

ABSTRACT

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

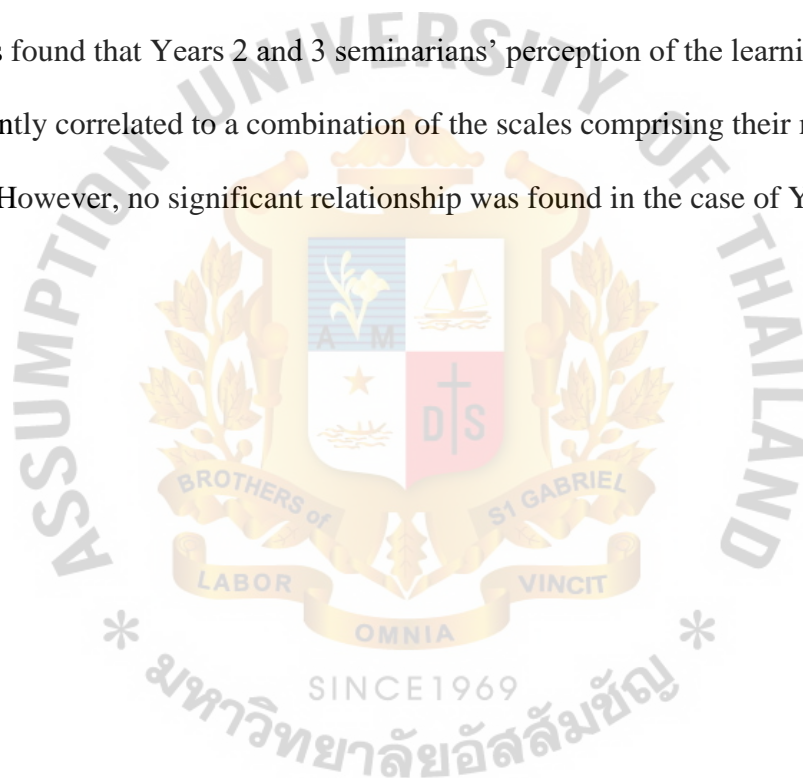
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Thesis Title: THE RELATIONSHIP BETWEEN MOTIVATION FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE AND PERCEPTION OF THE STUDY OF THEOLOGY IN ENGLISH HELD BY YEARS 1-4 SEMINARIANS AT ST. JOSEPH'S MAJOR SEMINARY, YANGON, MYANMAR

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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

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