

ATTITUDE AND MOTIVATION OF STUDENTS TOWARDS LEARNING ENGLISH: A STUDY AT NONG LAM UNIVERSITY

Huynh Trung Chanh and Vo Van Viet*

Faculty of Education and Foreign Languages, Nong Lam University Ho Chi Minh City

Abstract. The aims of this study were to examine attitudes and motivation of non-English major students towards learning English. The descriptive research design was applied. The Vietnamese questionnaire adapted from Gardner's Attitudes/Motivation Test Battery (AMTB) was used as a tool to collect data. A convenient sample was chosen among undergraduates at Nong Lam University. The Statistical Package for Social Sciences (SPSS) version 22.0 software was used to analyze the data obtained from the questionnaire. The findings show that non-English major students have positive attitudes towards learning English and their motivation, including instrumental motivation and integrative motivation, was at high level. It's recommended that teachers need to apply technique to maintain students' integrative and instrumental motivation as well as develop students' learning strategies and skills.

Keywords: attitude, instrumental, integrative, learning English, motivation.

1. Introduction

Learning a foreign language effectively for adequate linguistic competence has never been easy for any learner. Final success takes a long process with several factors in which motivation is evidently the most accountable. As defined by Hammer[1], motivation is considered a decisive drive to encourage a learner to achieve something in learning and teaching process. A language learner whose inspiration and motivation are more significant than others are supposed to have more opportunities for learning achievements due to greater efforts for outcomes. However, many language learners in Vietnam, especially university students have not been aware of this factor, and their learning ends up with failures. Some even give up this subject and accept the fact that being skillful in another language is beyond their reach. It is a disappointing fact that after almost a decade of learning a foreign language, mainly English, in high schools, many university freshmen in Vietnam are unable to perform an effective conversation or to write a qualified paragraph in English. This can be blamed for the lack of self-motivation and wrong attitudes in learning, and thus, these learners made no efforts to boost their learning. Studies have found that motivation and achievements in language teaching and learning are strongly related to each other [2]. Low motivation obviously results in learning problems and low language competence. In both high schools and universities in Vietnam, English is widely recognized as an obligatory subject that merely serves examinations. Consequently, low motivation and attitudes in English learning are unavoidable when most students learn it just to pass the tests. This issue demands serious consideration for the sake of individual and country

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Contact Vo Van Viet, e-mail address: vvviet@hcmuaf.edu.vn

development. The current international integration and globalization have put increasing requirements on the local labor force in which the foremost is the English competence to do business worldwide. In this context, this study is conducted to investigate the attitudes and motivation of undergraduate students of Nong Lam University towards learning English in order that the insights in the issue are revealed for necessary modifications and improvements.

2. Content

2.1. Literature Review

2.1.1. Attitude

Attitude is a relatively complex concept. At present, there are many different definitions of attitude. Robert C Gardner[3] considers attitude as a component of motivation in language learning. According to him, motivation is seen as a combination of effort plus a desire to achieve a language learning goal plus a favorable attitude towards language learning. Therefore, to maximize the outcomes of language learning, appropriate methods that could enhance the learners' motivation and attitude should be taken into account and be properly applied in accordance with particular educational background and personalities of different groups of learners. However, due to the fact that both concepts are so abstract and involve so many inner visible factors that not all educators are able to effectively use them, deeper analysis and further study regarding this issue are essential so as to identify all of their hidden elements. A variety of researches have thus been conducted to supplement the theory. A noticeable study by Wenden[4] proposes a broader definition for the concept of attitude. He argued that the term attitude includes three components that are cognitive, affective, and behavioral. The cognitive component is made up of beliefs and ideas or views about the object. The affective component refers to the feelings and emotions a person has towards an object, 'like' or 'dislike'. Finally, the behavioral component refers to the actions or behavioral intentions of a person towards some objects. This research has provided profound understanding of the constituted factors of attitude and the practical way that can improve the learners' attitude. To exert positive influence on their attitude, a language teacher ought to implement a series of methods to firstly strengthen their belief in the learning effects and later to turn these beliefs and emotions into their real actions. It could be said that the study has revealed a clear and efficient pathway to boost morale of all language learners.

In a similar perspective, Baker[5] defines attitude as a construct used to explain human behavioral tendencies. Every decision or action of people towards a subject is under strong impact of their attitude, and this human aspect can serve as an engine for the learning process in which learners' feelings can be guided to considerably assist the learning achievements. Such discovery about the relationship between attitude and human behavioral tendencies has brought remarkable changes to language learning and teaching when it can work as principle of course planning and designing. Gardner [7] further supports this finding when he argues that attitude refers to learners' reactions to anything related to a particular context, such as teacher or subject matter. Compared to the previous study, the term 'behavior' in this study is broken down into more specific actions deriving from learning conditions. The research conclusion has been admitted to provide interesting views on usual teaching and learning activities. Some factors that used to be assumed to not influence learners' reactions like the subject itself turn out to determine the general learning attitude and afterward, the overall learning outcomes. Therefore, positive attitude is an obvious problem that all educators should encounter and manage to come up with elegant solutions. From these studies, it can be logically concluded that, in language learning, the attitudinal factor plays an important role and it is a decisive factor in learning activities Gardner [7].

In another research on this issue, Brown [8] points out, attitude is cognitive and affective, that is, it is related to thoughts as well as feelings and emotions. Attitudes begin to develop early and are influenced by many things, including parents, peers, and interactions with people, with social and cultural differences. It is psychologically understandable that an individual is under influence of the social factors of the place he or she is living in. These factors help to establish personal ways of thinking and living, and in return, the personal identities control all activities of that person including learning preferences. Investigating the learners' background, as a result, plays a critical role in building a database about their social traits and then performing some activities to enhance their attitude in learning a subject. These positive feelings can guarantee the academic success as they invisibly stimulate a student's desire and encourage him or her to take efforts for the targets. Not only the social origins of attitude as in the previous study, Robert C Gardner [3] also classifies attitudes as educational or social. For Gardner, the attitude towards learning a language, towards the course, towards the teacher is named educational attitude. Meanwhile, attitudes towards groups or native speakers is social. The study which mainly focuses on language teaching and learning contributes the concept of educational attitude to the theory. Basically, positive thinking about the language being studied will be the premise for self-directed learning because learners can find joy in their activities and satisfy their knowledge needs in acquiring that language. In addition, pleasure and motivation can be enhanced through cognitive and personality compatibility between learners and teachers. It can be argued that teachers have effects on the learners' attitude in learning a language, so more interestingly, they become major stimulus and can enlighten that attitude for better learning efficiency.

2.1.2. Motivation

Robert C Gardner & Lambert [9] classified motivation into two types: *instrumental motivation and integrative motivation*. *Instrumental motivation* is based on students' desire to learn the language for some practical goal, such as to pass an exam, to use it at work, to use it during a vacation abroad, to watch a foreign television program, or as required by the training program. These targets are visible in learning a new language. A person always has a number of goals to reach, and language learning is considered to be one of the tools to obtain them. With good language competence, an individual can obtain many achievements in life like overseas vacations, international friendships, or well-paid jobs. Especially, the present globalization has placed equal opportunities for all people worldwide. A person with good competence including language competence would likely take more advantage of those opportunities and ensure the future. Along with instrumental motivation, *integrative motivation* is provoked by learners' interest in the language and culture of a country and the desire to communicate with the target foreign language group. In other words, to learn more about the culture and values of the foreign language group... to interact with people who speak different languages... living in different countries [9]. In other words, the integrative motivation can refer to the human needs of communication and knowledge throughout human history and in every person. It can be said that integrative motivation in language learning exists every time in a learner although it may not be dominant at some points.

Dörnyei [10] considers instrumental motivation and integrative motivation to be interrelated and together affect the improvement of second language proficiency and achievement. The findings of this study confirm the predictions about learning a language as well as other subjects. On the one hand, if only instrumental motivation is strengthened, it will be difficult for learners to find joy in acquiring new knowledge and widening perspectives. In this situation, language learning process has a high risk of falling into boredom, and the motivation will soon or later disappear accordingly. On the other hand, if integrative motivation dominates, the learners may not realize the value that the knowledge and skills they learn can

bring. In both cases, the lack of inter-relation would likely erode each motivation gradually. Therefore, in spite of the fact that the two motivations may have different significance at particular a time in learning period, both need to go hand in hand for a lasting learning effect. This point of view is solidified by a research of Brown [8] when he suggests that international students studying in the United States may have both types of motivation at the same time because they are both striving for academic excellence as well as cultural integration in American society. Moreover, Al-zubeiry [11] when studying students in Saudi also concluded that students have high integrative and instrumental motivation. It is also revealed that the instrumental motivation (pragmatic and academic reasons) is higher than the integrative motivation (social and cultural reasons). The result has made the previous findings more certain when the inter-relation of the 2 motivation types is proved to exist despite potential unequal significance at some points.

In line with the above studies, Ghanea, Pisheh, & Ghanea [12] examined the relationship between integrative motivation, instrumental motivation and English proficiency of learners in Iran. The authors found that there is a significant relationship between integrative and instrumental motivation and the English proficiency of English language learners at Shiraz Azad University. Similarly, Cocca & Cocca [13] concludes that students' English achievement is significantly related to their level of motivation, attitude to learning English, and their desire to learn English, as well as their attitude to English native speakers and their perceptions of the quality of English courses. In other words, integrative motivation and instrumental motivation, and English learning attitude and learners' perception of the quality of English courses are considered as predictors of learners' academic achievement in Mexico. Both studies once again are compelling evidence that integrative motivation and instrumental motivation mentioned above are inseparable from each other. Instead, they are integrated and supportive in building strong learning motivation. This motivation combined with a favorable learning attitude definitely forms an excellent foundation for the best achievements in language learning.

2.1.3. Research methods

In this descriptive study, questionnaire was used to gather data to examine the attitudes and motivation of participating students. Participants were 850 non-English major students selected by convenience sampling technique from the population of about 15,000 students.

Data collection tool

To collect data for the study, the questionnaire was designed based on a scale developed by Gardner [14] called Attitude/Motivation Test Battery (AMTB) and an adapted version by Al-Khasawneh & Al-Omari [15]. The official questionnaire used for the study consists of 2 parts, Part 1 has three scales, measuring information about attitudes, instrumental motivation, and integrative motivation. Each scale consists of 10 statements (items) measured by a 5-point Likert Scale, ranging from strongly disagree (1) to strongly agree (5). Part II is the demographic information.

Data analysis

The data obtained from the questionnaires were analyzed and presented in means and percentages. As mentioned above, a five-point Likert scale was used to measure the level of attitude and motivation. Therefore, the level of motivation/attitude was classified by means and based on the following criteria:

- 3.68 – 5.00: High degree/level of motivation/attitude
- 2.34 – 3.67: Moderate degree/level of motivation/attitude
- 1.00 – 2.33: Low degree/level of motivation/attitude

2.2. Results and discussions

1. Demographic characteristics

Table 1. Respondent Demographics characteristics

		Frequency	Percent
Sex	Male	339	39.9
	Female	511	60.1
Place of origin	Rural	581	69.2
	Urban	259	30.8
Father's highest education attainment	Illiteracy	16	1.9
	Primary	114	13.6
	Secondary	262	31.3
	High school	215	25.7
	College	217	25.9
	Master/Doctor	14	1.7
Mother's highest education attainment	Illiteracy	21	2.5
	Primary	156	18.6
	Secondary	386	46.0
	High school	190	22.6
	College	77	9.2
	Master/Doctor	9	1.1
Parent's level of foreign language	Very good	5	0.6
	Good	13	1.5
	Normal	145	17.2
	Weak	176	20.8
	None	506	59.9

Table 1 shows information about the respondent demographic characteristics of 850 students surveyed in the research. Overall, the data reveals that most of them live in families whose educational background is just beyond the average, and the foreign language competence of their parents is significantly low.

Of 850 research respondents, 511, equivalent to 60.1% are female, and a larger number of 581 come from rural areas, accounting for 69.2%.

In terms of parents' highest education, although fathers attain higher achievements than mothers do, the statistic shows that the overall academic standard is around the average when the majority of these parents reached secondary education. To be specific, 31.3% fathers and 46% mothers are reported to quit learning after secondary schools. While the similar proportion of approximately 25% in both gender continued their study to high schools, a dramatic difference can be seen in the level of college and higher education. The male group who obtain college degrees remains the same percentage of the previous high school education, but the corresponding number for females is significant low, at only 9.2%.

About the parents' competence in foreign languages, the general figures are exceptionally low. 506 out of 850 parents, accounting for 59.9%, are unable to use any foreign language. The group of 'weak' and 'normal' competence share the same proportion, at approximately 20% for each. In contrast to this number, the number of parents who can use a foreign language fluently take less than 2%.

2.2.1. Students' attitude toward English learning

Table 2 illustrates the analysis of frequencies, percentages, means of items in the attitudes towards learning English. The items can be categorized into two opposite groups. The first one focuses on the positive attitudes in learning English, and the second provides details about negative attitudes.

The first categorized group that aims to discover how positive the students in the research think about English learning. The overall result can be regarded as optimistic when the majority of respondents show their agreement on the interests and significance of English learning. The groups consist of 5 statements about their attitudes in this subject, i.e. (1) Learning English is very great, (2) I enjoy learning English, (3) English is a very important part of the school program, (4) I plan to learn as much English as possible, and (5) I love learning English. Among these, item (3) ($M=4.44$, $SD=.708$) is agreed most with the total number of 324 out of 850 participants, equivalent to 38.1%, confirming their agreement. More impressively, the number of responses that strongly agree with the item substantially outnumbers other scales in this item and reaches more than a half of the total selection, at 53.9%.

Along with the above recognition of English in the study curriculum, approximately 80% of the research respondents plan to learn it as much as possible when showing their agreement and strong agreement on item (4) ($M=4.10$ and $SD=.798$). Such practical intention is followed by a good attitude about learning English although the research data for the latter is relatively lower. The percentage of students who consider learning English great as in item (1) ($M=3.77$, $SD=.891$) reaches beyond 50% while 34.4% keep neutral attitude about the subject.

This positive attitude can be regarded as a basis for the joyfulness and automation in learning. Actually, such cause-and-effect relationship is evidently expressed in item (2) with little lower Mean, at 3.45 ($SD=.879$). More than 40% of the participants agree that learning English is enjoyable. 47.3% have neutral attitude whereas less than 10% claim that this subject is somehow boring or tedious. The similar distribution of percentage is found in item (5) ($M=3.43$, $SD=.886$). The minor difference between item (2) and (5) is the number of students with neutral attitude. Compared to (2), this scale level in (5) has more agreement, at 51.1%. As a result, agreement on the love of English learning in item (5) falls to just more than a quarter in comparison with 30.7% in (2).

The second categorized group in this table refers to negative attitudes towards learning English. The data collected can be as motivational as in the first group when most respondents show their disagreement on the following items (6) I hate English, (7) I would rather spend my time on subjects other than English, (8) Learning English is a waste of time, (9) I think that learning English is dull, and (10) When I leave school, I will give up the study of English because I am not interested in it.

Most students in the research are aware of the significance and importance of English in their future and career and of the fact that learning it, despite time and effort consuming, is crucial. This argument originates from wide opposition to the above statements. Item (8) and (10) receive strongest disagreement. Item (8) ($M=1.71$, $SD=.754$) witnesses the relatively similar proportion of students who disagree and strongly disagree with the statement, at around 45% for each level. The corresponding values of item (10) ($M=1.86$, $SD=.832$) have slight fluctuation, at 50.7% and 34.7%, respectively.

The other 3 items in this group have almost identical distribution in each scale value. The most popular selection in item (6) (M=2.16, SD=.936), (7) (M=2.28, SD=.926), and (9) (M=2.20, SD=.881) is disagreement in which the specific value for each item fluctuates around 45%. Additionally, the number of absolute disagreements on these statements remains considerably high, at approximately 20%. Even, for this level, hatred of English is completely rejected by more than a quarter of the total respondents. In contrast to the above denial of the relevance of learning English, the supporters of these three items have a dramatically low population with the particular figure for each level varying around 2%.

Table 1. Descriptive statistics of items in the attitudes towards learning English scale

		1	2	3	4	5	M	SD
1. Learning English is really great	F	12	32	292	321	193	3.77	.891
	%	1.4	3.8	34.4	37.8	22.7		
2. I really enjoy learning English.	F	18	61	402	261	108	3.45	.879
	%	2.1	7.2	47.3	30.7	12.7		
3. English is a very important part of the school program.	F	6	5	57	324	458	4.44	.708
	%	0.7	0.6	6.7	38.1	53.9		
4. I plan to learn as much English as possible.	F	5	19	144	398	284	4.10	.798
	%	0.6	2.2	16.9	46.8	33.4		
5. I love learning English	F	18	56	434	223	119	3.43	.886
	%	2.1	6.6	51.1	26.2	14.0		
6. I hate English	F	219	353	219	39	19	2.16	.936
	%	25.8	41.6	25.8	4.6	2.2		
7. I would rather spend my time on subjects other than English	F	156	405	196	77	15	2.28	.926
	%	18.4	47.7	23.1	9.1	1.8		
8. Learning English is a waste of time.	F	366	392	73	11	8	1.71	.754
	%	43.1	46.1	8.6	1.3	0.9		
9. I think that learning English is dull	F	178	398	213	48	12	2.20	.881
	%	21.0	46.9	25.1	5.7	1.4		
10. When I leave school, I will give up the study of English because I am not interested in it	F	295	431	89	19	16	1.86	.832
	%	34.7	50.7	10.5	2.2	1.9		

Note: F: Frequency; 1: Strongly Disagree, 2: Strongly Disagree, 3: Neutral, 4: Agree, 5: Strongly Agree; M: mean; SD: Standard Deviation

2.2.2. Students' Integrative motivation toward English learning

Table 3 provides information about the integrative motivation towards learning English. Ten items are designed to investigate specific respondents' motivations in their learning. The data collected shows that the ability to understand English documents and movies as well as the opportunities to make friends with foreigners plays the most important in pushing their English learning. In other words, the primary purpose of this subject is to enhance communication in both written and spoken English.

To be specific, out of 850 participants surveyed in the research, 427 affirmed their agreement

on item (9) of the questionnaire ‘Learning English helps me to read English books, articles, newspaper, and magazine. This number accounts for 50.4% of the research population. Moreover, 32% have strong support to this learning motivation, making the collective proportion of students who consider it the most crucial power for their learning exceed 80 percent. The highly concentrated figures resulted in a high Mean, at 4.13 and low SD, at .732. The distribution of percentage of this item is considerably similar to item (4) (M=4.07, SD=.742) and (8) (M= 4.07, SD=.761) which involved in the ability to understand English-speaking movies or talk shows and better chances to make friends with foreigners, respectively. The main difference between both latter items with the previous comes from a lower ratio of approximately 3% who strongly agree with these items. The above results are relevant to the primary motivation in learning a foreign language – communication. In the scale of this research, communication refers not only to direct but also to indirect forms via media and cultural products. The English teaching methods and curriculum, therefore, should be developed in view of these fundamental motivations.

Table 3. Descriptive statistics of items in Integrative motivation scale

		1	2	3	4	5	M	SD
1. Learning English is important to me because I can understand the cultures and traditions of native speakers of English.	F	8	29	208	393	212	3.91	.841
	%	0.9	3.4	24.5	46.2	24.9		
2. Learning English is important to me because I can understand English stories, novels, and literature.	F	6	31	183	409	221	3.95	.826
	%	0.7	3.6	21.5	48.1	26.0		
3. Learning English helps me to better understand the ways of life of native speakers of English.	F	5	25	222	421	177	3.87	.790
	%	0.6	2.9	26.1	49.5	20.8		
4. Learning English helps me to easily make friends with foreigners.	F	3	12	151	438	246	4.07	.742
	%	0.4	1.4	17.8	51.5	28.9		
5. Learning English helps me to learn about values and beliefs of native speakers of English.	F	8	24	277	373	168	3.79	.823
	%	0.9	2.8	32.6	43.9	19.8		
6. Learning English helps me to be open-minded and friendly like native English speakers.	F	7	22	169	423	227	3.99	.804
	%	0.8	2.6	19.9	49.9	26.8		
7. Learning English helps me to understand the American and British jokes.	F	7	34	268	384	156	3.76	.824
	%	0.8	4.0	31.6	45.2	18.4		
8. Learning English helps me to understand the American and British movies and talk shows.	F	4	17	141	435	248	4.07	.761
	%	0.5	2.0	16.7	51.5	29.3		
9. Learning English helps me to read English books, articles, newspapers, and magazines.	F	2	10	138	427	271	4.13	.732
	%	0.2	1.2	16.3	50.4	32.0		
10. I Learn English because I like English movies and songs.	F	6	65	237	346	193	3.77	.910
	%	0.7	7.7	28.0	40.9	22.8		

Note: F: Frequency; 1: Strongly Disagree, 2: Strongly Disagree, 3: Neutral, 4: Agree 5: Strongly Agree; M: mean; SD: Standard Deviation

The second significant group of motivations consists of item (1) regarding the comprehension of English cultures and traditions ($M=3.91$, $SD=.841$), item (2) about the ability to understand English stories, novels, and literature ($M=3.95$, $SD=.826$), item (3) related to the understanding ways of life of native English speakers ($M=3.87$, $SD=.790$), and item (6) about opening mindset and friendliness like native English speakers ($M=3.99$, $SD=.804$). The agreement on these orientations, despite a slight decrease compared to the first groups, remains exceptionally significant when the combined percentage of 'agree' and 'strongly agree' levels in each item reaches almost 80%. While the first level was selected by nearly a half of the respondents, fluctuating from minimum 46.2 % in item (1) to maximum 49.9% in item (6), the corresponding numbers of the respective second level are roughly a half of the previous, varying from 20.8% in item (3) to 26.8% in item (6). This second group of motivations discovers that the English learners in the scale of this research have transparent goals of widening knowledge about cultures and lifestyles of English speaker; then they can apply these values as a way of individual development. As a consequence, the teaching content should incorporate advanced cultural practices and civilizations to better stimulate the learning process and gradually train next generations for modern lifestyle and critical thinking.

The last group of motivations that draw less attention in English learning includes item (5) about values and beliefs of native speakers of English, item (7) about the ability to understand American and English jokes, and item (10) regarding the interests in English movies and songs. Although there is small discrepancy in the percentage distribution within the 'agree' and 'strongly agree' levels of each item, the 3 above items share similar total numbers of 63.7% for the two levels. The proportion of students with neutral responses is also identical, at around 30% for each item. Specifically, English jokes ($M=3.76$, $SD=.824$) and English speakers' values and beliefs ($M=3.79$, $SD=.823$) have lower number of respondents who strongly agree with them, at 19.8%, 18.4%, respectively, compared to that of English movies and songs ($M=3.77$, $SD=.910$), at 22.8%. The figures can play as a hint for English teachers and learners in this research in terms of practical properties of English lessons in which foreign language competence would likely serve as a tool for its learners to understand the actual things in their real lives. After that, more abstract things would be concerned.

2.2.3. Students' Instrumental motivation toward English learning

Table 4 summarizes information about the instrumental motivation of the research respondents towards English learning. The collected data provide systematic overview of the students' thinking of this subject and their evaluation of its significance in study and future career. Overall, among various factors that have impacts on their awareness, future career takes the top priority. They all know that the current labor market in Vietnam places strong emphasis on good competence in a foreign language to work in multinational organizations, so that competence, especially in English, can be a guarantee for them to work their ideal jobs and later develop career paths. This practical idea is reinforced by the highest proportion of the participants asserting that English competence is not always for gaining respect from others. Instead, that competence must be workable in boosting one's performance in a field of work or study.

Most of the research respondents deliver consistent judgment on the vital role of English in their future jobs when an average of 57%, equivalent to almost 500 students out of the total of 849, strongly agree with item (2) and (3) in the table, namely, English is important for an ideal job and English essential for future career, respectively. Following such strong agreement, the adjacent level 'agree' dramatically outnumbers other options in the scale. For this level, item (2) ($M=4.51$, $SD=.631$) is accepted by 35.6% while the relevant figure of item (3) ($M=4.51$, $SD=.605$) is slightly higher, at 38.2%. In contrast to large concentration on both levels above,

no student expresses their strong opposition to these items. This analysis is, undoubtedly, definitive proof of the respondents' great awareness of English in career success.

Less important purposes belong to item (1) learning English for communication with native English speakers ($M=4.30$, $SD=.712$), item (6) learning English for further studies ($M=4.38$, $SD=.669$), and item (7) learning English for searching information and materials in English on the Internet ($M=4.32$, $SD=.678$). These items are almost comparable in the percentage distribution as the two levels of agreement closely resemble, at approximately 45% each, and the neutral ideas roughly take 10% of the total. This data pattern is also followed by item (4) learning English can make its learners more knowledgeable ($M=4.27$, $SD=.688$) and item (8) learning English will help its learners in travelling abroad ($M=4.21$, $SD=.745$). Both items receive less absolute agreement than the three previous ones when compared to 45% as mentioned above, the related proportion fairly decreases, at 39.9% and 38%, respectively.

The last group of items which are thought to be the least important in the list includes item (5) regarding the respect from others that an English learner would gain, item (9) about learning English to earn a university degree, and item (10) relating better academic achievements by learning English well. It is obvious from the data that although these three purposes of English learning remain important to all learners with the majority of respondents showing their agreement, they are believed to have lower priorities in comparison with others. As emphasized earlier, learning English is seen as a tool for future success in study and most importantly in career. Consequently, learning outcomes just for individual pride or respect are no longer applicable to most learners. In the research, despite the large proportion of agreement and strong agreement in the three items, the number of students with neutral responses is the highest with an average value of over 20%. Especially, this number of items (5) regarding respect from other people ($M=3.81$, $SD=.880$) dramatically exceeds the corresponding values of other items within the table.

Table 4. Descriptive statistics of items in instrumental motivation scale

		1	2	3	4	5	M	SD
1. Learning English is important for me because I will be able to communicate with native speakers of English.	F	3	7	87	389	363	4.30	.712
	%	0.4	0.8	10.2	45.8	42.8		
2. Learning English is important for me because it will help me to get an ideal job in the future.	F	0	4	51	302	492	4.51	.631
	%	0.0	0.5	6.0	35.6	58.0		
3. Learning English is important for me because I will need it for my future career.	F	0	1	46	324	478	4.51	.605
	%	0.0	0.1	5.4	38.2	56.3		
4. Learning English is important for me because it will make me a more knowledgeable person.	F	1	7	89	413	339	4.27	.688
	%	0.1	0.8	10.5	48.6	39.9		
5. Learning English is important for me because other people will respect me more.	F	7	43	255	346	198	3.81	.880
	%	0.8	5.1	30.0	40.8	23.3		
6. Learning English is important for me because it will help me to further my studies.	F	1	5	69	372	401	4.38	.669
	%	0.1	0.6	8.1	43.9	47.3		
7. Learning English is important for me	F	1	4	85	394	364	4.32	.678

		1	2	3	4	5	M	SD
because it will help me search for information and materials in English on the Internet.	%	0.1	0.5	10.0	46.5	42.9		
8. Learning English is important to me because it will help me when I travel abroad.	F	4	8	117	397	323	4.21	.745
	%	0.5	0.9	13.8	46.8	38.0		
9. I Learn English diligently because I want to earn a university degree.	F	5	30	189	369	255	3.99	.848
	%	0.6	3.5	22.3	43.5	30.1		
10. Learning English is important to me because it will help me to achieve at school.	F	3	11	200	373	262	4.04	.792
	%	0.4	1.3	23.6	43.9	30.9		

Note: F: Frequency; 1: Strongly Disagree, 2: Strongly Disagree, 3: Neutral, 4: Agree, 5: Strongly Agree; M: mean; SD: Standard Deviation

3. Conclusions

This study aimed at exploring the attitudes and motivation of undergraduate students of Nong Lam University towards learning English. The findings indicated that students are aware of the importance of learning English. Most of them have positive attitudes and high integrative and instrumental motivation towards learning.

They are instrumentally motivated to learn English to serve specific and immediate goals such as learning to get an ideal job in the future, learning for their future career, learning to go further, learning to search for information and documents in English on the Internet, learning to communicate with native English speakers, learning to become a more knowledgeable person, learning to travel abroad, learn to do well in school, learn to qualify for a college diploma, and learning to be respected by others.

They are integratively motivated to learn English to read English books, scientific articles, newspapers, and magazines, to easily make friends with foreigners, to understand American and British movies and talk shows, to helping to be as open and friendly as a native English speaker, to be able to understand English stories, novels, and literature, to be able to understand the cultures and traditions of native English speakers, to better understand how native English speakers live, to learn about the values and beliefs of native English speakers, to watch movies and listen to English songs, and to understand American and British jokes.

Therefore, teachers need to apply the techniques to maintain students' integrative and instrumental motivation as well as develop students' learning strategies and skills.

Finally, it should be noted that this study merely relied on numerical data collected by convenient technique. Thus, future research on the topic will need to deal with a larger number of respondents, in a systematic, in-depth manner or using several data collecting methods.

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