

A Study of Attitudes in English Learning of Business and Technical Students: A Case of Thai-Nichi Institute of Technology

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Abstract

The purposes of this research were 1) to study attitudes in English learning of business and technical students in three aspects; behavioral aspect of attitude, cognitive aspect of attitude, and emotional aspect of attitude, 2) to compare attitudes in English learning according to genders and majors, and 3) to gather supplemental suggestions of business and technical students

Research samples were 269 students in second semester of 2012 academic year through stratified random sampling technique. The instruments used for gathering the data were the rating-scale and open-ended questionnaire. The statistic employed for analyzing the data were frequency, percentage, mean, standard deviation, t-test, F-test, and content analysis.

The research findings were 1) effects of attitudes in English learning of business and technical students as a whole were at high level. When considered in each aspect, it was found that behavioral aspect was at high level, cognitive aspect was at high level. For emotional aspect was at moderate level, 2) there were no statistically significant differences between male and female students, 3) students with different academic majors showed statistically significant differences in overall and each aspect, and 4) the students had supplemental suggestions as follows; listening and speaking should be taught in EFL classroom every week, communication in English should be used in daily life, advertisement in English should be showed everywhere in order to help students in language learning.

Keywords: *Attitudes in English Learning, English Learning Motivation, EFL Students in Thailand*

Introduction

English has become a major language of education. Educational institutions in Thailand have been using English as a prevailing language of instruction for decades. The popularity of the English language can be traced through social and cultural factors. As Crystal points out, a language can achieve a status which transcends boundaries of nations and countries and becomes a global language in two main ways. The first one is by becoming the official language of a particular country. Another way for the language to attain a status which will be regarded as global is when a language is made a priority as a foreign language in the educational system of a country (Crystal, 2003:4).

Learning a language is closely related to the attitudes towards the languages (Starks & Paltridge, 1996). Furthermore, Karahan (2007:84) avers that positive language attitudes let learner have positive orientation towards learning English. As such, attitudes may play a very crucial role in language learning as they would appear to influence students' success or failure in their learning.

Gardner (1980:267) defines the term attitude as an inference which is made on the basis of a complex of beliefs about the attitude object. Gardner (1980:267) elaborates on Likert's definition by defining attitude as the sum total of a man's instincts and feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specified

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topic. Ajzan (1988:4) considers attitudes as a disposition to respond favorably or unfavorably to an object, person, institution, or event. Baker (1992:10) defines attitudes as a hypothetical construct used to explain the direction and persistence of human behavior. There are many factors that might cause the students' low proficiency in English. One might be attributed to petroleum engineering students' motivation towards the English language. This is because learners' motivation has been widely accepted as a key factor which influences the rate and success of second/foreign language learning (McDonough, 1983; Ellis, 1994).

Another factor is learners' attitudes. This is because an ESL/EFL learner's motivation in language learning is affected by his/her attitudes towards learning the language. The relation between motivation and attitudes has been considered a prime concern in language learning research. Gardner and Lambert (1972: 3) state that learners' motivation to learn is thought to be determined by his attitudes towards the other group in particular and by his orientation towards the learning task itself. In addition, Lifrieri (2005: 14) asserts that attitudes are necessary but insufficient indirect conditions for linguistic attainment. Only when paired up with motivation proper do attitudinal tendencies relate to the levels of student engagement in language learning, and to attainment.

Behavioral aspect of attitude deals with the way one behaves and reacts in particular situations. In fact, the successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviors which characterize the members of the target language community.

Cognitive aspect of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. The cognitive attitude can be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations.

Emotional aspect of attitude deals with an emotional process which is affected by different emotional factors. Feng and Chen (2009) advocated that learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield. Attitude can help the learners to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of FL learners influence their perspectives and their attitudes towards the target language (Choy & Troudi, 2006).

In conclusion, the researcher created a questionnaire which passed checking from experts for survey attitudes in English learning of business and technical students in second semester of 2012 academic year and the results derived from research will be guideline in improvement and development instruction and instructional materials next occasions.

Research Purposes:

- 1) To study attitudes in English learning of business and technical students in three aspects; behavioural aspect of attitude, cognitive aspect of attitude, and emotional aspect of attitude
- 2) To compare attitudes in English learning according to genders and majors and
- 3) To gather supplemental suggestions of business and technical students

Methodology

Population and Sample

This research was survey effects of a study attitudes in English learning of business and technical students in three aspects; behavioural aspect of attitude, cognitive aspect of attitude, and emotional aspect of attitude which consisted of population and sample as follows:

Populations of this research were 900 TNI students in 3 faculties namely faculty of Business Administration, Faculty of Engineering, and Faculty of Information Technology in second semester of 2012 academic year.

Samples of this research were 269 TNI students derived through stratified random sampling technique.

Instrumentation

The instrument used in this study is a questionnaire. The questionnaire was constructed by the researcher, based on behavioural aspect of attitude, cognitive aspect of attitude, and emotional aspect of attitude of TNI students. This research questionnaire was used to identify attitudes in English learning of business and technical students at Thai-Nichi Institute of Technology. In addition, this questionnaire was employed as a research instrument for data collection based on an ordinal-scale measurement of effects of study attitudes in English learning of business and technical students in three aspects; behavioural aspect of attitude, cognitive aspect of attitude, and emotional aspect of attitude of Thai-Nichi Institute of Technology students.

The first part (Part 1) of this questionnaire asks for the demographic information on their genders and majors. Part 2 deals with effects of a study attitudes in English learning of business and technical students in three aspects; behavioural aspect of attitude, cognitive aspect of attitude, and emotional aspect of attitude.

The participants were asked to report their information by ticking in only one box. The second part (Part 2) concerns effects of study attitudes in English learning of business and technical students. This part comprises 45 items of study attitudes in English learning of business and technical students in 3 major areas: fifteen items of behavioural aspect of attitude, fifteen items of cognitive aspect of attitude, and fifteen items of emotional aspect of attitude. The participants were asked to check in only one box under the five levels of importance on each item in Part 2 to indicate their attitudes in English learning in each area listed in the questionnaire.

The five levels of opinion used in the questionnaire are “Strongly Agree”, “Agree”, “Neither agree nor disagree”, “Disagree”, and “Strongly Disagree”. Responses from the student questionnaires were subsequently coded. The data of the students’ coded responses were statistically calculated and analyzed. The computation of Cronbach’s Alpha as a measure of reliability was employed to indicate how reliable the research questionnaire results are. Reliability is defined as the proportion of the students’ responses to each item in the questionnaire and the reliability coefficient or calculated alpha is a lower bound of the true reliability of the research instrument, or the questionnaire. The descriptive statistics is also used to determine the individual summary statistics for each of the 45 items in the questionnaire.

The third part (part 3) asks for more suggestions and opinions of business and technical students at Thai-Nichi Institute of Technology about attitudes in English learning which based on open ended questions.

Data Collection

Effects of study attitudes in English learning of business and technical students at Thai-Nichi Institute of Technology was accessed through the questionnaire in second semester of 2012 academic year.

The administration of the research questionnaire was conducted in English classes. Part 1 concerns the demographic variables about their genders and majors. The 45 items of Part 2 cover effects of study attitudes in English learning of business and technical students at Thai-Nichi Institute of Technology. Therefore, the participants were requested to consider

each item carefully and indicate how important each item was for their study. A total of 269 TNI students from the 12 majors completed the questionnaires. The students' responses from the questionnaires were subsequently coded using computer program as follows: "1 = male and 2 = female" for genders; "1 = Automotive Engineering, 2 = Computer Engineering, 3= Production Engineering, 4= Electrical Engineering, 5= Industrial Engineering, 6= Business Japanese, 7= Industrial Management, 8= International Business, 9= Accountancy, 10= Information Technology, 11= Multimedia Technology, 12= Business Technology for major of studying in TNI and "1 = strongly disagree, 2= disagree, 3=neither nor disagree, 4=agree, 5=strongly agree" for each of the five levels of importance on 45 items in Part 2.

The analyses of the research data were conducted by means of descriptive statistics. The descriptive statistical analyses of the frequencies and percentages of the students' responses were employed to report their demographic variables and to indicate the rank order of the items in each area of behavioural aspect of attitude, cognitive aspect of attitude, and emotional aspect of attitude listed in the questionnaire. The frequency distributions were analyzed to determine the proportions of the students' responses to the five levels of importance on the 45 items in 3 major areas: fifteen items of behavioural aspect of attitude, fifteen items of cognitive aspect of attitude, and fifteen items of emotional aspect of attitude. Descriptive analysis was conducted with the second research question in determining the associations of the participants' studying attitudes in English learning of business and technical students at Thai-Nichi Institute of Technology to each of these demographic variables: genders and majors.

Data Analysis from Questionnaire

Data analysis from questionnaire both single item and whole questionnaire which presented a form of rating scale. These rating scales were calculated to find out mean and standard deviation and then translated based on criteria developed by Best (1981) as follows.

$1.00 \leq \bar{x} < 1.50$ refers students had the lowest attitudes in English learning

$1.50 \leq \bar{x} < 2.50$ refers students had low attitudes in English learning

$2.50 \leq \bar{x} < 3.50$ refers students had moderate attitudes in English learning

$3.50 \leq \bar{x} < 4.50$ refers students had high attitudes in English learning

$4.50 \leq \bar{x} \leq 5.00$ refers students had the highest attitudes in English learning

The statistics used for analyzing the data

The collected data was analyzed using computer program. The statistics used for analyzing the data were frequency, percentage, mean, standard deviation, t-test, F-test and content analysis.

Results

Results of Data Analysis

Phase 1: The results of demographic variables of TNI undergraduate students.

The analysis of the data from the student questionnaire reported by business and technical students at Thai-Nichi Institute of Technology in the 2012 academic year is presented in the first section deals with the demographic variables from the students' responses to Part 1 of the questionnaire: genders and majors as following table.

Table 1: Table of the results of demographic data of respondents

Demographic data of respondents	N	Percentage
.1Gender		
1.1male	160	59.48

1.2female	109	40.52
Total	269	100
.3Majors		
3.1Automotive Engineering	41	15.24
3.2Computer Engineering	22	8.17
3.3Production Engineering	24	8.92
3.4Electrical Engineering	15	5.58
3.5Industrial Engineering	15	5.58
3.6Business Japanese	30	11.15
3.7Industrial Management	15	5.58
3.8 International Business	42	15.62
3.9Accountancy	20	7.43
3.10Information Technology	15	5.58
3.11Multimedia Technology	20	7.43
3.12Business Technology	10	3.72
Total	269	100

Table shows that the percentages of the TNI undergraduate respondents in genders ranged from 59.48 % for male and 40.52% for female; in majors ranged from 15.62% for International Business, 8.92% for Production Engineering, 8.17% for Computer Engineering, 7.43% for Accountancy, 7.43% for Multimedia Technology, 5.58% for Electrical Engineering, Industrial Engineering, and Information Technology and 3.72% for Business Technology.

Phase 2: The results of study attitudes in English learning of business and technical students at Thai-Nichi Institute of Technology

Table 2: Table of mean and standard deviation of study attitudes in English learning of business and technical students at Thai-Nichi Institute of Technology in each aspect and in total

Components	N	\bar{x}	S.D.	Level
.1 Behavioural aspect of attitude	269	4.21	0.71	high
.2Cognitive aspect of attitude	269	4.38	0.74	high
3. Emotional aspect of attitude	269	4.35	0.73	high
Total	269	4.31	0.73	high

The table above indicated that business and technical students had attitudes in English learning at high level (\bar{x} = 4.31). When considered in each aspect, it was found that attitudes in English learning in cognitive aspect (\bar{x} = 4.38), in emotional aspect (\bar{x} = 4.35), and in behavioural aspect (\bar{x} = 4.21) were at high level respectively.

Table 3: Table of mean and standard deviation of study attitudes in English learning of business and technical students in the area of behavioural aspect of attitude

Components	n	\bar{x}	S.D.	Level
1. Speaking English anywhere makes me feel worried.	269	4.41	0.68	high
2. Studying English helps me to have good	269	4.29	0.71	high

relationships with friends.				
3. I like to give opinions during English lessons.	269	3.85	0.88	high
4. I am able to make myself pay attention during studying English.	269	4.31	0.75	high
5. When I hear a student in my class speaking English well, I like to practice speaking with him/her.	269	4.07	0.74	high
6. Studying English makes me have more confidence in expressing myself.	269	4.54	0.67	highest
7. Studying English helps me to improve my personality.	269	4.47	0.69	high
8. I put off my English homework as much as possible.	269	4.11	0.77	high
9. I am not relaxed whenever I have to speak in my English class.	269	4.59	0.57	highest
10. I feel embarrassed to speak English in front of other students.	269	4.13	0.74	high
11. I like to practice English the way native speakers do.	269	4.28	0.67	high
12. I wish I could have many English speaking friends.	269	4.41	0.68	high
13. When I miss the class, I never ask my friends or teachers for the homework on what has been taught.	269	3.99	0.72	high
14. I do not feel enthusiastic to come to class when the English is being thought.	269	3.88	0.76	high
15. I do not pay any attention when my English teacher is explaining the lesson.	269	3.88	0.65	high
Total	269	4.21	0.71	high

The table showed that attitudes in English learning of business and technical students in the area of behavioral aspect of attitude were at high level (\bar{x} = 4.21) which rank order of the highest attitudes in learning English of this aspect was item 9 *I am not relaxed whenever I have to speak in my English class.* (\bar{x} = 4.59), item 6 *Studying English makes me have more confidence in expressing myself.* (\bar{x} = 4.54), and the lowest attitudes in learning English were item 3 *I like to give opinions during English lessons* (\bar{x} = 3.85).

Table 4: Table of mean and standard deviation of study attitudes in English learning of business and technical students in the area of cognitive aspect of attitude

Components	n	\bar{x}	S.D.	Level
1. Studying English is important because it will make me more educated.	269	4.46	0.69	high
2. Being good at English will help me study other subjects well.	269	4.39	0.72	high
3. I have more knowledge and more understanding when studying English.	269	4.42	0.77	high
4. I like my English class so much; I look forward to	269	4.37	0.68	high

studying more English in the future.				
5. Studying English helps me getting new information in which I can link to my previous knowledge.	269	4.33	0.86	high
6. I cannot summarize the important points in the English subject content by myself.	269	4.22	0.89	high
7. Frankly, I study English just to pass the exams.	269	4.55	0.69	highest
8. In my opinion, people who speak more than one language are very knowledgeable.	269	4.51	0.61	highest
9. Studying English helps me communicate in English effectively.	269	4.61	0.64	highest
10. I cannot apply the knowledge from English subject in my real life.	269	4.28	0.76	high
11. Studying English makes me able to create new thoughts.	269	4.21	0.88	high
12. I am able to think and analyze the content in English language.	269	4.15	0.97	high
13. I am not satisfied with my performance in the English subject.	269	4.53	0.58	highest
14. In my opinion, English language is difficult and complicated to learn.	269	4.28	0.77	high
15. English subject has the content that covers many fields of knowledge.	269	4.44	0.71	high
Total	269	4.38	0.74	high

The table showed that attitudes in English learning of business and technical students in the area of cognitive aspect of attitude were at high level (\bar{x} = 4.38) which rank order of the highest attitudes in learning English of this aspect was item 9 *Studying English helps me communicate in English effectively.* (\bar{x} = 4.61), item 7 *Frankly, I study English just to pass the exams.* (\bar{x} = 4.55), and the lowest attitudes in learning English were item 12 *I am able to think and analyze the content in English language.* (\bar{x} = 4.15) and item 11 *Studying English makes me able to create new thoughts* (\bar{x} = 4.21) respectively.

Table 5: Table of mean and standard deviation of study attitudes in English learning of business and technical students in the area of emotional aspect of attitude

Components	n	\bar{x}	S.D.	Level
1. I feel proud when studying English language.	269	4.22	0.82	high
2. I feel excited when I communicate in English with others.	269	4.55	0.69	highest
3. I don't get anxious when I have to answer a question in my English class.	269	4.28	0.87	high
4. Studying foreign languages like English is enjoyable	269	4.39	0.71	high
5. To be inquisitive makes me study English well.	269	4.37	0.68	high
6. Studying English makes me have good emotions (feelings).	269	4.23	0.89	high
7. I prefer studying in my mother tongue rather than any other foreign language.	269	4.45	0.64	high
8. I enjoy doing activities in English.	269	4.37	0.75	high
9. I do not like studying English.	269	3.88	0.71	high

10. I wish I could speak English fluently.	269	4.55	0.69	highest
11. I am interested in studying English.	269	4.42	0.73	high
12. Studying English subject makes me feel more confident.	269	4.52	0.66	highest
13. To be honest, I really have little interest in my English class.	269	4.11	0.77	high
14. Knowing English is an important goal in my life.	269	4.56	0.58	highest
15. I look forward to the time I spend in English class.	269	4.28	0.78	high
Total	269	4.35	0.73	high

The table showed that attitudes in English learning of business and technical students in the area of emotional aspect of attitude were at high level (\bar{x} =4.35) which rank order of the highest attitudes in learning English of this aspect was item 14 *Knowing English is an important goal in my life.* (\bar{x} = 4.56), item 2 *I feel excited when I communicate in English with others.* (\bar{x} =4.55), item 10 *I wish I could speak English fluently.* (\bar{x} =4.55), and the lowest attitudes in learning English were item 9 *I do not like studying English.* (\bar{x} =3.88) and item 13 *To be honest, I really have little interest in my English class.* (\bar{x} =4.11) respectively.

Phase 3: The results of comparing attitudes in English learning of business and technical students according to genders and majors

Table 6: Table of comparing attitudes in English learning of business and technical students at Thai-Nichi Institute of Technology in total and in each aspect according to genders

Components	Genders				t	p
	Male (N=160)		Female (N=109)			
	\bar{x}	S.D.	\bar{x}	S.D.		
1. Behavioural aspect of attitude	4.18	0.73	4.24	0.69	1.084	0.346
2. Cognitive aspect of attitude	4.37	0.73	4.39	0.75	0.538	0.679
3. Emotional aspect of attitude	4.33	0.72	4.37	0.74		
Total	4.30	0.73	4.33	0.73	408.-	0.428

*Statistical Significance at .05 level

The table showed that business and technical students with different genders had no different attitudes in learning English in total and in each aspect.

Table 7: Table of comparing attitudes in English learning of business and technical students at Thai-Nichi Institute of Technology in total and in each aspect according to majors

ANOVA							
Components		SS	df	MS	F	p	Sheffe'
1. Behavioural aspect of attitude	Between Groups	9.893	2	1.482	7.453	0.042*	IB-BI, AE-EE, BJ-BT
	Within Groups	120.968	267	0.226			
	Total	130.861	269				
2. Cognitive aspect of attitude	Between Groups	7.274	2	1.046	6.077	0.050*	IB-BI, BJ-BT
	Within Groups	92.390	267	0.173			
	Total	99.664	269				
3. Emotional aspect of attitude	Between Groups	5.421	2		2.412	0.147	

	Within Groups	71.347	267				
	Total	76.768	269				
Total	Between Groups	6.079	2	1.178	6.227	0.048*	IB-BI, AE-EE, BJ-BT
	Within Groups	85.731	267	0.143			
	Total	91.810	269				

*Statistical Significance at .05 level

The table showed that students with different academic majors had statistically significant differences in overall at .05 level. When considered in each aspect, it was found that there were statistically significant differences at .05 level in Behavioural aspect of attitude between students from International Business and Business Information major, students from Automotive Engineering and Electrical Engineering major, and students from Business Japanese and Business Technology major.

Moreover, there were statistically significant differences at .05 level in Cognitive aspect of attitude between students from International Business and Business Information major and students from Business Japanese and Business Technology major.

Phase 4: The results of study opinions and suggestions about attitudes in English learning of business and technical students at Thai-Nichi Institute of Technology

Table 8: Table of frequency and percentage of number of opinions and suggestions of business and technical students at Thai-Nichi Institute of Technology about attitudes in learning English

Opinions and suggestions	n	Fre.	%
Attitudes in English learning of business and technical students	84		
Opinions	32		38.09
.1English is very important in globalization.		13	15.48
.2 Preparing to Asian Economic Community makes me want to study English.		8	9.52
.3Listening and speaking are very useful when people go to foreign country.		5	5.95
.4 Reading and writing skills are important when students study in master degree.		4	4.76
5. Reading cartoons and watching English movies can improve my English language skill.		2	2.38
Suggestions	52		61.91
.1Listening and speaking should be taught in EFL classroom every week.		18	21.43
.2 Communication in English should be used in daily life.		15	17.86
.3Advertisement in English should be showed everywhere in order to help students in language learning.		8	9.52
4. Teachers should be kind and friendly to make good attitudes in learning English.		6	7.15
5. Teaching materials such as CALL should be provides in sound lab room.		5	5.95

The table showed that business and technical students at Thai-Nichi Institute of Technology have opinions and suggestions about attitudes in learning English as following:

Attitudes in English learning of business and technical students, it revealed that the answers of 84 students were divided into 2 categories which were opinions and suggestions; 32 students (38.09%) and 52 students (61.91%) respectively. *English is very important in globalization* was equal to 15.48% (13 students); *Preparing to Asian Economic Community makes me want to study English* 9.52% (8 students); *Listening and speaking are very useful when people go to foreign country* 5.95% (5 students); *Reading and writing skills are important when students study in master degree* 4.76% (4 students); and *Reading cartoons and watching English movies can improve my English language skill* 2.38% (2 students).

Suggestions from 52 students (61.91%) were, *Listening and speaking should be taught in EFL classroom every week* 21.43% (18 students); *Communication in English should be used in daily life* 17.86% (15 students); *Advertisement in English should be showed everywhere in order to help students in language learning* 9.52% (8 students); *Teachers should be kind and friendly to make good attitudes in learning English* 7.15% (6 students); and *Teaching materials such as CALL should be provides in sound lab room* 5.95% (5 students).

Conclusions

According to the study and data analysis, the results of this study were concluded as follows.

Part 1: The results of demographic variables of TNI undergraduate students.

The obtained data from Part 1 of the student questionnaire provided a profile of respondents: genders and majors. The frequency distributions of students' responses to the administered questionnaires were calculated using computer program and tabulated, as presented as follows.

The percentages of the TNI undergraduate respondents ($N = 269$), in genders ranged from 59.48% for male and 40.52% for female; in majors ranged from 15.62% for International Business, 8.92% for Production Engineering, 8.17% for Computer Engineering, 7.43% for Accountancy, 7.43% for Multimedia Technology, 5.58% for Electrical Engineering, Industrial Engineering, and Information Technology and 3.72% for Business Technology.

Phase 2: The results of study attitudes in English learning of business and technical students at Thai-Nichi Institute of Technology

The business and technical students had attitudes in English learning at high level ($\bar{x} = 4.31$). When considered in each aspect, it was found that attitudes in English learning in cognitive aspect ($\bar{x} = 4.38$), in emotional aspect ($\bar{x} = 4.35$), and in behavioural aspect ($\bar{x} = 4.21$) were at high level respectively.

Phase 3: The results of comparing attitudes in English learning of business and technical students according to genders and majors

1. The business and technical students with different genders had no different attitudes in learning English in total and in each aspect.

2. The business and technical students with different academic majors had statistically significant differences in overall at .05 level. When considered in each aspect, it was found that there were statistically significant differences at .05 level in Behavioural aspect of attitude between students from International Business and Business Information major, students from Automotive Engineering and Electrical Engineering major, and students from Business Japanese and Business Technology major.

Moreover, there were statistically significant differences at .05 level in Cognitive aspect of attitude between students from International Business and Business Information major and students from Business Japanese and Business Technology major.

Phase 4: The results of study opinions and suggestions about using songs to enhance motivation in learning English of Thai-Nichi Institute of Technology students

The business and technical students at Thai-Nichi Institute of Technology had opinions and suggestions about attitudes in learning English as following:

Attitudes in English learning of business and technical students, it revealed that the answers of 84 students were divided into 2 categories which were opinions and suggestions; 32 students (38.09%) and 52 students (61.91%) respectively. English is very important in globalization was equal to 15.48% (13 students); Preparing to Asian Economic Community makes me want to study English 9.52% (8 students); Listening and speaking are very useful when people go to foreign country 5.95% (5 students); Reading and writing skills are important when students study in master degree 4.76% (4 students); and Reading cartoons and watching English movies can improve my English language skill 2.38% (2 students).

Suggestions from 52 students (61.91%) were, Listening and speaking should be taught in EFL classroom every week 21.43% (18 students); Communication in English should be used in daily life 17.86% (15 students); Advertisement in English should be showed everywhere in order to help students in language learning 9.52% (8 students); Teachers should be kind and friendly to make good attitudes in learning English 7.15% (6 students); and Teaching materials such as CALL should be provides in sound lab room 5.95% (5 students).

Discussions

According to the study and data analysis, the results of this study could be discussed as follows.

The result of attitudes in English learning of business and technical students at Thai-Nichi Institute of Technology in three areas was high. In this way, it might concern with reasons as follows.

1. Attitudes in English learning of business and technical students in behavioural aspect were at high level which might be from the students use language learning strategies and behaviours that learners engage in during the learning process to facilitate the obtaining and use of information and to enable learners to learn successfully (Dornyei, 1994).

2. Attitudes in English learning of business and technical students in cognitive aspect were at high level which might be TNI students can classify cognitive attitude connecting to the previous knowledge and apply the new knowledge in many situations which related to concept of Choy and Troudi (2006) who advocated that the cognitive attitude can be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations.

3. Attitudes in English learning of business and technical students in emotional aspect were at high level which might be because TNI students' learning process is an emotional process. It is affected by different emotional factors. The teachers and students engage in various emotional activities in it and varied fruits of emotions are yield. Attitude can help the learners to express whether they like or dislike the objects or surrounding situations (Feng and Chen, 2009).

4. The point of view of the students towards using songs to enhance motivation in learning English was ranked as a high level because they had motivation and attitudes through learning English. Attitudes are very important for achievement in learning which the

theorist, Oxford (1993) proposed that learners' attitudes towards learning English are their feelings about learning English, such as whether they enjoy learning English, and they should influence the learners' degree of involvement in learning English.

Recommendations

According to the study, the useful suggestions for further development and improvement were demonstrated as follows.

1. Recommendation for this study

1.1 From the results of the study found that attitudes in English learning of business and technical students were at high level. So TNI administrators should support modern listening materials and CALL materials in sound lab room and in the library.

1.2 The results of the study from opinions and suggestions, TNI administrators should support learning English in 4 skills such as reading, speaking, and writing in the class.

2. Recommendation for further study

2.1 A study of attitudes in learning English and English learning performance should be done.

2.2 Comparisons of attitudes in learning English of Thai students and foreign students should be studied.

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