivation for English as a Foreign Language Questionnaire (MLEFLQ) to address the Research Objective in this study.

Theory of Perceptual Learning

Additionally, the importance of effectiveness in motivated learning especially learning theology in English is solely dependent on their perception of how they identify their motivation and their study. Therefore, the researcher adopted Gibson's theory of perceptual learning as the second theory for this study (Gibson, 2000, as cited in Adolph & Kretch, 2015).

Theory of perceptual learning was a long process of Gibson' work over 70 years starting from 1932 to the last updated in 2002 (Adolph & Kretch, 2015). The theory of perceptual learning is the process of collecting information to differentiate and specify self and environment and to relate to each other. The information received from real-life situation and providence are explored by behavioural mechanisms such as scanning, listening, feeling, fixating to postulate and differentiate the information received from the perceived object (Gibson, 1992, as cited in Adolph & Kretch, 2015). Gibson supposed that information on cognitive actions such as remembering, reasoning, conceptualizing, and problem-solving are obtained through perception.

Gibson's definition of perception has three essential areas: a long-lasting, perceptible, consequence of training or experience (Gibson, 2000, as cited in Adolph & Kretch, 2015). According to Gibson's theory, perception is changing through experience, exploration, and the development of the new perception-action system. Depending on these three factors, human beings learn to adapt themselves better to the environment (Gibson, 2000, as cited in Adolph & Kretch, 2015). The research findings developed by Alaidarous and Mandini (2016) indicated that students have a positive perception toward learning English, but it could be affected by various factors. There are three types of factors; instructional, motivational, learners' variables, influencing students' learning environment (Lim & Morris, 2009).

The information received at the sensory receptors were shortcoming and weak. Therefore, the requirement to learn was crucial for the complete perception (Gibson, 1989, as cited in Adolph & Kretch, 2015). Later Gibson found out that information from the receptors is enough to support the completion of perception from the beginning. According to Gibson, people and animal crave to learn because perceptual learning is the key to knowledge and where it all started (Gibson, 1989, as cited in Adolph & Kretch, 2015). Gibson viewed

perception as the process of action that the perceiver must actively actuate to gather perceptual information (Gibson, 1988, as cited in Adolph & Kretch, 2015).

Gibson's theory of perceptual learning is based on human and animal behaviours because specific actions are scrutinized by perception (Adolph & Kretch, 2015). Thus, the information of human being depends on the possibility of his/her actions and perceives what he/she can do with that object being perceived.

In this study, the researcher used 10 items selected from the Personalized Learning Environment Questionnaire (PLQ) as a supporting instrument, to measure the seminarians' perception toward the study of theology in English. This questionnaire was developed by Waldrip et al. (2014), to measure the level of the perception of local students under the domains of their readiness, assessment, engagement, in relation to their academic efficacy, academic achievement, and well-being through personalized learning. The sample involved students in years 7–10 from six Victorian secondary schools. The questionnaire consists of 19 subscales items through factors analysis. In this study, the researcher used only 10 items which were modified from the personalized learning environment questionnaire PLQ. Thus, the researcher created the Perception of the Study of Theology in English Questionnaire PSTEQ mainly to measure the level of seminarians' perception toward the study of theology in English.

Previous Studies on Motivation for Learning English as a Foreign Language

Clément, Gardner, and Smythe (1977) conducted a study on 304 Montreal francophone students form Grades 10 to 11 to study their motivation for SLA. It revealed that motivation for learning SLA depends mostly on positive attitudes toward the second language community.

Bernaus, Wilson, and Gardner (2009) investigated the effect of 26 language teaching strategies on students' motivation, attitudes or language anxiety and English achievement, using mini-Attitude/Motivation Test Battery (Gardner & MacIntyre, 1993), to 31 EFL teachers and 694 students in Catalonia, Spain. The results indicated that the students' perceptions toward those strategies seemed to have a relationship with their attitudes and motivation at both the individual and class levels. It was suggested that their English achievement had a positive relationship with their motivation though it was negatively related to attitudes toward the learning situation and language anxiety.

On the other hands, Yu (2010) researched the attitudes of learners toward different varieties of learning English with the help of 385 students from four public universities at Wuhan, China. The findings revealed that Chinese college students have positive attitudes toward the English language.

Another researcher investigated 40 EFL Libyan students, ten selected from each respective year of a four-year program to study motivation for learning English (Zanghar, 2012). The study found out that they were highly motivated both instrumentally and integratively, but a small number of students were reported as showing integrative motivation rather than instrumental motivation.

Kitjaroonchai (2012), on the other hand, explored a study on motivation for learning English to 226 students from secondary and high schools in Thailand. It revealed that students' instrumental motivation was slightly better than their integrative motivation though both were at high levels.

In 2013, Wimolmas addressed the level of motivation for learning English of 30 undergraduate students from first year at an international institute of engineering and technology in Thailand. The project found out that students are considerably high in motivation but slightly more instrumental toward the English languagethan integrative.

Moreover, Thant (2017) conducted a research on 119 Grade 9 students to determine the relationship between attitudes and motivation at No 2 Basic Education High School, Kengtung, Myanmar. The findings revealed that there was a positive relationship between their motivation and positive attitude toward learning EFL at a high level of motivation and positive attitude.

On the other hands, Siphora and Lynch (2019) carried on 215 students at Nelson English Language Centre in Yangon, Myanmar, to investigate the difference between the students' motivation for learning English as a Foreign Language according to their preferences for indirect learning strategies. The findings revealed that they are highly motivated for learning EFL though there was no significant difference in their preferences for indirect learning strategies.

Previous Research on the Relationship between Motivation and Perception of the Learning Environment

The Personalized Learning Environment Questionnaire (PLQ), developed by Waldrip et al. (2014), was used to conduct a study on 220 Victorian High School students in 2014, to validate the reliability of perception toward their readiness to learn, assessment processes, engagement, personalized learning and academic self-efficacy in Australia. The results indicated that there was good internal consistency reliability with the lowest Cronbach alpha coefficient of .72 for the individualization scale.

Another study, developed by Bong (2005), took 389 Korean High School girls to study the levels of motivation and perceptions toward the change of the learning environment within the school year at a public high school in Seoul, South Korea. The result showed that perceptions toward the learning environment changed relatively to the prediction of positive academic motivation.

Witzel (2009) researched the relationship of academic motivation and perceptions of learner-centered practices held by 732 Academy cadets in 23 core academic courses at the United States Air Force Academy. It proved that perceptions of learner-centered practices significantly predicted motivation, yet the cadets perceived higher level of it in establishing relationship and encouragement from the Academy professors.

Another study explored by Zainal et al. (2012) focusing on 179 first year students from the Faculty of Information Science and Technology (FTSM) of 2010/2011 session to conduct online research on the relationship between their perception, motivation and academic achievement in pre-course and post course basic programming skill at Kebangsaan University, Malaysia. The results showed that there was a positive relationship between intrinsic motivation and perception of their performance in programing skill, on the other hand, more positive perception toward post-course than pre-course in basic programming skill.

Besides, Odutuyi (2012) carried a research on 690 students and 32 teachers from secondary schools, to investigate the relationship between their perception and their learning outcomes. It was found that there was a significant relationship between students' perception and their learning outcomes.

On the other hand, Kocher (2013) administered to 139 students of English language learners (ELL) and 131 students of non-ELL to investigate the levels of their perceptions of science teachers' instructional conversations, immediacy behaviors and the impact of students' perceptions toward their science motivation, language acquisition, and academic achievement at Comprehensive Middle Schools within North Carolina. Results indicated that although there was a significant difference between ELL and non-ELL students' self-reported motivation outcomes, ELL students' perception of their science teachers' high quality

instructional conversational and immediacy behaviors were positively correlated to their intrinsic motivation, higher autonomy, and lesser anxiety.

Almisad (2015) conducted a study on the relationship between 171 English and engineering students' perception and attitude toward the use of SMS support learning and teaching at Kuwait, University. The result indicated that there was a significant strong and positive relationship between their perception and attitude toward the use of SMS in education.

Blanco (2015) studied 522 students from Grade 9 to 12 enrolled in science courses at a large urban school district in southeast Texas of USA, to study their perceptions of psychosocial learning environment factors that contribute to motivation and self-regulation when learning science concepts. Findings indicated that student perceptions of the psychosocial learning environment were positively and significantly related to their grade levels, self-regulation practices and motivation for learning science.

Moreover, Radovan and Makovec (2015) investigated 120 postgraduate students from the Faculty of Arts emphasizing on the relationship of motivation and perception of the learning environment at the University of Ljubljana, Slovenia. The result revealed that students' motivation on learning the art (in terms of intrinsic goal orientation, self-efficacy, and control beliefs) is highly correlated with the perception of joyful learning environment of autonomy and teacher support.

Another study was developed by Hayat et al. (2016) with 230 nursing students to examine the relationship between perception of learning environment and intrinsic and extrinsic motivation in learning medical science at Shiraz University, Iran. The result showed that perceived learning environment is positively related to and supportive of students' academic motivation.

Furthermore, Ajam, Hemmatipoor and Ramhimi (2018) conducted a research with the help of 230 nursing, midwifery students, to evaluate the relationship between students' perceptions of curriculum components and their academic enthusiasm. It was found that students' perception of the curriculum components was positively related to their academic enthusiasm or desire to learn medical sciences.

Another study explored by Ekalesatari, Azmi and Putri (2018) concerning 97 first graduate students' perception toward learning English at Universitas Islam Sumatera Utara (UISU), Medan, Indonesia. It was found that students had a positive perception toward a learning English.

Lastly, Sarwar et al. (2018) conducted a research with the help of 141 pharmacists from 41 hospitals in Pakistan to evaluate the attitude, perception, willingness, motivation and barriers to PBR among hospital pharmacists in Pakistan. It was found that they show a positive attitude, good perception, increased motivation and willingness toward the practice-based research and were statistically associated with each other.

Background of St. Joseph's Major Seminary

St. Joseph's Catholic Major Seminary, Institute of Theology, is the third formation center of priesthood in Myanmar founded on September 1, 1957. It has prepared many Diocesan priests for the Catholic Church in Myanmar. Before 1957, the priests from Myanmar had received formation at the General College of St. Joseph in Penang, Malaysia. All the bishops from Myanmar then decided to open a Major Seminary in Myanmar, under the shepherding of His Grace the Most Rev. Victor Bazin, M.E.P., the first Archbishop of Yangon (Theologate Catholic Church Myanmar, n.d.).

First, it offered both philosophy and theology courses. In 1983, the Catholic Bishops' Conference of Myanmar (CBCM), with the permission of Rome, divided the institute into

two sections: The Philosophy Department and the Theology Department. Hence, the Institute was titled as “Institute of Theology” of the National Major Seminary in the academic year of 1984-85.

The specific purpose of the National Major Seminary, Institute of Theology, is to educate seminarians for the priesthood of the Catholic Church under areas of spiritual, intellectual, human, social and pastoral formation. The seminarians study a four-years curriculum focusing on theology and associated disciplines. The seminarians, after four years’ formation, are supposed to undertake suitable training, classical in a broader sense and scientific in method. Those seminarians, after completion of the required courses and examinations, are awarded a bachelor degree in theology. The Seminary was affiliated to the Faculty of Theology of the Pontifical Urbaniana University, Vatican City in March 2006. The affiliation was granted by the Congregation for the Catholic Education, “ad quinquennium esperimenti gratia". Thus, from that time on the bachelor degree has been granted through the affiliation with Urbaniana University, Rome (Theologate Catholic Church Myanmar, n.d.).

All seminarians study all subjects in the English language to get a bachelor degree in theology in Myanmar. The local professors are mostly explaining in the Burmese language although the subjects are written in English. According to the researcher’s experience, though English has been utilized in the study of theology seminarians are still straggling to achieve proficiency in the language. The researcher presumed that among the seminarians in Myanmar, there may have different perceptions toward the study of theology in English and their motivation for learning English as a foreign language. Language differences in religious terms make them delay their motivational progress. Therefore, the learners do not understand well what is being taught, and it is a big challenge for them to be well versed in what they are supposed to learn. The researcher also firmly believed that it is very important for the seminarians to be well versed in the language to benefit from their study.

There are 100 seminarians, enrolled in the 2019-2020 academic year at St. Joseph's Major Seminary, Myanmar. The researcher has chosen all 100 seminarians to determine the level of their motivation and perception.

In this study, the research was eager to find out the level of motivation for learning EFL and perceptions of the seminarians and their relationship in the study of theology. For the above reasons, the researcher conducted a study on the relationship between the motivation for learning English as a foreign language and their perception of the study of theology in English.

Chapter II reviewed the related literature of this study: learning EFL; the theories and instruments which are utilized in the study; the previous studies on motivation for learning EFL and perception, and brief information about the targeted institute. In Chapter III, the researcher presents the research design, the instruments that were utilized in this study and the summary of the research process.

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CHAPTER III

RESEARCH METHODOLOGY

In the above chapter, the researcher discussed the literature on topics related to this research study. In this chapter, the researcher will present the research methodology that is to determine the seminarians' motivation for learning English as a foreign language and their perception toward the study of theology in English at St. Joseph's Major Seminary, Yangon, Myanmar. This chapter emphasizes the methods of research and comprises the research design, population and sample, research instrument, data collection, data analysis. A summary table of the research process will be offered as a conclusion in the last part of this chapter.

Research Design

The purpose of this research was to conduct a study on the relationship between motivation for learning English as a foreign language (in terms of motivational intensity for learning EFL, desire to learn EFL and attitude toward learning EFL) and perception of the study of theology in English by four years of seminarians studying theology in English at St. Joseph's Major Seminary, Yangon, Myanmar. In order to address this purpose, the researcher developed a correlational research design with a quantitative approach.

The researcher utilized two instruments: first, the Motivation for Learning EFL Questionnaire (MLEFLQ) to determine Years 1- 4 seminarians' motivation for learning English EFL (in terms of motivational intensity, desire to learn and attitude toward learning EFL) and, second, the Perception of the Study of Theology in English Questionnaire (PSTEQ) to measure the level of their perception toward the study of theology in English. In

order to collect data, the researcher chose all 100 seminarians from St. Joseph's Major Seminary, Yangon, Myanmar during the first semester of the 2019 -2020 academic year.

At the end of the research, descriptive statistics (means and standard deviations) were utilized to address Objectives 1 and 2. A statistical hypothesis testing (correlational analysis using Pearson correlational coefficient and multiple correlational coefficient) was used to address the Research Objectives 3 and 4, the hypotheses of this study.

Population

The total population of this study was comprised of all Years 1-4 seminarians from St. Joseph's Major Seminary, Yangon, Myanmar. There was a total number of 100 seminarians (18 from Year 1, 22 of Year 2, 27 from Year 3 and 33 seminarians of Year 4), enrolled in the academic year of 2019-2020 (see Table 1). All these seminarians were studying all the theology subjects in English.

Sample

The sample of this study was a population sample comprised of all the seminarians who study theology in the English language among Years 1-4 at St. Joseph's Major Seminary, Yangon, Myanmar. The researcher chose all seminarians, 100 in total from the 2019-2020 academic year, to determine their level of motivation for learning English as foreign language and perception of the study of theology in English. The seminarians were chosen because their rector agreed to cooperate with the researcher in this project. Table 1 shows the detail of the population and sample for this study.

Table 1

Population and Sample in This Study

Participant	Year of study	Population	Sample
Seminarian	Year 1	18	18
	Year 2	22	22
	Year 3	27	27
	Year 4	33	33
Total		100	100

Research Instruments

This study was conducted based on the following research instruments: the Motivation for Learning English as a Foreign Language Questionnaire (MLEFLQ) which is a revised version of the Attitude/Motivation Test Battery (AMTB; Gardner, 2004) and the Perception of the Study of Theology in English Questionnaire (PSTEQ) which is a revised version of the Personalized Learning Environment Questionnaire (PLQ; Waldrip et al., 2014).

Motivation for Learning EFL Questionnaire (MLEFLQ)

The Attitude/Motivation Test Battery is an instrument, the latest international version of AMTB by Gardner (2004), designed only for assessing aspects of second/foreign language learning. Thus, it is eligible and preferred to be adopted as a useful tool for the investigation of this current study. There are 11 subscales, including three subscales of motivational construct: motivational intensity (10 items), desire to learn English (10 items) and attitude toward learning English (10 items).

The researcher adopted these three subscales from Gardner's AMTB, named as Motivation for Learning English as a Foreign Language Questionnaire (MLEFLQ) to measure the independent variable of motivation for learning English as a foreign language. All these three subscales in motivation for learning English as a foreign language have both

positively and negatively worded items. Table 2 represents the value of response anchors for both positively and negatively worded items.

Table 2

Score for Positively and Negatively Worded Items

	Response anchors					
Items	Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
Positively worded	1	2	3	5	6	7
Negatively worded	7	6	5	3	2	1

Both positively and negatively worded items are aligned with the 6-point Likert scale of the AMTB international version (Gardner, 2010), so that respondents cannot adopt a neutral position while rating. The combination of positively worded items produces high scores for students of high levels attribution in question and lower levels resulted in lower scores. On the other hand, negatively keyed items scores are to be recorded as well. The scores or the scales are ranging from 1-7, with a maximum score of seven (1= *strongly disagree,* 2= *moderately disagree,* 3= *slightly disagree,* 5= *slightly agree,* 6= *moderately agree, and* 7= *strongly agree*).

The total number of items for this research study was 30 designed to measure motivation for learning English as a foreign language (in terms of motivational intensity for learning EFL, desire to learn EFL, and attitude towards learning EFL). All these 30 items were phrased relatively equal in both positive and negative wording. A reverse coding was done by computing for the negatively worded items. Table 3 presents the total number of items with subscales which measures the independent variable of motivation for learning EFL.

Table 3

Total Number of Items from the MLEFLQ

Variable	Subscales	Item numbers		Total number of items
		Positively worded	Negatively worded	
Motivation	Motivational intensity	1,3,5,7,9	2,4,6,8,10	10
	Desire to learn English	11,13,15,17,19	12,14,16,18,20	10
	Attitude toward learning English	21, 23,25,27,29	22,24,26,28,30	10
	Total	15	15	30

The motivation for Learning English as a Foreign Language Questionnaire (MLEFLQ) used a 6-point Likert scale as in the original AMTB. The 6-point Likert response scale used for this survey ranged from 1 (*strongly disagree*) to 6 (*strongly agree*). Tables 4 presents the interpretation of the 6-point Likert scale for both positively and negatively worded items which were used to measure the level of motivation for learning English as a foreign language of seminarians at St. Joseph's Major Seminary, Yangon, Myanmar.

Table 4

6-Point Likert Scale Interpretation of MLEFLQ

Agreement level	Score	Mean score	Motivational intensity	Desire to learn	Attitude toward learning
Strongly agree	6	5.51 – 6.00	Very high	Very high	Very positive
Moderately agree	5	4.51 – 5.50	High	High	Positive
Slightly agree	4	3.51 – 4.50	Moderately high	Moderately high	Slightly positive
Slightly disagree	3	2.51 – 3.50	Moderately low	Moderately low	Slightly negative
Moderately disagree	2	1.51 – 2.50	Low	Low	Negative
Strongly disagree	1	1.00 – 1.50	Very low	Very low	Very negative

Perception of the Study of Theology in English Questionnaire (PSTEQ)

The Perception of the Study of Theology in English Questionnaire (PSTEQ) measures the perceptual levels of seminarians toward the study of theology in English. There were 10 items, chosen from the Personalized Learning Environment Questionnaire (PLQ) developed by Waldrip et al. (2014), to investigate the level of seminarians' perception toward the study of theology in English. Table 5 presents these 10 items which measured the dependent variable for seminarians' perception toward the study of theology in English.

Table 5

Total Number of Items from the PSTEQ

Variable	Item numbers	Total number of items
Perception of the study of theology in English	31-40	10
Total		10

There is a 5-point Likert scale for the Perception of the Study of Theology in English Questionnaire (PSTEQ). Thus, a 5-point Likert scale (1 = *strongly disagree*, 2 = *disagree*, 3 = *not sure*, 4 = *agree*, 5 = *strongly agree*) was used to determine the level of seminarians' perception of the study of theology in English. Table 6 displays the interpretation of 5-point Likert scale for the perception of the study of theology in English of seminarians at St. Joseph's Major Seminary, Yangon, Myanmar.

Table 6

5- Point Likert Scale Interpretation of PSTEQ

Agreement level	Score	Mean score	Perception interpretation level
Strongly agree	5	4.51 – 5.00	Very positive
Agree	4	3.51 – 4.50	Positive
Not sure	3	2.51 – 3.50	Moderate
Disagree	2	1.51 – 2.50	Negative
Strongly disagree	1	1.00 – 1.50	Very negative

Validity and Reliability of the Instruments

Motivation for Learning English as a Foreign Language Questionnaire (MLEFLQ). Gardner validated the instrument Attitude/Motivation Test Battery (2004) through different series of studies. The validity of the main instrument is very strong and has been verified by many scholars in different contexts (e.g., Garcia, 1997; Gardner & MacIntyre, 1993; Gordon, 1982; Lalonde & Gardner, 1985; Sandoval-Pineda, 2011; Suleiman, 1993). Several types of research have been done to ensure the levels of internal consistent reliability in the various scales of the main instrument (AMTB). AMTB has good content and contrast validity for measuring quantitative research study (Ushioda & Dörnyei, 2012). Table 7 shows the Cronbach's alpha coefficients of three subscales taken from the international version of AMTB (Gardner, 2004).

Table 7

The Internal Consistency Reliability of MLEFLQ

	Cronbach's alpha		
Subscales	Gardner (2005), Croatian study	Gardner (2010), Japanese study	This study
Motivational intensity	.77	.77	.68
Desire to learn English	.90	.87	.76
Attitude toward learning English	.92	.92	.67
Total			.87

Note. *denotes the Cronbach's alpha after removing items 4 and 10 to improve the subscale reliability.

For this study, the Cronbach's alpha was .87, which is interpreted as good in reliability. However, Items 4 and 10 of motivational intensity subscale were removed to improve the reliability of the subscale from .45 to .68.

Perception of the Study of Theology in English Questionnaire (PSTEQ). Additionally, Waldrip and his colleagues validated the instrument Personalized Learning Questionnaire PLQ through factor analysis (e.g., Waldrip et al., 2014; Waldrip, Yu, & Prain,

2016). The validity for the questionnaire of PLQ is also strong and verified by many researchers. Research has shown that all have satisfactory internal consistency reliability in all 19 scales items of the instrument PLQ with Cronbach's alpha value .72. For this study, the Cronbach's alpha coefficient of 10 selected items (PSTEQ) was .69, which was interpreted as acceptable. Table 8 shows the Cronbach's alpha coefficients of the instrument.

Table 8

The Internal Consistency Reliability of PSTEQ

	Cronbach's alpha	
Variable	Waldrip et al. (2014), Australian study	This study
Perception of the study of theology in English	.72	.69

The instruments were translated from English to Burmese version in order to help participants to have a deeper understanding of the provided questionnaires. Thus, the researcher approached a current professor at Pathein University, Myanmar, to translate the questionnaires from English to Burmese version. The result was back translated by a former rector of St. Joseph's Seminary and the current director of the Diocesan Socio Pastoral Program (DSPP), Pathein Diocese, to meet the criterion of translation validity. The approval forms are attached in the appendices.

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Collection of Data

The research was conducted on all seminarians at St. Joseph's Major Seminary, Yangon, Myanmar. The researcher used the Motivation for Learning English as a Foreign Language Questionnaire (MLEFLQ) as the main instrument supported by Perception of the Study of Theology in English Questionnaire (PSTEQ) to identify the relationship between motivation for learning English as a foreign language and perception of the study of theology in English of seminarians.

The first to conduct this research had to receive permission from the person in charge. Thus, the researcher went to visit the Institute in December 2018 to obtain verbal consent from the Rector of St. Joseph's Major Seminary.

Before this procedure was going on, the researcher assured the participants that all the responses they conducted would be anonymous and confidential. Additionally, the researcher reported the completed research in full and honest.

After thesis proposal examination, the researcher went back to the Institute tentatively in July 2019 to conduct the research. From that time onward, the researcher distributed the questionnaires to the seminarians after explaining to them about the questionnaires and the purpose of the survey, collection of the questionnaires was done at the end of July 2019. The tentative detail process of data collection is displayed in the following Table 9.

Table 9

Program of Data Collection

When	What	How	Who	Where
Dec. 2018	Get permission from the institute	Letter and visitation	Researcher	St. Joseph's Major Seminary, Yangon, Myanmar.
May 2019	Thesis proposal defense	Presentation	Researcher	Assumption University, Hua Mak, Bang Kapi, Bangkok, Thailand
Jul. 2019	Distribute and collect questionnaire	Visiting	Researcher	St. Joseph's Major Seminary, Yangon, Myanmar.
May 2020	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 used to analyze the collected data.

1. To determine the level of Years 1-4 seminarians' motivation for learning English as a foreign language at St. Joseph's Major Seminary, Yangon, Myanmar.

Method: Mean and standard deviation method will be utilized to determine the levels of seminarians' motivation for learning English as a foreign language at St. Joseph's Major Seminary, Yangon, Myanmar.

1.1. To determine the level of Years 1-4 seminarians' motivational intensity for learning English as a foreign language at St. Joseph's Major Seminary, Yangon, Myanmar.

Method: Means and standard deviations method were utilized to determine the levels of Years 1-4 seminarians' motivational intensity for learning English as a foreign language at St. Joseph's Major Seminary, Yangon, Myanmar.

1.2. To determine the levels of Years 1-4 seminarians' desire to learn English as a foreign language at St. Joseph's Major Seminary, Yangon, Myanmar.

Method: Means and standard deviations method were utilized to determine the level of Years 1-4 seminarians' desire to learn English as a foreign language at St. Joseph's Major Seminary, Yangon, Myanmar.

1.3. To determine the level of Years 1-4 seminarians' attitude toward learning English as a foreign language at St. Joseph's Major Seminary, Yangon, Myanmar.

Method: Means and standard deviations method were utilized to determine the level of Years 1-4 seminarians' attitude toward learning English as a foreign language at St. Joseph's Major Seminary, Yangon, Myanmar.

2. To determine the level of Years 1-4 seminarians' perception of the study of theology in English at St. Joseph's Major Seminary, Yangon, Myanmar.

   Method: Means and standard deviations were utilized to determine the level of seminarians' perception of the study of theology in English at St. Joseph's Major Seminary, Yangon, Myanmar.

3. To determine whether there is a significant relationship of motivation for learning English as a foreign language and perception of the study of theology in English held by Years 1-4 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar.

   Method: Correlational analysis using Pearson correlation coefficient was performed to determine whether there a significant relationship between overall motivation for learning EFL and perception of the study of theology in English held by Years 1-4 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar.

4. To determine whether there is a significant relationship of motivation for learning English as a foreign language (in terms of motivational intensity, desire to learn and attitude toward learning EFL) and perception of the study of theology in English held by Years 1-4 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar.

   Method: Correlational analysis using Pearson correlation coefficient and if needed, multiple correlation coefficient *(r, R)* were performed to determine the relationship between motivation for learning EFL (in terms of motivational intensity, desire to learn and attitude toward learning EFL) and perception of the study of theology in English held by Years 1-4 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar.

Summary of the Research Process

The following table shows the summary of the research process for this study.

Table 10

Summary of the Research Process

Research objective	Source of data or sample	Data collection method or research instrument	Method of data analysis
1. To determine the level of Years 1-4 seminarians' motivation for learning English as a foreign language at St. Joseph's Major Seminary, Yangon, Myanmar	100 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar	MLEFLQ Questionnaires	Descriptive statistics (means and standard deviations)
1.1. To determine the level of Years 1-4 seminarians' motivational intensity for learning EFL at St. Joseph's Major Seminary, Yangon, Myanmar			
1.2. To determine the level of Years 1-4 seminarians' desire to learn EFL as foreign language at St. Joseph's Major Seminary, Yangon, Myanmar			
1.3. To determine the level of Years 1-4 seminarians' attitude toward learning EFL as foreign language at St. Joseph's Major Seminary, Yangon, Myanmar			

(continued)

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Research objective	Source of data or sample	Data collection method or research instrument	Method of data analysis
2. To determine the level of Years 1-4 seminarians' perception of the study of theology in English at St. Joseph's Major Seminary, Yangon, Myanmar	100 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar	PSTEQ Questionnaires	Descriptive statistics (means and standard deviations)
3. To determine whether there is a significant relationship between motivation for learning EFL and perception of the study of theology in English held by Years 1-4 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar		MLEFLQ questionnaires and PSTEQ questionnaires	Correlational analysis (using Pearson correlation coefficient)
4. To determine whether there is a significant relationship between motivation for learning EFL (in terms of motivational intensity for learning EFL, desire to learn EFL and attitude towards leaning EFL) and perception of the study of theology in English held by Years 1-4 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar		MLEFLQ questionnaires and PSTEQ questionnaires	Correlational analysis (using multiple correlation coefficient, if needed)

CHAPTER IV

RESEARCH FINDINGS

This chapter reports the findings obtained from the implementation of the quantitative research instruments, the Motivation for Learning English as a Foreign Language Questionnaire (MLEFLQ) and the Perception of the Study of Theology in English Questionnaire (PSTEQ) at St. Joseph's Major Seminary, Yangon, Myanmar, in the second half of the academic year 2019- 2020. A total of 100 seminarians from Years 1-4 participated in the survey. The findings are displayed into tables and sections, reported separately for overall responses and broken down by the following variables: seminarians' motivation for learning English as a foreign language and their perception of the study of theology in English, according to the years of the study.

Research Findings of Research Objective 1

Research Objective 1 was to determine the level of motivation for learning English as a foreign language (EFL) of Years 1-4 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar. The researcher used the 30 items of the Motivation for Learning English as a Foreign Language Questionnaire (MLEFLQ), including positively and negatively worded items to measure the level of motivation for learning EFL (10 items for motivational intensity for EFL, 10 items for the desire to learn EFL and 10 items for attitude toward learning EFL). All items from the MLEFLQ used a 6-point Likert scale (1 = *strongly disagree*, 2 = *moderately disagree*, 3 = *slightly disagree*, 4 = *slightly agree*, 5 = *moderately agree*, 6 = *strongly agree*).

Table 11 displays the mean scores, standard deviations, interpretation of Years 1 to 4 seminarians' motivation for learning EFL.

Table 11

Mean Scores, Standard Deviations, and Interpretation of Years 1 to 4 Seminarians' Motivation for Learning EFL at St. Joseph's Major Seminary, Yangon, Myanmar

Year of study	*N*	*M*	*SD*	Interpretation of motivation for learning EFL
Year 1	18	4.71	.62	High
Year 2	22	4.70	.54	High
Year 3	27	4.88	.46	High
Year 4	33	4.70	.47	High

Based on the descriptive statistics, Table 11 indicates that the mean scores of 28 items of motivation for learning EFL held of Years 1-4 seminarians could be interpreted as high. The mean scores were M = 4.71 (SD = .62) for Year 1 seminarians, M = 4.70 (SD = .54) for Year 2 seminarians, M = 4.88 (SD = .46) for Year 3 seminarians and M = 4.70 (SD = .47) for Year 4, respectively.

In the following section, the findings of Research Objective 1, motivation for learning EFL, will be presented in detail, by focusing on its three sub-scales: motivational intensity for learning EFL, desire to learn EFL, and attitude toward learning EFL. For the purpose of data analysis, 15 negatively worded items were reverse coded to match the positivity of the rest of the scales.

Research Findings of Research Objective 1.1

Research Objective 1.1 was to determine the level of Years 1-4 seminarians' motivational intensity for learning EFL at St. Joseph's Major Seminary, Yangon, Myanmar. Motivational intensity is one of the subscales of motivation for learning EFL. The results of Research Objective 1.1 are displayed in detail by year of the study.

Year 1. Table 12 displays the means scores, standard deviations, and interpretation Year 1seminarians' motivational intensity for learning EFL at St. Joseph's Major Seminary Yangon, Myanmar.

Table 12

Mean Scores, Standard Deviations and Interpretation of Year 1 Seminarians' Motivational Intensity for Learning English Subscale Items

Item No.	Statement	*M*	*SD*	Interpretation of motivational intensity for learning EFL
1	I make a point of trying to understand all the English as I see and hear	5.11	.90	High
2	I do not pay much attention to the feedback I receive in my English class	4.50	1.34	High
3	I keep up to date with the English by working on it almost every day	4.72	1.18	High
5	When I have a problem understanding something in my English class, I always ask my teacher for help	4.22	1.48	Moderately high
6	I put off my English homework as much as possible	4.61	1.42	High
7	I really work hard to learn English	4.67	1.37	High
8	I tend to give up and not pay attention when I do not understand my English teacher's explanation of something	5.05	1.34	High
9	When I am studying English, I ignore distractions and pay attention to my task	3.39	1.46	Moderately low
	Total	4.53	1.33	High

Based on the descriptive statistics shown in Table 12, Items 1, 2, 3, 6, 7 and 8 indicated that Year 1 seminarians had a high motivational intensity in learning EFL (e.g., "I make a point of trying to understand all the English as I see and hear" [Item 1] and " I tend to give up and not pay attention when I do not understand my English teacher's explanation of something" [Item 8]). Meanwhile, it was shown in Item 3 that Year 1 seminarians had a moderately high motivational intensity for learning EFL (e.g., "When I have a problem

understanding something in my English class, I always ask my teacher for help" [Item 5]). On the other hand, Item 9 revealed that seminarians had a moderately low motivational intensity with regard to their study of English.

As an overall look, the total mean score of motivational intensity subscale was *M* = 4.53 points, which is interpreted as high on average. Therefore, Year 1 seminarians from St. Joseph's Major Seminary seem to have a high motivational intensity for learning EFL.

Year 2. Table 13 displays the means scores, standard deviations, and interpretation Year 2 seminarians' motivational intensity for learning EFL at St. Joseph's Major Seminary Yangon, Myanmar.

Table 13

Mean Scores, Standard Deviations and Interpretation of Year 2 Seminarians' Motivational Intensity for Learning English Subscale Items

Item No.	Statement	*M*	*SD*	Interpretation of motivational intensity for learning EFL
1	I make a point of trying to understand all the English as I see and hear	5.14	.77	High
2	I do not pay much attention to the feedback I receive in my English class	4.00	1.31	Moderately high
3	I keep up to date with the English by working on it almost every day	4.82	1.14	High
5	When I have a problem understanding something in my English class, I always ask my teacher for help	4.36	1.09	Moderately high
6	I put off my English homework as much as possible	4.32	1.21	Moderately high
7	I really work hard to learn English	4.68	1.09	High
8	I tend to give up and not pay attention when I do not understand my English teacher's explanation of something	54.64	1.00	High

(continued)

(continued)

Item No.	Statement	*M*	*SD*	Interpretation of motivational intensity for learning EFL
9	When I am studying English, I ignore distractions and pay attention to my task	4.09	1.01	Moderately high
	Total	4.51	1.09	High

Based on the results shown in Table 13, Items 1, 3, 7 and 8 expressed that Year 2 seminarians had a high motivational intensity in learning EFL (e.g., “I make a point of trying to understand all the English as I see and hear” [Item 1] and “I really work hard to learn English” [Item 7]). Meanwhile, four aspects of subscale stated in Items 2, 5, 6 and 9 revealed that they had a moderately high motivational intensity for learning EFL (e.g., “When I have a problem understanding something in my English class, I always ask my teacher for help” [Item 5] and “I put of my English homework as much as possible” [Item 6]).

As an overall look, the total mean score of motivational intensity subscale was *M* = 4.51 points, which is interpreted as high in average. This indicates that Year 2 seminarians from St. Joseph’s Major Seminary have a high motivational intensity for learning EFL.

Year 3. Table 14 illustrates the mean scores, standard deviations and interpretation of Year 3 seminarians’ motivational intensity for learning EFL at St. Joseph’s Major Seminary, Yangon, Myanmar.

Table 14

Mean Scores, Standard Deviations and Interpretation of Year 3 Seminarians' Motivational Intensity for Learning English Subscale Items

Item No.	Statement	*M*	*SD*	Interpretation of motivational intensity for learning EFL
1	I make a point of trying to understand all the English as I see and hear	4.78	1.31	High
2	I do not pay much attention to the feedback I receive in my English class	4.63	1.39	High
3	I keep up to date with the English by working on it almost every day	4.37	1.08	Moderately high
5	When I have a problem understanding something in my English class, I always ask my teacher for help	4.56	1.19	High
6	I put off my English homework as much as possible	4.52	1.09	High
7	I really work hard to learn English	5.19	.68	High
8	I tend to give up and not pay attention when I do not understand my English teacher's explanation of something	5.00	.96	High
9	When I am studying English, I ignore distractions and pay attention to my task	4.19	1.07	Moderately high
	Total	4.65	1.11	High

Based on the results shown in Table 14, Items 1, 2, 5, 6, 7 and 8 indicated that seminarians had a high motivational intensity in learning EFL (e.g., "I really work hard to learn English" [Item 4] and "I tend to give up and not pay attention when I do not understand my English teacher's explanation of something" [Item 8]). Meanwhile, the other two aspects of subscale stated in Items 3 and 9 revealed that they had a moderately high motivational intensity for learning EFL (e.g., "I keep up to date with the English by working on it almost every day" [Item 3] and "When I am studying English, I ignore distractions and pay attention to my task" [Item 9]).

As an overall look, the total mean score of motivational intensity subscale was *M* = 4.65 points, which is interpreted as high. This means that Year 3 seminarians from St. Joseph's Major Seminary have a high motivational intensity for learning EFL.

Year 4. Table 15 presents the mean scores, standard deviations and interpretation of Year 4 seminarians' motivational intensity for learning EFL at St. Joseph's Major Seminary, Yangon, Myanmar.

Table 15

Mean Scores, Standard Deviations and Interpretation of Year 4 Seminarians' Motivational Intensity for Learning English Subscale Items

Item No.	Statement	*M*	*SD*	Interpretation of motivational intensity for learning EFL
1	I make a point of trying to understand all the English as I see and hear	4.91	.72	High
2	I do not pay much attention to the feedback I receive in my English class	4.94	1.20	High
3	I keep up to date with the English by working on it almost every day	4.58	1.09	High
5	When I have a problem understanding something in my English class, I always ask my teacher for help	4.45	.97	Moderately high
6	I put off my English homework as much as possible	4.03	1.49	Moderately high
7	I really work hard to learn English	4.70	.98	High
8	I tend to give up and not pay attention when I do not understand my English teacher's explanation of something	4.30	1.21	Moderately high
9	When I am studying English, I ignore distractions and pay attention to my task	3.85	1.09	Moderately high
	Total	4.34	1.11	Moderately high

Based on the descriptive statistics shown in Table 15, four aspects of the motivational intensity subscale, shown in Items 1, 2, 3 and 7 indicated that Year 4 seminarians had a high motivational intensity in learning EFL (e.g., "I make a point of trying to understand all the

English as I see and hear" [Item 1] and "I keep up to date with the English by working on it almost every day" [Item 3]). On the other hand, the other four aspects of the subscale, stated in Items 5, 6, 8 and 9, revealed that they had a moderately high motivational intensity for learning EFL (e.g., "When I have a problem of understanding something in my English class, I always ask my teacher for help [Item 5] and "I tend to give up and not pay attention when I do not understand my English teacher's explanation of something" [Item 8]).

On the whole, the total mean score of motivational intensity subscale was *M* = 4.34 points, which is interpreted as moderately high. This means that Year 4 seminarians at St. Joseph's Major Seminary, on average, appear to have a partially high motivational intensity for learning EFL.

Research Findings of Research Objective 1.2

Research Objective 1.2 was to determine the level of Years 1-4 seminarians' desire to learn English for learning EFL at St. Joseph's Major Seminary, Yangon, Myanmar. The following tables show the mean scores, standard deviations, and interpretation of Years 1-4 seminarians' desire to learn EFL organized by year of study.

Year 1. Table 16 displays the means scores, standard deviations, and interpretation Year 1 seminarians' desire to learn EFL at St. Joseph's Major Seminary Yangon, Myanmar.

Table 16

Mean Scores, Standard Deviations and Interpretation of Year 1 Seminarians' Desire to Learn English Subscale Items

Item No.	Statement	*M*	*SD*	Interpretation of desire to learn EFL
11	I have a strong desire to know all aspects of English	4.67	1.14	High
12	Knowing English isn't really an important goal in my life	4.44	1.58	Moderately high

(continued)

(continued)

Item No.	Statement	*M*	*SD*	Interpretation of desire to learn EFL
13	If it were up to me, I would spend all of my time learning English	2.94	1.47	Moderately low
14	I sometimes daydream about dropping English	4.44	1.54	Moderately high
15	I want to learn English so well that it will become natural to me	4.11	1.57	Moderately high
16	I am losing any desire I ever had to know English	4.72	1.74	High
17	I would like to learn as much English as possible	4.78	1.63	High
18	To be honest, I really have no desire to learn English	5.50	.79	High
19	I wish I were fluent in English	5.56	.51	Very high
20	I have not any great wish to learn more than the basics of English	5.00	1.41	High
	Total	4.62	1.39	High

Based on the descriptive statistics shown in Table 16, Item 19 indicated that Year 1 seminarians from St. Joseph's Major Seminary had a very high desire to learn EFL when it came to the context of mastering in learning English (e.g., "I wish I were fluent in English" [Item 19]). Meanwhile, Year 1 seminarians had a high desire to learn EFL regarding the aspects of the subscale stated in Items 11, 16, 17, 18 and 20 (e.g., "To be honest, I really have no desire to learn English" [Item 18] and "I have not any great wish to learn more than the basic of English" [Item 20]). On the other hand, seminarians expressed a moderately high desire to learn EFL in their answers to Items 12, 14 and 15 (e.g., "Knowing English isn't really an important goal in my life" [Item 12] and "I want to learn English so well that it will become natural to me" [Item 15]). However, in Item 13, Year 1 seminarians expressed that they had a moderately low desire to spend all their time in learning the English language (e.g., "If it were up to me, I would spend all of my time learning English" [Item 13]).

In an overall look, the total mean score of Year 1 seminarians' desire to learn EFL at St. Joseph's Major Seminary was *M* = 4.62, which is interpreted as high. This means that Year 1seminarians from St. Joseph's Major Seminary, on average, have the high desire to learn English as a foreign language both positively and negatively.

Year 2. Table 17 displays the means scores, standard deviations, and interpretation Year 2 seminarians' desire to learn EFL at St. Joseph's Major Seminary Yangon, Myanmar.

Table 17

Mean Scores, Standard Deviations and Interpretation of Year 2 Seminarians' Desire to Learn English Subscale Items

Item No.	Statement	*M*	*SD*	Interpretation of desire to learn EFL
11	I have a strong desire to know all aspects of English	4.64	1.00	High
12	Knowing English isn't really an important goal in my life	4.32	1.39	Moderately high
13	If it were up to me, I would spend all of my time learning English	3.73	1.54	Moderately low
14	I sometimes daydream about dropping English	4.05	1.50	Moderately high
15	I want to learn English so well that it will become natural to me	4.41	1.50	Moderately high
16	I am losing any desire I ever had to know English	4.32	1.39	Moderately high
17	I would like to learn as much English as possible	5.14	.89	High
18	To be honest, I really have no desire to learn English	5.36	.58	High
19	I wish I were fluent in English	5.68	.48	Very high
20	I have not any great wish to learn more than the basics of English	5.32	.78	High
	Total	4.57	1.17	High

Based on the descriptive statistics shown in Table 17, Year 2 seminarians from St. Joseph's Major Seminary had a very high desire to learn EFL when it came to the context of

mastering in learning English as stated in Item 19 (e.g., “I wish I were fluent in English” [Item 19]). Moreover, four aspects of the subscale indicated that seminarians had a high desire to learn EFL, regarding the aspects stated in Items 11, 17, 18 and 20 (e.g., “To be honest, I really have no desire to learn English” [Item 18] and “I have not any great wish to learn more than the basic of English” [Item 20]). On the other hand, Year 2 seminarians expressed a moderately high desire to learn EFL as stated in Items 12, 14, 15 and 16 (e.g., “Knowing English isn’t really an important goal in my life” [Item 12] and “I sometimes daydream about dropping English” [Item 14]). However, Item 13 indicated that seminarians had a moderately low desire to spend all their time in learning the English language (e.g., “If it were up to me, I would spend all of my time learning English” [Item 13]).

On the whole, the total mean score of Year 2 seminarians’ desire to learn EFL at St. Joseph’s Major Seminary was *M* = 4.57, which is interpreted as high referring that Year 2 seminarians from St. Joseph’s Major Seminary, on average, have the high desire to learn English as a foreign language both positively and negatively.

Year 3. Table 18 displays the means scores, standard deviations, and interpretation Year 3 seminarians’ desire to learn EFL at St. Joseph’s Major Seminary Yangon, Myanmar.

Table 18

Mean Scores, Standard Deviations and Interpretation of Year 3 Seminarians’ Desire to Learn English Subscale Items

Item No.	Statement	*M*	*SD*	Interpretation of desire to learn EFL
11	I have a strong desire to know all aspects of English	5.04	.98	High
12	Knowing English isn’t really an important goal in my life	4.56	1.25	High
13	If it were up to me, I would spend all of my time learning English	3.26	1.53	Moderately low

(continued)

(continued)

Item No.	Statement	*M*	*SD*	Interpretation of desire to learn EFL
13	If it were up to me, I would spend all of my time learning English	3.26	1.53	Moderately low
14	I sometimes daydream about dropping English	4.74	.98	High
15	I want to learn English so well that it will become natural to me	4.63	1.04	High
16	I am losing any desire I ever had to know English	4.81	1.15	High
17	I would like to learn as much English as possible	5.19	.83	High
18	To be honest, I really have no desire to learn English	5.41	1.01	High
19	I wish I were fluent in English	5.52	.51	Very high
20	I have not any great wish to learn more than the basics of English	5.11	.97	High
	Total	4.83	1.06	High

Based on the descriptive statistics shown in Table 18, Year 3 seminarians from St. Joseph's Major Seminary had a very high desire to learn EFL when it came to the context of mastering in learning English as stated in Item 19 (e.g., "I wish I were fluent in English" [Item 19]). Results on the Table 18, among the ten items, Year 2 seminarians had a high desire to learn EFL regarding the eight aspects of the subscale stated in Items 11, 12, 14, 15,16, 17, 18 and 20 (e.g., "I would like to learn as much English as possible" [Item 17] and "To be honest, I really have no desire to learn English" [Item 18]). Nevertheless, Item 13 indicated that Year 3 seminarians had a moderately low desire to spend all their time in learning the English language (e.g., "If it were up to me, I would spend all of my time learning English" [Item 13]).

In summary, the total mean score of Year 3 seminarians' desire to learn EFL at St. Joseph's Major Seminary was *M* = 4.83, which is interpreted as high. This means that Year 3

seminarians from St. Joseph's Major Seminary, on average, have a high desire to learn English as a foreign language.

Year 4. Table 19 presents the means scores, standard deviations, and interpretation Year 4 seminarians' desire to learn EFL at St. Joseph's Major Seminary Yangon, Myanmar.

Table 19

Mean Scores, Standard Deviations and Interpretation of Year 4 Seminarians' Desire to Learn English Subscale Items

Item No.	Statement	*M*	*SD*	Interpretation of desire to learn EFL
11	I have a strong desire to know all aspects of English	4.55	1.20	High
12	Knowing English isn't really an important goal in my life	4.33	1.24	Moderately high
13	If it were up to me, I would spend all of my time learning English	3.33	1.55	Moderately low
14	I sometimes daydream about dropping English	4.48	1.15	Moderately high
15	I want to learn English so well that it will become natural to me	4.21	1.41	Moderately high
16	I am losing any desire I ever had to know English	4.58	1.20	High
17	I would like to learn as much English as possible	4.64	1.43	High
18	To be honest, I really have no desire to learn English	5.15	1.12	High
19	I wish I were fluent in English	5.52	.62	Very high
20	I have not any great wish to learn more than the basics of English	5.15	.97	High
	Total	4.59	1.21	High

Based on the descriptive statistics shown in Table 19, Item 13 indicated that Year 4 seminarians from St. Joseph's Major Seminary had a very high desire to learn EFL (e.g., "I wish I were fluent in English" [Item 19]). As shown in Table 19, among the ten items, Year 4 seminarians had a high desire to learn EFL regarding the five aspects of the subscale stated in Items 11, 16, 17, 18 and 20 (e.g., "I have a strong desire to know all aspects of English" [Item

11] and “I have not any great wish to learn more than the basic of English” [Item 20]). Meanwhile, Year 4 seminarians expressed a moderately high desire to learn EFL regarding the aspects stated in Items 12, 14 and 15 (e.g., “Knowing English isn’t really an important goal in my life” [Item 12] and “I want to learn English so well that it will become natural to me” [Item 15]). However, in Item 13, it can be interpreted that Year 4 seminarians had a moderately low desire to spend all their time in learning the English language (e.g., “If it were up to me, I would spend all of my time learning English” [Item 13]).

In summary, the total mean score of Year 4 seminarians’ desire to learn EFL at St. Joseph’s Major Seminary was *M* = 4.59 point, which is interpreted as high. This means that Year 4 seminarians from St. Joseph’s Major Seminary, on average, have the high desire to learn English as a foreign language.

Research Findings of Research Objective 1.3

Research Objective 1.2 was to determine the level of Years 1-4 seminarians’ desire to learn English for learning EFL at St. Joseph’s Major Seminary, Yangon, Myanmar. The following Tables show the mean scores, standard deviations, and interpretation of Years 1-4 seminarians’ attitude toward learning EFL organized by year of study.

Year 1. Table 20 displays the means scores, standard deviations, and interpretation Year 1 seminarians’ attitude toward learning EFL at St. Joseph’s Major Seminary Yangon, Myanmar.

Table 20

Mean Scores, Standard Deviations and Interpretation of Year 1 Seminarians’ Attitude toward Learning English Subscale Items

Item No.	Statement	*M*	*SD*	Interpretation of attitude toward learning EFL
21	Learning English is really great	5.44	.51	Positive

(continued)

(continued)

Item No.	Statement	*M*	*SD*	Interpretation of attitude toward learning EFL
22	I hate English	5.22	1.17	Positive
23	I really enjoy learning English	5.17	1.09	Positive
24	I would rather spend my time on subjects other than English	3.50	1.38	Slightly negative
25	English is very important part of the school program	5.06	.94	Positive
26	Learning English is a waste of time	5.56	.62	Very positive
27	I plan to learn as much English as possible	4.78	.65	Positive
28	I think learning English is dull	5.11	.90	Positive
29	I love learning English	4.56	1.65	Positive
30	When I leave school, I will give up the study of English because I am not interested in it	5.11	.90	Positive
	Total	4.95	1.04	Positive

Based on the descriptive statistics shown in Table 20, Item 26 indicated that Year 1 Seminarians at St. Joseph's Major had a very positive attitude toward learning EFL regarding the aspect presented in Item 26 (e.g., "Learning English is a waste of time" [Item 26]). Moreover, the aspects of subscale stated in Items 21, 22, 23, 25, 27, 28, 29 and 30, revealed that Year 1 seminarians had a positive attitude toward learning EFL (e.g., "Learning English is really great" [Item 21] and "I hate English" [Item 22]). However, answers to Item 24 indicated that seminarians had a slightly negative attitude toward learning EFL regarding the use of their time in learning other languages than learning English (e.g., "I would rather spend my time on subjects other than English" [Item 24]).

In an overall look, the total mean score of year 1 seminarians from St. Joseph's Major Seminary, Yangon, Myanmar was *M* = 4.95, which is interpreted as positive. This means that they tend to have a positive attitude toward learning EFL.

Year 2. Table 21 displays the means scores, standard deviations, and interpretation Year 2 seminarians' attitude toward learning EFL at St. Joseph's Major Seminary Yangon, Myanmar

Table 21

Mean Scores, Standard Deviations and Interpretation of Year 2 Seminarians' Attitude toward Learning English Subscale Items

Item No.	Statement	*M*	*SD*	Interpretation of attitude toward learning EFL
21	Learning English is really great	5.59	.59	Very positive
22	I hate English	5.41	.85	Positive
23	I really enjoy learning English	5.23	.61	Positive
24	I would rather spend my time on subjects other than English	3.73	1.39	Slightly positive
25	English is very important part of the school program	5.00	.98	Positive
26	Learning English is a waste of time	5.36	.95	Positive
27	I plan to learn as much English as possible	4.59	1.22	Positive
28	I love learning English	5.05	.72	Positive
29	I think learning English is dull	5.14	.77	Positive
30	When I leave school, I will give up the study of English because I am not interested in it	4.68	1.04	Positive
	Total	4.98	.94	Positive

Based on the descriptive statistics shown in Table 21, Year 2 seminarians from St. Joseph's Major Seminary had a very positive attitude toward learning EFL regarding the aspect stated in Item 21 (e.g., "Learning English is really great" [Item 21]). Furthermore, Year 2 seminarians expressed a positive attitude toward the eight aspects of subscale stated in Items 22, 23, 25, 26, 27, 28, 29 and 30 (e.g., "I really enjoy learning English" [Item 23] and "Learning English is a waste of time" [Item 25]). On the other hand, answers to Item 24 indicated that seminarians had a slightly positive attitude toward learning EFL regarding

using their time in learning other languages than learning English (e.g., “I would rather spend my time on subjects other than English” [Item 24]).

On the whole, the total mean score of Year 2 seminarians from St. Joseph’s Major Seminary, Yangon, Myanmar was *M* = 4.98, which is regarded as positive. This means that Year 2 seminarians tend to have a positive attitude toward learning EFL.

Year 3. Table 22 illustrates the means scores, standard deviations, and interpretation Year 3 seminarians’ attitude toward learning EFL at St. Joseph’s Major Seminary Yangon, Myanmar.

Table 22

Mean Scores, Standard Deviations and Interpretation of Year 3 Seminarians’ Attitude toward learning English Subscale Items

Item No.	Statement	*M*	*SD*	Interpretation of attitude toward learning EFL
21	Learning English is really great	5.52	.51	Very positive
22	I hate English	5.70	.46	Very positive
23	I really enjoy learning English	5.44	.58	Positive
24	I would rather spend my time on subjects other than English	3.78	1.22	Slightly positive
25	English is very important part of the school program	4.81	1.14	Positive
26	Learning English is a waste of time	5.63	.56	Very positive
27	I plan to learn as much English as possible	5.00	.78	Positive
28	I think learning English is dull	5.07	.67	Positive
29	I love learning English	5.11	.64	Positive
30	When I leave school, I will give up the study of English because I am not interested in it	4.96	1.31	Positive
	Total	5.10	.84	Positive

Based on the descriptive statistics shown in Table 22, Year 3 seminarians expressed a very positive attitude toward the three aspects of the subscale presented in Items 21, 26 and 26 (e.g., “Learning English is really great” [Item 21] and “Learning English is a waste of

time" [Item 24]). Furthermore, among the ten subscale items, Year 3 seminarians expressed a positive attitude toward the six aspects of the subscale stated in Items 23, 25, 27, 28, 29 and 30 (e.g., "I really enjoy learning English" [Item 23] and "I think learning English is dull" [Item 28]). On the other hand, answers to Item 24 indicated that seminarians had a slightly positive attitude toward learning EFL about the use of their time in learning other languages than learning English (e.g., "I would rather spend my time on subjects" [Item 24]).

In summary, the total mean score of Year 3 seminarians from St. Joseph's Major Seminary, Yangon, Myanmar was *M* = 5.04, *SD* = .94, which is regarded as positive. This means that Year 3 seminarians tend to have a positive attitude toward learning EFL.

Year 4. Table 23 shows the means scores, standard deviations, and interpretation Year 4 seminarians' attitude toward learning EFL at St. Joseph's Major Seminary Yangon, Myanmar.

Table 23

Mean Scores, Standard Deviations and Interpretation of Year 4 Seminarians' Attitude toward Learning English Subscale Items

Item No.	Statement	*M*	*SD*	Interpretation of attitude toward learning EFL
21	Learning English is really great	5.70	.77	Very positive
22	I hate English	5.76	.43	Very positive
23	I really enjoy learning English	5.27	.76	Positive
24	I would rather spend my time on subjects other than English	3.82	1.47	Slightly positive
25	English is very important part of the school program	5.58	.61	Very positive
26	Learning English is a waste of time	5.76	.43	Very positive
27	I plan to learn as much English as possible	4.45	.87	Slightly positive
28	I think learning English is dull	4.97	1.04	Positive
29	I love learning English	5.00	.93	Positive
30	When I leave school, I will give up the study of English because I am not interested in it	4.55	1.48	Positive
	Total	5.08	.95	Positive

Based on the descriptive statistics shown in Table 23, among the ten subscale items, Year 4 St. Joseph's Seminarians expressed a very positive attitude regarding the four aspects of attitude toward learning EFL stated in Items 21, 22, 25 and 26 (e.g., "
(e.g., "Learning English is really great" [Item 21] and "I hate English" [Item 22]). Furthermore, Year 4 seminarians expressed a positive attitude toward learning EFL regarding the aspects presented in Items 23, 28, 29 and 30 (e.g., "I really enjoy learning English" [Item 23] and "I think learning English is dull" [Item 28]). On the other hand, seminarians expressed a slightly positive attitude toward the two aspects of the subscale stated in Items 24 and 27 (e.g., "I would rather spend my time on subjects other than English" [Item 24] and "I plan to learn as much English as possible" [Item 27]).

In an overall look, the total mean score of Year 4 seminarians from St. Joseph's Major Seminary, Yangon, Myanmar was M = 5.08, SD = .95, which is regarded as positive. This means that Year 4 seminarians in St. Joseph's Major Seminary, on average, tend to have a positive attitude toward learning EFL.

Research Findings of Research Objective 2

Research Objective 2 was to determine the level of Year 1-4 seminarians' perception of the study of theology in English at St. Joseph's Major Seminary, Yangon, Myanmar. To address Research Objective 2, Perception of the Study of Theology in English (PSTEQ) questionnaire was implemented to collect data of seminarians' perception of the study of theology in English at St. Joseph's Major Seminary. All items from PSTEQ used a 5-point Likert scale (1= *strongly disagree*, 2 = *disagree*, 3 = *not sure*, 4 = *agree*, 5 = *strongly agree*).

The following table show the mean scores, standard deviations, and interpretation of

St. Joseph's Major seminarians' perception of the study of theology in English organized by years of study.

Table 24

Mean Scores, Standard Deviations, and Interpretation of Year 1-4 Seminarians' Perception of the Study of Theology in English at St. Joseph's Major Seminary, Yangon, Myanmar

Year of study	*N*	*M*	*SD*	Interpretation of perception of the study of theology in English
Year 1	18	3.69	.52	Positive
Year 2	22	3.84	.44	Positive
Year 3	27	3.74	.55	Positive
Year 4	33	3.69	.36	Positive

Based on the descriptive statistics shown in Table 24, the total mean scores of 10 items of seminarians' perception of the study of theology in English were *M* = 3.69 (*SD* = .52) for Year 1, *M* = 3.84 (*SD* = .44) for Year 2, *M* = 3.74 (*SD* = .55) for Year 3, and *M* = 3.69 (*SD* = .36) for Year 4, which could be all interpreted as positive. As an overall interpretation, Years 1-4 seminarian at St. Joseph's Major Seminary had a positive perception of the study of theology in English.

In the following sections, the findings regarding Research Objective 2, perception of the study of theology in English will be analyzed in detail by years of study.

Year 1. Table 25 displays the mean scores, standard deviations and interpretation of Year 1 seminarians' perception of the study of theology in English at St. Joseph's Major Seminary, Yangon, Myanmar.

Table 25

Mean Scores, Standard Deviations, and Interpretation of Year 1 Seminarians' Perception of the study of Theology in English Subscale Items

Item No.	Statement	*M*	*SD*	Interpretation of perception of the study of theology in English
31	I enjoy a challenge of learning Theology in English	3.17	1.43	Moderate
32	I always try to understand what the professor is saying	3.94	1.06	Positive
33	I enjoy studying theology in English	3.39	1.33	Moderate
34	When I'm reading theology in English, I sometimes stop and check my understanding	3.39	.92	Moderate
35	Professors in my seminary help me to study theology in English	4.28	.58	Positive
36	I work hard to get a good grade even when I don't like a class	3.50	.86	Moderate
37	Professors help me when I have trouble with my work	4.17	.71	Positive
38	My assignment makes me think about work done in class	3.83	.99	Positive
39	When I study theology in English, I put important ideas into my own words	3.72	1.18	Positive
40	I am assessed on what the professor has taught me	3.56	1.10	Positive
	Overall	3.69	1.04	Positive

Based on the descriptive statistics shown in Table 25, overall Year 1 seminarians from St. Joseph's Major Seminary perceived their study of theology in English as positive, regarding the five aspects of subscale stated in Items 32, 35, 37, 38, 39 and 40 (e.g., "Professors help me when I have trouble with my work" [Item 37] and "I am assessed on what the professor has taught me" [Item 36]). On the other hand, seminarians expressed a moderate perception of the study of theology in English regarding the aspects shown in Items 31, 33, 34 and 36 (e.g., "I enjoy studying theology in English" [Item 33] and "I work hard to get a good grade even when I don't like a class" [Item 34]).

In summary, the total mean score of Year 1 seminarians' perception of the study of theology in English was *M* = 3. 69, *SD* = 1.04 points, which is interpreted as positive. Therefore, it can be concluded that Year 1 seminarians in St. Joseph's Major Seminary seem to have positive perception toward the study of theology in English.

Year 2. Table 26 reveals the mean scores, standard deviations and interpretation of Year 2 seminarians' perception of the study of theology in English at St. Joseph's Major Seminary, Yangon, Myanmar.

Table 26

Mean Scores, Standard Deviations, and Interpretation of Year 2 Seminarians' Perception of the study of Theology in English Subscale Items

Item No.	Statement	*M*	*SD*	Interpretation of perception of the study of theology in English
31	I enjoy a challenge of learning Theology in English	4.09	.87	Positive
32	I always try to understand what the professor is saying	4.14	.71	Positive
33	I enjoy studying theology in English	4.14	.83	Positive
34	When I'm reading theology in English, I sometimes stop and check my understanding	3.32	.95	Moderate
35	Professors in my seminary help me to study theology in English	4.09	.68	Positive
36	I work hard to get a good grade even when I don't like a class	3.68	.78	Positive
37	Professors help me when I have trouble with my work	4.00	.69	Positive
38	My assignment makes me think about work done in class	4.00	.54	Positive
39	When I study theology in English, I put important ideas into my own words	3.36	1.18	Moderate
40	I am assessed on what the professor has taught me	3.64	.90	Positive
	Overall	3.84	.83	Positive

Based on the descriptive statistics shown in Table 26, among the ten items, Year 2 seminarians from St. Joseph's Major Seminary expressed a positive perception regarding the

eight aspects of perception of the study of theology in English presented in Items 31, 32, 33, 35, 36, 37, 38 and 40 (e.g., “I always try to understand what the professor is saying” [Item 32] and “I enjoy studying theology in English” [Item 33]). On the other hand, seminarians expressed a moderate perception in their study of theology regarding the aspects stated in Items 34 and 39 (e.g., “When I’m reading theology in English, I sometimes stop and check my understanding” [Item 34] and “When I study theology in English, I put important ideas into my own words” [Item 39]).

On the whole, the total mean score of Year 2 seminarians’ perception of the study of theology in English was *M* = 3.84, which is interpreted as positive. In other words, Year 2 seminarians in St. Joseph’s Major Seminary, Yangon, Myanmar, on average, seemed to have positive perception toward the study of theology in English.

Year 3. Table 27 reveals the mean scores, standard deviations and interpretation of Year 3 seminarians’ perception of the study of theology in English at St. Joseph’s Major Seminary, Yangon, Myanmar.

Table 27

Mean Scores, Standard Deviations, and Interpretation of Year 3 Seminarians’ Perception of the study of Theology in English Subscale Items

Item No.	Statement	*M*	*SD*	Interpretation of perception of the study of theology in English
31	I enjoy a challenge of learning Theology in English.	3.93	.87	Positive
32	I always try to understand what the professor is saying	4.15	.66	Positive
33	I enjoy studying theology in English	4.00	.83	Positive
34	When I’m reading theology in English, I sometimes stop and check my understanding	3.48	.70	Moderate
35	Professors in my seminary help me to study theology in English	4.22	.70	Positive

(continued)

(continued)

Item No.	Statement	*M*	*SD*	Interpretation of perception of the study of theology in English
36	I work hard to get a good grade even when I don't like a class	3.67	1.00	Positive
37	Professors help me when I have trouble with my work	3.85	.82	Positive
38	My assignment makes me think about work done in class	3.96	.82	Positive
39	When I study theology in English, I put important ideas into my own words	3.07	1.11	Moderate
40	I am assessed on what the professor has taught me	3.11	1.10	Moderate
	Overall	3.74	.88	Positive

Based on the descriptive statistics shown in Table 27, Year 3 seminarians from St. Joseph's Major Seminary, Yangon, Myanmar, perceived their study of theology in English as positive, regarding the seven aspects of the subscale stated in Items 31, 32, 33, 35, 36, 37 and 38 (e.g., "I always try to understand what the professor is saying" [Item 32] and "Professors help me when I have trouble with my work" [Item 37]). Meanwhile, Year 3 seminarians expressed a moderate perception of the study of theology in English regarding the three aspects of the subscale shown in Items 34, 39 and 40 indicated that (e.g., "When I'm reading theology in English, I sometimes stop and check my understanding" [Item 34] and "When I study theology in English, I put important ideas into my own words" [Item 39]).

As an overall interpretation, the total mean score of Year 3 seminarians' perception of the study of theology in English was $M = 3.74$, which is interpreted as positive. This means that Year 3 seminarians in St. Joseph's Major Seminary, Yangon, Myanmar, on average, tend to have positive perception toward the study of theology in English.

Year 4. Table 28 depicts the mean scores, standard deviations and interpretation of Year 4 seminarians' perception of the study of theology in English at St. Joseph's Major Seminary, Yangon, Myanmar.

Table 28

Mean Scores, Standard Deviations, and Interpretation of Year 4 Seminarians' Perception of the study of Theology in English Subscale Items

Item No.	Statement	*M*	*SD*	Interpretation of perception of the study of theology in English
31	I enjoy a challenge of learning theology in English	4.13	.71	Positive
32	I always try to understand what the professor is saying	3.97	.54	Positive
33	I enjoy studying theology in English	3.94	.84	Positive
34	When I'm reading theology in English, I sometimes stop and check my understanding	3.25	.95	Moderate
35	Professors in my seminary help me to study theology in English	3.81	.90	Positive
36	I work hard to get a good grade even when I don't like a class	3.41	1.07	Moderate
37	Professors help me when I have trouble with my work	3.56	.84	Positive
38	My assignment makes me think about work done in class	4.16	.63	Positive
39	When I study theology in English, I put important ideas into my own words	3.22	.91	Moderate
40	I am assessed on what the professor has taught me	3.47	.98	Moderate
	Overall	3.69	.85	Positive

Based on the descriptive statistics shown in Table 28, it was found that Year 4 seminarians from St. Joseph's Major Seminary, Yangon, Myanmar had a positive perception of the study of theology in English regarding the aspects stated in Items 31, 32, 33, 35, 37 and 38 (e.g., "I enjoy a challenge of learning theology in English" [Item 31] and "My assignment makes me think about work done in class [Item 38]). On the other hand, Year 4 seminarians

expressed a moderate perception regarding the four aspects of subscale stated in Items 34, 36, 39 and 40 (e.g., “When I’m reading theology in English, I sometimes stop and check my understanding [Item 34] and “I am assessed on what the professor has taught me” [Item 40]).

On the whole, the total mean score of Year 4 seminarians’ perception of the study of theology in English was M = 3.69, which is interpreted as positive. This means that Year 4 seminarians at St. Joseph’s Major Seminary, Yangon, Myanmar, on average, tend to have a positive perception toward the study of theology in English.

Research Findings of Research Objective 3

Research Objective 3 was to determine where there is a significant relationship between motivation for learning EFL and perception of the study of theology in English held by Years 1-4 seminarians at St. Joseph’s Major Seminary, Yangon, Myanmar, according to the years of study. The researcher formulated a correlational analysis using Pearson’s product moment correlation coefficient to examine the relationship between the variables.

In the following sections, the findings regarding Research Objective 3, the bivariate correlation between motivation for learning EFL and perception of the study of theology in English held by Years 1-4 seminarians at St. Joseph’s Major Seminary, Yangon, Myanmar, will be analyzed by the years of study.

Year 1. Table 29 presents the results of the bivariate correlation between Year 1 seminarians’ motivation for learning EFL and their perception of the study of theology in English test scores at St. Joseph’s Major Seminary.

Table 29

Bivariate Correlation Between Year 1 Seminarians' Motivation for Learning EFL and Perception of the Study of Theology in English at St. Joseph's Major Seminary

	Variable	1	2
1.	Motivation for learning EFL	-	-
2.	Perception of the study of theology in English	.48* (.042)	-

Note. *denotes a statically significant relationship (statistical significance level set at p = .05, two tailed). p-values appear within parentheses below the correlation coefficients.

Table 29 displays the bivariate correlation between motivation for learning EFL and perception of the study of theology in English of Year 1 seminarians indicates that the two variables had a significant moderately strong and positive relationship (r = .48, p = .042). The coefficient of determination (r^2) for these variables is .23, which means that 23% of the variance of Year 1 seminarians' perception of the study of theology in English is explained by their motivation for learning EFL.

Year 2. Table 30 presents the results of bivariate correlation between Year 2 seminarians' motivation for learning EFL and their perception of the study of theology in English test scores at St. Joseph's Major Seminary.

Table 30

Bivariate Correlation Between Year 2 Seminarians' Motivation for Learning EFL and Perception of the Study of Theology in English at St. Joseph's Major Seminary

	Variable	1	2
1.	Motivation for learning EFL	-	-
2.	Perception of the study of theology in English	.58* (.005)	-

Note. *denotes a statically significant relationship (statistical significance level set at p = .05, two tailed). p-values appear within parentheses below the correlation coefficients.

Table 30 displays the bivariate correlation between motivation for learning EFL and perception of the study of theology in English of Year 2 seminarians, which indicates that the two variables had a significant moderately strong and positive relationship (r = .58, p = .005). The coefficient of determination (r^2) for these variables is .34, which means that 34% of the variance of Year 2 seminarians' perception of the study of theology in English is explained by their motivation for learning EFL.

Year 3. Table 31 presents the results of the bivariate correlation between Year 3 seminarians' overall motivation for learning EFL and their perception of the study of theology in English test scores at St. Joseph's Major Seminary.

Table 31

Bivariate Correlation Between Year 3 Seminarians' Motivation for Learning EFL and Perception of the Study of Theology in English at St. Joseph's Major Seminary

	Variable	1	2
1.	Motivation for learning EFL	-	-
2.	Perception of the study of theology in English	.50* (.008)	-

Note. *denotes a statically significant relationship (statistical significance level set at p = .05, two tailed). p-values appear within parentheses below the correlation coefficients.

Table 31 displays the bivariate correlation between Year 3 seminarians' motivation for learning EFL and perception of the study of theology in English. The results indicate that the two variables had a significant moderately strongly and positive relationship (r = .50, p = .008). The coefficient of determination (r^2) for these variables is .25, which means that 25% of the variance of Year 3 seminarians' perception of the study of theology in English is explained by their motivation for learning EFL.

Year 4. Table 32 presents the results of the bivariate correlation between Year 4 seminarians' motivation for learning EFL and their perception of the study of theology in English test scores at St. Joseph's Major Seminary.

Table 32

Bivariate Correlation Between Year 4 Seminarians' Motivation for Learning EFL and Perception of the Study of Theology in English at St. Joseph's Major Seminary

Variable	1	2
1. Motivation for learning EFL	-	-
2. Perception of the study of theology in English	.32	-
	(.07)	

Note. *denotes a statically significant relationship (statistical significance level set at p = .05, two tailed). p-values appear within parentheses below the correlation coefficients.

Table 32 displays that, Year 4 seminarians' motivation for learning EFL did not have a significant relationship with their perception of the study of theology in English (r = .32, p = .07).

Research Findings of Research Objective 4

Research Objective 4 was to determine whether there is a significant relationship between motivation for learning EFL (in terms of motivation for learning EFL, desire to learn EFL and attitude toward learning EFL) and perception of the study of theology in English Years 1-4 seminarians at St. Joseph's Major Seminary according to year of the study. In order to address Research Objective 4, statistical hypothesis testing was performed using the variables addressed in this study.

The first step to address this objective was to calculate the bivariate correlation between motivational intensity for learning EFL (MI), desire to learn EFL (DL) and attitude toward learning EFL (DL) and perception of the study of theology in English held by Years 1-4 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar by the year of study. If bivariate correlations were not significant for any variable with perception of the study of theology in English, it was deemed appropriate to exclude these variables from further analysis.

Year 1. Table 33 presents the results of bivariate correlation between Year 1 seminarians' motivation for learning EFL (in terms of motivational intensity for learning EFL, attitude toward learning EFL, and attitude toward learning EFL) and their perception of the study of theology in English at St. Joseph's Major Seminary.

Table 33

Bivariate Correlation Between Motivation (in terms of Motivational Intensity for Learning EFL, Desire to Learn EFL and Attitude toward Learning EFL) and Perception of the Study of Theology in English Held by Year 1 Seminarians at St. Joseph's Major Seminary

	Variable	1	2	3	4
1.	Motivational intensity for learning EFL	-	-	-	-
2.	Desire to learn EFL	.70* (<.001)	-	-	-
3.	Attitude toward learning EFL	.62* (.006)	.84* (<.001)	-	-
4.	Perception of the study of theology in English	.53* (.023)	.48* (.042)	.29 (.246)	-

Note. *denotes a statically significant relationship (statistical significance level set at p = .05, two tailed). p-values appear within parentheses below the correlation coefficients.

Table 33 displays the bivariate correlation between Year 1 seminarians' motivational intensity for learning EFL and their perception of the study of theology in English. The results indicate that the two variables had a significant moderately strong and positively relationship (r = .53, p = .023). The coefficient of determination (r^2) for these variables is .28. This means that 28% of the variance of Year 1 seminarians' perception of the study of theology in English is explained by their motivational intensity for learning EFL.

The bivariate correlation between Year 1 seminarians' desire to learn EFL and their perception of the study of theology in English indicates that the two variables had a significant moderately strong and positive relationship (r = .48, p = .042). The coefficient of determination (r^2) for these variables is .23, which means that 23% of the variance of Year 1

seminarians' perception of the study of theology in English is accounted for by their desire to learn English.

However, Year 1 seminarians' attitude toward learning EFL did not have a significant relationship with their perception of the study of theology in English (r = .29, p = .246).

Since the other two independent variables (motivational intensity for learning EFL and attitude toward learning EFL) were significantly correlated with the dependent variable (perception of the study of theology in English), further calculation of multiple correlation coefficients was needed to see if the correlation of independent variables (motivational intensity for learning EFL and desire to learn EFL) were significantly correlated to the dependent variable (perception of the study of theology in English).

It was found that there was no significant relationship of the motivational intensity for learning EFL and desire to learn EFL with the perception of the study of theology in English of Year 1 seminarians at St. Joseph's Major Seminary, R = .55, F(2-15) = 3.303, p = .065.

Year 2. Table 34 presents the results of bivariate correlation between Year 2 seminarians' motivation for learning EFL (in terms of motivational intensity for learning EFL, desire to learn EFL and attitude toward learning EFL) and their perception of the study of theology in English test scores at St. Joseph's Major Seminary.

Table 34

Bivariate Correlation Between Motivation (in terms of Motivational Intensity for Learning EFL, Desire to Learn EFL and Attitude Toward Learning EFL) and Perception of the Study of Theology Held by Year 2 Seminarians in English at St. Joseph's Major Seminary

	Variable	1	2	3	4
1.	Motivational intensity for learning EFL	-	-	-	-
2.	Desire to learn EFL	.65* (< .001)	-	-	-

(continued)

(continued)

	Variable	1	2	3	4
3.	Attitude toward learning EFL	.59* (.004)	.69* (< .001)	-	-
4.	Perception of the study of theology in English	.54* (.009)	.40* (.067)	.61* (.003)	-

Note. *denotes a statically significant relationship (statistical significance level set at p = .05, two tailed). p-values appear within parentheses below the correlation coefficients.

Table 34 shows the bivariate correlation between Year 2 seminarians' motivational intensity for learning EFL and perception of the study of theology in English. The results indicate that the two variables had a significant moderately strong and positive relationship (r = .54, p = 009). The coefficient of determination (r^2) for these variables is .29, which indicates that 29% of the variance of Year 2 seminarians' perception of the study of theology in English is explained by motivational intensity.

The bivariate correlation between Year 2 seminarians' desire to learn English and perception of the study of theology in English was not significantly correlated with their perception of the study of theology in English (r = .40, p = .067).

The bivariate correlation between Year 2 seminarians' attitude toward learning English and perception of the study of theology in English indicates that the two variables had a significant strong and positive relationship (r = .61, p = .003). The coefficient of determination (r^2) for these variables is .37, which means that 37% of the variance of Year 2 seminarians' perception of the study of theology in English is accounted for by attitude toward learning EFL.

Since the two independent variables (motivational intensity for learning EFL and desire to learn EFL) were significantly correlated with the dependent variable (perception of the study of theology in English), further calculation of multiple correlation coefficients was

needed to see if the correlation of independent variables were significantly correlated to the dependent variable.

The research findings show a significant and strong multiple correlation between the combination of the independent variables (MI and AL) and the dependent variable (perception of the study of theology in English) held by Year 2 seminarians was $R = .65$, $F(2, 19) = 6.897$, $p = .006$. The multiple coefficient of determination (R^2) for these variables is .42, which indicates that 42% of the variance in Year 2 seminarians' perception of the study of theology in English is explained by their motivational intensity for learning EFL, and attitude toward learning EFL.

Year 3. Table 35 presents the results of bivariate correlation between Year 3 seminarians' motivation for learning EFL (in terms of motivational intensity for learning EFL, desire to learn EFL and attitude toward learning EFL) and their perception of the study of theology in English test scores at St. Joseph's Major Seminary.

Table 35

Bivariate Correlation Between Motivation (in terms of Motivational Intensity for Learning EFL, Desire to Learn EFL and Attitude Toward Learning EFL) and Perception of the Study of Theology in English Held by Year 3 Seminarians at St. Joseph's Major Seminary

	Variable	1	2	3	4
1.	Motivational intensity for learning EFL	-	-	-	-
2.	Desire to learn EFL	.59* (<.001)	-	-	-
3.	Attitude toward learning EFL	.39 (.059)	.78* (< .001)	-	-
4.	Perception of the study of theology in English	.41* (.036)	.40* (.037)	.51* (.007)	-

Note. *denotes a statically significant relationship (statistical significance level set at $p = .05$, two tailed). *p*-values appear within parentheses below the correlation coefficients.

Table 35 displays the bivariate correlation between Year 3 seminarians' motivational intensity and perception of the study of theology in English. The results indicate that the two variables had a significant moderately strong and positive relationship (r = .41, p = .036). The coefficient of determination (r^2) for these variables is .16, which indicates that 16% of the variance of Year 3 seminarians' perception of the study of theology in English is explained by motivational intensity.

The bivariate correlation between Year 3 seminarians' desire to learn English and perception of the study of theology in English indicates that the two variables had a significant moderately strong and positive relationship (r = .40, p = .037). The coefficient of determination (r^2) for these variables is .16, it means that 16% of the variance of Year 3 seminarians' perception of the study of theology in English is explained by the desire to learn English.

Moreover, the bivariate correlation between Year 3 seminarians' attitude toward learning English and perception of the study of theology in English indicates that the two variables had a significant moderately strong and positive relationship (r = .51, p = .007). The coefficient of determination (r^2) for these variables is .26. This means that 26% of the variance of Year 3 seminarians' perception of the study of theology in English is accounted by attitude toward learning English.

Table 35 indicates that there was a significant relationship between Year 3 seminarians' motivation for learning EFL (MI, DL and AL) and their perception of the study of theology in English. Thus, further calculation of the multiple correlation coefficient was conducted as below.

It was found that there was a significant, moderately strong multiple correlation between the combination of the independent variables (MI, DL and AL) and the dependent variable (perception of the study of theology in English), R = .58, $F(3, 23)$= 3.83, p = .023.

The multiple coefficient of determination (R^2) for these variables is .33, which indicates that 33% of the variance in Year 3 seminarians' perception of the study of theology in English is explained by their motivational intensity for learning EFL, desire to learn EFL and attitude toward learning EFL.

Year 4. Table 36 presents the results of bivariate correlation between Year 4 seminarians' motivation for learning EFL (in terms of motivational intensity for learning EFL, desire to learn EFL and attitude toward learning EFL) and their perception of the study of theology in English test scores at St. Joseph's Major Seminary.

Table 36

Bivariate Correlation Between Motivation (in terms of Motivational Intensity for Learning EFL, Desire to Learn EFL and Attitude Toward Learning EFL) and Perception of the Study of Theology in English Held by Year 4 seminarians at St. Joseph's Major Seminary

	Variable	1	2	3	4
1.	Motivational intensity for learning EFL	-	-	-	-
2.	Desire to learn EFL	.33 (.063)	-	-	-
3.	Attitude toward learning EFL	.43* (.014)	.76* (< .001)	-	-
4.	Perception of the study of theology in English	.07 (.720)	.39* (.027)	.27 (.123)	-

Note. *denotes a statically significant relationship (statistical significance level set at p = .05, two tailed). p-values appear within parentheses below the correlation coefficients.

Table 36 displays the bivariate correlation between Year 4 seminarians' motivational intensity for learning EFL and perception of the study of theology in English. The results indicate that there was no significant relationship between motivational intensity for learning EFL and perception of the study of theology in English (r =.07, p = .720).

The bivariate correlation between Year 4 seminarians' desire to learn EFL and perception of the study of theology in English indicates that the two variables had a

significant weakly strong and positive relationship (r = .39, p = .027). The coefficient of determination (r^2) for these variables is .15, which indicates that 15% of the variance of Year 4 seminarians' perception of the study of theology in English is accounted for by their desire to learn EFL.

The bivariate correlation of Year 4 seminarians' attitude toward learning English did not have a significant relationship with their perception of the study of theology in English (r = .27, p = .123).

Since only one of the independent variables (desire to learn EFL) was correlated with the dependent variable (perception of the study of theology in English), no further calculation of multiple correlation coefficient was needed.

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CHAPTER V

CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

In the previous chapter, the results of present study about the correlational study of motivation for learning English as a foreign language (in terms of motivation for learning EFL [MI], desire to learn EFL [DL] and attitude toward learning EFL [AL]) and perception of the study of theology in English held by Years 1-4 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar were reported. In this chapter, the researcher will present the summary of this study with its findings, conclusion, discussion and ends up with recommendations for seminarians, professors and future researchers.

Summary of the Study

This study aimed at determining whether there was a significant relationship between motivation for learning EFL (in terms of MI, DL and AL) and perception of the study of theology in English held by Years 1-4 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar, in the academic year 2019-20. For this purpose, a quantitative correlational research design was used to gauge the seminarians' motivation for learning EFL and perception of the study of theology in English. The study was conducted on a population sample of 100 Years 1-4 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar. Descriptive statistics (means and standard deviations) and a statistical hypothesis testing (correlational analysis using Pearson's product moment correlation and multiple correlation coefficient) were used to address the research objectives and hypotheses of this study.

The research objectives addressed by this study were as follows.

1. To determine the level of Years 1-4 seminarians' motivation for learning English as

a foreign language at St. Joseph's Major Seminary, Yangon, Myanmar.

1.1. To determine the level of Years 1-4 seminarians' motivational intensity for learning English as a foreign language at St. Joseph's Major Seminary, Yangon, Myanmar.

1.2. To determine the level of Years 1-4 seminarians' desire to learn English as a foreign language at St. Joseph's Major Seminary, Yangon, Myanmar.

1.3. To determine the level of Years 1-4 seminarians' attitude toward learning English as a foreign language at St. Joseph's Major Seminary, Yangon, Myanmar.

2. To determine the level of Years 1-4 seminarians' perception of the study of theology in English at St. Joseph's Major Seminary, Yangon, Myanmar.

3. To determine if there is a significant relationship between motivation for learning English as a foreign language and perception of the study of theology in English held by years 1-4 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar.

4. To determine if there is a significant relationship between motivation for learning English as a foreign language (in terms of motivational intensity for learning EFL, desire to learn EFL and attitude toward learning EFL) and perception of the study of theology in English held by Years 1-4 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar.

A quantitative survey questionnaire (MLEFLQ), comprised of three subscales from the Attitude/Motivation Test Battery (AMTB) international version (Gardner, 2004), was administered to identify the levels of seminarians' motivation for learning EFL (in terms of motivational intensity for learning EFL, desire to learn EFL and attitude toward learning EFL) and the questionnaire (PSTEQ) comprised of 10 items from the Personalized Learning Environment Questionnaire PLQ (Waldrip et al., 2014) was administered to measure the

levels of seminarians' perception of the study of theology in English. The data collected from administering the MEFLQ and PSTEQ were analyzed to determine if there is a significant relationship between motivation for learning EFL and perception of the study of theology in English of Years 1-4 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar. Additionally, the data were examined to determine if there is a significant relationship between motivational intensity for learning EFL, desire to learn EFL and attitude toward learning EFL with perception of the study of theology in English of Years 1-4 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar.

Summary of Findings

This section summarizes the findings obtained from the data collection and the analysis of such data with regard to the following research objectives.

Research Objective 1

Regarding Research Objective 1, it was found that the levels of motivation for learning EFL of Years 1-4 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar was high. Research findings of the levels of each subscale (motivational intensity for learning EFL, desire to learn EFL and attitude toward learning EFL) are displayed in the following subsections, organized by research objective.

Research Objective 1.1. Regarding this objective, it was found that the levels of motivational intensity of Years 1-3 seminarians from St. Joseph's Major Seminary were high, while the motivational intensity of Year 4 seminarians was moderately high.

Research Objective 1.2. Regarding this research objective, it was found that the levels of desire to learn EFL of Years 1-4 seminarians from St. Joseph's Major Seminary, Yangon, Myanmar, were high.

Research Objective 1.3. Regarding this research objective, it was found that the levels of attitude toward learning EFL of Years 1-4 seminarians from St. Joseph's Major Seminary, Yangon, Myanmar, were positive.

Research Objective 2

Regarding this research objective, it was found that the levels of Years 1-4 seminarians' perception of the study of theology in English at St. Joseph's Major Seminary, Yangon, Myanmar, were positive.

Research Objective 3

Regarding Research Objective 3, the research findings of the relationship between overall motivation for learning EFL and perception of the study of theology in English held by Years 1-4 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar, are displayed in the following subsections, organized by the years of study.

Year 1. The bivariate correlation between Year 1 seminarians' motivation for learning EFL and perception of the study of theology in English at St. Joseph's Major Seminary, Yangon, Myanmar, indicates that the two variables had a significant moderately strong and positive relationship.

Year 2. It was found that there was a significant moderately strong and positive relationship between motivation for learning EFL and perception of the study of theology in English of Year 2 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar.

Year 3. The findings show that Year 3 seminarians' overall motivation for learning EFL was a significant moderately strong and positive relationship with their perception of the study of theology of English at St. Joseph's Major Seminary, Yangon, Myanmar.

Year 4. The results of the current study show that Year 4 seminarians' motivation did not have a significant relationship with their perception of the study of theology in English.

Research Objective 4

Regarding Research Objective 4, the research findings of the relationship between motivation for learning EFL (in terms of motivational intensity for learning EFL, desire to learn EFL and attitude toward learning EFL) and perception of the study of theology in English held by Years 1-4 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar, are displayed in the following subsections, organized by the years of study.

Year 1. It was found that there was a significant moderately strong and positive relationship of motivational intensity for learning EFL with the perception of the study of theology in English held by Year 1 seminarians at St. Joseph's Major Seminary Yangon, Myanmar. Moreover, seminarians' desire to learn EFL had also a significant moderately strong and positive relationship with their perception of the study of theology in English. However, there was no significant relationship of attitude toward learning EFL with the perception of the study of theology in English of Year 1 seminarians at St. Joseph's Major Seminary. Furthermore, there was no significant multiple correlation between the combination of seminarians' motivational intensity for learning EFL and desire to learn EFL with the perception of the study of theology in English.

Year 2. Regarding the Research Objective 4 for Year 2 seminarians, it was found that there was a significant moderately strong and positive relationship between motivational intensity for learning EFL and perception of the study of theology in English. Moreover, Year 2 seminarians' perception of the study of theology in English was a significant strong and positively correlated with their attitude toward learning EFL. On the other hand, there was no significant relationship between desire to learn EFL and perception of the study of theology in English of Year 2 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar. However, there was a significant strong multiple correlation between the combination of the independent variables (motivational intensity for learning EFL and attitude toward learning

EFL) and the dependent variable (perception of the study of theology in English) at St. Joseph's Major Seminary, Yangon, Myanmar in the multiple correlational analysis.

Year 3. Regarding this research objective, it was found that each of the subscale of motivational intensity for learning EFL, desire to learn EFL and attitude toward learning EFL had a significant moderately strong and positive relationship with the perception of the study of theology in English of Year 3 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar. Moreover, there was also a significant moderately strong multiple correlation between the combination of the independent variables (motivational intensity, desire to learn and attitude toward learning) with the dependent variable (perception of the study of theology in English) of Year 3 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar.

Year 4. Regarding the Research Objective 4, it was found that there was a significant weakly strong and positive relationship between Year 4 seminarians' desire to learn English and perception of the study of theology in English at St. Joseph's Major Seminary, Yangon, Myanmar. However, the other two subscales of independent variable (motivational intensity for learning EFL and attitude toward learning EFL) were not significantly correlated with the perception of the study of theology in English of Year 4 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar.

Conclusions

The following conclusions were drawn from this research.

Research Objective 1

The findings from Research Objective 1 revealed that Years 1-4 seminarians' motivation for learning English as a foreign language at St. Joseph's Major Seminary, Yangon, Myanmar, was high. From this finding, it seemed to suggest that Years 1-4

seminarians, on average, have a strong willingness to learn English as a subject taught in a particular way to achieve the goal with effort and energy.

Research Objective 1.1. The findings from the Research Objective 1.1 revealed that Years 1-3 seminarians' motivational intensity for learning EFL was high, while Year 4 seminarians showed moderately high. These findings suggest that, on average, Years 1-3 seminarians' effort and enthusiasm to learn EFL was high, whereas for Year 4 seminarians was moderately high.

Research Objective 1.2. The findings from the Research Objective 1.2 revealed that Years 1-4 seminarians' desire to learn EFL was high. These findings also suggest that, on average, Years 1-4 seminarians have a strong wish to reach EFL learning goals based on their reaction and personal evaluation of learning English.

Research Objective 1.3. The findings from the Research Objective 1.3 revealed that Years 1-4 seminarians' attitude toward learning EFL was positive. These findings suggest that, on an average, Years 1-4 seminarians have a high satisfaction and enjoyment in relation to EFL learning.

Research Objective 2

Research Objective 2 revealed that perception of the study of theology in English of Years 1-4 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar was positive. The research findings suggested that Years 1-4 seminarians, on average, have a positive awareness and good understanding of the study of theology in English at St. Joseph's Major Seminary.

Research Objective 3

The findings from the Research Objective 3 revealed that there was a statistically significant and moderately strong positive correlation between Years 1-3 seminarians' motivation for learning EFL and perception of the study of theology in English at St. Joseph's

Major Seminary, Yangon, Myanmar. However, in the case of Year 4 seminarians, there was no significant relationship. Thus, it can be concluded that Years 1-3 seminarians' perception of the study of theology in English was directly and moderate-strongly determined by their motivation for learning EFL (Year 1 = 23%, Year 2 = 34%, Year 3 = 25%). In the case of Year 4 seminarians, their perception of the study of theology in English was not significantly determined by their motivation for learning EFL.

Research Objective 4

Regarding the Research Objective 4, the results of the relationship between motivation for learning EFL (in terms of motivational intensity for learning EFL, desire to learn EFL and attitude toward learning EFL) and perception of the study of theology in English are displayed by the following subsections, based on their year of study.

Year 1 seminarians' perception of the study of theology in English was not significantly determined by the combination of their MI and DL. Year 2 seminarians' perception of the study of theology in English was directly and strongly determined by the combination of their MI and AL (Year 2 = 42%). Year 3 seminarians' perception of the study of theology in English was directly and strongly determined by the combination of their MI, DL and AL (Year 3 = 33%). Year 4 seminarians' perception of the study of theology in English was not significantly determined by any combination of the scales comprising their motivation for learning EFL.

Discussion

The following section discusses the findings obtained from the current, placing such findings in context of previous studies. The discussion is presented and organized by variables.

Motivation for Learning English as Foreign Language

The findings from the current study show that all seminarians from Years 1-4 at St. Joseph's Major Seminary were highly motivated for learning EFL. It revealed that seminarians had a high desire to learning English and a positive attitude toward learning EFL.

According to the results of the study developed by Siphora and Lynch (2019) carried on 215 students at Nelson's Learning Center, it was found that students were highly motivated for learning EFL. On the other hand, Kitjaroonchai (2012), conducting a research on 226 students from secondary and high schools in Thailand, claimed that students' motivation for learning English was high. Moreover, Wimolmas (2013) using a similar research on 30 undergraduate students from first year at an international institute of engineering and technology in Thailand, found that they have a high level of motivation for learning EFL. Additionally, Zanghar (2012) with the help of 40 EFL Libyan students, ten being selected from each respective year of a four-year program, revealed that students had high motivation for learning EFL. Thus, their findings seem to be compatible with the current study of Years 1-4 seminarians having a high motivation for learning EFL.

Motivational intensity for learning English as a foreign language. Results in this survey show that seminarians had a high motivational intensity except Year 4 seminarians, who were moderately motivated in learning EFL. According to Sein (2015) claimed that many students in Myanmar devote most of their time in learning English much more than other subjects, by attending additional classes and doing assignments. Thus, seminarians from Years 1-4, on the average, seemed to be working hard and put a lot of their effort in the learning process though they were struggling for the understanding of theology studies due to low proficiency and limitation in language skills (e.g., "I really work hard to learn English" [Item 7]).

Desire to learn English as a foreign language. Regarding the desire to learn EFL, it was found that all seminarians from Years 1-4 at St. Joseph's Major Seminary had a moderately strong desire to learn English. It is obvious that a great desire to understand the entire subject in English is a tool assisting learners to achieve their goals. According to Gardner (2010), reasoning learners' objectives toward learning the language is most crucial for a better understanding of their motivation. In Myanmar, English is considered as a crucial medium of communication, as well as for the application of job positions in the fields of business, economy, entertainment and education. Moreover, awarding certificate and diploma in English proficiency provides learners with better job opportunities, and could promote their motivation to have a strong desire in the process of learning EFL. Similarly, getting a bachelor degree in theology study at St. Joseph's Major Seminary could be the possible reason for motivating seminarians to learn English with a moderately strong effort and desire. Thus, the students who had a strong desire to learn with positive attitudes toward the learning situation put more effort and attention in learning the language (Gardner, 1985).

Attitude toward learning English as a foreign language. The findings of the current study show that Years 1-4 seminarians at St. Joseph's Major Seminary had a positive attitude toward learning EFL. It was also indicated that seminarians were highly motivated because of their positive attitude toward learning EFL. According to Thant (2017) conducting a research on 119 Grade 9 students at No 2 Basic Education High School, Kengtung, Myanmar, revealed that students have a positive attitude toward learning EFL. Similarly, Yu (2010) claimed that students expressed a favorable attitude toward learning EFL. On the other hand, Gardner (2006) found that students who have a negative attitude toward learning EFL will have low motivation with under average outcome results. It means that the level of motivation for learning EFL depends on the respondents' favorable or unfavorable attitude toward the learning community. The researcher believes that the responses of an individual

could be affected by his/her background history, conditions of learning environment, culture and community involvement. That could make seminarians have a positive attitude towards learning EFL.

Perception of the Study of Theology in English

In this study, it was found that all Years 1-4 seminarians' perception of the study of theology in English at St. Joseph's Major Seminary was positive. This revealed that seminarians have a positive perception toward their learning environment, which is consistent with the research findings of Ekalesatari, Azmi and Putri (2018) concerning 97 first graduate students' perception of learning English at Universitas Islam Sumatera Utara (UISU), Medan, Indonesia. According to Gibson, perception is changing through experience, exploration, and the improvement of the new perception-action system and this affects the individual's effort to create a better learning environment (Gibson, 1989, as cited in Adolph & Kretch, 2015). The research findings developed by Alaidarous and Mandini (2016) also found that students' positive perception can be affected by various factors, such as instructional, motivational, and learner-related variables. In other words, students' perception toward their learning environment could be affected by the quality of instructors and learning activities, students' reinforcement, interest, self-efficacy and their preferred learning style preference. Thus, the researcher affirms that all Years 1-4 seminarians were highly motivated in their study with the instructional supports of their professors to have positive perception toward the study of theology in English at St. Joseph's Major Seminary (e.g., "Professors help me when I have trouble with my work" [Item 37]).

Relationship Between Motivation for Learning EFL and Perception of the Study of Theology in English

In this current study, it was found that motivation for learning EFL of Years 1-3 seminarians had a significant relationship with their perception of the study of theology in

English St. Joseph's Major Seminary, Yangon, Myanmar. Bong (2005), after carrying some research with 389 Korean High School girls at a public high school in Seoul, South Korea, revealed that there was positive relationship between the motivation and perceptions toward the change of the learning environment within the school year. Similar results were found in the studies of Radovan and Makovec (2015) focusing on 120 postgraduate students from the Faculty of Arts at the University of Ljubljana, Slovenia, and a research on 179 first year students from the Faculty of Information Science and Technology at Kebangsaan University, Malaysia (Zainal et al., 2012). On the other hand, Witzel (2009) investigating 732 Academy cadets in 23 core academic courses at the United States Air Force Academy focusing on the relationship of academic motivation and perceptions of learner-centered practices, revealed that there was a significant relationship and the cadets perceived higher levels of relationship from the encouragement of the Academy professors. Thus, motivation for learning EFL and perception of the study of theology in English of Years 1-3 seminarians could be affected by their professors (e.g., "I am assessed on what the theology professor has taught me in English" [Item 40]). However, the findings of Year 4 seminarians contradicted to those of Years 1-3 seminarians and other previous studies. It revealed that there was no significant relationship between motivation for learning EFL and perception of the study of theology in English of Year 4 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar.

Relationship Between Motivation for Leaning EFL (in Terms of Motivational Intensity for Learning EFL, Desire to Learn EFL and Attitude Toward Leaning EFL) and Perception of the Study of Theology in English

Based on the results of this survey, it was found that Years 1, 2 and 3 seminarians' motivational intensity for learning EFL were significantly and positively related to their perception of the study of theology in English, unlike the Year 4 seminarians. Hayat at al. (2016) also found a similar result when a study was conducted on 230 nursing students'

perception toward the learning situation which was positively related to their academic motivation. Furthermore, Odutuyi (2012) after carrying a research on 690 students and 32 teachers from secondary schools, found that there was a significant relationship between students' perception and their learning outcomes. Thus, it can be assumed that the levels of Years 1-3 motivational intensity effect their perceptions of the study of theology in English to attain positive outcome. However, the results of the Year 4 seminarians were contrary to that of the former three groups.

Furthermore, there was a significant and positive relationship between the desire to learn EFL and perception of the study of theology in English of Years 2 and 3 seminarians but Years 1 and 4 did not have a significant relationship. According to the study developed by Ajam, Hemmatipoor and Ramhimi (2018) with the help of 230 nursing, midwifery students, students' perception of the curriculum components effect their academic enthusiasm or desire to learn medical sciences. Thus, it seems to suggest that Years 2 and 3 seminarians' desire to learn EFL depends on their perception of the study of theology in English. However, the outcome results of the Years 1 and 4 seminarians did not show a significant relationship between desire to learn EFL and their perception of the study of theology in English. But the overall view seems to suggest that they had strong desire and positive perception of the study of theology in English Therefore, the finding of the current study points out that professors and school authorities are responsible for the support of teaching strategies and curriculum.

Moreover, it was found that Years 2 and 3 seminarians' attitudes toward learning EFL were significantly and positively correlated with their perceptions of the study of theology in English. Similarly, Almisad (2015) found that 171 English and engineering students' perception toward the effectiveness of short message service was significant strong and positively related to their attitude toward the use of SMS in education. Similar results were found in the present study regarding Years 2 and 3 seminarians' perceptions of the study of

theology in English which tend to be correlated with their attitudes toward learning EFL through their observation, understanding and assessment of the professors. However, Years 1 and 4 seminarians' attitudes toward learning EFL did not have significant relationship with their perceptions of the theology in English. This could be due to the results of the limitations in English proficiency at all levels of education in Myanmar (Phyu, 2017).

While viewing the results of the different Years 1, 2, 3 and 4, the results seems to suggest differently. Each of the two independent variables (motivational intensity for learning EFL and desire to learn EFL) of Year 1 seminarians was significantly correlated with their perception of the study of theology in English, though it was not significant in multiple correlation. This shows that Year 1 seminarians seem to have a strong desire and put more effort to learn EFL and positive perception toward the understanding of theology using English as a medium of instruction.

The results found from the Year 2 seminarians showed that there was a statistically significant, positive and strong correlation between motivational intensity for learning EFL, attitude toward learning EFL and perception of the study of theology in English, though their desire to learn EFL was not significantly related to their perception. Therefore, it can be assumed that Year 2 seminarians tend to have a good effort and joyful spirit in learning theology in English and that could affect their perception of the study of theology in English at St. Joseph's Major Seminary, Yangon, Myanmar.

Moreover, the findings of this current study from the Year 3 seminarians at St. Joseph's Major Seminary reported that there was a statistically significant and moderately strong correlation between the combination of motivational intensity for leaning EFL, desire to learn EFL, attitude toward learning EFL and perception of the study of theology in English. Similarly, another study developed by Sarwar et al. (2018) with the help of 141 pharmacists from 41 hospitals in Pakistan, revealed that they show a positive attitude, good

perception, increased motivation and willingness toward the practice-based research and were statistically associated with each other. Thus, it can be assumed that Year 3 seminarians seem to understand their study of theology in English through the process of remembering, reasoning, conceptualizing from the experiences of studying theology subjects. Therefore, they also put more effort in learning willingly and joyfully to attain the goal.

Unlike the Years 1, 2 and 3, the results from the Year 4 seminarians show that desire to learn EFL was the only positively associated with their perception of the study of theology in English. According to the researcher's view, besides the required courses, Year 4 seminarians need to study the whole four years courses within a specific context (e.g., moral, theological, dogmatic, canonical), for the comprehensive exam to be awarded a bachelor degree of Theology from Urbaniana University, Rome. This could be one of the possible reasons that Year 4 seminarians' motivational intensity for learning EFL and attitude toward learning EFL were not significantly related to their perception of the study of theology in English at St. joseph's Major Seminary, Yangon, Myanmar. However, Year 4 seminarians, on average, had a high level of motivation and positive perception of the study of theology in English. In summary, it can be concluded that there are differences and fluctuations of the relationship between motivation for learning EFL (in terms of motivational intensity, desire to learn and attitude toward learning EFL) and perception of the study of theology in English among the Years 1 to 4 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar.

Recommendations

Based on the results from the study of the relationship between motivation for learning EFL and perception of the study of theology in English of Years 1-4 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar, some recommendations are provided for seminarians, professors and future researchers.

Recommendations for Seminarians

This current study may help to lead the seminarians to beware of their weak and strong points in the study of theology in English from their own perception. For example, year 4 seminarians' motivational intensity was moderately high on an overall average and their motivation for learning EFL was not significantly related to their perception of the study of theology in English. Moreover, all Years 1-4 seminarians had a positive attitude and very strong desire to master in the English language (i.e., "I wish that I can master in the English language") but little effort in reality (i.e., "I really try to study English"). Thus, this might be of help to the seminarians understand why they succeed or fail in the study of Theology in English. With a better understanding of the situation, they will be able to make a process of changes to increase motivation as well as perception towards the study of Theology in English.

Recommendation for Professors

The findings of the current study show that all seminarians from Years 1-4 at St. Joseph's Major Seminary, Yangon, Myanmar, on average, had a strong motivation for learning EFL and positive perception of the study of theology in English. However, they had little interest in learning English by themselves despite their strong desire to be fluent in English. That could be one of the possible reasons limiting their effort in the study of theology in English. This understanding could help the professors to facilitate and create a better environment to improve the students' motivation in the process of learning. To achieve this end, the professors should find out the level of individuals and consider in which ways and means that could foster the seminarians in their studies, for example, by improving the methods of teaching, curriculum or the classroom environment. The most crucial challenge is to move from a teacher-centered teaching style to a learner-centered style. By changing to the

latter, it is believed that it could motivate students in participating in the process of teaching-learning interaction actively and effectively.

Recommendations for Future Researchers

This study was designed to investigate the relationship between motivation for learning EFL (in terms of motivational intensity, desire to learn and attitude toward learning EFL) and perception of the study of theology in English held by Years 1-4 seminarians at St. Joseph's Major Seminary, Yangon, Myanmar. Moreover, the results of this current study show that only 33 - 42% of the variance of seminarians' perception of the study of theology in English are explained by their motivation for learning EFL (in terms of MI, DL, AL). Thus, future researchers are recommended to add more variables such as; self-efficacy (Bandura, 1997), teacher effectiveness (Danielson, 2011) and language anxiety (Gardner, 2010), etc., to obtain more information for the improvement of their motivation and perception in the study of theology in English. Hopefully, it will be an eye-opened for future researchers to conduct similar studies using quantitative, qualitative or mixed methods to obtain more valid and reliable data with large scale outcomes.

This study targeted a specific seminary with its autonomy, curriculum, strategies and assessment tools. It would be interesting if the future researchers could extend to other institutions, such as public schools and private institutions to have better generalizability. Therefore, future researchers should strive to use various sample groups and different variables that could provide a better understanding of the process of studying a second language.

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APPENDICES

APPENDIX A

Survey Questionnaire

(English Version)

APPENDIX A

Motivation for Learning English as a Foreign Language Questionnaire (MLEFLQ) and Perception of the Study of Theology in English Questionnaire (PSTEQ)

This questionnaire is for educational research purpose only and the collected information will be kept CONFIDENTIAL. The information you provide on this survey will have no effect on your grades or any of your academic works. There are no right or wrong answer. Thus, feel free to tick any of the items honestly.

Directions: Write your study year and then tick (√) in the box for the other items.

Year of study: First year ☐

Second year ☐

Third year ☐

Fourth year ☐

For each of the items, please use the mark (√) under the number that represents the level to which you agree with the following statements. Please (√) one answer for each item. Thank you very much for your cooperation.

Sincerely yours,

Zaw Htun Lin

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Part I. Motivational intensity for learning English as a foreign language

No	Items	Strongly agree	Moderately agree	Slightly agree	Slightly disagree	Moderately disagree	Strongly disagree
1	I make a point of trying to understand all the English as I see and hear.						
2	I do not pay much attention to the feedback I receive in my English class.						
3	I keep up to date with the English by working on it almost every day.						
4	I do not bother checking my assignments when I get them back from my English teacher.						
5	When I have a problem understanding something in my English class, I always ask my teacher for help.						
6	I put off my English homework as much as possible.						
7	I really work hard to learn English.						
8	I tend to give up and not pay attention when I do not understand my English teacher's explanation of something.						
9	When I am studying English, I ignore distractions and pay attention to my task.						
10	I cannot be bothered trying to understand the more complex aspects of English.						

Part II. Desire to learn English as a foreign language

No	Items	Strongly agree	Moderately Agree	Slightly agree	Slightly disagree	Moderately disagree	Strongly disagree
11	I have a strong desire to know all aspects of English.						
12	Knowing English isn't really an important goal in my life.						
13	If it were up to me, I would spend all of my time learning English.						
14	I sometimes daydream about dropping English.						
15	I want to learn English so well that it will become natural to me.						
16	I am losing any desire I ever had to know English.						
17	I would like to learn as much English as possible.						
18	To be honest, I really have no desire to learn English.						
19	I wish I were fluent in English.						
20	I have not any great wish to learn more than the basics of English.						

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Part III. Attitude towards learning English as a foreign language

No	Items	Strongly agree	Moderately Agree	Slightly agree	Slightly disagree	Moderately disagree	Strongly disagree
21	Learning English is really great.						
22	I hate English.						
23	I really enjoy learning English.						
24	I would rather spend my time on subjects other than English.						
25	English is a very important part of the school program.						
26	Learning English is a waste of time.						
27	I plan to learn as much English as possible.						
28	I think that leaning English is dull.						
29	I love learning English.						
30	When I leave school, I will give up the study of English because I am not interested in it.						

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Part IV. Perception of the Study of Theology in English

No	Items	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
31	I enjoy a challenge of learning Theology in English.					
32	I always try to understand what the professor is saying.					
33	I enjoy studying theology in English.					
34	When I'm reading theology in English, I sometimes stop and check my understanding.					
35	Professors in my seminary help me to understand theology in English.					
36	I work hard to get a good grade even when I don't like a class.					
37	Professors help me when I have trouble with my work.					
38	My assignment makes me think about work done in class.					
39	When I study theology in English, I put important ideas into my own words.					
40	I am assessed on what the professor has taught me.					

Appendix B

Survey Questionnaire

(Burmese Version)

အပိုင်း (၁) ဖြေဆိုသူ၏ ကိုယ်ရေးအချက်အလက်များ။

ဖြေဆိုရန် လမ်းညွှန်ချက်။ ကျေးဇူးပြု၍ အောက်တွင်
မိမိအတွက်မှန်ကန်သောအချက်များကို လေးထောင့် အကွက်၌ အမှန်ခြစ်၍ ဖော်ပြပါ။

ယခုလက်ရှိ မည်သည့်အတန်းတွင် သင်ယူနေသနည်း။

ပညာသင်နှစ်။ ပထမနှစ် ☐

ဒုတိယနှစ် ☐

တတိယနှစ် ☐

စတုတ္ထနှစ် ☐

အပိုင်း (၂) သဘောထား စိတ်အားထက်သန်မှု စမ်းသပ်စစ်ဆေးခြင်းစစ်တမ်း ကောက်ခံလွှာ။

(အင်္ဂလိပ်စာ လေ့လာသင်ယူခြင်းနှင့်ပတ်သက်၍ စိတ်အားထက်သန်မှုနှင့်

ပတ်သက်သော မေးခွန်းများ)

ဖြေဆိုရန်လမ်းညွှန်ချက်။ အောက်ဖော်ပြပါစာကြောင်းတစ်ခုစီနှင့်ပတ်သက်၍ မိမိမည်မျှ

သဘောတူညီမှု ရှိ/မရှိ ကို စာကြောင်းတစ်ကြောင်းစီဘေးတွင်ရှိသော နှစ်သက်ရာအကွက်၌

အမှန်ခြစ် (√) ၍ ဖြေဆိုပါ။ အဖြေ အမှား/ အမှန်ဟူ၍ မရှိပါ။ မိမိသဘောထားတိုင်း

နှစ်သက်ရာဖြေဆိုပါ။

အမှတ်စဉ်	မေးခွန်းများ	လုံးဝသဘောတူပါသည်	သဘောတူပါသည်	အနည်းငယ်သဘောတူပါသည်	အနည်းငယ်သဘောမတူ	သဘောမတူ	လုံးဝသဘောမတူ
၁	ကျွန်ုပ်မြင်ရကြားရသောအင်္ဂလိပ်ဘာသာနှင့် ပတ်သက် သောအရာများကို နားလည်သဘော ပေါက်ရန်ကြိုးပမ်းဆောင်ရွက်သည်။						
၂	ကျွန်ုပ်၏ အင်္ဂလိပ်ဘာသာစာသင်ခန်းတွင် ကျွန်ုပ် ပြန်လည်သိရှိရသော အသိပေးမှုကို ကျွန်ုပ်သည် သိပ်အာရုံမစိုက်ပါ။						
၃	ကျွန်ုပ်သည် အင်္ဂလိပ်ဘာသာစကားကိုနေ့တိုင်း နီးပါးလေ့လာခြင်းဖြင့် ခေတ်နှင့်အညီ ရင်ဘောင်တန်းနိုင်အောင်ပြုလုပ်သည်။						
၄	ကျွန်ုပ်၏အင်္ဂလိပ်ဆရာထံမှ ပြန်လည်ရရှိလာသော ကျွန်ုပ်၏စာစဉ်များကို စစ်ဆေးရန် စိတ်ရှုပ်မခံပါ။						
၅	အင်္ဂလိပ်စာသင်ခန်းတွင် တစ်ခုခုကိုနားလည်ရန် ပြဿနာအခက်ခဲကြုံရသောအခါ ကျွန်ုပ်၏ ဆရာအား အမြဲတမ်း အကူအညီ တောင်းလေ့ရှိသည်။						
၆	အင်္ဂလိပ်ဘာသာအိမ်စာကို ကျွန်ုပ်သည် တတ်နိုင် သမျှ အချိန်ဆွဲ ဘေးဖယ်ထားလေ့ရှိသည်။						
၇	အင်္ဂလိပ်ဘာသာကိုလေ့လာရန် ကျွန်ုပ်သည် အမှန်တကယ် ကြိုးပမ်းဆောင်ရွက်သည်။						
၈	အင်္ဂလိပ်ဆရာ၏ရှင်းလင်းချက်တစ်စုံတစ်ရာကို နားမလည်သောအခါ ကျွန်ုပ်သည် လက်လျှော့ပြီး အာရုံစိုက်မှုမပြုတော့ပါ။						
၉	အင်္ဂလိပ်ဘာသာကို လေ့လာနေစဉ်တွင် အနှောင့်အယှက် အားလုံးကို လစ်လျှူရှုပြီး ကျွန်ုပ် လုပ်ဆောင်သော လုပ်ငန်းကိုသာ အာရုံစိုက်သည်။						
၁၀	ကျွန်ုပ်သည် အင်္ဂလိပ်ဘာသာစကား၏ ပိုမိုရှုပ်ထွေး သော ဝေါဟာရများကို နားလည်ရန် စိတ်ရှုပ်ခံ၍ မကြိုးစားပါ။						

အမှတ်စဉ်	မေးခွန်းများ	လုံးဝသဘောတူပါသည်	သဘောတူပါသည်	အနည်းငယ် သဘောတူပါသည်	အနည်း ငယ်သာ သဘောမတူပါ	သဘောမတူပါ	လုံးဝသဘောမတူပါ
၁၁	အင်္ဂလိပ်ဘာသာစကား၏ကဏ္ဍအားလုံးကို သိရှိရန် ကျွန်ုပ်ဆန္ဒပြင်းပြပါသည်။						
၁၂	အင်္ဂလိပ်ဘာသာစကားကိုသိခြင်းသည် ကျွန်ုပ်၏ဘဝတွင်အရေးပါသောရည်မှန်းချက် ပန်းတိုင်မဟုတ်ပါ။						
၁၃	ကျွန်ုပ်ဆန္ဒအလျောက်ပြုရမည်ဆိုလျှင် ကျွန်ုပ်၏ အချိန်အားလုံးကိုအင်္ဂလိပ်ဘာသာလေ့လာရန်အသုံး ပြုပါမည်။						
၁၄	အင်္ဂလိပ်ဘာသာရပ်လေ့လာမှုကိုလက်လွတ်ပစ်ရန် ကျွန်ုပ်တခါတရံ စိတ်ကူးမိပါသည်။						
၁၅	အင်္ဂလိပ်ဘာသာရပ်သည်ကျွန်ုပ်အတွက် သဘာဝ ပင်ကိုယ် စရိုက်လက္ခဏာဖြစ်လာစေရန် ကျွန်ုပ် ကောင်းစွာ လေ့လာလိုပါသည်။						
၁၆	အင်္ဂလိပ်ဘာသာရပ်ကို သိရှိရန် ကျွန်ုပ်ဆန္ဒ ရှိခဲ့သမျှတို့သည် ပျောက်ဆုံးနေလျှက်ရှိ ပါသည်။						
၁၇	ကျွန်ုပ်သည်အင်္ဂလိပ်ဘာသာရပ်ကို တတ်နိုင်သမျှ များများလေ့လာလိုပါသည်။						
၁၈	ရိုးသားစွာပြောရလျှင် အင်္ဂလိပ်ဘာသာစကားကို လေ့လာရန် ကျွန်ုပ်ဆန္ဒ အမှန်တကယ်မရှိပါ။						
၁၉	ကျွန်ုပ်သည် အင်္ဂလိပ်ဘာသာရပ်တွင်ကျမ်းကျင်ပိုင် နိုင်ခဲ့လျှင် ကောင်းမည်ဟု ဆန္ဒရှိပါသည်။						
၂၀	ကျွန်ုပ်သည် အင်္ဂလိပ်ဘာသာရပ်ကို အခြေခံထက် ကျော်၍ လေ့လာလိုစိတ် ပြင်းပြစွာ မရှိပါ။						

အမှတ်စဉ်	မေးခွန်းများ	လုံးဝသဘောတူပါသည်	သ ဘောတူ သည်	အနည်း ငယ်သ ဘောတူပါသည်	အနည်း ငယ်သ ဘောမတူ	သဘောမတူ	လုံးဝသဘောမတူ
၂၁	အင်္ဂလိပ်ဘာသာရပ်လေ့လာခြင်းသည် အမှန်တကယ် ကောင်းမြတ်ပါသည်။						
၂၂	ကျွန်ုပ်သည် အင်္ဂလိပ်ဘာသာရပ်ကို မနှစ်မြို့ မုန်းတီးသည်။						
၂၃	အင်္ဂလိပ်ဘာသာရပ်လေ့လာခြင်းကို ကျွန်ုပ်အမှန်တကယ် နှစ်သက်ပါသည်။						
၂၄	အင်္ဂလိပ်ဘာသာရပ်ထက်အခြားသောဘာသာရပ် များကို လေ့လာရန် ကျွန်ုပ်၏ အချိန်ကို ပို၍ အသုံးချလိုပါသည်။						
၂၅	အင်္ဂလိပ်ဘာသာရပ်သည်စာသင်ကျောင်း သင်ခန်းစာ အစီစဉ်၏ အလွန်အရေးပါသော အစိတ်အပိုင်းတစ်ခု ဖြစ်ပါသည်။						
၂၆	အင်္ဂလိပ်ဘာသာရပ်ကို လေ့လာခြင်းသည် အချိန်ဖြုန်းခြင်းသာဖြစ်ပါသည်။						
၂၇	ကျွန်ုပ်သည် အင်္ဂလိပ်ဘာသာရပ်ကို တတ်နိုင်သမျှ လေ့လာရန် အစီစဉ်ချမှတ်ထားပါသည်။						
၂၈	အင်္ဂလိပ်ဘာသာရပ်ကို လေ့လာခြင်းသည် ငြီးငွေ့ ဖွယ်ကောင်းသည်ဟု ကျွန်ုပ်ထင်ပါသည်။						
၂၉	ကျွန်ုပ်သည် အင်္ဂလိပ်ဘာသာရပ်လေ့လာခြင်းကို မြတ်နိုးပါသည်။						
၃၀	ကျောင်းမှထွက်သောအခါ ကျွန်ုပ်သည် အင်္ဂလိပ်ဘာသာလေ့လာမှုကို စိတ်ဝင်စားမှုမရှိသော ကြောင့် လက်လျှော့ လိုက်ပါတော့မည်။						

အမှတ်စဉ်	မေးခွန်းများ	သဘောတူပါသည်	အနည်းငယ်သဘောတူပါသည်	အနည်းငယ်သဘောမတူပါ	သဘောမတူပါ	လုံးဝသဘောမတူပါ
၃၁	အင်္ဂလိပ်ဘာသာရပ်ဖြင့်ဓမ္မသင်္ကြီလပညာလေ့လာခြင်းဟူသော စိန်ခေါ်မှုကို ကျွန်ုပ်နှစ်ခြိုက်သည်။					
၃၂	ဓမ္မသင်္ကြီလပါမောက္ခမှ အင်္ဂလိပ်ဘာသာဖြင့် ပြောသည့် အရာကို ကျွန်ုပ်အမြဲတမ်းနားလည်ရန် ကြိုးပမ်းပါသည်။					
၃၃	အင်္ဂလိပ်ဘာသာရပ်ဖြင့် ဓမ္မသင်္ကြီလပညာ လေ့လာ ခြင်းကို ကျွန်ုပ်နှစ်ခြိုက်သည်။					
၃၄	ကျွန်ုပ်သည် ဓမ္မသင်္ကြီလပညာရပ်ဆိုင်ရာ အကြောင်း အရာများကို အင်္ဂလိပ်လိုလေ့လာ နေသောအခါ ကျွန်ုပ်၏ နားလည်သဘော ပေါက်ခြင်းကို တစ်ခါ တစ်ရံ ရပ်ဆိုင်းပြီးဆန်းစစ်လေ့ရှိသည်။					
၃၅	ရဟန်းဖြစ်သင်ကျောင်းတွင် ရှိသော ကျွန်ုပ်၏ ပါမောက္ခများသည် အင်္ဂလိပ်ဘာသာဖြင့်ဓမ္မသင်္ကြီလပညာကို လေ့လာရန် ကျွန်ုပ်အား ကူညီကြသည်။					
၃၆	အင်္ဂလိပ်လိုသင်ကြားသော ဓမ္မသင်္ကြီလပညာ စာသင်ခန်း တွင်ကျွန်ုပ်မနစ်သက်သောအခါများ၌ပင်အဆင့်ကောင်းကောင်း ရရှိရန် ကျွန်ုပ်ကြိုးပမ်း လုပ်ဆောင်သည်။					
၃၇	ကျွန်ုပ်သည် အင်္ဂလိပ်ဘာသာဖြင့် ဓမ္မသင်္ကြီလပညာ သင်ယူ ရာတွင် အခက်ခဲကြုံရချိန်၌ ပါမောက္ခများသည်ကျွန်ုပ်အား ကူညီကြသည်။					
၃၈	အင်္ဂလိပ်ဘာသာဖြင့် တင်သွင်းရသော ကျွန်ုပ်၏ ဓမ္မ သင်္ကြီလစာစဉ်များသည် စာသင်ခန်းတွင် သင်ယူခဲ့သော အကြောင်းအရာများကို ကျွန်ုပ်အားပြန်လည်စဉ်းစား စေပါသည်။					
၃၉	ကျွန်ုပ်သည် အင်္ဂလိပ်ဘာသာရပ်ဖြင့်ဓမ္မသင်္ကြီလပညာကို လေ့ လာသောအခါအရေးကြီးသောအယူအဆများကို ကျွန်ုပ်၏ ကိုယ်ပိုင်စကားလုံးဖြင့်ထည့်သွင်း ရေးသားသည်။					
၄၀	ဓမ္မသင်္ကြီလပါမောက္ခမှအင်္ဂလိပ်ဘာသာဖြင့် ကျွန်ုပ်ကို သင်ကြားပေးခဲ့သောအရာများအပေါ်အခြေခံ၍ ကျွန်ုပ်အားသုံးသပ်အကဲ ဖြတ်သည်။					

APPENDIX C

Certificate of Translation

To Whom It May Concern

Date 29th, June 2019

This is to certify that Dr. George Ko Ko Naing, a current Associate Professor at Pathein University, has done the translation of the attached questionnaires from English origin to Burmese (Myanmar) version.

Sincerely

Dr. George Ko Ko Naing
Associate Professor
Department of Psychology
Pathein University
Myanmar.

Dr. George Ko Ko Naing
Associate Professor
Department of Psychology
Pathein University

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Tel:+95-9428552191, Emai: dspp2018@gmail.com ,www.dspp2018.org

To Whom It May Concern

This is to acknowledge that I, the undersigned, Fr. Henry Eikhlein, has done the translation of the attached Questionnaires from Burmese (Myanmar) to English version with validity and reliability.

Sincerely

Fr. Henry Eikhlein
Program Coordinator
Diocesan Socio Pastoral Program (DSPP)
Diocese of Pathein
Myanmar
July 12, 2019

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To Whom It May Concern

This is to certify that Fr. Richard Zaw Tun Lin has done survey for his thesis with our permission in our seminary.

Sincerely,

Fr. Cyprian Aung Win
Rector
St. Joseph's Catholic Major Seminary
Yangon Myanmar
19th July, 2019

ST. JOSEPH'S CATHOLIC MAJOR SEMINARY YANGON, MYANMAR
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Name:	Zaw Htun Lin
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Ethnicity:	Karen
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EDUCATION

2020	M.Ed. (Curriculum and Instruction), Assumption University of Thailand, Bangkok, Thailand.
2015	BA (Psychology), University of Distance Education, Pathein, Myanmar.
2009	Bachelor of Sacred Theology, St. Joseph's Major Seminary, Yangon, Myanmar.

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