

CHAPTER TWO

REVIEW OF LITERATURE

This research paper aims to find out the opportunities, frequencies, and attitudes of the students in the General Management Program at Chakrabongse Bhuvanath Campus towards using English in real life situations, interaction with English speakers and English media. Therefore, this chapter reviews the literature under the following headings:

- 2.1 The importance of the opportunities and frequencies to interact with foreigners who speak English
- 2.2 The advantages of the opportunities and frequencies to use English through English media
- 2.3 Attitudes
- 2.4 Related literature

2.1 THE IMPORTANCE OF THE OPPORTUNITIES AND FREQUENCIES TO INTERACT WITH THE FOREIGNERS WHO SPEAK ENGLISH

Speaking is a productive skill in any language. (Harmer 1991, p. 16) Many learners sometimes feel uncomfortable to communicate with this skill especially foreign language learners. The big problems might be that they lack self confidence of their language competence and opportunities to talk with native speakers in the real situations. Some feel their poor pronunciation, slow speech, and errors, as well as mistakes, might make the native speakers feel bored talking with them and any time they are corrected, they always lose rhythm, forget the communicative goals, and get stuck in the middle of the conversations (Rubin & Thomson, 1994, p. 100-109) In fact, the native speakers have seen those points like pronunciation are less important than communicative efficiency (Harmer, 1991, p. 29) Harmer also pointed out that only language competence alone cannot lead to appropriate successful communication (p. 14). Strategic competence, the knowledge of what to do with language that they have in real use, is one way to enhance language proficiency (p. 16).

2.2 THE ADVANTAGES OF THE OPPRTUNITIES AND FREQUENCIES TO USE ENGLISH THROUGH MEDIA

There are many types and advantages of media in English in Thailand, such as the websites, TV programs, radio programs, songs, magazines, newspapers, Western movies with soundtracks and so on.

In exposure to the English media, students might possibly encounter all language skills depending on the kind of media, so they can increase their listening proficiency by listening to English songs, English radio programs, TV programs in English soundtracks and English soundtrack movies both at the cinema and from VDO,VCD or DVD. Fukunaga (1998) states that English movies can help students improve their English Language Abilities. They can improve their reading and writing skills by reading English magazines, newspapers, novels, short stories or any types of written texts. They can obtain the vocabulary and sentence patterns while reading so when they want to write, they will be able to recognize many vocabulary and patterns they have already learnt from those written media.

2.3 ATTITUDES

Attitudes are mostly defined as a tendency or predisposition to evaluate an object or the symbol of that object in a certain way or we infer an attitude from an individual's behavior, his words and deeds, Specially, attitudes are inferred from characteristic or consistent patterns of behavior toward object, or more usually, classes of objects. (Sherif, 1965, p. 19)

To know attitudes of a person will give some ideas or imply how the person particularly views, acts or has opinions towards things, objects, events, or phenomenon either in a favorable or unfavorable way. Attitudes sometimes predict behavior (Eiser, 1994). For example, in education, if a teacher knows the students' attitudes towards using English in real world situations or contexts, understand English media and teaching and learning English, it will be beneficial for the teacher to manage the class activities, construct teaching materials, select teaching media, choose appropriate teaching methods to suit students' beliefs, as well as to increase their motivation to learn English more successfully.

According to Zimbardo and Ebbesen (1996), attitudes have been generally divided into three components: affects, cognition, and behavior. The affective component consists of a person's evaluation of, liking of, or emotional response to, some object or person. This kind of component could be measured by physiological or verbal statements, responses of like or dislike. The second component is cognitive which have been conceptualized as a person's belief about, or factual knowledge of, the object or person. It could be measured by self-ratings of beliefs or by the amount of knowledge which a person has about some topic. Last is the behavioral component which involves the person's overt behavior directed toward the object or person. To measure this component of attitude could be done by direct observation of how the person behaves in specific stimulus situation.

To sum up, "attitudes" in this research will be regarded as a tendency of a person, which is either positive or negative, to respond towards objects, persons or a particular event or situation in actual behavior and individual's belief of the objects.

The Measurement of Attitudes

It is undeniable that attitudes are not directly observable; however; they can be inferred from overt responses or indicators. In other words, we infer an attitude from an individual's behavior, characteristic or consistent patterns of behavior towards objects or classes of objects. Therefore, in order to find out about people's attitudes, measurement is required.

There are many techniques of attitude measurement. In this research paper, the Likert Scale which has been used extensively and highly refined will particularly be adopted. Data collection was conducted by using a questionnaire, a five point Likert Scale (Zimbardo and Ebbesen, 1996).

Likert's scale is a rating scale developed by Rensis Likert in 1932 to measure the overall attitude of a person towards a particular issue by asking the person rate each item, usually a five point scale of response that uses strongly agree, agree, undecided, disagree, strongly disagree. In other words, subjects are asked to express agreement or disagreement of a five point scale. A person's score is the sum of his individual rating. Each respondent is asked to rate each item on some response scale. For instance, they could rate each item on a 1- to - 5 response scale where:

1= strongly disagree

2=disagree

3= undecided

4= agree

5= strongly agree

There are a variety of possible response scales (1- to – 7, 1 – to – 9, 0 – to – 4). All of these odd-numbered scales have a middle value which is often labeled neutral or undecided. It is also possible to use a forced-choice response scale with an even number of responses and no middle neutral or undecided choice. In this situation, the respondent is forced to decide whether they lean more towards the agree or disagree end of the scale for each item so the neutral choice is omitted in the questionnaire.

2.4 RELATED LITERATURE

In 1998, Patriya Wisaijorn (ภัทรีชา วิสัยจร, 2541) conducted research entitled “The study of Students’ Attitudes towards Foundation English I and II at Ubon Ratchthani University.” The findings suggested that most students had positive attitudes towards English teaching at Ubon Ratchathani University. Besides, their attitudes towards learning English were significantly related to English achievement and the most successful learning style were in class learning and student self-learning.

Arnulfo S. Aniel (2006) investigated the use of song in teaching English through listening and singing. He found that students learn more from listening than singing. The subjects agreed that English song could enhance their English ability. About their comprehension, they understand more when they hear English songs than when they sing them but in contrast, they understand the meaning of the words on context more from singing the songs than listening to them. Most of them showed a positive attitude towards the use of songs in learning English.

Napamat Warawieng (2005) sought information, objectives and problems with exposure of first-year student to English media outside the classroom. The results

showed that the kind of media that students are most exposed to was English soundtrack movies at the cinema even though the frequency was not high. Most of the students do not have major problems in being exposed to English media outside the classroom. The exposure to the media of students mainly depends on their personal interests which are varied in relationship to the kinds of media.