

## **A Study of Different Attitudes towards English among Myanmar EFL Learners at Hinthada University**

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### **Abstract**

This paper attempts to identify the different attitudes towards English among Myanmar EFL learners at Hinthada University. The survey was conducted with the students of the second semester of 2010-2011 Academic Year at Hinthada University. A questionnaire, which consisted of 20 multiple choice items, was given to 175 students specializing in English and science subjects at Hinthada University. The data related to the students' attitudes were analyzed to find out the students' perspectives about English learning, the ways they try to improve their proficiency and their fears of learning English. It was found that students of different specializations had different perspectives about English and most of them were not confident enough to communicate in English. However, the whole results revealed that the students were eager to be proficient in English and had positive attitudes towards their learning of English. It is hoped that this paper will be of some help not only to students who have unflinching enthusiasm to improve their English but also to teachers who, knowing the students' attitude, would like to make their students more interested and motivated in their lessons and make their teaching more effective.

**Key words:** attitude, learning, proficiency, EFL learners

### **Introduction**

Nowadays, English has now become an important tool for economic, social and educational advancements as Myanmar further integrates with ASEAN countries. Compared to other countries in the region, Myanmar has an advantage over most of the countries in the region where it comes to ELT. Moreover, an attempt to strengthen and improve the teaching of English through curriculum revision and development and other initiatives has been made in the last ten years in Myanmar (Kam & Wong, 2003) and English language teaching and learning can be assumed to be successful to some extent.

English is the only foreign language taught as a compulsory subject in all the schools and higher education institutions in Myanmar. Moreover, at the tertiary level, English is the medium of instruction for most disciplines and is a compulsory subject to be studied throughout the undergraduate course for all the disciplines except Myanmar and students have to write assignments, term papers, or project papers in English. However, the researchers found that the proficiency level of university students seemed to be still poor and they do not appear to be communicative in English. Moreover, some seem to be not very enthusiastic to learn English and some do not attend the English classes regularly, and they complain of the difficulty in studying English. These factors arouse the researchers' interest to know whether their proficiency in English is related to their attitude towards English or not.

### **Aim and Objectives**

This study was carried out to investigate the attitudes of the students at Hinthada University towards their English language learning.

The specific objectives of the study are:

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- to find out the previous experiences of undergraduate students' in their learning of English in high school
- to identify the most useful skills for them
- to search for the way they improve their language skills
- to observe the way they learn English
- to discover the different attitudes of the students towards English language learning

### **Literature Review**

The literature related to different attitudes towards English among EFL students was studied and among them, the following which are directly related to this study were presented in this section.

The research carried out by Chaihiranwattana and Nookua (2009) investigated the attitudes of students at Siam University towards English language learning in the second semester of the academic year 2009. The survey was done, giving a questionnaire to 388 non-English specialization students at Siam University. The questionnaire consisted of two sections (1) Students' personal information, (2) Twenty closed-ended questions. The first section of the survey concerned with students' background on age as well as their English grade from the former course taken in the first semester. The second section investigated students' attitude towards the English language. This investigation had found out that the group of students who got better grades (A and B+) in fundamental English showed higher positive attitudes towards English compared to the groups of worse grades. The weaker students had wrong belief and less self-confidence on themselves. Their failure in English learning caused them lack of intention and had negative feeling in English learning.

Hsiu-Ju-Lin (1996-1997) at Cyayoyang University of Technology also conducted a survey handed out at the beginning of their first class of the first semester in the academic year of 1996-1997. It aimed to find out the different attitudes among non-English specializations EFL students. A total of 365 students of nine English learning classes; Information Management, Business Administration, Insurance, Finance, Finance, Information Management, Visual Communication and Applied Chemistry at a university in central Taiwan participated in the study. All the students had studied English formally for six years in junior and senior high schools. The English learning questionnaire used in this study was composed in Chinese. The questionnaire consisted of two parts: (1) fifteen close-ended questions, and (2) two open-ended questions. The first section examined causes that had influenced student's English learning and students' perspectives about the English learning, while the second section investigated students' feeling and past learning experiences of learning English in greater details. Compared to students of Finance (1) and Chemistry, Management students and Accounting students felt stronger that reading was not enough to improve their English proficiency. Moreover, students from six other classes "*somewhat agreed*" with class concentration on writing skill, with management students showing "*somewhat not agreed*" for this skill. It was found that students majoring in Management had better English ability than other groups of students. And the findings implied that Management students had good attitude towards English.

Another studied was carried out by Al-Tamimi, A and Shuib, M (2009) to identify Petroleum Engineering students' motivation and attitudes towards learning the English language. The study investigated students' motivation in terms of three motivational constructs: instrumental motivation, integrative motivation and personal motivation based on

Gardner's (1985) and Cooper and Fishman's (1977) works. Learners' attitudes, on the other hand, regarding 1) the use of English in the Yemeni social context, 2) the use of English in the Yemeni educational context, 3) the English language and 4) the culture of the English speaking world were identified. The study sample consisted of 81 petroleum engineering students at Hadhramout University of Sciences and Technology (HUST). A questionnaire and interviews were used for data collection. For the students' motivation, the findings showed the subjects' greater support of instrumental reasons for learning the English language including utilitarian and academic reasons. Personal reasons were also regarded as important motives by the students. However, regarding the integrative reasons, the results provided evidence that learning English as a part of the culture of its people had the least impact in students' English language motivation. On the other hand, data for the students' attitudes revealed that most of students had positive attitudes towards the social value and educational status of English. In addition, the findings showed the students' positive orientation towards the English language. Interestingly enough, the results indicated that a high number of the students showed their interest in the culture of the English speaking world as represented by English-language films.

In this paper, a similar kind of research was done with Myanmar EFL students at Hinthada University. This research was also carried out by distributing the questionnaire, which consisted of three groups of questions: (1) to find their attitudes, (2) to find the skill they like most and (3) to find the ways they try to improve their skills. The questionnaire consisted of 20 multiple choice items.

### **Methodology**

The survey was conducted with the students of the second semester of 2010-2011 Academic Year at Hinthada University. 25 students each of third year and first year honours from English specialization and from six Science specializations, totaling 175 students were made to take the questionnaire on a voluntary basis. All of them have been studying English since kindergarten and English is the medium of instruction at the university. Moreover, science students have to take English as a compulsory subject till the third year and they also have to write their term paper or project paper in English. English specialization students were also chosen to investigate whether they have better attitude towards English than other specialization students. The basic steps included identifying the students' interest in English, their learning style and the way they try to improve their English. The questionnaire consisted of 20 multiple choice items and four choices were given for each item. When the questionnaire was totally perfect, it was distributed to the students. The students were given 45 minutes to answer the questionnaire in class. The questionnaire used in this research is given in appendix. When the results of each specialization were checked, the total results of seven specializations were calculated. Then, the students' responses were analyzed. The students' previous experiences of learning English at high school; the skill most useful for them, the way they improve their language skills, the way they learn English were also studied; and their different attitudes towards English were discussed.

### **Results and Discussion**

A total of 175 students from 7 specializations at Hinthada University participated in the study. The following table shows the results of the questionnaire that examined the attitude of the students towards English.

Table 1. The results of the attitude of the students towards English

Sr. No.	Item	Yes			No			Yes Total		No Total	
		1	2	3	1	2	3	Total	%	Total	%
1	1. Be interested in English	123	36	10	1	5		169	96.6	6	3.4
2	2. Attend English classes	95	60	12	2	1	5	167	95.4	8	4.6
3	3. Attend language lab	90	40	12	13	15	5	142	81.1	33	18.9
4	4. Study English lessons	6	80	72	8	1	8	158	90.3	17	9.7
5	5. Use a dictionary	83	18	60	6	2	6	161	92.0	14	8.0
6	6. Review previous lessons	49	49	63	2	10	2	161	92.0	14	8.0
7	7. Borrow books from library	62	32	4	43	15	19	98	56.0	77	44.0
8	8. English useful for students	114	28	27	3	3		169	96.6	6	3.4
9	15. Like all English environment	67	55	35	10	6	2	157	89.7	18	10.3
10	16. Study from native speakers	46	41	37	18	28	5	124	70.9	51	29.1
11	17. Be confident to speak	15	34	48	46	22	10	97	55.4	78	44.6
12	18. Be satisfied with proficiency	31	32	30	20	35	27	93	53.1	82	46.9
13	19. Try to improve English	51	77	39	8			167	95.4	8	4.6
14	20. Fear or unpleasant feelings in high school	12	30	75	23	20	15	117	66.9	58	33.1

As seen in Table 1, 96.6% of the students were interested in English and they thought English was useful for them. 95.4% of the students attended English classes regularly and they wanted to improve their English. From these data, it was found that students had significant attitudes towards English. Over 90% of the students used dictionary, study English lessons regularly and reviewed their previous lessons. Apart from the three questions: whether they borrow books from the library, whether they are not confident enough to speak in public and whether they are satisfied with their proficiency, which scored more than just 50%, the rest of the items got high scores. This showed that they all were interested in English and they had a good attitude towards learning English. However, from the results of the question “whether they have fear or unpleasant feelings in their high school”, it could be seen that most of the students (66.9%) had bad experiences in their learning of English in the past and this may be the reason for their lack of confidence to speak and for being unsatisfied their proficiency.

Table 2. The results of the skills that students like most

Sr. No.	Item 9	Listening		Speaking		Reading		Writing	
		Total	%	Total	%	Total	%	Total	%
1	English	2	8	16	64	5	20	2	8
2	Botany	9	36	8	32	7	28	1	4
3	Chemistry	5	20	6	24	8	32	6	24
4	Geology	4	16	13	52	5	20	3	12
5	Maths	10	40	6	24	7	28	2	8
6	Physics	0	0	15	60	7	28	3	12
7	Zoology	2	2	17	68	5	20	1	4
8	Total	32	18.29	81	46.28	44	25.14	18	10.28

As seen in the table mentioned, 46.28% of all the students surveyed like speaking skill most and it was followed by reading skill (25.14%); listening skill (18.29%); and writing skill (10.28%). The overall results showed that speaking is the most important skill for them though students of different specializations prefer different skills. Most English, Geology, Physics and Zoology students thought that speaking is the most useful skill for them while Botany and Mathematics students prefer listening skill. However, for Chemistry students

though they liked reading skill most (32%), they thought that the other skills are equally important for them.

Table 3. The results of the skills that students like to improve most

Sr. No.	Item 10	Listening		Speaking		Reading		Writing	
		Total	%	Total	%	Total	%	Total	%
1	English	11	44	10	40	3	12	1	4
2	Botany	8	32	10	40	4	16	3	12
3	Chemistry	4	16	11	44	10	40	0	0
4	Geology	0	0	17	68	1	4	7	28
5	Maths	5	20	10	40	8	32	2	8
6	Physics	1	4	13	52	8	32	3	12
7	Zoology	6	24	9	36	5	20	5	20
Total		35	20	80	<b>45.7</b>	39	22.28	21	12

Among the four skills, speaking skill (45.7%) was the one that most students like to improve (See Table 3). It was found that all students liked to improve speaking skill except English specialization students. It seems that English specialization students would like to improve listening skill most as they were aware of the fact that they were weak in listening skill and they could also improve their language proficiency, including oral fluency, through listening input.

As the market-oriented economic system has been introduced in Myanmar and a lot of investments have been made by foreign enterprises, most students realized that speaking is the skill most needed in communicating with people from different parts of the world. In dealing with people from international communities, the ability to speak English fluently is essential. This may be the reason why the students thought that speaking skill is not only the most useful skill for them but also the skill that they wanted to improve.

Table 4. The results of the way the students try to improve their skills

Sr. No	Item	1	No. of Ss	%	2	No. of Ss	%	3	No. of Ss	%
1	11. Improve listening skill	songs and movies	80	45.7	English lessons	58	33.1	attend language lab	37	21.1
2	12. Improve speaking skill	English lessons	65	37.1	speaking with friends	79	45.1	learning Eng conversation by heart	31	17.7
3	13. Improve reading skill	English lessons	63	36	stories and novels	68	38.9	newspapers and magazines	44	25.1
4	14. Improve writing skill	diary in English	41	23.4	letters to friends in English	48	27.4	essays in English	86	49.1

With regard to the way tried to improve their English language skills 45.7% of the students tried to improve their listening skill by listening to songs and watching movies. (See

Table 4.) Being teenagers, most of the students liked to improve their English skills through entertainment. 45.1% of the students improved their speaking skill by practising English with their friends. Only 17.7% of the students learned English conversations by heart. Concerning improving reading skill, though 38.9% of the students read English stories and novels, most students were not used to reading newspapers and magazines. 49.1% of the students improved their writing skill by traditional way, writing essays in English, rather than writing letters or diary in English.

Table 5. The results of the attitude of each specialization towards English

Item	Eng	%	Bot	%	Chem	%	Geo	%	Math	%	Phy	%	Zoo	%
1. Be interested in English	25	100	24	96	25	100	23	92	22	88	25	100	25	100
2. Attend English classes	24	96	24	96	22	88	24	96	24	96	25	100	24	96
3. Attend language lab	24	96	19	76	24	96	22	88	24	96	7	<b>32</b>	22	88
4. Study English lessons	23	92	22	88	20	80	22	88	23	92	24	96	24	96
5. Use a dictionary	25	100	22	88	25	100	19	76	24	96	22	88	24	96
6. Review previous lessons	22	88	23	92	24	96	22	88	22	88	24	96	24	96
7. Borrow books from library	21	84	9	<b>36</b>	20	80	12	48	13	52	8	<b>32</b>	15	60
8. English useful for students	25	100	25	100	22	88	23	92	24	96	25	100	25	100
15. Like all English environment	23	92	20	80	23	92	23	92	20	80	23	92	25	100
16. Study from native speakers	23	92	18	72	18	72	13	52	17	68	14	56	21	84
17. Be confident to speak	12	48	13	52	22	88	5	<b>20</b>	18	72	10	<b>40</b>	17	68
18. Be satisfied with proficiency	8	<b>32</b>	21	84	19	76	5	20	16	64	10	<b>40</b>	14	56
19. Try to improve English	25	100	21	84	24	96	25	100	25	100	23	92	24	96
Average	21.5	86.2	20.1	80.3	22.2	88.6	18.3	73.2	20.9	83.7	18.5	74.2	21.8	87.4

As seen in Table 5, most students in the survey except Physics specialization students (32%) attended the language lab regularly. Only a few numbers of Botany and Physics specialization students (36% and 32% respectively) borrowed books in English from the library. Concerning studying English from a native speaker, students of English and Zoology were more eager to study English from a native speaker than those of the other specializations. Moreover, it was found that Geology students were not confident enough to speak English in public and they were not satisfied with their English proficiency.

Hundred percent of English specialization students were interested in English, used dictionary, wanted to improve English and they thought that English they learnt at university was useful for them. But just about only 32% of the English specialization students were satisfied with their proficiency and despite the fact that they were English specialization

students, only 48% of them were confident to speak English in public. However, above 50% of Botany, Chemistry, Mathematics, and Zoology students said that they were also confident to speak English in public and they were satisfied with their proficiency.

The Overall results showed that the attitudes of the students were more or less the same. Though students of Chemistry (88.6%), Zoology (87.4%) had better attitude than other specialization students, English specialization students (86.2%) did not have as high percentage as Chemistry and Zoology students. On the whole, the students were found to have good attitudes towards English.

Table 6. The results of using the English dictionary

Item. 5	Yes					
	1. to find the meaning of a word	%	2. to look for the form and meaning of a word	%	3. to look for the form, meaning and the use of a word	%
English	5	20	4	16	16	<b>64</b>
Botany	18	<b>72</b>	2	8	2	8
Chemistry	14	<b>56</b>	4	16	7	28
Geology	8	32	1	4	10	40
Maths	12	48	1	4	11	44
Physics	9	36	3	12	10	40
Zoology	17	<b>68</b>	3	12	4	16
Total	83	<b>51.6</b>	18	11.2	60	37.3

With regard to the question on the use of the English dictionary, most students used the dictionary but with different purposes. The results showed that 51.6% of students used dictionary to find the meaning of a word; 37.3% of students used it to look for the form, meaning and use of a word. Most of the science students used it to find only the meaning of a word. But (64%) of English specialization students used it to look for the form, meaning and use of a word. From these results, it can be noted that although students used the English dictionary, they did not have the knowledge of the effective use of the dictionary. This calls for the need of giving the students the training on the effective use of the English dictionary.

Table 7. The results of borrowing books from library

Item. 7	Yes					
	1. like reading books	%	2. writing term paper	%	3. teachers force them	%
English	14	56	7	28	0	0
Botany	9	36	0	0	0	0
Chemistry	14	56	4	16	2	8
Geology	6	24	5	20	1	4
Maths	7	28	5	20	1	4
Physics	7	28	1	4	0	0
Zoology	5	20	10	40	0	0
Total	62	63.3	32	32.7	4	4.1

When students were asked whether they borrowed books from the library, 56% of the students chose the answer "yes" (See Table 1). Among them, 63.3% of the students had positive attitude towards reading books in English; and only few students borrowed books as they were forced to do so.

With reference to their confidence to speak English, Chemistry students got the highest scores (88%) and Geology students the lowest scores (20%) among all specializations. (See Table 8). The reason for the second group not being confident to speak is their assumption that their proficiency was not good. Moreover, it is surprising to find that about half of the English specialization students were not confident to speak English in public and the reason is that 66.7% of them thought that they were not proficient in English.

Table 8. The results of having confidence to speak English in public

Item 17	Yes						No							
specialization	1. proficient in Eng	%	2. have experience	%	3. not afraid of speaking Eng	%	Total %	1. not proficient in Eng	%	2. not have experience	%	3. afraid of speaking Eng	%	Total %
Eng	1	8.3	3	25.0	8	66.7	48.0	8	61.5	2	15.4	3	23.1	52.0
Bot	5	38.5	5	38.5	3	23.1	52.0	4	33.3	6	50.0	2	16.7	48.0
Chem	2	9.1	5	22.7	15	68.2	88.0	1	33.3	0	0.0	2	66.7	12.0
Geol	2	40.0	0	0.0	3	60.0	20.0	18	90.0	2	10.0	0	0.0	80.0
Math	2	11.1	8	44.4	8	44.4	72.0	4	57.1	3	42.9	0	0.0	28.0
Phy	1	10.0	6	60.0	3	30.0	40.0	10	66.7	3	20.0	2	13.3	60.0
Zoo	2	11.8	7	41.2	8	47.1	68.0	1	12.5	6	75.0	1	12.5	32.0

Table 9. The results of students' satisfaction with their English proficiency

Item 18	Yes						No							
specialization	1. can read Eng books	%	2. can write essays	%	3. can understand Eng movies	%	Total % "Yes"	1. can't read Eng books	%	2. can't speak Eng	%	3. not understand native speaker	%	Total % "No"
Eng	5	62.5	2	25.0	1	12.5	32.0	1	5.9	7	41.2	9	52.9	68.0
Bot	8	38.1	5	23.8	8	38.1	84.0	2	50.0	2	50.0	0	0.0	16.0
Chem	7	36.8	8	42.1	4	21.1	76.0	5	83.3	1	16.7	0	0.0	24.0
Geol	1	20.0	2	40.0	2	40.0	20.0	4	20.0	8	40.0	8	40.0	80.0
Math	3	18.8	10	62.5	3	18.8	64.0	4	36.4	2	18.2	3	27.3	36.0
Phy	5	50.0	1	10.0	4	40.0	40.0	2	13.3	9	60.0	4	26.7	60.0
Zoo	2	14.3	4	28.6	8	57.1	56.0	2	18.2	6	54.5	3	27.3	44.0

Concerning their satisfaction with their English, Botany specialization students got the highest percentage and Geology specialization students, the lowest. Botany specialization

students said that they could read English books and understand English movies. However, most English students were not satisfied with their English proficiency and the reason was that they couldn't understand the native speakers. Being English specialization students, they have experienced listening to different native speakers of English and they realized their own difficulties in studying English in real life situation. It implies that they were more aware of their own needs and want to improve their proficiency.

It must be admitted that this research was done on a small scale with only a limited number of students, and may not be generalized to the whole population of Hinthada University. Moreover, as the students who voluntarily participated in the research were randomly selected, this will probably be one of the causes for the high percentage in their attitude towards English language learning. Nevertheless, from the survey, it can be concluded that though the students had unpleasant feeling in learning English in their high school; and they were not confident enough to communicate in English, most of the students had good attitudes towards leaning English and they realized the need to promote their English language skills.

### **Conclusion**

This study aimed to examine different attitudes towards English among Myanmar EFL students at Hinthada University. The different specializations had the different attitudes. However, the overall results showed that they had positive attitudes towards English. They were interested in English and they, without exception, accepted the fact that English was useful for them. But most of the students did not have confidence to speak English in public and they were not satisfied with their English proficiency. Though they borrowed books in English from the library they read only English stories or books, and only a few students read newspapers and magazines. It implies that students should be trained to read different kinds of books, including newspapers and magazines. Moreover, it was found that most students usually looked up the dictionary for the meaning of the words only. This suggests that the students should be trained to be able to use the English dictionary effectively; to look for not only the meaning of a word but also its form and use. They should also be encouraged to write diary in English to improve their writing skill.

This study only aimed to explore the attitudes of the limited number of students towards English language learning and it is noted that having positive attitude towards English will fuel the learner's desire to learn English well. However, attitude is not the single factor influencing the success of the English language learning process. Other factors such as motivation, aptitude, learning cognitive style or learning strategies also play important roles in foreign language learning process (McDonough,1983; Ellis, 1994). So, it is suggested that a more empirical research which considers the motivation, aptitude and learning strategies of the greater number of students should be carried out in the future.

It is hoped that this paper will be of help not only for the EFL students who are trying to proficient in English but also for the EFL teachers who are trying their best to improve their teaching efficiency. Only when the teachers realize the attitude of the students towards English and their learning style, they can create the successful teaching and learning situation.

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## Appendix

### Questionnaire

1. Are you interested in English? Yes or no?

If your answer is "yes", why?

- (1) as English is an international language.
- (2) as it will help me study my lessons.
- (3) as I will get a better job.

If your answer is "no", why?

- (1) as it is difficult.
- (2) as I am weak in English.
- (3) as it is not useful for me.

2. Do you attend English classes regularly? Yes or no?

If your answer is "yes", why?

- (1) as I'm interested in English lessons.
- (2) to get good marks in English.
- (3) to have 75% attendance.

If your answer is "no", why?

- (1) as I am bored with English lessons.
- (2) as I don't like the teaching method.
- (3) as I am afraid of teacher's questions.

3. Do you attend the language lab regularly? Yes or no?

If your answer is "yes", why?

- (1) as I want to improve my listening and speaking skills.
- (2) as I enjoy attending language lab
- (3) as our teachers make us attend language lab

If your answer is "no", why?

- (1) as listening and speaking skills are not tested in the exam.
- (2) as I don't enjoy attending.
- (3) as I don't understand the lessons.

4. Do you study English lessons regularly? Yes or no?

If your answer is "yes", why?

- (1) as I am afraid of the teacher.
- (2) as I want to pass the exam.
- (3) as I enjoy studying English.

If your answer is "no", why?

- (1) as I am lazy.
- (2) as I don't understand them.
- (3) as I find them difficult to study.

5. Do you use a dictionary? Yes or no?

If your answer is "yes", for what purpose?

- (1) to find the meaning of a word.
- (2) to look for the form and meaning of a word.
- (3) to look for the form, meaning and the use of a word.

If your answer is "no", why?

- (1) as I have no dictionary.
- (2) as I don't know how to use it.
- (3) as I am lazy to look up the dictionary.

6. Do you often review the previous English lessons? Yes or no?

If your answer is "yes", why?

- (1) as English lessons are related to each other.
- (2) so that I will be proficient in English.
- (3) as I am interested in English.

If your answer is "no", why?

- (1) as I don't need to study those lessons for the next exams.
- (2) as I am bored to review the lessons.
- (3) as I am not interested in English.

7. Do you borrow books in English from the school library? Yes or no?

If your answer is "yes", why?

- (1) as I like reading books in English.
- (2) as I have to write term papers.
- (3) as my teacher forces me to borrow books in English.

If your answer is "no", why?

- (1) as I don't understand books in English.
- (2) as I am bored to read books in English.
- (3) as there are not enough books in English concerning my subject.

8. Is the English you learn at university useful for you? Yes or no?

If your answer is "yes", how?

- (1) as it helps me to improve my knowledge of English grammar.
- (2) as it helps me to read my specialized modules.
- (3) as it helps me to write an assignment/ term paper/ project paper.

If your answer is "no", why?

- (1) as it does not help me to read my specialized modules.
- (2) as it does not help me to write an assignment/ term paper/ project paper.
- (3) as I will not use English after school.

9. What do you think is the most useful skill for you? Please tick.

- (1) listening (2) speaking (3) reading (4) writing

Why do you say so?

Listening	Speaking	Reading	Writing
(1) as it is helpful to study my lessons.	(1) as I can speak English in public confidently.	(1) as it helps me to study my lessons.	(1) as I can write essays on my own.
(2) as I can understand English movies and English news.	(2) as I can communicate with foreigners.	(2) as I can read the books written in English.	(2) as I can write letters on my own.
(3) as I can communicate with foreigners.	(3) as good communication skill is a 'must' to have a good job.	(3) as I can go and study in foreign countries.	(3) as it helps me to write assignments, term / project papers in English.

10. Which skill do you like to improve most? Please tick.

(1) listening (2) speaking (3) reading (4) writing

Why do you say so?

Listening	Speaking	Reading	Writing
(1) as I am weak in listening skill.	(1) as I am weak in speaking skill.	(1) as I am weak in reading skill.	(1) as I am weak in writing skill.
(2) as I can understand English movies and English news.	(2) as I can speak English in public confidently.	(2) as it helps me to read the books written in English.	(2) as I can write essays and letters in English on my own.
(3) as I can communicate with the foreigners	(3) as I can communicate with foreigners.	(3) as I can go and study in foreign countries.	(3) as it helps me to write assignments, term/ project papers in English.

11. How do you improve your listening skill?

- (1) by listening to English songs and watching movies.
- (2) by listening to English lessons.
- (3) by attending language lab.

12. How do you improve your speaking skill?

- (1) by listening to English lessons.
- (2) by speaking with your friends in English.
- (3) by learning English conversations by heart.

13. How do you improve your reading skill?

- (1) by reading my English lessons.
- (2) by reading English stories and novels.
- (3) by reading English newspapers and magazines.

14. How do you improve your writing skill?

- (1) by writing diary in English.
- (2) by writing letters to your friends in English.
- (3) by writing essays in English.

15. Do you like to learn English in an "All English environment"? Yes or no?

If your answer is "yes", why?

- (1) so that, I will be able to study my lessons more easily.
- (2) so that, I will have more exposure to the English language.
- (3) so that, I will automatically learn English.

If your answer is "no", why?

- (1) as it will be more difficult for me to study my lessons.
- (2) as it will be more difficult to communicate with each other.
- (3) as I think that English speaking environment is not necessary for us.

16. Do you want to study English from a native speaker of English? Yes or no?

If your answer is "yes", why?

- (1) as I can learn his pronunciation and intonation.
- (2) as I can practise my English with him.
- (3) as I will have more exposure to English.

If your answer is "no", why?

- (1) as I cannot communicate with him well.
- (2) as I do not have enough proficiency to learn from him.

- (3) as his method of teaching will not be appropriate for Myanmar students.

17. Are you confident enough to speak English in public? Yes or no.

If your answer is "yes", why?

- (1) as I am proficient in English.
- (2) as I have enough experience.
- (3) as I enjoy speaking English in public.

If your answer is "no", why?

- (1) as I am not proficient in English.
- (2) as I don't have experience.
- (3) as I am afraid of speaking in public.

18. Are you satisfied with your English proficiency? Yes or no?

If your answer is "yes", why?

- (1) as I can read the books written in English.
- (2) as I can write English essays
- (3) as I can understand English movies.

If your answer is "no", why?

- (1) as I can't read English books.
- (2) as I can't speak English fluently.
- (3) as I don't understand the native speakers of English.

19. Do you try to improve your English? Yes or no?

If your answer is "yes", how?

- (1) by doing a lot of extensive reading.
- (2) by attending language courses.
- (3) by practising English with my friends.

20. Did the English learning in your high school give you any fear or unpleasant feeling? Yes or no?

If your answer is "yes", why?

- (1) because I don't like the teaching method.
- (2) because I am afraid of examination.
- (3) because I am weak in English.

If your answer is "no", why?

- (1) because I like the teaching method.
- (2) because I enjoyed learning English.
- (3) because I am proficient in English.