

## GUIDELINES FOR ENHANCING ATTITUDES, MOTIVATION, AND BEHAVIORS TO PROMOTE ENGLISH LANGUAGE LEARNING AMONG FIRST-YEAR STUDENTS AT PRIVATE UNIVERSITIES IN PATHUM THANI

Tanuya Petsong<sup>1\*</sup>, Nittayanan Natee<sup>2</sup> and Chonticha Kanjanapanprapa<sup>3</sup>

<sup>1</sup>Department of General Education, Foreign Languages Program, Faculty of Liberal Arts,  
Rajamangala University of Technology Krungthep

<sup>2,3</sup>Independent Scholar

\*E-mail: Tanuya.p@mail.rmutk.ac.th

*Received: 2024-12-18*

*Revised: 2025-02-06*

*Accepted: 2025-03-06*

### ABSTRACT

The objectives of this research were 1) to study the attitudes towards learning English among first-year students at a private university in Pathum Thani province. 2) to study the level of motivation for learning English among first-year students at a private university in Pathum Thani province. 3) to study the learning behaviors in English among first-year students at a private university in Pathum Thani province. 4) to propose guidelines for fostering attitudes, motivation, and behaviors that promote English learning for first-year students at a private university in Pathum Thani Province. The researcher utilized a questionnaire to investigate the attitudes towards learning English, the level of motivation for learning English, and the learning behaviors in English of the first-year students at a private university in Pathum Thani province. Data were collected using 400 questionnaires, and the researcher conducted a focus group to propose guidelines.

Research Findings 1) The overall level of attitudes towards learning English among first-year students at a private university in Pathum Thani province was high ( $\bar{x} = 4.09$ , S.D.= 0.64). When considering specific items, the highest average score was for the belief that English will provide better career advancement opportunities ( $\bar{x} = 4.73$ , S.D.= 0.35). 2) The overall level of intrinsic motivation was high, with an average score ( $\bar{x} = 3.80$ , S.D.= 0.60). The highest average score for intrinsic motivation was for the belief that learning English helps to understand the lifestyle and habits

of native speakers better ( $\bar{x} = 4.23$ , S.D.= 0.56). For extrinsic motivation, the overall level of extrinsic motivation was also high, with an average score ( $\bar{x} = 4.14$ , S.D.= 1.60). The highest average score for extrinsic motivation was for the belief that learning English is important because it leads to greater acceptance, especially from foreigners ( $\bar{x} = 4.35$ , S.D.= 1.76). 3.) The overall level of learning behaviors among the students was moderate, with an average score ( $\bar{x} = 3.01$ , S.D.= 1.60). The highest average score for specific behaviors was for students attending English classes regularly according to the schedule ( $\bar{x} = 3.78$ , S.D.= 1.34). The lowest average score was for students doing English homework or assignments by themselves ( $\bar{x} = 2.34$ , S.D.= 1.82). 4) Guidelines for creating positive attitudes, motivation, and behaviors that promote English learning for first-year students at a private university in Pathum Thani Province include: 1) inspiring students through role models 2) setting learning goals 3) suggesting short-term goals related English proficiency test including short term and long-term goals (TOEIC/ IELTS) 4) implement field trips 5) proposing English-enrichment activities. 6. monitoring and evaluation regularly

**Keywords:** attitudes, motivation, English learning behavior

## INTRODUCTION

The lack of motivation in learning English can significantly impact an individual's skill development and ability to use the language effectively. It may lead to slower learning progress or diminished quality of learning. Additionally, a lack of motivation might result in learners showing little enthusiasm for practicing skills and minimal effort to improve themselves. Consequently, their English proficiency may remain inadequate or even nonexistent (Pengnate, 2012).

Creating motivation in English

learning is, therefore, crucial. This can be achieved through providing positive reinforcement and encouragement when learners face challenges, designing engaging lessons that relate to real-life situations to enhance understanding and enjoyment of learning, and offering opportunities for learners to communicate and practice their English skills in familiar, real-world contexts. These strategies aim to foster learners' motivation and fully support their skill development for effective English use (Niratthisai, 2019).

Motivation plays a pivotal role in the process of learning English, as it provides the positive energy essential for skill enhancement and language acquisition. Motivating learners can be done through various methods, such as designing engaging and learner-appropriate lessons, offering praise and encouragement as learners progress, and creating opportunities for learners to interact and communicate with native speakers (Penhaban, 2013).

Engaging and relevant lessons help spark learners' interest and enthusiasm for learning. Teamwork activities and lessons connected to real-life situations can bridge the gap between English learning and its practical application in daily life. Offering praise and encouragement builds confidence and motivates learners to continue their efforts. Encouraging communication with native speakers and emphasizing the importance of English in communication further inspires learners to develop an active interest and eagerness to learn (Assavanadda, & Tangkiengsirisin, 2018).

Motivation in English learning is a key factor that drives and supports learners in developing their English skills

and abilities effectively and appropriately (Petri & Govern, 2004).

From studies of previous research, it has been found that factors influencing the success of learning English, and second languages consistently identify attitude as a crucial factor in language learning, as it is closely related to the mind, intellect, feelings, and emotions. This means that studying the attitudes, motivation, and behavior of first-year university students toward English learning is essential for Thai students. These aspects serve as a foundation for cultivating a positive attitude toward learning English as a foreign language in Thailand. First-year students are new to higher education, and understanding their attitudes, motivation, and learning behavior is vital for English instructors to design effective teaching methods and motivational strategies. This is particularly important in today's educational landscape.

### **Research Objectives**

1. To study the level of attitudes toward English learning among first-year students at a private university in Pathum Thani.

2. To examine the level of motivation for learning English among

first-year students at a private university in Pathum Thani.

3. To explore the learning behavior of first-year students at a private university in Pathum Thani in relation to English learning.

4. To propose guidelines for promoting positive attitudes, motivation, and behaviors that enhance English learning for first-year students at a private university in Pathum Thani.

### **Expected Benefits**

1. The research helps the researcher and instructors understand the levels of attitudes, motivation, and learning behaviors in English among first-year students at private universities in Pathum Thani.

2. The findings provide insights into the levels of attitudes, motivation (both intrinsic and extrinsic), and learning behaviors in English among university students, which may influence their academic achievement in English. The results of this research can lead to the planning and improvement of strategies to enhance English learning outcomes.

### **Research Scope**

#### **Area Scope**

The researcher collected data from first-year students at private universities in Pathum Thani, covering five institutions: Rangsit University, Pathumthani University, Eastern Asia University, North Bangkok University, and Bangkok University.

#### **Population and Sample Scope**

The sample consisted of first-year undergraduate students at private universities in Pathum Thani. Although the exact population size is unknown, it is known to be large. The sample was determined using a 95% confidence level with a 5% margin of error, resulting in a sample size of 385 participants. To prevent data discrepancies, the sample size was increased by 4%, resulting in 400 participants.

#### **Content Scope**

The research began with a review of documents, academic articles, websites, and related studies, as well as both domestic and international literature. The researcher adapted and applied various concepts and knowledge, including attitudes, intrinsic motivation, extrinsic motivation, and learning behaviors.

### Time Scope

The researcher allocated the period for data analysis from January to November 2023.

### Literature Review

Concepts and Theories on Attitudes and Second or Foreign Language Learning

Reid (2003) stated that “Attitudes are significant because they cannot be separated from learning, as they are a critical factor influencing learners’ capabilities.” Success in language learning depends not only on intellectual potential but also on having a positive attitude toward learning. For learners of a second or foreign language, success is not solely determined by linguistic aptitude or intelligence but also by their attitudes toward the native speakers of the target language. Attitude is a key to success in second or foreign language learning, just as it is crucial in other academic disciplines.

Pedtrides (2006) stated that the nature of language learning is fundamentally related to social and psychological factors, which primarily depend on motivation and attitudes toward the target language. Gardner & Lambert (1972) em-

phasized that learners’ success in second language acquisition is influenced by positive feelings and attitudes toward the target language. Moreover, having a positive attitude enhances the effectiveness of the language learning process and leads to positive learning behaviors. This aligns with Ellis (1994), who noted that learners’ ability to learn a second or foreign language is shaped by their attitudes toward the target language, its native speakers, their culture, and social values. Additionally, attitudes affect the development of understanding in all human aspects, which are formed during childhood through parental upbringing, peer relationships, interactions with diverse individuals, and accumulated life experiences.

Assavanadda & Tangkiengsirisin (2018) explained that learners with positive attitudes toward a second language are more likely to succeed compared to those with negative attitudes. Positive attitudes toward instructors, language learning, native speakers, and the culture of the target language are crucial for both the success and continued motivation of learners. Learners with positive attitudes demonstrate interest in

learning English, while those with negative attitudes show dislike or reluctance. Attitude is a component that influences whether an individual likes or dislikes a particular activity, which in turn affects their actions and success in that activity. It also encompasses interest, willingness, and perseverance in learning a foreign or second language. As previously mentioned, attitude is a key factor influencing motivation in second language learning, with widely accepted acknowledgment that a positive attitude contributes to learners' success (Penhaban, 2013).

The researcher concludes that attitude is as important as aptitude in determining success or failure in learning a second or foreign language. A positive attitude can compensate for a learner's lack of aptitude and lead to success in language learning. Furthermore, learners' attitudes influence their learning behaviors.

Theories and Concepts of Motivation

### 2.1 Definition of Motivation

Motivation refers to stimulation or encouragement that enhances an individual's efforts or unleashes their inner energy to take action or dedicate themselves to achieving a need, desire,

problem-solving, or goal that leads to satisfaction. According to Fakeye (2020), motives are the driving forces behind human behavior. Basic motivations include regulating body temperature, hunger, thirst, and sleep, which are essential for survival. These motivations operate through distinct mechanisms, where the activation of one motive tends to prompt behavior that responds to it rather than other motives. Most human and animal behaviors are goal-oriented, directed toward desired objectives or focused on points of interest. Hence, motivation can be described as goal-directed behavior.

The researcher concludes that attitudes are as important as aptitude in determining the success or failure of learning a second or foreign language. A positive attitude among learners can compensate for lower aptitude, enabling them to succeed in learning a second or foreign language. Moreover, a learner's attitude significantly influences their learning behaviors, which further impact their overall performance and engagement in language learning.

### 2.2 Types of motivation

Motivation serves as a driving force that encourages learners to desire to

improve their use of English in line with their set goals. Motivation can be categorized into two types, as outlined by Fakeye (2020), intrinsic motivation, which arises from an individual's internal desire, driven by personal needs and goals they have set for themselves, and extrinsic motivation, which comes from external stimuli such as praise, rewards, or other factors that align with the individual's needs and act as determinants.

Intrinsic motivation refers to the drive to engage in an activity for the inherent satisfaction or enjoyment that comes from doing it, rather than for some external reward or outcome. When someone is intrinsically motivated, they participate in an activity because they find it interesting, fulfilling, or meaningful. For example, someone might learn a new language because they enjoy the process of learning, find it stimulating, or have a personal passion for the culture associated with the language.

Extrinsic motivation refers to the drive to engage in an activity to achieve an external outcome or reward, rather than for the enjoyment or satisfaction of the activity itself. This kind of motivation comes from factors outside the individual,

such as receiving praise, earning money, gaining recognition, or avoiding punishment. For example, a student might study hard for a test to get a good grade or to please their parents, rather than because they find studying interesting or enjoyable

The researcher concludes that attitudes are as important as aptitude in determining the success or failure of learning a second or foreign language. A positive attitude among learners can compensate for lower aptitude, enabling them to succeed in learning a second or foreign language. Moreover, a learner's attitude significantly influences their learning behaviors, which further impact their overall performance and engagement in language learning.

### **2.3 Motivation in Learning**

Gardner (1985) defined learning motivation as a quality that reflects a learner's desire to succeed in their studies. It includes ambition, self-reliance, enthusiasm for learning, and planning. Learning motivation can also encompass forces that drive or stimulate learners to express desires and emotions to achieve objectives. Furthermore, it may manifest as behaviors where learners engage actively in their studies and strive to complete

assigned tasks to meet academic goals. In summary, learning motivation refers to being stimulated or driven by personal needs, desires, or external environmental factors.

### 3. Theories and Concepts of Learning Behaviors

#### 3.1 Definition of Learning Behaviors

John & Ehow (2011) described learning behaviors as strategies or techniques that learners employ to enhance their capacity for language acquisition. These behaviors, also referred to as study skills or study techniques, include study habits and language learning strategies. These methods are tools learners use to achieve success in language learning.

Oxford (1990) defined learning behaviors as techniques learners use to seek knowledge and develop skills in a second or foreign language. Similarly, Ellis (1997) referred to learning behaviors as strategies employed by learners to meet their second language learning goals.

Choomthong & Chaichompoo (2015) described learning behaviors as self-selected methods tailored to assist in achieving language learning success. They categorized learning behaviors as

follows; pre-learning behaviors refers to preparing for class, setting learning goals, and planning study schedules.

In-class behaviors are sitting at the front, maintaining focus, asking instructors questions to clarify doubts, organizing information in personal ways, memorizing vocabulary, repetitive practice, and using sentence structures.

Pengnate (2012) explored the strategies learners use to improve language learning, such as repetitive practice, analyzing and synthesizing content, and attempting to understand lessons thoroughly. These behaviors often correlate with academic success.

Sam El, Thangsathirasima, & Piyawan (2021) emphasized that learning behaviors include skills and techniques such as effective time management, which directly influence learners' success.

#### 3.2 Role of Learning Behaviors in Second or Foreign Language Learning

Manal & MBP (2011) stated that academic achievement depends not only on learners' abilities but also on their learning behaviors and effective study methods. Differences in academic outcomes among learners are influenced by cognitive abilities, effort, and the

adoption of efficient learning strategies. For example, managing study schedules and adopting appropriate techniques or plans can enhance learners' academic success. Similarly, in second language learning, effective learning behaviors and appropriate strategies help learners overcome challenges.

Oxford (1990) suggested practical language learning techniques that are easy to implement:

1. Information retention techniques refer to taking systematic notes during lectures to review and understand concepts accurately outside of class.

2. Content summarization includes rephrasing lessons in personal terms to link new knowledge with existing knowledge and facilitating peer study groups for collaborative understanding.

3. Problem-solving and skill practice is consulting instructors when difficulties arise, engaging in conversation with native speakers, or utilizing various media resources to practice language skills.

These methods help learners overcome linguistic barriers in second or foreign language acquisition.

## Conceptual Framework

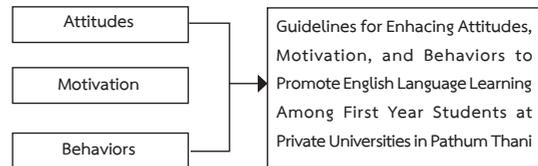


Figure 1 Conceptual Framework

## Methodology Material

This study employs both quantitative and qualitative research methods to explore the attitudes, motivations, and learning behaviors in English language acquisition among first-year students at private universities in Pathum Thani Province. Data were collected through questionnaires and analyzed in focus group discussions to propose strategies for fostering positive attitudes, motivations, and behaviors that support English learning.

### 1. Population and Sample

$$n = \frac{N}{1 + N(e)^2}$$

n = the calculated sample size

N = the total population

e = the acceptable sampling error (0.05)

### 2. Research Instrument for Quantitative Data

The researcher designed a questionnaire in Thai language to comprehensively gather data relevant

to the research objectives. The questionnaire is divided into five sections as follows

#### 1. Personal information

respondents include gender, faculty and educational institution.

#### 2. Attitudes Toward English

The researcher designed questionnaire in Thai language with 21 questions adapted from the questionnaires of Gardner & Lambert (1972) and Gardner (1985).

Uses a 6-point Likert Scale to measure responses

5 = Strongly agree

4 = Agree

3 = Somewhat agree

2 = Disagree

1 = Strongly disagree

0 = Do Not Agree

#### 3. Motivation Toward English

It contains 17 questions addressing intrinsic and extrinsic motivation. Adapted from Gardner & Lambert (1972) and Gardner (1985). Uses the same 6-point Likert Scale as section 2.

#### 4. English Learning Behaviors

It includes 20 questions about general behaviors related to English learning. Adapted from Penhaban (2013), based on LASSI (Learning and Study

Strategies for Language Learning). Responses are measured on a frequency scale as follows

5 = Always

4 = Often

3 = Sometimes

2 = Rarely

1 = Hardly Ever

0 = Never

#### 3. Qualitative Data Collection

##### Tool

After collecting data through questionnaires, the researcher conducted focus group discussions with English instructors to propose strategies for enhancing attitudes, motivation, and behaviors that support English learning among first-year students at private universities in Pathum Thani Province.

#### 4. Tool Validation Process

##### 4.1 Content Validity

The researcher submitted the questionnaire to experts to evaluate its alignment with the research objectives. The item objective congruence (IOC) index was calculated to assess each item's validity. Items with IOC values of 0.50 or higher were selected for use.

##### 4.2 Reliability Testing

The questionnaire was piloted

on a sample of 30 individuals outside the target population. The results were analyzed to determine instrument reliability, using Cronbach's alpha coefficient. Items with reliability scores of 0.75 or higher were retained. The final questionnaire consisted of 30 items covering the intended content and objectives. The overall reliability coefficient of the questionnaire was 0.89.

## Research Findings

**Table 1** Personal Information of Informants

University	Frequency	Percentage
Rangsit University	140	35 %
Pathumthani University	60	15 %
Eastern Asia University	45	12 %
North Bangkok University	60	15 %
Bangkok University	95	23 %
<b>Total</b>	<b>400</b>	<b>100%</b>

Based on table 1, which presents the personal information of the respondents from five private universities in Pathum Thani Province, the respondents were first-year students currently enrolled in these institutions. The highest number of respondents came from Rangsit University,

## 5. Statistical Analysis for Quantitative Data

The researcher employed descriptive Statistics including percentage, mean ( $\bar{x}$ ), and standard deviation (S.D.)

### Instrument Validation

Content validity was tested using the Index of Item Objective Congruence (IOC). Reliability was assessed using Cronbach's alpha coefficient, following the Cronbach method.

totaling 140 students, accounting for 35%. This was followed by Bangkok University, with 95 respondents (23%). Pathumthani University and North Bangkok University each had 60 respondents (15%), while Eastern Asia University had the fewest respondents, totaling 45 students (12%).

Table 2 Gender of informants

Gender	Frequency	Percentage
Male	164	41
Female	236	59
Total	400	100

Table 2 presents the gender distribution of the informants, with a total sample size of 400 individuals. Of the total, 41% of the informants are male, while 59% are female.

Table 3 Faculty of informants

Faculty	Frequency	Percentage
Liberal Arts	104	26
Business Administration	115	28
Laws	61	15
Communication Arts	120	31
Total	400	100

Table 3 shows the distribution of informants across different faculties. The total number of informants was 400. The highest proportion of informants comes from the Communication Arts faculty, with 120 informants (31%). Following that, Business Administration has 115 informants (28%). Liberal Arts includes 104 informants (26%). The smallest group is from the Laws faculty, with 61 informants (15%).

**Table 4** presents attitude toward English

Attitude Toward English	( $\bar{x}$ )	S.D.	Interpretation
1. You think knowing English boosts your confidence when communicating with foreigners.	4.62	0.4	Very High
2. You think knowing English broadens your perspective.	3.83	0.5	High
3. You think learning English helps you understand the culture of native speakers.	3.51	0.71	High
4. You think learning English increases your understanding of native speakers.	3.41	0.5	Moderate
5. You want to live in a country where English is the primary language.	3.25	0.63	Moderate
6. You want foreign friends to help you practice English.	3.43	0.71	Moderate
7. You are interested in learning English	3.26	0.43	Moderate
8. You feel proud when using English to communicate with foreigners.	3.94	0.25	High
9. You think knowing English broadens your perspective.	3.83	0.5	High
10. You think learning English helps you understand the culture of native speakers.	3.51	0.71	High
11. You think knowing English boosts your confidence when communicating with foreigners.	4.36	0.34	High
12. You think learning English helps you develop yourself for a globalized society.	4.62	0.38	Very High
13. You think English will increase your chances of career advancement	4.73	0.35	Very High
14. You think English will advance your educational opportunities.	4.25	0.23	High
15. English helps you gain scholarships.	4.28	0.52	High
16. English helps you understand technology, such as reading installation manuals.	4.32	1.67	High

17. English helps you find information from sources such as the Internet and journals.	4.35	0.83	High
18. English helps you stay informed about global news.	4.23	0.84	High
19. English enhances your knowledge in various academic fields.	4.12	0.84	High
20. English makes international travel more convenient and easier	4.56	0.82	Very High
21. English enhances your enjoyment of entertainment such as movies, magazines, and newspapers.	4.46	0.83	Very High
<b>Overall</b>	<b>4.09</b>	<b>0.64</b>	<b>High</b>

Table 4 presents overall attitude toward English among the sample. It was high ( $\bar{x} = 4.09$ , S.D. = 0.64). The item with the highest mean score was Item 11, “You think English will increase your chances of career advancement,” with a mean score of 4.73 (S.D. = 0.35), indicating a very high level of attitude.

Following this were Items 1, 10,

12, 18, 19, and 20, all of which were also interpreted as having very high levels of attitude. Items 2, 3, 8, 9, 12, 14, 15, 16, 17, and 21 were rated as high, while Items 4, 5, 6, and 7 were rated as moderate. The item with the lowest mean score was Item 5, “You want to live in a country where English is the primary language,” with a mean score of 3.25 (S.D. = 0.63).

**Table 5** Levels of Intrinsic Motivation

Intrinsic Motivation	$(\bar{x})$ ,	S.D.	Interpretation
1. Learning English is important because it helps you understand the culture and traditions of native speakers.	3.24	0.78	Moderate
2. Learning English is important because it helps you understand English literature	3.89	.083	High
3. Learning English is important because it allows you to participate in activities with English-speaking groups.	3.54	0.65	High
4. Learning English helps you understand the lifestyle and way of living of native speakers.	4.23	0.56	High
5. Learning English helps you make international friends.	4.13	0.64	High
6. Learning English helps you understand and appreciate the values and beliefs of foreigners.	3.67	0.46	High
7. Learning English makes you more open-minded, accepting of differing opinions, and friendly like foreigners	3.56	0.75	High
8. You enjoy following news, watching movies, or engaging with media in English.	4.2	0.98	High
<b>Overall</b>	<b>3.8</b>	<b>0.60</b>	<b>High</b>

The results in table 5 show that the overall level of intrinsic motivation among students toward learning English is high ( $\bar{x} = 3.80$ , S.D. = 0.60).

The item with the highest mean score is Item 4, “Learning English helps you understand the lifestyle and way of living of native speakers,” with a mean score of 4.23 (S.D. = 0.56), indicating a high level

of intrinsic motivation.

Other items with high levels of intrinsic motivation include Items 2, 3, 5, 6, and 8. The item with the lowest mean score is Item 1, “Learning English is important because it helps you understand the culture and traditions of native speakers,” with a mean score of 3.24 (S.D. = 0.78), interpreted as moderate.

**Table 6** Levels of Extrinsic Motivation

Levels of Extrinsic Motivation	( $\bar{x}$ )	S.D.	Interpretation
1. Learning English is important because it enables you to get a good job in the future	3.87	1.87	High
2. Learning English is important because you want to be recognized by teachers and peers.	4.32	1.63	High
3. Learning English is important because it allows you to gain knowledge in other fields.	3.78	1.69	High
4. Learning English is important because it earns you recognition, especially from foreigners.	4.35	1.76	High
5. Learning English is important because it will help you pursue further education in the future.	4.26	1.84	High
6. Learning English is important because it will be useful when traveling abroad.	4.23	1.78	High
7. Learning English is important because it contributes to your academic success.	3.77	0.93	High
8. You study English diligently because you want to graduate with a bachelor’s degree.	4.35	1.34	High
9. You study English diligently because it is essential for communication.	4.34	1.56	High
<b>Overall</b>	<b>4.14</b>	<b>1.60</b>	<b>High</b>

The results in table 6 indicate that the overall level of extrinsic motivation among students toward learning English is high ( $\bar{x}$  = 4.14, S.D. = 1.60).

The items with the highest mean scores are Item 4 (“Learning English is important because it earns you recognition, especially from foreigners”) and Item 8 (“You study English diligently because you want to graduate with a bachelor’s

degree”), both with a mean score of 4.35 (S.D. = 1.76 and S.D. = 1.34, respectively).

Other items, such as Items 1, 2, 3, 5, 6, 7, and 9, also show high levels of extrinsic motivation. The item with the lowest mean score is Item 1, “Learning English is important because it enables you to get a good job in the future,” with a mean score of 3.87 (S.D. = 1.87), still categorized as high.

**Table 7** Levels of Behavior of First-Year Students Toward Learning English

Levels of Behavior of First-Year Students Toward Learning English	( $\bar{x}$ )	S.D	Interpretation
1. You plan your English studies, such as creating a study schedule, writing reports, or completing homework daily.	2.88	1.53	Moderate
2. You practice focusing while studying English.	2.67	1.34	Moderate
3. You prepare for English class, such as reviewing vocabulary and lessons in advance.	2.69	1.56	Moderate
4. You are enthusiastic when it is time to learn English.	3.45	1.65	High
5. You attend every English class as scheduled.	3.78	1.34	High
6. You pay attention and focus during English lessons.	3.67	1.87	High
7. You prefer sitting near classmates who are focused on learning.	3.60	1.54	High
8. You take notes on key points during English lessons.	3.65	1.87	High
9. You often answer questions during English class.	3.23	1.45	Moderate
10. You immediately ask the teacher if you do not understand the English lesson.	2.78	1.86	Moderate
11. You review English lessons after class.	2.87	1.56	Moderate
12. You do English homework or assignments by yourself	2.34	1.82	Low
13 You always submit your English homework or assignments on time.	3.67	1.56	High

14. You summarize key points from English lessons in your own words	2.67	1.86	Moderate
15. You form study groups with friends to prepare for English exams.	3.23	1.97	High
16. You seek additional resources about English beyond what the teacher provides.	2.89	1.45	Moderate
17. You take extra English classes outside of school.	2.34	1.86	Low
18. You dedicate yourself to learning English.	2.68	1.54	Moderate
19. You practice all four English skills (listening, speaking, reading, writing) on your own.	2.45	0.89	Low
20. You apply English knowledge in your daily life	2.69	1.67	Moderate
<b>Overall</b>	<b>3.01</b>	<b>1.60</b>	<b>Moderate</b>

The overall level of behavior among first-year students toward learning English is moderate ( $\bar{x} = 3.01$ , S.D. = 1.60). The highest-rated behavior is Item 5: “You attend every English class as scheduled” ( $\bar{x} = 3.78$ , S.D. = 1.34), followed by Items 4, 6, 7, 8, 13, and 15, which are rated as high. Moderate-rated behaviors include Items 1, 2, 3, 9, 10, 11, 14, 16, 18, and 20. The lowest-rated behaviors are Items 12 (“You do English homework or assignments by yourself”) and 17 (“You take extra English classes outside of school”), both with the lowest mean score of 2.34 (S.D. = 1.82 and 1.86, respectively). These findings suggest that while students exhibit some positive behaviors toward learning English, particularly attending classes and engaging with

lessons, there is room for improvement in independent study and extracurricular learning efforts. Based on the findings, the researcher conducted to focus group with English 5 teachers from Rangsit University, Pathumthani University, Eastern Asia University, North Bangkok University and Bangkok University to proposes the guidelines to enhance English learning attitudes, motivation, and behaviors among first-year university students. Regarding the results from focus group there were 5 guidelines to enhance English learning attitudes, motivation, and behaviors among first-year university students.

#### 1. Inspiring through Role Models

The teachers may invite successful alumni. Bring alumni who have achieved

career or personal success through their English proficiency to meet with current students, sharing their experiences to inspire and demonstrate the benefits of learning English. Additionally, inviting renowned speakers is another recommendation in the research. The teacher should organize the special events with professionals who excel in their fields and utilize English extensively, sharing their experiences to motivate students.

#### 2. Setting Learning Goals

The teachers assist students in setting clear learning objectives, such as improving specific English skills such as speaking, listening, reading, writing or meeting international standards like CEFR.

3. Suggest short-term goals related English proficiency test including short term and long-term goals (TOEIC/IELTS)

English teachers may implement technology for learning and promote the use of applications or websites, such as Duolingo, Grammarly, or YouTube, for English learning. English teachers may assign tasks or activities that can be completed via educational apps to make learning more enjoyable and consistent.

#### 4. Implement field trips

English teacher may plan educational visits to places where English

is predominantly used, such as international cultural centers or organizations requiring English communication.

5. Proposing English-Enrichment Activities.

English teachers may arrange events like English speech contests, drama performances, or group activities emphasizing English usage.

6. Monitoring and Evaluation regularly

Teachers should regularly monitor students' progress through continuous assessment methods, such as in-class exercises, assignments, and one-on-one discussions and provide individual guidance for students facing difficulties to help them reach their full potential.

## Conclusion and Discussion

### 1. Attitudes Toward Learning English

The study on the attitudes of first-year students at a private university in Pathum Thani Province toward learning English revealed that the overall attitude was at a high level ( $\bar{x} = 4.09$ , S.D. = 0.64). When analyzed by item, it was found that students believed English would significantly enhance their career advancement opportunities, which had the

highest mean score ( $\bar{x} = 4.73$ , S.D. = 0.35). This finding contrasts with Uthumakiet Sakul (2016), who studied the impact of attitudes toward English on the learning strategies of undergraduate students at private universities in Pathum Thani. That study reported that overall attitudes toward English were at a moderate level ( $\bar{x} = 3.32$ ), with utilitarian attitudes scoring an average of  $\bar{x} = 3.36$  and integrative attitudes  $\bar{x} = 3.20$ .

However, the findings align with Penhaban (2013), who studied the attitudes and learning behaviors of students with low English proficiency, finding that Thai students generally held a positive attitude toward learning English at a high level. The results are also consistent with Niratthisai (2019), who examined the attitudes, motivation, and learning behaviors of students at Phuket Rajabhat University, revealing that students' attitudes toward learning English were at a high level ( $\bar{x} = 3.86$ , S.D. = 0.65). The researcher concluded that students with positive attitudes are more determined and diligent in learning. Positive attitudes boost confidence in using the language being learned, enabling students to communicate more effectively and develop their skills faster. Additionally,

students with positive attitudes tend to be more enthusiastic and engaged in their studies, improving and advancing their language skills.

## 2. Motivation to Learn English

The study on the motivation levels of first-year students at a private university in Pathum Thani Province revealed a high level of motivation. The intrinsic motivation of students toward English averaged  $\bar{x} = 3.80$  (S.D. = 0.60), with the highest score being the belief that learning English helps students understand the lives and lifestyles of native speakers ( $\bar{x} = 4.23$ , S.D. = 0.56). Regarding extrinsic motivation, students' overall level was also high, with an average of  $\bar{x} = 4.14$  (S.D. = 1.60). The highest extrinsic motivation scores were for the belief that learning English is important for gaining acceptance, particularly among foreigners ( $\bar{x} = 4.35$ , S.D. = 1.76), and for studying hard to graduate with a bachelor's degree ( $\bar{x} = 4.35$ , S.D. = 1.34).

These findings contrast with Suwanrak & Pisalrachrin (2020), who studied high school students' motivation for learning English at tutoring schools, reporting moderate levels of intrinsic and extrinsic motivation. Intrinsically, the desire

to excel in English and an interest in native cultures scored the lowest. Extrinsic factors, such as the belief that English proficiency offers career advantages and higher future income scored the highest, while receiving rewards from parents for good English grades scored the lowest.

This means that the study seems to show that extrinsic factors are more influential than intrinsic ones in motivating students, which could reflect various educational or cultural differences between the contexts. It is important to consider these variations when analyzing motivation, as they can help educators tailor their teaching approaches.

### 3. Learning Behaviors

The study on students' English learning behaviors showed an overall moderate level with an average of  $\bar{x} = 3.01$  (S.D. = 1.60). The highest behavioral score was attending all English classes as scheduled ( $\bar{x} = 3.78$ , S.D. = 1.34). The lowest scores were for doing English homework or assignments independently ( $\bar{x} = 2.34$ , S.D. = 1.82) and attending English tutoring classes ( $\bar{x} = 2.34$ , S.D. = 1.86). These findings align with Penhaban (2013), who found moderate levels of learning behavior among students with

low English proficiency. The researcher observed inconsistency among students in their learning behaviors, such as planning, preparation before class, review after class, self-study, and time dedication. The findings are also consistent with Niratthisai (2019), who reported that students' learning behaviors were at a moderate level, averaging  $\bar{x} = 3.44$ . In-class behaviors scored higher ( $\bar{x} = 3.44$ ) than out-of-class behaviors ( $\bar{x} = 2.82$ ).

4. Guidelines for creating attitudes, motivation, and behaviors promoting English language learning for First-Year students at a private university in Pathum Thani include inviting successful alumni to inspire current students and hosting renowned speakers to share experiences and goal-setting strategies. English instructors are encouraged to utilize applications that support English skill development outside the classroom, organize field trips each semester, and regularly monitor students' progress. These strategies align with Sam El, Thangsathirasima, and Piyawan (2021), who found that social interaction significantly improved English learning among fourth-grade students. Additionally, creating experiences outside the

classroom stimulates and promotes English learning.

## Suggestions from the Research

### 1. Role of English Instructors

The research revealed that students generally hold a positive attitude toward English, recognizing its importance and benefits. However, their learning behaviors were found to be unsatisfactory, with most behaviors occurring exclusively within the classroom. Instructors are encouraged to stimulate improved learning behaviors, such as motivating students and using diverse teaching methods.

Additionally, teachers may utilize multimedia tools and engage students in participatory activities to foster interest. Establish clear schedules for out-of-class learning. Teachers can help students set short-term and long-term learning goals to guide their progress and enhance

motivation. In addition, they should implement a counseling and follow-up system to support students in their learning journey and provide guidance for self-improvement.

### 2. Role of University Administrators

While students recognize the value of English, their learning behaviors particularly in self-directed learning outside the classroom are insufficient. University administrators should promote an environment conducive to English usage both in and outside the classroom. In addition, university administrators can provide adequate teaching and learning resources, such as self-access learning centers, Language labs, Training programs or English tutoring workshops, hire native English-speaking instructors, create opportunities for students to actively use English, thereby fostering their development in the language.

## REFERENCES

- Assavanadda, A., & Tangkiengsirisin, S. (2018). Motivation towards learning English of Thai political science undergraduate students: A survey study. *The New English Teacher*, 12(2), 76-90.
- Choomthong, D., & Chaichompoo, C. (2015). English Language Learning Motivation of Thai Undergraduate Students in the Globalized Era. *Suranaree Journal of Social Science*, 9(2), 23-45. (In Thai)

- Education First. (2022). **EF English Proficiency Index 2022**. Retrieved from <https://www.ef.com/assetscdn/WIBlwq6RdJvcD9bc8RMd/cefcom-epi-site/reports/2022/ef-epi-2022 -English. pdf> [2023, 15 Ju.] (In Thai)
- Ellis, R. (1994). **The study of second language acquisition**. Oxford: Oxford University Press
- Gardner, R. C., & Lambert, W. (1972). **Attitudes and Motivations in second language learning**. Rowley, Massachusettes: Newbury House.
- Gardner, R. C. (1985). **Social psychology and second language learning: The roles of attitudes and motivation**. London: Edward Arnold
- Fakeye, D. (2020). Students' personal variables as correlates of academic achievement in English as a second language in Nigeria. **Journal of Social Sciences**, 22(3), 205-211.
- John, L., & Ehow, C. (2011). **Factors Affecting quality of English language Teaching and Learning**. Retrieved from [http://www.ehow.com/info\\_8040040\\_factorsenglishlanguage-teaching-learning.html](http://www.ehow.com/info_8040040_factorsenglishlanguage-teaching-learning.html) [2023, 15 Aug.] (In Thai)
- Manal, M. A. & MBP, S. (2011). Achievement Goals and Intrinsic Motivation: A Case of IUUM. **International Journal of Humanities and Social Science**. 1(6) 126-137
- Marina, S.L. & Lurdes, V. (2013). **The relationships between intrinsic motivation, extrinsic motivation, and achievement, along elementary school**. International Conference on Education & Educational Psychology (ICEEPSY 2013)
- Niratthisai, S. (2019). Attitudes, Motivation, and English Learning Behavior of **Phuket Rajabhat University Students**. **Humanity and Social Science Journal, Ubon Ratchathani University**, 10(2), 99-108. (In Thai)
- Office of the Basic Education Commission. (2016). **Teaching and learning management Manual for a new style of English according to the framework of international English proficiency standards**. Retrieved from <https://rnedu.go.th/2019/wp-content/uploads/2015/10/book-policy-obec-61.pdf> [2023, 15 Jul.] (In Thai)
- Oxford, R. L. (1990). **Language learning Strategies: What every teacher should know**. New York: Newbury House / Harper Collins

- Pedtrides, J. R. (2006). Attitudes and Motivation and their impact on the performance of young English Language Learners. **Journal of Language and Learning** 5(1): 1-20
- Pengnate, W. (2012). **Motivation, Attitude and English Learning Behaviors of the low-graded Students**. International Conference on Business and Industrial Research CICBIR 2012 Thai- Nichi Institute of Technology, Bangkok, (In Thai)
- Penhaban, D. (2013). **Attitudes and Learning Behaviors of Students with Low English Proficiency**. (Master's thesis in Arts, Teaching English as an International Language), Prince of Songkla University. (In Thai)
- Petri, H. L., & Govern, J. M. (2004). **Motivation: Theory, research, and applications** (5th ed.). Belmont, CA: Wadsworth/Thomson Learning.
- Richard, C. J. (2022). Initiating professional development in language teaching. **University of Sydney Journal of TESOL**, 3(1), 485-497
- Sam EL, P& Thangsathirasima, S, and Piyawan, P (2021). The Effect of Teaching English with the Social Interaction Model on Students' Motivation of English Language Learning in Fourth Grade Thai Students. **Journal of Education, Chulalongkorn University**, 49(4), 56-67
- Suwanrak, K & Pisalrachrin, C. (2020). **A Study of High School Students' Motivation in Learning English at Tutoring Schools**. (In Thai)
- Uthumakietsakul, P. (2016). **Attitudes Towards English Affecting English Learning Strategies of Undergraduate Students at Private Universities in Pathum Thani Province**. Proceedings of the 3rd National Academic Conference on Research Integration: Applying Knowledge Towards Sustainability (pp. 859-563). Nakhon Ratchasima: Nakhon Ratchasima College. (In Thai)
- .....