



AN INVESTIGATION INTO ENGLISH-MAJORED STUDENTS' ATTITUDES AND MOTIVATION TOWARD SPEAKING LEARNING WITH ENGLISH VOLUNTEERS

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ABSTRACT

A large number of studies have been conducted to explore the attitudes and motivation of students toward different varieties of English in order to improve the English proficiency level of students in Can Tho University, especially English-majored students. To add to more venues to these issues, the objectives of this study were to investigate (1) English-majored students' attitudes toward speaking learning with English-speaking volunteers and discover (2) whether English-majored students are more intrinsically or extrinsically motivated toward speaking learning with English-speaking volunteers. Both quantitative and qualitative methods were used for data collection. A total of 103 English-majored students participated in the questionnaire, 10 participants randomly selected from the sample to join in the interview. The study showed that (1) English-majored students had positive attitudes toward speaking learning with English volunteers; and that (2) the students were more intrinsically motivated than extrinsically motivated. Besides, qualitative data released opinions of what volunteers and administrators should do to enhance students' attitudes and motivation towards speaking learning with English volunteers. Possible recommendations for future research were also discussed.

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1 INTRODUCTION

1.1 Rationale of the study

Nowadays, in the era of globalization, English has become an international language; it is spoken in many countries both as a native and as a second or foreign language. English is taught in the schools in almost every nation on this earth (Thirumalai, 2002). Especially, in Vietnam, English has become a major communication tool between the Vietnamese and foreign partners. Many researchers give

their whole mind to study all aspects related to English learning.

Attitude is one of the factors that affect foreign language learning because students' effort toward language learning depends partly on attitude (Gardner *et al.*, 1985). A large number of studies have also investigated the relationships between attitude and proficiency in the language (Bachman, 1990; Malallah, 2000; Coleman, 2003). Thus, it can be asserted that learners with positive attitudes towards speaking English will be more involved in

speaking activities; and learners with negative attitude will be less willing to participate in speaking activities. The learner's attitudes are positively affected, and students are more likely to take initiative and responsibility for their own learning (Le Brun and Johnstone, 1994). Lifrieri (2005), underlines that "attitudes are important, but insufficient conditions for linguistic attainment (ibid, p.14)".

Along with attitudes, motivations are also critical toward second language learning. Krashen (2002) reckons that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are well equipped for success in second language acquisition. Ellis (1997) provides reasons that individuals who are motivated to integrate both linguistic and non-linguistic outcomes of the learning experience will attain a higher degree of proficiency in the language and more desirable attitudes. There has been a variety of research on the role attitude and motivation in learning speaking English. These findings show that positive attitudes and motivation are referred to success in second or foreign language learning (Lambert, 1963; Gardner, 1985; Dornyei, 1994).

Actually, in the context of teaching and learning English in Can Tho University (CTU), there has been an increasing need for being able to communicate in English, especially English-majored students. In CTU, English lecturers are mostly non-native speakers. The number of native speakers is only a few; they are often English-speaking volunteers from foreign universities.

This study would look into the concept of attitudes and motivations as the major affective factors for success in learning a foreign language. More specifically, it would investigate the negative and positive attitudes together with intrinsic and extrinsic motivations.

1.2 Research questions of the study

The study deals with the following main questions: (1) To what extent do English-majored students' attitudes toward speaking learning with English-speaking volunteers? and (2) Are English-majored students more intrinsically or extrinsically motivated to speaking learning with English-speaking volunteers?

1.3 Research objectives of the study

The study would be done with the objectives as follows: (1) to study English-majored students' attitudes toward speaking learning with English-speaking volunteers; and (2) to investigate whether

English-majored students are more intrinsically or extrinsically motivated.

1.4 Significance of the study

First, this study will be a significant endeavor in promoting effective study environment. English volunteers can apply interest teaching methods so that it can attract the attention of students. There will be close interaction between students and English volunteers in the classroom. Second, this study also helps as the basis to provide information of English-majored students' attitudes and motivation for further study. This study will also be beneficial to students and instructors in the current schools as well as those in a similar situation. Moreover, this research will provide recommendations on how to enhance English-majored students' attitudes and motivations toward speaking learning with English-speaking volunteers.

2 LITERATURE REVIEW

2.1 Definition of speaking English

In addressing this issue, Byrne (1991) stated, "We learn languages in order to be able to speak easily, comfortably and confidently, This is true for people who need to learn English for work or study or even/or those who want to learn Spanish or Chinese/or travel. Most people want to learn to speak." And it has also been proved that "speaking English" is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of context" (Chancy, 1998). According to Bygate (1987) speaking is the productive skill in the oral form. It involves more than just pronouncing words. Moreover, speaking is also an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994; Burns and Joyce, 1997). Speaking English requires learners know how to produce specific aspects of language such as grammar, pronunciation, or vocabulary and they also need to understand when, why, and in what ways to produce language. Speaking skill is also the ability to express ideas in acceptable spoken English form. Speaking English is an interaction between speakers and listeners. Speaking is also one of necessary skills that students have to acquire in learning English.

The importance of speaking English

Oral communication is comprehended as a two-way process between the speaker and the listener. We communicate with others to express our ideas, and to know others' ideas as well. It is believed

that language communication involves some language skills ones. Of the four skills, speaking plays a very important role since it is the first step to identify who knows and does not know a language. The ability to speak skillfully provides the speaker with several distinct advantages. Speaking is a meaningful way to reflect thoughts, opinions, and feelings of speakers. Speaking skills are important for career success and it can also enhance one's personal life.

2.2 Definition of attitudes

There have been numerous definitions given to attitudes and beliefs, starting from dictionary definitions to those given by psychologists and education researchers. Likert (1932), cited in Gardner (1980), defines the term attitude as "an inference which is made on the basis of a complex of beliefs about the attitude object". Ajzan (1988) considers attitudes as "a disposition to respond favourably or unfavourably to an object, person, institution, or event". Attitude is defined as "a hypothetical construct used to explain the direction and persistence of human behaviour" Baker (1992). Brown (2000) stated that "Attitudes, like all aspects of the development of cognition and affect in human beings, develop early in childhood and are the result of parents' and peers' attitudes, contact with people who are different in any number of ways." Brown (2001) indicated that attitude is described by emotional involvements such as feelings, and relationship in community. Moreover, attitude refers specifically to states of emotions and thought relating to the target language, to the learning of the target language, and to the culture of the target language. Therefore, in this research we considered Brown's idea (2001) to be the main focus.

The role of attitudes

Gardner (1985) considered attitudes as components of motivation in language learning. Learning a language was closely related to the attitudes towards the languages (Starks and Paltridge, 1996). Students' attitudes positively correlated with their achievement in English. For instance, students with positive attitudes towards learning a language were more at an advantage compared to those with negative attitudes (Spolsky, 1969; Littlewood, 1984; Holmes, 1992; Norlida, 1997). Therefore, the importance of attitudes in enhancing language learning was undeniable.

Elements of attitudes

Social psychologists Krech et al. (1962) considered attitude to be as an enduring system of positive or negative evaluations, feelings and response dispositions centered about a single object. In this view, attitudes consisted of positive or negative perception of a single object such as "Learning English is essential" or "Learning English is not essential". Then, it was related to emotions about certain objects, for example, "I like studying with English-speaking volunteers" or "I dislike studying with English-speaking volunteers". Finally, pro or con action might be taken due to previous feelings or perceptions. For example, students can try to learn harder or not. On this perspective, Rosenberg and Hovland (1960) also regarded attitude as a predisposition to some class of stimuli with cognitive, affective and behavioral responses. Similarly, Wenden (1991) stated that the term "attitudes" includes three components *namely, cognitive, affective and behavioural*. Firstly, *a cognitive component* included beliefs and ideas or opinions about the object of the attitude. *The affective one* was related to the feeling and emotions of people toward an object, 'likes' or 'dislikes', 'with' or 'against'. Finally, *the behavioural component* referred to tendency of individual to behave in particular way towards an object. Baker (1988) believed that attitudes were not subject to inheritance because they were internalized predispositions. Attitudes towards a particular language might be either positive or negative. In brief, the elements which contribute the overall attitude in the current study consist of two main aspects: English-major students 'positive and negative attitudes toward speaking learning with English-speaking volunteers.

2.3 Definition of motivation

It is hard to define motivation exactly. However, motivation has been defined in various simple ways and by different researchers and authors. Harmer (2007) defined motivation was some kind of internal drive which pushed someone to do things in order to achieve something. Brown (2001) added that motivation was the extent to which learners made choice about goals to pursue and the effort they would devote to that pursuit. Then, Brown (2002) defined motivation as having a real purpose in learning English, or really wanting to learn English for a reason. On this perspective, if one is motivated in his or her work, they will find their own way to go and know how hard they will try to reach an achievement.

The role of motivation

Motivation is generally acknowledged as important in second language learning. Besides attitudes, successful in learning was closely related to motivation, as cited in Houston (1985). Motivation is considered as one of main elements that contribute to success in language learning. Lifrieri (2005) showed that “when asked about the factors which influence individual levels of success in any activity – such as language learning, most people would certainly mention motivation among them”. Gardner (2006) stated that “students with higher levels of motivation will do better than students with lower levels”. He also claimed that “if one is motivated, he/she has reasons (motives) for engaging in the relevant activities, expends effort, persists in the activities, attends to the tasks, shows desire to achieve the goal, enjoys the activities and so on”. Oxford and Shearin (1994) suggested that when learners were motivated and made an effort to achieve something that would make them feel proud and confident about themselves and the way they were developing in the language; they were more likely to present higher results. Moreover, some researchers believed that students with positive attitudes and high level motivation would be more successful compared to those with negative attitudes and no motivation (cited in Thang (2011)). It can be understood that students with higher motivation always achieve greater success in their language learning, while those lacking motivation will not be encourage to achieve success in learning.

Types of motivation

Brown (2000) asserted that studies of motivation of second/foreign language learners often referred to a distinction between two types of motivation namely, instrumental versus integrative motivation. Integrative motivation was considered to be the desire of an individual to integrate and belong to the English speaking population, while instrumental motivation was driven by the individual’s need of the language for practical purposes (e.g. higher grade or salary). Moreover, motivation was classified into two types: *extrinsic and intrinsic* motivation (cited in Quinn (1985)). Extrinsic motivation arises from outside of the individual while intrinsic motivation arises from within.

Extrinsic motivation usually associated with instrumental orientation (Pitmann and Boggiano, 1992). Extrinsic motivation shows the desire to do something because of separable outcomes or exter-

nal rewards. External rewards can induce interest and participation in something the individual had no initial interest in. Students who are extrinsically motivated will try hard to learn in order to gain some reward or to avoid punishment of not learning. On the other hand, *intrinsic motivation* associated with integrative orientation. Intrinsic motivation reflects the desire to do something because of the personal satisfaction. When students are intrinsically motivated, they will study for the pure satisfaction of language learning. The students’ behavior is motivated by an internal desire to participate in an activity for its own sake. They would not be worried about external rewards. This present study focuses on two categories of motivation: *intrinsic and extrinsic motivation*.

Factors affecting motivation

The motivation of learners greatly affects their willingness to take part in the process of learning. Numerous studies have reported the importance of viewing the concept of motivation as a multifaceted phenomenon. Oxford and Shearin (1994) stated that “Motivation is a desire to achieve a goal, combined with the energy to work towards that goal.” It was found that six variables affecting motivation in language learning. First of all, attitude is mentioned. For example, they are sentiments of learners toward the target language. The attitude can be positive or negative. The second is beliefs about self. Students may have expectations about their attitudes to succeed and self-efficiency. It can be said that students must believe that their efforts will lead to success. The third is goal. It is related to learning goals as reasons for learning. Students’ goals may be different from student to student. Encouraging students to set goals in the classroom can also provide motivation. Involvement (i.e. extent to which the student actively and consciously participates in the learning process) is also considered as a factor affecting motivation. The fifth is environmental support (i.e. extent of teacher and peer support). Students can ask their teachers and peer when they have problems of language learning. The last factor affecting motivation is personal attributes such as aptitude, and language learning experience.

3 RESEARCH METHODOLOGY

3.1 Research design

Two collecting data tools were used in the current study. The first tool was a quantitative method from questionnaires. The second tool was the

qualitative method from sequential interviews and classroom observation.

3.2 Research participants

Participants in the current study were English-major students who were studying at School of Social Sciences and Humanities in Can Tho University in academic year of 2014-2015. The target respondents were studying "speaking learning" with English-speaking volunteers. The total number of students was 103 (19 males and 84 females). Participants' ages ranged from 19 to 24 years old.

Participants for questionnaires and interviews

All participants took part in the questionnaires. Totally, 103 participants fully responded to questionnaires. Only 10 of these students (6 males and 4 females) were involved in the interview. Half of them were selected from the students who volunteered to join in the interview. The rest were randomly chosen by the researchers.

3.3 Research instruments

Questionnaire

In this study, a questionnaire was employed and translated into Vietnamese to investigate attitudes and motivation of students. The questionnaire was developed from the three studies of Adila (2012) Atef et Munir (2009) Hsin-Hui (2005). It was also adapted from Gardner's Attitude and Motivation Test Battery (AMTB) cited in Thang *et al.* (2011) and structured with a five-point Likert scale. The questionnaire consisted of two main parts: A and B. In Part A, 4 items were used to collect information regarding the students' background. Part B consisted of two smaller parts which included statements to identify students' motivation and attitudes toward speaking learning with English-speaking volunteers. Part B included 20 statements that were divided into four sub-scale: positive attitudes (statement 1 to 5), negative attitudes (statement 6 to 10), intrinsic motivation (statements 11 to 15), and extrinsic motivation (statement 16 to 20). Each part consisted of 5 statements which was written in English and translated into Vietnamese to ensure completely comprehension. The students were asked to rate each statement on a 5-point Likert scale to indicate whether he or she strongly agrees (SA), agrees (A), neutral (N), disagrees (D) or strongly disagrees (SD). In addition, the questionnaire was designed and then shared with the researcher's supervisor for its content validity. Moreover, the data from piloting participants was computed for the calculation of reliability index by

the software SPSS 20.0 (*Statistical Packages for the Social Science*). The reliability analysis test gave the outcome with the Cronbach's alpha of .93, which was acceptable while the standard index is .70.

Interview

As discussed above, interviews were used to obtain data to supplement and cross validate the students' responses to the questionnaire. The interviews were conducted in English. The interviewees were asked 3 questions related to their attitudes and motivations toward speaking learning with English-speaking volunteers. In other words, the first objective was to pinpoint their attitudes and their kind of motivations. The second objective was to find factors to enhance attitudes and motivation. The third objective was to compare the results of the interview with those of the questionnaire. An introduction and some warm-up questions related to students' background were presented before the main questions. It was to get students involved in the interview and make them feel free to answer the questions.

Classroom observation

Besides the questionnaires, the purpose of the observation instrument in this study was to collect data to examine whether students would have positive or negative attitudes toward speaking learning with English-speaking volunteers. Cohen *et al.* (2000) stated, "If...the outcomes of a questionnaire survey correspond to those of an observational study of the same phenomena, the more the researcher will be confident about the findings". The classroom observation form included essential information such as date, place, instructors, observer, number of student and duration. Moreover, collected data were filled in a table with three items: activities, description and students' attitude.

3.4 Data collection procedure

Questionnaire

Before delivering the questionnaire, the researchers explained briefly about the thesis and the aim of the questionnaire as well as its feature of confidentiality. Students started answering the questionnaire under the observation of the researcher. Totally, 103 questionnaires were delivered and returned.

Interview

Interviews were carried out after two weeks of delivering questionnaires. An interview consisted of two parts: interviewing and transcribing. Firstly,

face to face interviews were conducted on 10 students. At the beginning of the interview, information on the research was introduced to the interviewee. Continuously, students' background was provided by the interviewee. Then, main questions were asked by the researcher. Finally, closing and thanks were exposed to the interviewee. The content of the interviews were recorded under the permission of the students in order to increase the reliability of the transcription. The data collected from interview was transcribed by the researcher.

Classroom observation

The researcher randomly joined in two out of the four classes of volunteers. The volunteers and students were observed by the researchers using an observation form. Students' attitudes were observed while they were conducting their routine classroom activities.

3.5 Data analysis

To investigate motivation and attitudes of English-majored students toward speaking learning with English-speaking volunteers, data collected from the questionnaires were analyzed by the software SPSS 20.0. Regarding the interviews and class

observations, analysis and interpretation of the data were conducted through content analysis. The qualitative data was examined in conjunction with the research questions of the study for the purposes of synthesizing, explaining and interpreting its meanings and implications.

4 RESEARCH RESULTS AND DISCUSSION

4.1 Attitudes toward speaking learning with English volunteers

This part presents the questionnaire, interview and observation findings relevant to answer research question 1: *“To what extent do English-majored students’ attitudes toward speaking learning with English-speaking volunteers?”*

Results from quantitative data (Questionnaire results)

It might be worth indicating that the analysis of the data was based on the students' responses to ten statements, for which they were required to tick any of the five alternatives, namely strongly disagree, disagree, neutral, agree and strongly agree, which was mentioned below:

Table 1: Frequency and means of students ‘attitudes toward speaking learning with English volunteers

Attitudes toward speaking learning with English-speaking volunteers		Level of attitudes				
No	Items	Mean	Std.	Negative %	Neutral %	Positive %
1	I look forward to going to class because my teacher (English volunteer) is so good at teaching speaking English.	4.25	0.83	4.8	1.0	94.2
2	I would rather spend more time in the speaking class of English volunteer and less in other class.	3.83	0.80	5.8	24.3	69.9
3	I find learning speaking with English volunteer is very interesting.	4.12	0.77	4.8	3.9	91.3
4	My teacher (English volunteer) has an interesting teaching style.	4.15	0.82	4.9	6.8	88.3
5	I like my speaking class so much; I look forward to studying with English volunteer in next course.	4.10	0.82	4.9	8.7	86.4
6	I do not think my teacher (English volunteer) is very good at teaching speaking English. (*)	4.21	0.87	5.8	2.9	91.3
7	To be honest, I really have little interest in my speaking class. (*)	4.10	0.79	4.9	8.7	86.4
8	To be honest, learning speaking with English volunteer is very boring. (*)	4.23	0.79	4.9	1.9	93.2
9	My teacher (English volunteer) does not present the speaking lessons in an interesting way. (*)	4.13	0.86	4.8	7.8	87.4
10	To be honest, I don't like my speaking class. (*)	4.22	0.78	4.8	1.0	94.2
Total		4.13				

(*): Reverse items, % valid percentage

From Table 1, the total calculated mean score of the English-majored students' attitude towards speaking learning with English-speaking volunteers (M = 4.13) was far higher than the scale 3 in the Five-degree scale, over an average level. This means that students generally had positive attitudes toward speaking learning with English-speaking volunteers. As mentioned, 10 statements were developed for the first part. Items 1 to 10 were intended to measure students' attitudes whether they had positive attitude or negative one. Furthermore, items 1 to 5 were worded positively while items 6 to 10 were worded negatively. As presented, the first significant item 1 (M = 4.25) and item 8 (M = 4.23) respectively have 94.2% and 93.2% of students who agreed or strongly agreed that they were eager to go to class because their teacher (English volunteer) was so good at teaching speaking English and learning speaking with English volunteer was not very boring.

More specifically, 86.4% of students agreed or strongly agreed that they liked their speaking class so much; and they looked forward to studying with English volunteer in next course. At the same time, a same percentage of the respondents (86.4%) revealed that they really had little interest in their speaking class.

Result from qualitative data

The majority of data presented in this part were from the primary data source: questionnaires (quantitative data). Data from the secondary sources (student interviews and classroom observation) were also presented to enrich the discussion by supporting findings from the primary data. All of the interviews and classroom observation forms were conducted in English so that the quantitative results could be explained and extended

completely.

Interview results

Interviewees were interviewed about their attitudes toward speaking learning with English volunteers, almost all of the respondents (100%) showed that they had positive attitudes by replying “yes”, “of course”, “actually, I like”, “I really like”, “I love learning with them”. 60% respondent believes that “Learning with English volunteers help me improve English skills such as listening, speaking as well as pronunciation” (S1; S4; S5; S7; S8; S10). Moreover, 5 students (50%) said, “English volunteers are friendly and I can learn many things from them”. In short, the students liked learning with English volunteers because of their knowledge and characteristics.

Classroom observation results

Most students had positive attitudes toward the teacher's explanation to new words and meanings, listening to the song and taking part in the game named Charades. On the one hand, all the activities in class helped students review the lessons. On the other hand, students felt more comfortable and mixed with the lessons.

4.2 Motivations for speaking learning with English volunteers

This part deals with the answer towards the research question 2: “Are English-majored students more intrinsically or extrinsically motivated to speaking learning with English-speaking volunteers?”

Results from quantitative data (Questionnaire results)

The results about the motivations would be posed as follows:

Table 2: Descriptive statistics of students' motivation for speaking learning with English-speaking volunteers

Sub-scales	Number of items (N)	Minimum (Min)	Maximum (Max)	Mean (M)
Intrinsic motivation (11-15)	5	3.69	4.18	3.93
Extrinsic motivation (16-20)	5	3.29	4.17	3.61

As introduced in Table 2, the construct of motivation was comprised from 2 sub-scales i.e., *intrinsic motivation* (M=3.93) and *extrinsic motivation* (M=3.61). From this issue, the total mean score of intrinsic motivation (M=3.93) was higher than that

of extrinsic motivation (M=3.61). The result showed that the students were more intrinsically motivated than extrinsically motivated, implying that most of the students learned speaking with English-speaking volunteers for intrinsic reasons than external reasons.

Table 3: Frequency and means of students ‘motivation for speaking learning with English-speaking volunteers

Motivation for speaking learning with English-speaking volunteers		Level of motivation						
No	Items	Mean	Std.	SD %	DA %	N %	A %	SA %
11	I learn speaking with English volunteer in order to improve my speaking skill better.	4.18	0.83	1.0	4.9	5.8	51.5	36.9
12	Learning speaking with English volunteer will allow me to be more at ease with English speakers.	4.18	0.80	1.9	2.9	3.9	57.3	34
13	Learning speaking with English volunteer allows me to participate more freely in the English-speaking activities at school.	3.72	0.77	1.0	3.9	30.1	52.4	12.6
14	I learn speaking English with volunteers because it is something that I always want to do.	3.69	0.75	1.9	4.9	22.3	64.1	6.8
15	I learn speaking English with volunteers because I enjoy learning with them.	3.89	0.78	1.9	2.9	15.5	63.1	16.5
16	I learn speaking with English volunteers because it is compulsory. (*)	3.62	0.81	1.0	6.8	32	49.5	10.7
17	I learn speaking English with volunteers in order to study with my friends. (*)	3.59	0.82	0	12.6	24.3	54.4	8.7
18	I learn speaking English with volunteers because I want to do well in my final examination. (*)	3.29	0.96	4.9	14.6	33	41.7	5.8
19	I learn speaking English with volunteers in order to fulfill my study program. (*)	3.37	0.99	2.9	19.4	24.3	44.7	8.7
20	I learn speaking English with volunteers because I have no other choice. (*)	4.17	0.92	2.9	2.9	8.7	45.6	39.8
Total		3.77						

(*): Reverse items, % valid percentage

Table 3 recorded the participants’ motivation for speaking learning with English-speaking volunteers. The total mean score for this scale is M = 3.77 which was over moderate level. None of the items were under moderate level (3.0). Items 11, 12 and 20 were at high level of 4.0, respectively 4.18, 4.18 and 4.17.

From the records of the participants’ motivations for speaking learning with English-speaking volunteers, the total mean score for this scale was M = 3.77 which was over moderate level. None of the items were under moderate level (3.0). It meant that over half of participants learning with volunteers were of their own choice.

Result from qualitative data (Interview results)

It was to examine whether students were intrinsically or extrinsically motivated. The majority of interviewees (100%) expressed that they had strong desire to learn speaking with English volunteers even though it was not a compulsory course. Most of students answered “yes, of course”; “certainly”;

“I would take this course”. Students also gave additional explanations for their answer. Five out of 10 interviewees expressed that learning with English volunteers helped them improve their English pronunciation, listening and speaking skills (S2; S6; S8; S9; S10). Only one student indicated that “I will take this course because it is good for my future job” (S5).

5 CONCLUSIONS AND IMPLICATIONS

5.1 Conclusions

Primarily, the total mean score of the English-majored students’ attitude towards speaking learning with English-speaking volunteers was 4.13 was far higher than the scale 3 in the Five-degree scale, over an average level. This could be interpreted that majority of students had positive attitudes towards speaking learning with English-speaking volunteers. Together with the result from questionnaire, interview data and observation result supplied the consistent outcome. 100% students favored their English volunteers and wanted to study

in volunteers' class. Sixty percent of students believed that English volunteers could help them improve their English skills such as listening, speaking as well as pronunciation. While other students were concerned with specialized knowledge and English volunteers' characteristics. And from the observation result, it could be inferred that most students had positive attitudes toward learning with English-speaking volunteers. Students enthusiastically participated in every activity in class.

The questionnaire showed the total mean score of intrinsic motivation ($M=3.93$) and extrinsic motivation ($M=3.61$). Specifically, the total mean score of intrinsic motivation ($M=3.93$) was higher than that of extrinsic motivation ($M=3.61$). The result indicated that the students were more intrinsically motivated than extrinsically motivated. The total mean score for this scale was $M = 3.77$ which was over moderate level. None of the items were under moderate level (3.0). Regarding the interview results, the majority of interviewees (100%) expressed that they had strong desire to learn speaking with English volunteers even though it was not a compulsory course. Most of students answered "yes, of course"; "certainly"; "I would take this course". They had high expectations of what they could learn from English-speaking volunteers.

Enhancing students' attitudes and motivations

In addition to the results from quantitative data, the qualitative data supplied more profound information into the aspects of students' attitudes and motivations toward learning with English-speaking volunteers. Students were concerned with teacher's methodology, characteristics or behaviors and specialized knowledge.

5.2 Implications

From the research findings based on both quantitative and qualitative data, some implications would be inferred in order that they might be helpful in enhancing attitudes and motivations toward speaking learning with English-speaking volunteers.

The study showed that English-majored students had positive attitudes towards learning with English volunteers. However, there were not many studies about English volunteers that held in Can Tho University. It was caused by fewer of volunteers taught English in the school. Actually, it would be better for English-majored students in the higher level to learn English directly with English-speaking volunteers, in order to motivate them and improve their English. Therefore, the administrator

should design speaking class with volunteers to fulfill this demand. In other words, there should be more chances for students to study with English volunteers. Moreover, the findings could be useful for teachers (volunteers) in determining strategies to increase the level of students' attitude. Specifically, volunteers could greet students with a warm welcoming smile and interact with students by making comments and asking questions which would show personal concerns would make students feel eager. Volunteers could prepare lessons that the students might be interested in. In addition, volunteers should create more classroom activities which would create more chances for students to naturally communicate. In this way, students would pay more attention to each other, share more fun as well as experiences. As a result, students' attitudes toward learning with volunteers would become more positive.

5.3 Limitations

Although the study followed the fixed steps as well as developed instruments in an effective way, the present study has unavoidable limitations. Firstly, due to the restriction of available time, the information or citations given in the current research were almost taken from available sources. Besides, participants in this study were studying in class of volunteers. Consequently, participants were more or less hesitated or in neutral position to express their opinions on their current teachers (English volunteers). Moreover, students were not willing to give their own negative comments because they were afraid that their teachers could know and had prejudice. In addition, the study only investigated the students' attitudes and motivations. In effect, there should be an investigation into the correlation between students' attitudes and motivations in order that the researchers could give better strategies to enhance students' attitudes and motivations.

5.4 Recommendations

First of all, the future research in this field of attitude and motivation should be repeated with the same participants at another time to examine the changes of attitudes and motivations in learning with various English volunteers. Moreover, the similar study should investigate the correlation of attitudes and motivations toward learning with English volunteers. Classroom participation or the achievements of students should be focused in future studies because students' participation also affects their achievements. Investigations on students' anxiety in learning with English volunteers

should be conducted for better education environment. Finally, the same study should be repeated or replicated on the other schools which have similar contexts in Can Tho (e.g., Tay Do University, Nam Can Tho University, Can Tho College) to have larger extent of comparison in order to verify the current study in particular and provide clearer picture of learning with volunteers from different perspectives and angles in general.

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