

### **13. “With Great Power, Comes Great Responsibility” An Impact on Oral Ability in English Language**

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#### **ABSTRACT**

“With great power, comes great responsibility” a powerful Marvel epic quote in Spiderman. This can be implied to the Teaching of English language to Young Learner. Pre-service teachers without high command of English language have been facing difficulty in teaching English language to young learners. As a result, the teaching of English language has turned out to be boring and uninteresting. Hence, in order to get these pre-service teachers to speak orally in the target language, interesting and yet engaging activities should be integrated into classroom learning. In this case, nursery rhymes and children theatre play acted as part of assessment in the Children’s English Literature subject. The purpose of this study was to ascertain the impact of Children’s English Literature subject on the respondents’ oral ability in using English language. 120 undergraduates undertaking B. Ed. (Hons.) in Early Childhood Education took part in a survey on their attitude towards English language. Findings reveals that the confidence in using English language orally had indeed increased after 14 weeks and the perception towards the use of English language to interact among peers had changed. Moreover, this reinforces the fact that language learning activities are instrumental in building undergraduates’ confidence in using English language orally.

*Keywords:* Confidence, oral ability, perception, language learning activities

#### **Introduction**

In the context of Malaysia, the status of English is known as the second language in which all school students have to learn English formally as a compulsory subject. In learning English language, there are four types of skills which should be learnt and acquired – listening, speaking, reading and writing – in the primary, secondary or tertiary levels. This leads to the use of the target language once the students entered the job market where English language is the international language either in economics or politics. Roslina (2004) stated that English language may not be a favourite subject among students and this caused them to fare badly in the language due to poor vocabulary and lack of exposure in everyday communication. This had forced the government to think of a policy to raise the standard of English language in the country. Hence, as reported in one major newspaper that, the Deputy Prime Minister of Malaysia Tan Sri Muhyiddin Yassin who is also the current Education Minister had announced on a new policy in making English a mandatory pass subject at the university level will soon be implemented (Koi & Azim Idris, 2014).

A research study carried out in Japan had found that Japanese college students are at a disadvantage when it comes to learning their subjects in English. This is due to their early school system does not expose them to international English. In addition, students are resolutely using their mother tongue outside of English classes and there are small chances for them to practise the language in their daily activities outside of the school environment (Seki, 2004). This scenario is somewhat similar to the situation in Malaysia which has multi ethnicities speaking a variety of languages in one’s daily life. English language has been placed second in Malaysia Constitution after Malay language as an official spoken language of the country. A great importance has been placed on this language in order to allow one to function in various tasks effectively. Chitravelu et al. (1995) categorise the reasons on why Malaysians learn English into five which include: (i) curriculum; (ii) education; (iii) career; (iv) status; and (v) friendship. Hence, school has been regarded as a place of preparation for life and people use language for different purposes in life.

Students' perception and attitude do affect their level of mastering English (Zainol Abidin, et al., 2012 in Soleimani & Hanafi, 2013). Students' loss of interest in learning English is due to various factors. The grading for English subject, the ability to master the four language skills, is widely faced in Malaysia especially in the rural area. The respondents in this study have shown no interest in learning English in the classroom and the reason behind this was due to the fact shyness in making mistakes and scared being teased by friends. Hence, the interest of learning English faded due to the dramatically drop of their perception and attitude. Among these various factors, learners' attitude towards language learning is considered as one of the key factors in motivating the learners to learn that language (Zainol Abidin, et al., 2012 in Soleimani & Hanafi, 2013).

The main method in improving the student's attitude in learning English is applying a right attitude and mind setting. According to Smith (1972 in Soh, 1982), right attitude is a manner that shows one's disposition. In order for students to achieve successful learning, students must firstly acquire a set of right attitude and mind setting. With the knowledge given by the teachers and easily decode the information perceived effectively. Proper attitude produce optimistic and challenging students in learning the target language. Hence, formal learning in class will be much easier, enjoyable and livelier. At the end, students will gain lots of benefit in learning the language and realise the importance of the language learn in real life context. This research investigated pre-service teachers' perception and attitude towards learning English in three aspects of attitude (emotional, cognitive, and behavioural) were taken into consideration. In addition, the effect of learners' demographics on their attitudes towards English language learning was investigated among pre-service teachers in a local private institution of higher learning.

### **Purpose of the Study**

It is also important for teachers to interact positively with their students as the positive interaction ensures that the learning process is going smoothly. Needless to say, all interaction must be constructive and positive in order for the learning process to succeed. Another method of improving the student's perception is by being well organised. Students are usually novices in the English language and therefore it is necessary for teachers to prepare the course information and the course outline for the students. This study was carried out to respond to the two research objectives as stated below:

- to determine the perception and attitude of the students on learning English language at the beginning of the semester;
- to determine the perception and attitude of the students on learning English language at the end of the semester.

### **Significance of the Study**

The findings of this study may help to shed some light on the general interest and attitudes of the students, preparing to be teachers, towards learning English in tertiary education. Students' awareness surrounding the importance of English may be perceived to determine whether they find the language a necessity, an advantage or an additional skill they can do without. The reason why this study is important because students are usually motivated to acquire a skill or knowledge when they believe there is something to be gained from it. Therefore, when there is a compelling reason for them to learn English, they will be more eager to obtain that particular knowledge.

Subsequently, this study may uncover the types of English materials which are mostly used by students outside of the classroom. When students are drawn to particular English materials on their own accord, they are intrinsically prompted to do so. They may thus gain the most knowledge and benefit by indulging in their preferred learning materials. Hence, by adopting some of their preferred materials into the classroom environment, students may be keener to learn the language as they are simply utilising something that they are familiar with and also interested in. In this way, learning English may not be perceived as a battle but rather, as an extension of engaging in their preferred activities.

Students' perceptions and attitudes towards learning English is important for the whole learning process to work well. This study was carried out with the purpose of analysing the problems

and factors affecting the students' perception and attitude. Besides, the choice of activities and methods in improving students' perception and attitude were also looked into. It was hoped that the results obtained from this study may enable lecturers to teach English language to the students undergoing pre-service teaching for young learners effectively.

### **Review of Literature**

Attitude towards learning English can be easily influenced by the need and the authenticity of the language. Students who feel the need in learning possess better attitude in taking their own initiative in learning while as students who fail to realise its importance tend to lose in studying. This implies that students need to possess of a positive attitude in order to perceive and encode information effectively. According to cognitive theory stated in Education Psychology by Mok (2008), effective motivation can be encouraged through learning process depending on one's perception and attractiveness of presentation materials to engage students' interest that will motivate students. Thus, teacher ought to plan teaching – learning activities that always motivate students by the aid of teaching materials.

Without positive attitude towards learning English, students will take the learning process lightly and will not aware that English can be transported to reality as stated by Chitravelu (1995), teachers have to deal make good use of some interesting classroom activities such as role play and stimulation because they are less threatening and indirectly preparing students to face real-life situation. According to Brown (2001), children are focused on what this new language can actually be used for here and now. However, this is applicable for teens as well. If students are aware of the usefulness of English and realise English benefits them, they will be attracted by its usage and pay attention to its functions. They will strive hard to learn and desire to achieve better to fulfil their satisfaction. Therefore, students need to possess a set of positive attitude in learning a second language.

According to Charanjit Singh (1998) the attitude towards English in general refers to the state of emotion and thought relating to the English language and the culture of the English-speaking people. Student's attitude towards learning English is like the sum of feelings and fears about learning the language. According to MacIntyre and Gardner (1989) as cited by Ushida (2005) stressed that the attitudes of the learner play a crucial role in determining the degree and persistence of the learners' motivation towards learning English. Evidence that attitudes are important in learning is proven by Pillay (2008) in his research on the changing environment of teaching English in Malaysia. Pillay (2008) found that among students in institutions of higher learning, the drive to learn is stronger compared to secondary level. Some of the negative attitudes students had towards learning in secondary schools had changed when they moved on to college level.

In a study carried out by Soleimani and Hanafi (2013) to explore the differences in the participants' attitude towards English language learning by gender. The results showed that the attitude of male students was higher than females. The results of the study implied that Iranian medical students hold highly positive overall attitude regarding English language learning. It was recommended that teachers should be responsive to learners' attitudes and value their students' attitudes and preconceptions, as it can affect their success in foreign language learning. Cited in Soleimani and Hanafi (2013), numerous studies have been carried out internationally to explore learners' attitudes towards language learning. Petroleum engineering students in Al-Tamimi and Shuib's study (2009) had positive attitudes towards using English in educational contexts. Puchta (1999) states that learners' attitude to language learning is influenced by two factors: perception of success in learning and levels of expectancy. Nahavandi and Mukundan (2013) investigated Iranian EFL engineering students' motivational orientations towards English language learning and their attitudes towards it. The results showed that the students had positive attitudes towards the target language community members.

Hence, both perception and attitude play a crucial role in learning English language. They are the fundamental in second language learning regardless the where and when the learning process happens nor the proficiency of learners. These two elements determine whether students are interested in learning English or vice versa. Proper perception and attitude help students to smoothen their process of learning in the school. When students ready themselves to learn, intrinsic and extrinsic motivation will cost them half of the work with double result. However, there are methods in

improving students' perception and attitude towards learning English in every level especially teenage students with full of curiosity.

### **Methodology**

A survey research was used to obtain the respondents' perception and attitude towards their confidence in using English language orally before and after the 14 weeks of lectures. 120 undergraduate students undertaking B. Ed. (Hons.) in Early Childhood Education were involved in all the activities assigned in the subject taken. All the 120 undergraduate students had been assigned to register Children's English Literature of which is one of the four subjects taught in English language. Therefore, English language was not a favourable subject to the current students and understanding literature components posted a major problem to them. The items were partly adapted from the attitude questionnaire test employed in a study by Soleimani and Hanafi (2013). On the whole, there were 30 items concerning attitudes towards English language learning in terms of behavioural, cognitive, and emotional aspects of attitude. The items were put in a 5-point Likert scale from Level 1: Strongly Disagree to Level 5: Strongly Agree.

In this study, the instrumentation was structured in the form of a questionnaire. A questionnaire is a research instrument consists of questions used to obtain adequate and relevant information from respondents. This form of question was chosen because it limits the respondents' opportunity to express their own opinions. Besides that, the purpose of the questionnaire was to gather their background information and seek out details on how they felt about English lesson in the classroom. The survey required about 20 minutes to complete. Before filling the questionnaire, respondent were told that their participation is voluntary; their answer remained private and confidential, and they had to be honest in answering the questionnaire determined the success of this study. The researcher explained on the instruction on each part and respondents were required to circle their answer. Besides that, the researcher stayed in the class throughout the time the students answered the questions to ensure that the students did not face any difficulties in answering the questionnaires.

This study was analysed to find the perceptions and to determine the students' interest and attitudes towards learning English in the classroom. All the data were collected and analysed manually. The researcher had used quantitative approach because the data collected were then calculated and converted into percentage and presented in the form of tables. The data presented helped the researcher to identify on the students' perception and attitudes towards learning English.

### **Data Analysis**

The data in this study were analysed to identify the students' interest and attitudes towards learning English in the classroom over a period of 14 weeks. The data were then categorised into behavioural, cognitive, and emotional aspects of attitude in the questionnaire. A comparison of data was made to determine the different in attitude before and after the 14 weeks of Children's English Literature subject. Percentages were calculated and further discussed in the findings.

### **Findings**

The results were presented according to the three aspects of attitude from the survey carried out on 120 undergraduate students undertaking B. Ed. (Hons.) in Early Childhood Education were involved in all the activities assigned in subject taken. The results were used to determine the perception and attitude of the students on learning English language before and at the end of the current semester.

Table 1 showed the responses on behavioural aspect of language attitude of the respondents. There was a high percentage (50.9%) of respondents agreed that they felt worried to see the usage of spoken English everywhere (B1). However, the percentage dropped to only 34.3% of respondents still worried on similar problem. Besides, a high percentage had also been jotted on B3 (I am able to make myself pay attention during studying) and B6 (I am not relaxed whenever I have to speak in my English class) with 48.4% and 45% of respondents respectively. At the end of the semester, the

number of respondents responded on B3 increased to 67.5% showing that the students are now more capable of paying attention in English lessons. In contrary, respondents responded on B6 had shown a higher neutral responses with 30.8% towards the end of the semester. As for the item on B5 (Studying English makes me have more confidence in expressing myself), the highest neutral responses were recorded with a total of 44.2% of respondents but an increase could be seen on both “Strongly Agree” and “Agree” responses with 35.8% and 38.3% of respondents to prove that studying English language had built the students’ confidence in expressing themselves more openly.

Table 1  
*Behavioural (B) Aspect of Language Attitude*

Items	Before					After				
	SA (f) (%)	A (f) (%)	N (f) (%)	D (f) (%)	SD (f) (%)	SA (f) (%)	A (f) (%)	N (f) (%)	D (f) (%)	SD (f) (%)
B1	20 (16.7)	41 (34.2)	32 (26.7)	15 (12.5)	12 (10)	12 (10)	29 (24.2)	29 (24.2)	30 (25)	20 (16.7)
B2	16 (13.3)	20 (16.7)	42 (29.2)	32 (26.7)	10 (8.3)	27 (22.5)	39 (32.5)	36 (30)	11 (9.2)	7 (5.8)
B3	20 (16.7)	38 (31.7)	42 (35)	12 (10)	8 (6.7)	35 (29.2)	46 (38.3)	25 (20.8)	7 (5.8)	7 (5.8)
B4	19 (15.8)	30 (25)	38 (31.6)	26 (21.7)	7 (5.8)	35 (29.2)	46 (38.3)	24 (20)	8 (6.7)	7 (5.8)
B5	19 (15.8)	27 (22.5)	53 (44.2)	14 (11.7)	7 (5.8)	43 (35.8)	46 (38.3)	16 (13.3)	8 (6.7)	7 (5.8)
B6	18 (15)	36 (30)	30 (25)	29 (24.2)	7 (5.8)	20 (16.7)	32 (26.7)	37 (30.8)	17 (14.2)	14 (11.7)
B7	16 (13.3)	30 (25)	37 (30.8)	21 (17.5)	8 (6.7)	27 (22.5)	43 (35.8)	33 (27.5)	8 (6.7)	9 (7.5)
B8	18 (15)	31 (25.8)	28 (23.3)	20 (16.7)	23 (19.2)	17 (14.2)	14 (11.7)	28 (23.3)	31 (25.8)	30 (25)
B9	16 (13.3)	25 (20.8)	35 (29.7)	29 (24.2)	15 (12.5)	11 (9.2)	18 (15)	27 (22.5)	45 (37.5)	19 (15.8)
B10	13 (10.8)	22 (18.3)	34 (28.3)	30 (25)	21 (17.5)	11 (9.2)	15 (12.5)	18 (15)	48 (40)	28 (23.3)

Note: 1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; 5= Strongly Agree; f= Frequency; %= Percentage

Table 2, on the other hand, showed the responses on cognitive aspect of language attitude of the students taking part in the survey. As similar to Table 1, the cognitive perception of the respondents had changed towards the end of the semester. The highest change of perception on English language learning could be seen in C18 (I am able to think and analyse the content in English language) with only 31 respondents or a total of 25.8% agreed to the statement at the beginning of the Children’s English Literature class but a sharp projection could be viewed when 65 (54.2%) of respondents agreed that they are more capable in thinking and analysing the content in English language at the end of the semester. This increase had doubled the total in comparison of both before and after the semester. Besides, there was a decline in term of studying English merely for passing the examination (C15) with a total of 52.5% of respondents disagreeing to the statement after the 14 weeks as compared to 35% of respondents agreed to it during the start.

Table 2  
*Cognitive (C) Aspect of Language Attitude*

Items	Before	After
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	SA (f) (%)	A (f) (%)	N (f) (%)	D (f) (%)	SD (f) (%)	SA (f) (%)	A (f) (%)	N (f) (%)	D (f) (%)	SD (f) (%)
C11	36 (30)	23 (19.2)	31 (25.8)	24 (20)	6 (5)	54 (45)	35 (29.2)	14 (11.7)	8 (6.7)	9 (7.5)
C12	20 (16.7)	29 (24.2)	44 (36.7)	18 (15)	9 (7.5)	38 (31.7)	42 (35)	20 (16.7)	13 (10.8)	7 (5.8)
C13	20 (16.7)	32 (26.7)	39 (32.5)	19 (15.8)	10 (8.3)	35 (29.2)	47 (39.2)	17 (14.2)	12 (10)	9 (7.5)
C14	11 (9.2)	26 (21.7)	50 (41.7)	24 (20)	9 (7.5)	7 (5.8)	13 (10.8)	40 (33.3)	43 (35.8)	17 (14.2)
C15	18 (15)	24 (20)	38 (31.7)	28 (23.3)	12 (10)	14 (11.7)	17 (14.2)	26 (21.7)	40 (33.3)	23 (19.2)
C16	35 (29.2)	28 (23.3)	37 (30.8)	15 (12.5)	5 (4.2)	44 (36.7)	39 (32.5)	21 (17.5)	9 (7.5)	7 (5.8)
C17	24 (20)	31 (25.8)	35 (29.2)	22 (18.3)	8 (6.7)	37 (30.8)	52 (43.3)	16 (13.3)	7 (5.8)	8 (6.7)
C18	6 (5)	25 (20.8)	38 (31.7)	23 (19.2)	8 (6.7)	21 (17.5)	44 (36.7)	36 (30)	11 (9.2)	8 (6.7)
C19	19 (15.8)	28 (23.3)	46 (38.3)	19 (15.8)	8 (6.7)	15 (12.5)	33 (27.5)	35 (29.5)	30 (25)	7 (5.8)
C20	17 (14.2)	33 (27.5)	32 (26.7)	24 (20)	14 (11.7)	12 (10)	35 (29.2)	23 (19.2)	32 (26.7)	18 (15)

Note: 1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; 5= Strongly Agree; f= Frequency; %= Percentage

A total of 82 respondents of 120 had shown high interest in looking forward to studying more English in the future (C13) comparing to the beginning of the study with merely 52 respondents were looking forward to it. This had shown a change of belief system among the students as they are now more aware of the importance of English language.

In terms of excitement and enjoyment of learning English as a second language could also be seen in Table 3. Table 3 showed the emotional aspect of language attitude among the students in this study. Majority of the respondents showed positive change on emotion towards learning English language as 82.5% of the total respondents agreed that studying English had made them feel good emotionally (E24) at the end of the class comparing to only 44.2% of respondents agreeing to the statement at the beginning of the semester. 81.7% of respondents stated that they enjoy doing activities in English (E25) contrasting to only 49.1% of respondents at the beginning of the semester. As for the confidence studying in English subject (E28), 27.5% of respondents were neutral of the statement in the early stage but perception changed when an incline of 80% of respondents had agreed that Children's English Literature had helped them to be more confident in learning English. A total of 38.3% of the respondents had initially agreed that they dislike studying English (E26) but had then changed their view in disagreement at the end to the semester with a total of 65.8% stating disagree to the statement.

Table 3  
*Emotional (E) Aspect of Language Attitude*

Items	Before					After				
	SA (f) (%)	A (f) (%)	N (f) (%)	D (f) (%)	SD (f) (%)	SA (f) (%)	A (f) (%)	N (f) (%)	D (f) (%)	SD (f) (%)
E21	16 (13.3)	37 (30.8)	30 (25)	28 (23.3)	9 (7.5)	28 (23.3)	56 (46.7)	20 (16.7)	7 (5.8)	9 (7.5)
E22	13	30	42	25	10	14	26	38	26	16

Items	Before					After				
	SA (f) (%)	A (f) (%)	N (f) (%)	D (f) (%)	SD (f) (%)	SA (f) (%)	A (f) (%)	N (f) (%)	D (f) (%)	SD (f) (%)
E23	(10.8) 27 (22.5)	(25) 40 (33.3)	(35) 29 (24.2)	(20.8) 16 (13.3)	(8.3) 8 (6.7)	(11.7) 51 (42.5)	(21.7) 45 (37.5)	(31.7) 8 (6.7)	(21.7) 9 (7.5)	(13.3) 7 (5.8)
E24	30 (25)	23 (19.2)	40 (33.3)	20 (16.7)	7 (5.8)	55 (45.8)	44 (36.7)	7 (5.8)	7 (5.8)	7 (5.8)
E25	25 (20.8)	34 (28.3)	34 (28.3)	20 (16.7)	7 (5.8)	56 (46.7)	42 (35)	8 (6.7)	7 (5.8)	7 (5.8)
E26	18 (15)	28 (23.3)	29 (24.2)	20 (16.7)	25 (20.8)	8 (6.7)	16 (13.3)	17 (14.2)	27 (22.5)	52 (43.3)
E27	39 (32.5)	29 (24.2)	24 (20)	18 (15)	10 (8.3)	50 (41.7)	37 (30.8)	24 (20)	7 (5.8)	2 (1.7)
E28	31 (25.8)	36 (30)	33 (27.5)	13 (10.8)	7 (5.8)	52 (43.3)	44 (36.7)	12 (10)	6 (5)	6 (5)
E29	32 (26.7)	29 (24.1)	27 (22.5)	15 (12.5)	17 (14.2)	12 (10)	15 (12.5)	15 (12.5)	39 (32.5)	39 (32.5)
E30	38 (31.7)	28 (23.3)	25 (20.8)	17 (14.1)	12 (10)	56 (46.7)	36 (30)	16 (13.3)	5 (4.2)	7 (5.8)

Note: 1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; 5= Strongly Agree; f= Frequency; %= Percentage

### Conclusion

English acts as a second language in Malaysia. Therefore, as educators, what we want is to bridge our students to achieve their own success in their life by aiding them in communicating with English that act as international language. Today we have too many teenage students who cannot comprehend simple English especially in rural areas. Students still face difficulties in learning the language although after six years of learning English in their primary school. If we further ignore this problem further, we will need to expect the increasing amount of graduates who cannot comprehend English and it indirectly affects the contributions towards the country. Therefore, by applying the right attitude, students must also apply the positive attitude in order to improve the attitude in learning. Developing positive attitudes is the most pivotal way in improving students' attitudes towards learning English in tertiary education.

Having a positive attitude towards the language is a good start in learning a second language. With the right attitude, everything will move smoothly and fall into its place. Students have to feel good with the language learnt and feel proud of being able to comprehend with more people around the world. Needless to say that a greater emphasis of positive attitudes towards English language learning has to be imparted to these pre-service teachers as they act as the pillar in transforming young learners into mastering the target language from a very young age. Hence, make the whole learning process to be a lot easier. A student who developed positive attitude will not be shy to learn and make mistakes with the attitude of making mistake is a part of a learning process. By having a positive attitude students will have the urge to learn the language. Students will feel that learning the language is important and therefore will put as much effort in it to learn the language. Without the urge to learn the language, students will find it difficult as the interest in learning is not there anymore, students who determined in being able to learn a second language learn more effective compared to those who did not.

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## Appendix

### Attitudes towards English Language Learning

*To what extent do you agree with the following items? Remember there is no right or wrong answers; just answer as accurately as possible.*

1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree.

No.	Description No Items	Before ECE / CL Subject					After ECE / CL Subject				
		SA	A	N	D	SD	SA	A	N	D	SD
1	Speaking English anywhere makes me feel worried.	5	4	3	2	1	5	4	3	2	1
2	I like to give opinions during	5	4	3	2	1	5	4	3	2	1



	English lessons.		
3	I am able to make myself pay attention during studying English.	5 4 3 2 1	5 4 3 2 1
4	When I hear a student in my class speaking English well, I like to practice speaking with him/her.	5 4 3 2 1	5 4 3 2 1
5	Studying English makes me have more confidence in expressing myself.	5 4 3 2 1	5 4 3 2 1
6	I am not relaxed whenever I have to speak in my English class.	5 4 3 2 1	5 4 3 2 1
7	I like to practice English the way native speakers do.	5 4 3 2 1	5 4 3 2 1
8	When I miss the class, I never ask my friends or teachers for the homework on what has been taught.	5 4 3 2 1	5 4 3 2 1
9	I do not feel enthusiastic to come to class when the English is being taught.	5 4 3 2 1	5 4 3 2 1
10	I do not pay any attention when my English teacher is explaining the lesson.	5 4 3 2 1	5 4 3 2 1
11	Studying English is important because it will make me more educated.	5 4 3 2 1	5 4 3 2 1
12	I have more knowledge and more understanding when studying English.	5 4 3 2 1	5 4 3 2 1
13	I like my English class so much; I look forward to studying more English in the future.	5 4 3 2 1	5 4 3 2 1
14	I cannot summarize the important points in the English subject content by myself	5 4 3 2 1	5 4 3 2 1
15	Frankly, I study English just to pass the exams.	5 4 3 2 1	5 4 3 2 1
16	In my opinion, people who speak more than one language are very knowledgeable.	5 4 3 2 1	5 4 3 2 1
17	Studying English helps me communicate in English effectively.	5 4 3 2 1	5 4 3 2 1
18	I am able to think and analyse the content in English language.	5 4 3 2 1	5 4 3 2 1
19	I am not satisfied with my performance in the English	5 4 3 2 1	5 4 3 2 1

	subject.		
20	In my opinion, English language is difficult and complicated to learn.	5 4 3 2 1	5 4 3 2 1
21	I feel excited when I communicate in English with others.	5 4 3 2 1	5 4 3 2 1
22	I don't get anxious when I have to answer a question in my English class.	5 4 3 2 1	5 4 3 2 1
23	Studying foreign languages like English is enjoyable.	5 4 3 2 1	5 4 3 2 1
24	Studying English makes me have good emotions (feelings).	5 4 3 2 1	5 4 3 2 1
25	I enjoy doing activities in English.	5 4 3 2 1	5 4 3 2 1
26	I do not like studying English.	5 4 3 2 1	5 4 3 2 1
27	I wish I could speak English fluently.	5 4 3 2 1	5 4 3 2 1
28	Studying English subject makes me feel more confident.	5 4 3 2 1	5 4 3 2 1
29	To be honest, I really have little interest in my English class.	5 4 3 2 1	5 4 3 2 1
30	Knowing English is an important goal in my life.	5 4 3 2 1	5 4 3 2 1

*\*Adapted from Soleimani and Hanafi (2013)*