

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

This chapter provides the literature in 5 main areas: (1) Overview of the Attitudes' Concept (2) Overview of Teaching English as a Foreign Language, (3) Overview of Learning and Teaching English, (4) The English Program Schools in Thailand, (5) The Related Research

#### **2.1 OVERVIEW OF ATTITUDE'S CONCEPT**

Hogg and Vaughan (2005) point out that the word 'attitude' is derived from the Latin *aptus*, which means 'fit and ready for action'. This ancient meaning refers to something that is directly observable. However, today attitude researchers view attitude as a construct which precedes behavior and guides our choices and decisions for action. Attitude is one important factor that can influence language learning, so it is an element that teachers should bear in mind. A large number of social psychologists and theorists have been studying the role of attitude regarding learning. The term "attitude" has been defined as follows:

Allport's study (as cited in Hogg and Vaughan, 2005) refers to attitude as a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.

According to Gordon Allport's study (as cited in Zimbardo, Ebbesen & Maslach, 1977, p.20) the concept of attitudes is probably the most distinctive and indispensable concept in contemporary American social psychology.

C.W.Sherif, M. Sherif & Nebergall (1965) writes that attitudes refer to the stand the individual upholds and cherishes about objects, issues, persons, groups, or institutions. The referents of a person's attitudes may be a "way of life"; economic, political, or religious institutions; family, school, or government.

According to Krech, Crutchfield and Ballachey's study (as cited in Ostrom, 1968), attitudes are enduring systems of positive or negative evaluations, emotional feeling, and pro or con action tendencies with respect to social objects.

Joseph E. McGrath, 1964 gives a definition of an attitude as an orientation toward (a way of believing and feeling about) an object or class of objects.

### 2.1.1 The Components of Attitudes

Regarding the nature of attitude, W. W. Lambert and W. E. Lambert (1973) believes that an attitude is an organized and consistent manner of thinking, feeling, and reacting to people, group, and social issues or to any event in the environment.

The essential components of attitudes are thoughts and belief feelings and emotions, and tendencies to react. Hogg and Vaughan (2005) points out that a one-component attitude model is the affect for or against a psychological object. Thurstone (as cited in Hogg and Vaughan (2005) believes that the concept of attitude is holistic, and that an attitude object has many possible attributes and elements. Another approach, with its origin in Allport's theory, favoured a two-component attitude model. According to Hogg and Vaughan (2005), this perspective is a state of mental readiness, or an implicit predisposition, that has a generalizing and consistent influence on evaluative responses. Next, a third view is the three-component attitude model which was popular in the 1960s, Hogg and Vaughan (2005) proposes that the attitude is made up of a cluster of feelings, likes and dislikes, behavioral intentions, thoughts and ideas.

### 2.1.2 Attitudes and Learning

Attitudes play a determining role in learning. Hogg and Vaughan (2005) shows that Bengalis, known to have strong group identification and pride, had much more difficulty learning a list of unfavorable adjectives attributed to their own group than when the same adjectives were ascribed to some other ethnic group. The Bengalis, however, had very little difficulty learning a list of favorable adjectives that were ascribed to their own group.

According to Vaughan and Hogg (2005), learning a foreign language also seems to depend on the learner's attitudes towards the people who use that language, and on his motives to study. With favorable attitudes toward the other group and an integrative motive for studying their language, a learner is more likely to be

successful, regardless of his talent for languages, than if his attitude is suspicious or unfriendly and his motive instrumental.

## **2.2 OVERVIEW OF TEACHING ENGLISH AS A FOREIGN LANGUAGE**

Today in classrooms around the world young people and adults are engaged in learning the English language. This interest in the learning of English has increased as English is now considered to be an international language in both a global and a local sense. Obviously, a language achieves global status when it develops a special role that is recognized in every country and that this special status can be achieved either by making it an official language of the country or by a country giving special priority to English by requiring that it be studied as a foreign language.

McKay (2002) points out that there is a wide range of reasons for the spread of English. Initially, several geographical and historical factors and socio-cultural ones led to the spread of English during the nineteenth and twentieth centuries because of both British and American colonialism. Next, the widespread use of English in a variety of political and intellectual areas makes it imperative for any country wishing to access the global community for economic development to have access to it. English also dominates the motion picture industry, popular music, travel and tourism, as well as the storage and dissemination of information. Finally, access to higher education in many countries is dependent on a knowledge of English as accessing key information in a wide range of fields is often dependent on having reading ability in English.

Though many people have been considering English as a second language, in many parts of the world English is recognized as a foreign language. That is, English is taught in schools, but it does not play an important role in national or social life. To illustrate, in Japan, Japanese is the normal medium of communication and instruction. The average citizen does not need English to live in daily life. Obviously, English is taught in schools, but there is no regional variety of English embodying its cultural identity. However, massive numbers of English learners tend to have a strong motivation to learn the foreign language. Studying at school has an educational function, while for others learning English is done with a clear intention or purpose. For instance, one wants to learn English to be able to communicate with English-

speaking friends or colleagues, and to be able to read English texts or newspapers. (Broughton, Brumfit, Flavell, Hill, & Pincas, 1978)

Broughton, Brumfit, Flavell, Hill, & Pincas (1978) reveals that many students of English need the language for specific instrumental purposes that lead to the teaching of ESP – English for Specific Purposes. The course and materials are designed to teach English for science, medicine, agriculture, engineering, tourism, etc. The major areas of the school curriculum are the instruments by which the individual grows into a more secure, more resourceful, more complete member of society.

## **2.3 OVERVIEW OF LEARNING AND TEACHING ENGLISH**

### **2.3.1 Learning and Teaching English**

Regarding a culture of learning, Cortazzi and Jin, 1996 (as cited in McKay, 2002, P.45) refer to the culturally influenced aspects of a language classroom as a culture of learning. They maintain that:

“...much behavior in language classrooms is set within a take-for-granted framework of expectations, attitudes, values, and beliefs about what constitute good learning, about how to teach or learn, whether and how to ask questions, what textbooks are for, and how language teaching relates to broader issues of the nature and purpose of education. In many classrooms both teachers and learners are unaware that such a culture of learning may be influencing the process of teaching and learning. A culture of learning is thus part of the hidden curriculum (P.45)”

Lindsay and Knight (2006) suggest that learning can take place both inside and outside the classroom. It can be informal processes such as picking up words from the TV, magazines, books; or it can be a formal process – attending lessons and taking part in classroom activities where language and skills are introduced and practiced.

Learners can be helped to learn by teachers. Teaching relates both to formal classroom process and learning outside the classroom. Teachers are in charge of conducting the classroom, including the content, the resources used, various activities, classroom management, feedback, assessment, etc. In addition, a teacher’s role is to stimulate learners to be responsible for their own learning.

Lindsay and Knight (2006) reveals that an active English teacher should understand language needs of learners, design lessons reflecting the learners' needs and develop their communication skills, monitor and correct sensitively, provide feedback, tell learners not to worry about making mistakes, encourage good learning habits inside and outside the classroom, and encourage learners to read English texts, listen to the radio in English, or Television programs.

The relationship between teaching and learning is a key factor in whether learning takes place effectively. There are several factors which affect language learning, including innate ability, aptitude, motivation, age, opportunity to use the target language, learning strategies, learner types, relationship to the teacher, relationship with other learners, embarrassment and anxiety, self-confidence, and status and value of the target language in the country.

Lindsay and Knight (2006) also point out that attitudes towards language learning is one of the significant factors affecting language learning. Learning another language is considered a normal and easy thing to do in some countries, while in others it is recognized an unusual and demanding task. To illustrate, in the Netherlands, most people expect to learn at least two languages, and by the time they are teenagers a lot of Dutch children speak excellent English. In Britain, on the contrary, few young children learn to speak a foreign language, and most teenagers consider language learning a very hard task.

Lindsay and Knight (2006) summarize that attitudes towards English and English-speaking countries is also vital factor affecting language learning. The learning process can be affected by the learner's attitude towards English and toward L1 speakers of English and their culture; this can affect learners' motivation in particular. Some people associate learning English with learning about the culture and values of English-speaking countries. For some learners who may reject the culture and values this can be de-motivating. Nowadays this is less significant as English is used extensively as a world or international language, not associated with any one country.

### 2.3.2 Teaching Methods and Ideas

Recently, teaching has been influenced by many methods and trends. New methods have been introduced as part of the search for the best way to teach.

According to Lindsay and Knight (2006), some of the main teaching methods and ideas that have influenced the way of teaching English include the Grammar-Translation Method, the Direct Method, Audiolingualism, Communicative Language Teaching, and Task-based Learning.

#### 1. *The Grammar-Translation Method*

The Grammar-Translation Method was developed in the 18th century and was introduced as a way of teaching modern languages to school children. The method came from the way individual learners studied classical languages such as Greek and Latin. This was done mainly by studying the grammar in detail and translating texts from the original into the learner's language. (Broughton, Brumfit, Flavell, Hill and Pincas, 1978)

#### 2. *The Direct Method*

The Direct Method was developed in the early 20<sup>th</sup> century to reduce the obstacles regarding the grammar-translation method. This method introduced the idea of lessons being conducted in the target language. Mime and gestures were used to communicate the meaning of words and structures. Unlike the grammar-translation method, learners were not taught grammar rules, but worked them out for themselves.

#### 3. *Audiolingualism*

In 1950s and 1960s, audiolingualism was developed as learning a language started to be compared to learning new habits. Language was described by individual sounds, letters, words, structures, and sentence types. Learners were not learning new language by learning rules, but producing the language by responding to stimuli leading them to produce sentences. Obviously, speaking and listening were the basis of language learning.

#### 4. *Communication Language Teaching*

Communication Language Teaching (CLT) started in the late 1960s. It is a new approach where it is believed that language learning refers to learning how to communicate effectively in the world outside the classroom. This approach also describe the way of using language by function; one uses language to do things such

as suggest, invite, agree, request, criticize and predict. (Broughton, Brumfit, Flavell, Hill, & Pincas, 1978)

### 5. *Task-Based Learning*

McKay (2002) points out that Task-Based Learning (TBL) is the process of communicating by setting learners tasks to complete using the target language. The learners acquire language as they try to express themselves and understand others. The benefit of Task-Based Learning is that learners can have a chance to use skills and language they have at the same time.

### 2.3.3. Learning English in the Secondary School

Broughton, Brumfit, Flavell, Hill, & Pincas (1978) suggest that English can be taught in three types of situation at secondary level. First of all, a class of students learns English solely as the school system demands it. Alternatively, students may be motivated in a foreign language situation, perhaps because they have to use it for university level work, or because there is an obvious role for English to play in the community outside school. Lastly, there is the situation in which English is a medium for all or part of the instruction in the school. Obviously, the teacher can develop more effective work than the other two situations.

Classroom management is also one of the significant aspects regarding learning English in the Secondary School. Providing that the characteristic secondary school is large, it usually reflects a wide range of abilities. Likewise, its large size is also a demotivating factor in terms of the hard work required in learning a language; the students may feel less commitment to language work. Obviously, the teacher's duty is to make sure that his teaching is appropriate to his class, that it is organized systematically, and that it is exciting.

Regarding learning language in the secondary school, one has to realize the importance of appropriacy. There are two stages in which appropriate teaching can be produced, including the preparation and selection of materials (course books, exercises and visuals), and classroom organization. (Broughton, Brumfit, Flavell, Hill, & Pincas, 1978)

Moreover, good organization for a class is important. Each teacher needs to operate systematically within the school system. Or teachers say that they can have

their own style of teaching. It is also essential in the secondary school situation that the teacher should know for every moment of the lesson exactly what he is expecting each pupil to be doing. In addition, when teaching large classes, the break from full-class to small-group to individual work means a reduction of monotony and an increase in student concentration (Broughton, Brumfit, Flavell, Hill, & Pincas, 1978)

#### **2.4 THE ENGLISH PROGRAM SCHOOLS IN THAILAND**

According to the National Education Act of B.E. 2542 (1999), it is stated that education shall be based on the principle that all learners are capable of learning and self-development. The teaching-learning process shall aim at enabling the learners to develop themselves at their own pace and to the best of their potential. In addition, local administration organizations shall have the right to provide education at any or all levels of education in accordance with readiness, suitability and requirements of the local areas. Most importantly, education shall put an emphasis on knowledge and skills in mathematics and languages, with emphasis on proper use of the Thai language to ensure that all Thais receive continuous lifelong quality education and are capable of learning and self-development to their fullest potential.

Regarding the Basic Education Standard, B.E. 2544, foreign languages are placed in the Basic Education Curriculum to enhance students' interest in learning foreign languages. Thus, students will gain a positive attitude towards learning a foreign language and be able to communicate more fluently. This benefits them in furthering their education, as well as later in their careers. Students will also be able to understand more about other cultures, and be able to relate Thai thinking and culture to the world more creatively.

Recently, the Ministry of Education has recently allowed Thai public schools to operate bilingual education, officially named English Programs (EP), in order to satisfy the needs of parents and community as well as to develop and enhance Thai students' English skill proficiencies.

Regarding National Education Act of B.E. 2542 (1999), the Department of General Education operated the "English Program", based on the Ministry of Education's curriculum in the secondary level. The objectives of conducting the English Program are as follows:-

- to enhance the student's English skills and proficiencies
- to encourage teachers, instructors, and school staffs to have

lifelong self-development

- to promote the educational development of a school
- to be a model for other EP schools

The English Program requires conducting classes in English except for some subjects concerning Thai language and culture, Thai history, or Buddhism. Presently, there are several schools under the Department of General Education that operate an "English Program," such as Yothinburana, Bangkok; Sa-ardpadermwittaya, Chumporn; Makutmeungratwittayalai, Rayong; Samakkeewittayakom, Chiang Rai, and Woranareechalerm, Songkla, among others. English Programs have been continuing to gain popularity throughout the nation in recent years.

## **2.5 THE RELATED RESEARCH**

Up to now, there has been a wide range of studies aiming to investigate attitudes towards foreign language learning; for example, Albert and Bernice Lott (as cited in W. W. Lambert and W. E. Lambert (1973) demonstrated that attitudes affect speed and efficiency of associative learning. The work of Kanungo and Dutta on the same topic (as cited in W. W. Lambert and W. E. Lambert, 1973) also found that Bengalis had much more difficulty learning a list of unfavorable adjectives attributed to their own group than when the same adjectives were ascribed to some other ethnic group.

There has been limited specific research on the topic related to English Program schools. However, regarding the study of the English Program in Thailand, in 2004, Paruthai Aikwanich conducted a study of parent's attitudes towards the English Program schools at the secondary level. Subjects of the study are 87 parents from private and public schools in the Bangkok metropolitan area. The main reasons in selecting the English Program schools for their children are the anticipation of them having a respectable job in the future (66.7%) and the prospect of English fluency (63.2%). The study revealed that parental attitudes and preference towards the English Program schools are generally optimistic.

Again in 2004, Kanokwan Chanthaamornlertkul investigated into the motivation and attitudes of Yohinburana School students towards learning in an English Program. The findings revealed that there were no significantly different attitudes towards learning in the English Program between the Science-Mathematics program students and the Art/Language program students. Also, it was found that the average attitude score of students towards learning in the English Program was moderate to nearly high.