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Policy

Journal History

Founded in 2020, Journal of English Language and Linguistics (JEL) is the double-blind peer-reviewed journal organized and published by the English Program, Faculty of Humanities and Social Sciences, Buriram Rajabhat University, Thailand. The journal welcomes the submissions of manuscripts both from Thailand and other countries.

Aim

The aims of the journal are 1) to strengthen the collaboration and networking of academic and research works among educators, scholars, and researchers from the fields of English language and Linguistics based on empirical academic and research studies, and 2) to provide an academic platform for authors to share their new insights and discoveries about theoretical and experimental implications.

Scope

The journal welcomes manuscripts for publication in the scope covering the following disciplines: English Language, Linguistics, Applied Linguistics, Literature, English for Specific Purposes (ESP), English for Academic Purposes (EAP), English as a Lingua Franca (ELF), Translation and Interpretation, Technology and Language, World Englishes, Language Acquisition, Innovations in Language Teaching and Learning, Language Testing and Assessment, Teaching English to Speakers of Other Languages (TESOL), Teaching English as a Second Language (TESL), Teaching English as a Foreign Language (TEFL), and English Language Teaching (ELT).

Peer Review Process

All articles submitted to this journal for publication must be peer-reviewed by three (3) anonymous external peer reviewers from various institutes in the relevant fields. Most importantly, the identities of the authors and reviewers must be concealed from each other (double-blind peer review) to produce all articles for publication with high quality and academic standards. The articles submitted for publication in this journal have not been published elsewhere or are not being considered for publication in other journals by peer reviewers. The authors must strictly adhere to the journal's reference system and the standards for the publication of academic or research articles.

Plagiarism Policy

All articles for publication in this journal will be screened for plagiarism using Turnitin, with a similarity score of 20% or less acceptable. The Journal will promptly reject all articles leading to plagiarism or self-plagiarism.

Citation Style

All articles for publication in this journal will be strictly cited in accordance with the 7th edition of the American Psychological Association's (APA) manual on citation reference styles. More information is available at www.apa.org.

Evaluation Process

Evaluation reports will be completed anonymously within three months after the peer reviewers' reception. Following the completion of the evaluation process, authors will get a statement of the editorial decision as well as an anonymized copy of the reports upon which the decision is based. The editorial decision will be considered final.

Submission Categories

The following two categories of manuscripts can be submitted to JEL:

1. Research Article

The research article must be based on the language-related areas specified in the aims and scope of the journal. The article should range from 2,500 to 8,000 words in length, including figures, tables, and references. An abstract, with 1 page of A4 or from 150 to 250 words, is accompanied by a list of three to five keywords.

2. Academic Article

The article should provide discussions on all aspects related to the language-related areas specified in the aims and scope of the journal. It should range in length from 1,500 to 4,000 words, including references. An abstract, with 1 page of A4 or from 150 to 250 words, is accompanied by a list of three to five keywords.

Publication Frequency

The journal is published biannually (January-June and July-December).

Special Issue Information

The journal may publish a special issue in terms of dealing with special academic events of national and international conferences held in both Thailand and other countries. This will be considerably approved by the journal editorial board.

Editor-in-Chief's Note

Journal of English Language and Linguistics (JEL)

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Editor-in-Chief's Note

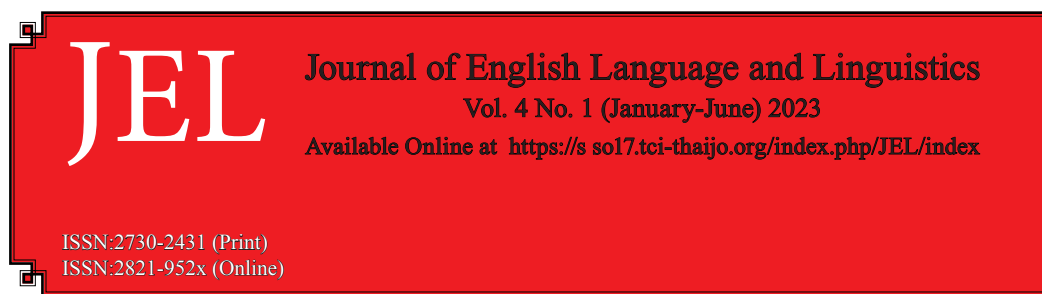
The Journal of English Language and Linguistics (JEL) was founded in 2020 under the direction of the English Program of the Faculty of Humanities and Social Sciences, Buriram Rajabhat University. This journal has been consecutively published for three years (2020-2023) in accordance with the criteria of the Thai Journal Citation Index (TCI). As a result, this journal has been officially accepted to be indexed in TCI, tier 2 since June 23, 2023. It is claimed that the articles published in JEL from the 1st issue (January-June) of the 4th volume in 2023 onwards can be used as part of academic work for possessing a particular academic position. Furthermore, these published articles can be utilized for postgraduate students' graduation as it is mandated by the Ministry of Higher Education, Science and Research and Innovation.

It is noted that from the 1st issue (January-June) of the 4th volume in 2023 onwards, the articles published in this journal will be available via the Open Journal System (OJS), ThaiJo, and each article will be identified by DataCite Digital Object Identifiers (DOIs) registered through the National Research Council of Thailand's Local Handle System (NRCT). In this issue, six research articles have been published, three from Thailand, two from Myanmar, and one from Yemen. All articles have already been examined by three external peer reviewers.

Finally, JEL would like to express its heartfelt gratitude to all peer reviewers, authors, educators, academics, and researchers for their academic contributions.

Assistant Professor Suphakit Phoowong

Editor-in-Chief



English Teachers' Awareness towards Sustainable Development Goals: Myanmar Context

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Abstract

Teacher sustainability involves teachers' participation in activities or courses related to Sustainable Development Goals. Moreover, university commitment to achieving a sustainable future through initiatives and activities that are mainly used to integrate sustainability issues into educational programmes is also very important. However, despite the gradually added experience of implementing on education aimed at achieving SDGs, factors that contribute to the associated learning outcomes at the institutional level are yet to be completely explored. The purpose of this paper is to investigate the individual and institutional-level factors connected with the desired learning outcomes in the areas of Sustainable Development Goals. The results highlight several considerations on awareness of English teachers to achieve a sustainable future in Myanmar that may develop the effectiveness of teaching and learning in these areas. Moreover, participants suggest the sources from which they obtained the knowledge they have on each topic. The obligation of Myanmar universities to a stronger integration of sustainability issues into educational programmes still requires to be expanded. As a result, there is a great need for forward-looking programs that will complete the quality education while going beyond the current goals. A future education program must explore how education systems should adjust to deal with new challenges and provide to peace and sustainable development. Finally, the study showed the requirements for awareness of English teachers and university obligation to achieve a sustainable future.

Keywords: Awareness, English teachers, Myanmar, Sustainable development goals

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Introduction

The Sustainable Development Goals (SDGs) were realized by the United Nations in 2015 as a general call to action to end poverty, safeguard the planet, and make certain that by 2030, all people experience peace and prosperity. Countries have committed to focus on progress for those who are furthest behind. The SDGs are intended to end poverty, hunger, AIDS, and discrimination against women and girls. The creativity, knowhow, technology, and financial resources from all of society is necessary to succeed the SDGs in every perspective. The United Nations Sustainable Development Goals (SDGs) are 17 goals with 169 targets that all 191 UN Member States have agreed to try to accomplish by the year 2030 (Sterling, 2016). The SDGs aim to address domestic and global issues, regardless of whether they occur in developed or developing countries. While the public sector, such as governments of developing and developed countries and international organizations, has traditionally been at the centre of the implementation of the international goals, the SDGs are also unique in that they explicitly include a partnership with a variety of actors, such as companies and civil society, as one of the goals. Education in a globalized world is increasingly putting stress on the importance of attitudes and communication skills as an important complement to cognitive knowledge and skills. The society in Myanmar is also paying increasing attention to the importance of education in understanding social, political, cultural, and global issues. This includes the role of education in keeping peace, human rights, equity, acceptance of diversity, and sustainable development. Thus, efforts are needed to speed up development progress. Of the 17 SDGs, Goal 4 (Ensure inclusive and equitable quality education and promote life-long learning opportunities for all) includes a direct reference to Global Citizenship Education (GCE) and Education for Sustainable Development (ESD).

Literature Review

Today, every country of the world is trying to be developed in every possible way. Every country whether it is a developed or developing, they both want to progress in a scientific way. Education is a vital means for the potentialities of a human being to emerge in a positive direction so that a man can live in society with full of dignity and can mould the habits, tastes and character of individuals living in society by imparting knowledge and information. Basic education is, and always has been, the key to freedom from defeat, fear and want. Education is an effective weapon to fight poverty. Education fosters tolerance and understanding and upgrades democratization and stability. It saves lives and gives people the chance to improve their lives. Quality education supplies people with the knowledge, skills, and self-reliance they need to increase income and expand opportunities for employment. Therefore, education gives people a voice and it increases a nation's productivity and competitiveness and is influential for social and political progress.

1. Social Cognitive Career Theory (SCCT)

Social cognitive career theory (SCCT) is a relatively new theory that is aimed at clarifying three combined characteristics of career development: (i) how basic academic and career interests change, (ii) how educational and career selections are made, and (iii) how academic and career success is gained. The theory incorporates a variety of concepts that appear in earlier career theories and have been found to affect career development (Lent, Brown, & Hackett, 2000). SCCT is based on Albert Bandura's general social cognitive theory, which is an important theory of cognitive and motivational processes. Over the course of childhood and adolescence, people are exposed, directly and vicariously, to a variety of occupationally relevant activities in university, at home, and in their communities (Brown, Lent, & Hackett, 2000). Depending on cultural norms, girls are typically exposed to and reinforced for engaging in different types of activities than are boys (Lent, Hackett, Brown, 1999). Rising mostly through self-efficacy and outcome expectations, career-related interests encourage educational and occupational choice goals (Bandura, 1997). Especially to the extent that they are clear, specific, strongly held, stated publicly, and supported by significant others, choice goals make it more likely that people will take actions to reach their goals (Lent, Hackett, Brown, 1999). The aim of SCCT is to touch links between individuals and their career related contexts and attempts to consider the entire environment in which they make career related decisions. It also attempts to locate connections between cognitive processes and interpersonal factors. It tries to explain how individuals' self-concept is influenced by external factors – which influences in his/her environment influence who he/she feel and think he/she is. Within that, it attempts to find the links between self-imposed influences and externally forced influences such as the limitations people put upon themselves because of external influences. Thus, SCCT suggests that individuals are products of their surroundings which are the products of their interactions.

2. The Role of Universities and other higher education institutions (HEIs) in the Achievement of the 2030 Sustainable Development Goal Agenda

HEIs are stated specifically under SDG 4 on quality and inclusive education, but in fact their influence extends across all the goals through teaching and learning, research output, and campus initiatives. HEIs facilitate social, environmental, and economic development. They are one of the most significant breeding places of ideas and solutions to global problems, and their central position amongst networks of government, civil society and industry partners mean that they have vast potential to generate positive impact. Some HEIs have formed campus greening initiatives to improve their internal sustainability, while others have implemented community outreach programmes, student groups, and research and innovation centers. However, in Myanmar, progress has been slow in the development of monitoring tools to evaluate their progress towards meeting the SDGs. The universities were encouraged to better advance gender equality

by not only focusing on access, but also on leadership opportunities and equal reward. The universities agreed to work collaboratively in achieving SDGs, more particularly SDG4, and to ensure alignment between the SDGs and their own strategies. Universities also agreed to share the knowledge they acquired with all staff in their university to build their awareness on SDGs. Lastly, participants expressed their willingness to integrate the SDGs in university curricula, as well as to encourage PhD candidates to write their thesis and do research on themes related to SDGs. The work of university is significant to the achievement of the SDGs, not only when it comes to achieving SDG4 (i.e., the goal directly associated with education), but also when it comes to achieving other goals. Indeed, education is considered a driver for all of the SDGs. However, if we are to gain insights into the practices that are associated with positive outcomes related to the SDGs, it is helpful to employ a conceptual structure that draws attention to the factors that contribute to those.

Research Objectives

This study aims to explore key issues to achieve a sustainable future among English teachers in Myanmar and to discuss on how to strengthen learning and teaching through a systematic review of the literature that focuses on program implementation, monitoring, and evaluation in these fields of education. More specifically, it tries to investigate the awareness of English teachers towards Sustainable Development Goals, the sources from which they obtained the knowledge they have on each topic and university's commitment to achieve a sustainable future in Myanmar.

Methodology

The survey was designed to identify the teacher awareness related to Education for Sustainable Development (ESD) based on the Social cognitive career theory (SCCT) which is a relatively new aiming at explaining three integrated research objectives: (i) how English teachers aware on SDGs, (ii) how participants indicate the sources from which they obtained the knowledge they have on each topic, and (iii) how Myanmar universities commit to educating students on sustainability. As noted previously, we focus on both English teachers and universities they are currently working which are essential to achieving the SDGs. Additionally, this questionnaire study was conducted at selected universities during January and February 2023 through an online survey. The target group of the study was English teachers working in English departments of universities. This survey investigated English teachers' awareness towards the SDGs and the 2030 Agenda, the sources from which they obtained the knowledge they have on each topic and university's commitment to achieve a sustainable future in Myanmar. The items and structure of the questionnaire were selected by the researcher from concepts, indicators, documents, and models found in the existing literature on the SDGs that combine environmental, social, and economic elements. An online survey was conducted with 34 items. The survey consisted of 4

sections: (1) 3 question items for awareness, (2) 14 question items for sources of information (3) 8 question items for school commitment and (4) 9 question items for socio-demographic characteristics of respondents. A 3-point Likert scale was used to measure awareness in Phase 1 (Mean 1.00-1.33=Can be seen as a low awareness; Mean 1.34-1.66=Can be seen as a moderate awareness; Mean 1.67-2.00=Can be seen as a high awareness). For each of the same topics in Phase 2, participants indicate the sources from which they obtained the knowledge they have on each topic. The options are (i) I have no knowledge of the topic (ii) Specific training (courses, conferences etc.) and (iii) Television Newspapers/magazines/books Internet (websites, social networks, blogs etc.) If they do not know them, they select the option "I have no knowledge of the topic". They can select more than one option for each topic. For each of the following topics, they must indicate the sources from which they obtained the knowledge they have on each topic. If they do not know them, they can select the option "I have no knowledge of the topic". They can select more than one option for each topic. For university commitment in Phase 3 they have five options (No commitment; Minimum commitment; Moderate commitment; Good commitment; Very good commitment). The time taken to complete the questionnaire was estimated at 20 minutes. Only fully completed questionnaires were considered. The online questionnaire was made available on the survey platform, which ensures complete anonymity of the participants. The teachers who voluntarily participated in the study by completing the questionnaire gave their consent to the anonymous use of the data collected. English teachers were invited to participate in the study "Sustainable Development Goals and 2030 Agenda" - Survey on their awareness. This study aims to measure the general level of awareness towards the Sustainable Development Goals (SDGs) and the key issues to achieve a sustainable future among members of the English teaching staff.

1. Participants

The data on respondents' general and biographical data, including age, gender, educational attainment, area, teaching field, type of university, number of students attending the university, geographical location of the university, initiatives, and activities of the university to integrate sustainability in teaching activities, previous participation in specific activities/training related to the SDGs and sustainability were collected. The participants of the study are at the age between 29 and 65. The majority of the participants were female (88%) and the minority is male (12%). Among the participants, 93% were master's degree holders and 7% got Ph.D. The teaching area they belong to is general English. Most of the participants teach both undergraduate and postgraduate level. According to the responses, most of them are working in upper Myanmar and some from lower Myanmar universities which are located in urban and rural areas. Most of the participants are from arts and science universities. Only some of them have experienced in sustainable development goals. The participation is voluntary and free of charge and took approximately 15 minutes. Participants can withdraw their consent at any time by simply not

completing the questionnaire, without providing any explanation and without losing any rights and benefits. Only data from fully completed questionnaires have been collected and considered. In case of withdrawn consent, no new information will be collected and added to the existing data. As the study is observational, no risks to participants are apparent. By agreeing to participate in this study, they declare that they have read and understood the information in this text. If they would like further clarification or information, they can contact the researcher's email.

2. Data Collection

The procedures for conducting this research were divided into three main stages. The first stage involved preparing the questionnaire statements based on the objectives and the research questions. The second stage involved the distribution of the questionnaire to the target participants to collect the data. The final stage involved analysing the data in terms of numbers by using SPSS software and then discussing the findings to answer the research questions and draw the final conclusions. A snowball sampling method was used by asking participants to participate their colleagues through social networking platforms and other communication channels. Participation in the survey was totally free of charge.

Results

Results are discussed along with three different dimensions. First, we characterize the level of awareness of English teachers on Sustainable Development Goals. This is followed in the second results section by a discussion of the outcomes that were found to be statistically significant on sources of information for topics in session 2 of the questionnaire. Guided by the conceptual framework, the third section on university commitment is related to the SDGs and sustainability.

1. Phase 1: Awareness of English Teachers on Sustainable Development Goals

Despite the limitations, this study tries to explore English teachers' experience of incorporating SDGs in their teaching by applying Social Cognitive Career Theory (SCCT) lens. It is a study to examine how Sustainable Development Goals (SDGs) is realised in a language classroom by examining how university promote the integration of sustainability issues in educational programmes.

Table 1*Promoting the Integration of Sustainability Issues in Educational Programmes in Universities*

Question No	Item	Responses		Calculation		Interpretation
		No	Yes	<i>M</i>	<i>SD</i>	
1	Does your university promote the integration of sustainability issues in educational programmes?	69%	31%	1.31	0.46	Low support

According to the data, low support has been provided in relation to the integration of sustainability issues in educational programmes to attain the SDG goals (Mean=1.31). This finding can provide insights for universities providing educational programmes to achieve and to promote sustainable development in language subjects.

Furthermore, sustainability was already totally measured in education three decades ago, especially in higher education of Myanmar, where most teachers do their preparatory, modifying the commitment and social responsibility of universities in training human resources with sustainability-oriented visions and competences. With this idea, we collected the data to gain information about initiatives mainly used to integrate sustainability issues into university educational programmes.

Table 2*Initiatives Used to Integrate Sustainability Issues into University Educational Programmes*

Question No	Options	Responses		Calculation		Interpretation
		No	Yes	<i>M</i>	<i>SD</i>	
1	Classroom-taught lesson	40%	60%	1.60	0.49	Show moderate initiatives
2	Interactive workshops	66%	34%	1.34	0.47	Show moderate initiatives
3	Active citizenship projects	81%	19%	1.19	0.39	Show a little initiative
4	Experiences	75%	25%	1.25	0.43	Show a little initiative
5	Others	98%	2%	1.02	0.14	Show a little initiative
	Average	72.00%	28.00%	1.28	0.45	Show a little initiative

Among all types of initiatives, classroom-taught lesson (Mean=1.60), interactive workshops (Mean=1.34) and experiences (Mean=1.25) were associated with the teachers' opinion of currently used initiatives to sustainability issues.

For the implementation of ESD, the teacher becomes an essential facilitator, guiding learners to explore values, awareness, and visions of possible futures, with new methods of active learning based on activities or courses.

Table 3
Teacher Participation in Activities or Courses Related to Sustainable Development or the Sustainable Development Goals

Question No	Item	Responses		Calculation		Interpretation
		No	Yes	M	SD	
1	Have you ever participated in activities or courses related to sustainable development or the Sustainable Development Goals?	67%	33%	1.33	0.47	Low

The integration of ESD into educational policies, strategies, and programmes at local and international levels, into curricula and textbooks, and into the training of educators themselves are the requirement for the implementation of activities or courses. Participation in activities or courses in which the goal of knowledge, the goal of knowing how to do, the concept of agency and the sense of belonging to a group and to a society are explored in this phase. According to the data, most of the teachers have low participation in activities or courses related to sustainable development goals (Mean=1.33).

The teachers who participated in the study responded three questions about integration of sustainability issues in educational programmes, initiatives mainly used to integrate sustainability issues into university’s educational programmes and activities or courses related to sustainable development or the Sustainable Development Goals. Finally, teachers’ awareness concerning the Sustainable Development Goals can be seen as a low positive step in awareness.

Table 4
English Teachers’ Awareness Concerning the Sustainable Development Goals (SDGs)

Question No	Item Responses	Calculation		Interpretation
		M	SD	
1	Does your university promote the integration of sustainability issues in educational programmes?	1.31	0.46	Low awareness
2	What kind of initiatives and activities are mainly used to integrate sustainability issues into university’s educational programmes?	1.28	0.45	Low awareness
3	Have you ever participated in activities or courses related to sustainable development or the Sustainable Development Goals?	1.33	0.47	Low awareness
	Average	1.29	0.45	Low awareness

The results of the mean scores of English teachers on Sustainable Development Goals and university commitment show a less awareness (Average Mean=1.29). Similarly, teachers' responses on university support to promote the integration of sustainability issues in educational programs also has a low level (Mean=1.31). Analyses using the SPSS version 20 also show a low level of initiatives and type of activities which are mainly used to integrate sustainability issues into university's educational programs (Mean=1.28) and participation in previous courses/activities on the SDGs (Mean=1.33).

2. Phase 2: Sources of Information

For each of the following topics, participants indicate the sources from which they obtained the knowledge they have on each topic. If they do not know them, they select the option "I have no knowledge of the topic". They can select more than one option for each topic.

Table 5

Responses on Knowledge of the Given Topics

Sr No	Subject Matters	I have no knowledge of the topic.		Calculation		Interpretation
		No	Yes	<i>M</i>	<i>SD</i>	
1	SDGs and 2030 Agenda	66%	34%	1.34	0.47	Moderate
2	Ecological footprint	58%	42%	1.42	0.49	Moderate
3	Greenhouse effect	51%	49%	1.49	0.50	Moderate
4	Resilience	46%	54%	1.54	0.50	Moderate
5	Social gradient	51%	49%	1.49	0.50	Moderate
6	Determinants of health	33%	67%	1.67	0.47	High
7	Green Gross Domestic Product	44%	56%	1.56	0.50	Moderate
8	Human Development Index (HDI)	53%	47%	1.47	0.50	Moderate
9	Index of Sustainable Economic Welfare (ISEW)	32%	68%	1.68	0.47	High
10	Equitable and sustainable wellbeing	28%	72%	1.72	0.45	High
11	Brundtland Report (1987)	80%	20%	1.20	0.40	Low
12	Kyoto Protocol (1997)	66%	34%	1.34	0.47	Moderate
13	Paris Agreement on climate change (2015)	71%	29%	1.29	0.45	Low
14	Doughnut Economy	80%	20%	1.20	0.40	Low
	Average	54.21%	45.79%	1.46	0.50	Moderate

The sources of information vary for each item, but teachers have got high mean value on equitable and sustainable wellbeing (Mean=1.72) followed by index of sustainable economic welfare (ISEW) (Mean=1.68) and determinants of health (Mean=1.67) among overall knowledge of the given topics.

Regarding specific training, the teachers responded for different topics given to them.

Table 6

Responses on Having Specific Training (Courses, Conferences Etc.) of the Given Topics

Sr No	Knowledge	I have specific training (courses, conferences etc.).		Calculation		Interpretation
		No	Yes	<i>M</i>	<i>SD</i>	
1	SDGs and 2030 Agenda	81%	19%	1.19	0.39	Low
2	Ecological footprint	78%	22%	1.22	0.41	Low
3	Greenhouse effect	66%	34%	1.34	0.47	Moderate
4	Resilience	51%	49%	1.49	0.50	Moderate
5	Social gradient	59%	41%	1.41	0.49	Moderate
6	Determinants of health	47%	53%	1.53	0.50	Moderate
7	Green Gross Domestic Product	55%	45%	1.45	0.50	Moderate
8	Human Development Index (HDI)	56%	44%	1.44	0.50	Moderate
9	Index of Sustainable Economic Welfare (ISEW)	48%	52%	1.52	0.50	Moderate
10	Equitable and sustainable wellbeing	33%	67%	1.67	0.47	High
11	Brundtland Report (1987)	73%	27%	1.27	0.44	Low
12	Kyoto Protocol (1997)	68%	32%	1.32	0.47	Low
13	Paris Agreement on climate change (2015)	39%	61%	1.61	0.49	Moderate
14	Doughnut Economy	77%	23%	1.23	0.42	Low
	Average	59.36%	40.64%	1.41	0.49	Moderate

The specific training (courses, conferences etc.) of the given topics expressed by teachers show a moderate mean (Mean=1.41) towards teaching sustainability in designated lessons or, for others, teaching sustainability in the current lessons of their subject, as an integral part. In terms of specific training, only a few areas, equitable and sustainable wellbeing (Mean=1.67), Paris agreement on climate change (2015) (Mean=1.61) and determinants of health (Mean=1.53) were reported to have high to moderate frequency. Teachers have no knowledge about the SDGs and 2030 Agenda (Mean=1.19) followed by ecological footprint (Mean=1.22).

Regarding responses on learning from television newspapers/magazines/books, Internet (websites, social networks, blogs etc.) about the given topics, moderate level is achieved on the item 6, 7 and 10.

Table 7

Responses on Learning from Television Newspapers/Magazines/Books, Internet (Websites, Social Networks, Blogs Etc.) about the Topics

Sr No	Knowledge	I learn from television newspapers/magazines/books Internet (websites, social networks, blogs etc.).		Calculation		Interpretation
		No	Yes	<i>M</i>	<i>SD</i>	
1	SDGs and 2030 Agenda	59%	41%	1.41	0.49	Moderate
2	Ecological footprint	69%	31%	1.31	0.46	Low
3	Greenhouse effect	55%	45%	1.45	0.50	Moderate
4	Resilience	57%	43%	1.43	0.50	Moderate
5	Social gradient	58%	42%	1.42	0.49	Moderate
6	Determinants of health	44%	56%	1.56	0.50	Moderate
7	Green Gross Domestic Product	53%	47%	1.47	0.50	Moderate
8	Human Development Index (HDI)	59%	41%	1.41	0.49	Moderate
9	Index of Sustainable Economic Welfare (ISEW)	48%	52%	1.52	0.50	Moderate
10	Equitable and sustainable wellbeing (BES)	41%	59%	1.59	0.49	Moderate
11	Brundtland Report (1987)	62%	38%	1.38	0.49	Moderate
12	Kyoto Protocol (1997)	70%	30%	1.30	0.46	Low
13	Paris Agreement on climate change (2015)	63%	37%	1.37	0.48	Moderate
14	Doughnut Economy	77%	23%	1.23	0.42	Low
	Average	58.21%	41.79%	1.42	0.49	Moderate

The results show that learning is generally moderate (Average Mean=1.42), except for some of the items studied. The attitudes expressed by teachers show a trend towards equitable and sustainable wellbeing (Mean=1.59) followed by determinants of health (Mean=1.56) and green gross domestic product (Mean=1.47) were found in television newspapers/magazines/ books Internet (websites, social networks, blogs etc.).

In terms of sources of information about the topics, teachers reported moderate shortcomings for the integration of sustainability topics, or at least is perceived to be insufficient. The results of the descriptive analyses indicated for all three items are summarized in Table 8.

Table 8
Responses on Sources of Information about the Topics

Sr No	Subject Matters	Calculation		Interpretation
		M	SD	
1	I have no knowledge of the topic.	1.46	0.50	Moderate shortcomings
2	I have specific training (courses, conferences etc.).	1.41	0.49	Moderate shortcomings
3	I learn from television newspapers/magazines/books Internet (websites, social networks, blogs etc.).	1.42	0.49	Moderate shortcomings
	Average	1.43	0.49	Moderate shortcomings

The results of the responses on sources of information about the topics show the moderate shortcomings of the situation. Although most of the participants respond themselves as having moderate shortcomings (Average mean=1.43), others responded that they have no knowledge of the topic (Mean=1.46).

3. Phase 3: University Commitment to Educating Students on Sustainability

Participants rate their university commitment to educating students on sustainability in terms of knowledge and skills on each of the given topics. Table 3 shows descriptive analysis of university commitment, presented for each item as mean and SD.

Table 9
University Commitment to Educating Students on Sustainability (n=55)

Sr No	Items	Attitude					Calculation		Interpretation
		No commitment	Minimum commitment	Moderate commitment	Good commitment	Very good commitment	M	SD	
1	Sustainable food production and consumption	19%	20%	16%	33%	12%	2.99	1.33	Moderate commitment
2	Recycling and waste reduction	16%	16%	20%	35%	13%	3.13	1.29	Moderate commitment
3	Resilient infrastructures and sustainable industrialisation	17%	25%	33%	15%	10%	2.76	1.19	Moderate commitment
4	Energy conservation and diffusion of renewable energy sources	10%	20%	25%	29%	16%	3.21	1.22	Moderate commitment
5	Entrepreneurial skills and competences in labour market	7%	15%	20%	36%	22%	3.51	1.19	Good commitment

Table 9 (Continued)

Sr No	Items	Attitude					Calculation		Interpretation
		No commitment	Minimum commitment	Moderate commitment	Good commitment	Very good commitment	<i>M</i>	<i>SD</i>	
6	Fight against inequalities, poverty, and social exclusion	13%	27%	26%	23%	11%	2.92	1.21	Moderate commitment
7	Circular economy and correct choice of assets	25%	25%	22%	20%	8%	2.61	1.27	Moderate commitment
8	Building of participatory and inclusive societies	51%	30%	13%	5%	1%	1.75	0.93	No commitment
	Average	19.75%	22.25%	21.88%	24.50%	11.63%	2.86	1.30	Moderate commitment

University commitment to integrating sustainability activities has been found with average mean 2.86 (SD=1.30) which indicates moderate commitment. For the individual items, more than half of the respondents indicated at least good commitment to entrepreneurial skills and competences in labour market (Mean=3.51). Building of participatory, inclusive, and pacific societies was indicated as the lowest mean value of the responses (Mean=1.75). More issues with the most weaknesses were fighting against inequalities, poverty, and social exclusion (Mean=2.92) and circular economy and correct choice of assets (Mean=2.61).

Discussion

Education for Sustainable Development (ESD) is commonly understood as education that encourages changes in knowledge, skills, values, and attitudes to enable a more sustainable and just society for all. According to Barth (2015), ESD aims to empower and prepare current and future generations to see their needs using a balanced and integrated approach to the economic, social, and environmental scopes of sustainable development. The concept of ESD was born from the need for education to address the increasing environmental challenges facing the earth. To do this, education must change to provide the knowledge, skills, values and attitudes that empower learners to contribute to sustainable development. At the same time, education must be reinforced in all agendas, programmes and activities that promote sustainable development. In short, sustainable development must be integrated into education and education must be integrated into sustainable development. ESD is all-inclusive and transformational education and concerns learning content and outcomes, pedagogy, and the learning environment (UNESCO, 2014). With regards to learning content such as curricula, the complex sustainability challenges facing societies cut across boundaries and multiple thematic areas. Education must therefore address key issues such as climate change, poverty, and sustainable production. ESD promotes the integration of these

critical sustainability issues in local and global contexts into the curriculum to prepare learners to understand and respond to the changing world. ESD aims to produce learning outcomes that include core competencies such as critical and systemic thinking, collaborative decision-making, and taking responsibility for present and future generations. To deliver such varied and growing issues, ESD uses advanced pedagogy, encouraging teaching and learning in an interactive, learner-centred way that enables exploratory, action-oriented, and transformative learning. Learners are enabled to think critically and systematically develop values and attitudes for a sustainable future. In this research, we aimed to identify, first, English teachers' awareness concerning the Sustainable Development Goals (SDGs), second, sources from which they obtained the knowledge they have on each topic and third, university commitment to educating students on sustainability. The survey was designed based on previous surveys used for similar assessments based on the Social cognitive career theory (SCCT). As have been seen, the data indicated that it is important to make progress towards the SDGs, as explained, while also highlighting some of the limitations associated with (a) awareness of English teachers on Sustainable Development Goals, (b) sources of information from which they gained the knowledge they have on each topic and (c) university commitment to educating students on sustainability. This study thus contributes considerations that can serve to improve current practices by suggesting the need to think critically about the foundations of current approaches towards the SDGs. Advancing towards the SDGs, many scholars suggest the need to think beyond the current paradigm within which the SDGs and related curricular practices have developed. In addition, this study suggested that universities need to promote the integration of sustainability issues in educational programmes as low awareness was found in this area. The findings also show that teachers have low awareness on which initiatives and activities should be mainly used to integrate sustainability issues into university's educational programmes. Ofei-Manu & Didham (2014) also state that a few teachers know to participate in activities or courses related to sustainable development or the Sustainable Development Goals. Addressing these limitations could now be done more easily to reduce the existing gap between the goals and their achievement. Undesirably, SDG topics are not yet seen as a shared responsibility among teachers of English, so that for many topics teaching is proposed in chosen lessons that have nothing to do with current activities. In Myanmar universities, the percentage of teachers with better knowledge of sustainable development is small, and this is related to university engagement with sustainability issues. Therefore, this could probably be the first situation where ESD should be emphasised, through teacher empowerment. Further action is needed to support teachers and universities to promote sustainability and empower students to behave sustainably. Further studies need to be conducted that focus on the impact of increasing university engagement at ESD.

Implications

Today, ESD maybe at the heart of the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs) (United Nations, 2015). The SDGs recognize that all countries must arouse action in the following key areas - people, planet, prosperity, peace, and partnership - to tackle the global challenges that are critical for the survival of humanity. Achieving these goals requires a profound transformation in the way we think and act. This study thus contributes by providing insights that can serve to improve current practices while also suggesting the need to think critically about the foundations of current approaches if, in our opinion, meaningful progress towards the SDGs is to be made. Advancing towards the SDGs can be seen as a positive step however, many scholars suggest the need to think beyond the current pattern within which the SDGs and related curricular practices have emerged. There are several implications drawn from this study which support the ideas of Halinen (2017) that apply to practice, policy and theory related to future curriculum development and effective implementation of educational programs related to SDG.

Conclusion

The aim of this study was to review teachers' awareness, sources of information and university commitment towards the Sustainable Development Goals and the 2030 Agenda among English teachers. The results show that teachers' awareness can be generally seen as a low positive step. Most of the participating teachers stated that sustainability topics are partially integrated into the teaching programmes and activities of the university in which they currently work. Thus, the level of awareness confirms as a low awareness. In terms of sources of information about the given topics, teachers reported moderate shortcomings for the integration of sustainability topics perceived to be insufficient. The university commitment towards sustainability also shows a moderate level. In terms of the level of commitment of universities, with the lowest mean value for building of participatory and inclusive societies, moderate commitment is found, indicating less awareness to both environmental and social aspects of sustainability. When considering the university commitment in integrating sustainability issues into improving activities, this seems to indicate a difficulty of this integration in universities where programmes are less flexible. If this hypothesis is correct, integration would be easier in independent universities and sustainability could be added more effectively to the ministerial learning outcomes already established (Goren et al., 2017). This situation could also be partly related to the isolation and lack of collaboration that teachers experience when trying to integrate sustainability into their teaching, without resources and a common project. Secondly, the results show teachers' awareness and the university commitment to methods of teaching sustainability, especially when comparing different teaching strategies such as interactive workshops and active citizenship projects with classroom-taught lessons. The results of this study need to be commented on in the context of education for

sustainability worldwide and in Myanmar. The findings support the idea of developing awareness, knowledge and action skills related to sustainability in university students over time by formalising both a general and diverse approach by teachers and accepting the influence of the university as determinative. While providing teachers with the time, places, and tools to integrate sustainability into their teaching is an essential component of university support, some problems are found in the experience and vision of teaching by teachers themselves.

Limitations

This study has some limitations that the author is aware of. First, despite the emphasis on measuring knowledge of facts, figures, philosophies, strategies and so on, other researchers are trying to obtain more information about context with background collection on students. It might be worth reconsidering the value of more open-ended questions in the questionnaire and interview survey. While relatively more complicated to interpret and analyse, open-ended questions could provide more information beyond a programmed scope and in context for qualitative analysis (i.e., coding these answers through a set framework driven by the content of the data). Collecting data about context could also be a way to measure contribution to sustainable development. This may help learn more about approaches and areas of learning that may not seem obvious but could be crucial to sustainable behaviour and activities, such as non-formal education and informal, intergenerational, lifelong learning, among others. Qualitative methods such as classroom observation, interviews and focus group discussions would also help researchers perform more explorative, open-ended, data-driven monitoring of the educational process at the local level. These approaches could also help researchers make better predictions about how the educational process and learners' experiences explain into actual sustainable development, and whether this will make a difference. Findings could also speak to the quality of learning, part of which is defined by the staying power of learners' thoughts and ideas, which can be built upon by learners beyond university. Qualitative approaches should also link to global monitoring, although researchers are still working out how to deal with this type of data at this level. These approaches should feed up into general, frameworks for country monitoring.

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English Language Teachers' Knowledge of SDGs and their Attitudes towards Incorporating SDGs in ELT in Myanmar

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Abstract

In Myanmar, with the intention of developing educational solutions to reduce poverty within the nation-state and promote respect for everyone, EFL teachers are currently teaching literature with a focus on SDG 4 target. For them to have a say in the social, cultural, economic, and environmental development of their societies and their own lives, today's learners must acquire a thorough awareness of local, national, and international issues. This research aimed to explore English Language Teachers (ELTs' knowledge of SDGs and their attitudes towards the incorporation of Sustainable Development Goals (SDGs) into English Language Teaching (ELT) in Myanmar. A survey was administered to 19 ELTs from different universities, colleges, and language centers in Myanmar. The findings revealed that the majority of the respondents had limited knowledge of the SDGs framework, but they recognized the importance of incorporating the SDGs into ELT. The study further highlighted the need for more training and professional development for ELTs to enable them to integrate SDGs into classroom instruction effectively. Finally, Knowledge and attitudes of Myanmar teachers to a stronger integration of sustainability issues into educational programmes still need to be improved. A change of perspective is urgently needed, whereby sustainability education should be seen as a collective responsibility.

Keywords: Attitudes, English Teachers, Knowledge, Myanmar, Sustainable development goals (SDGs)

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Introduction

English Language Teaching (ELT) plays a crucial role in facilitating sustainable development across the world. In recent years, the United Nations' Sustainable Development Goals (SDGs) have emerged as a global framework for promoting sustainable development and addressing issues such as poverty, climate change, and inequality. The SDGs emphasize the need for inclusive and equitable education, which includes the acquisition of 21st century skills necessary for sustainable development.

Myanmar is a developing country that faces numerous challenges in achieving sustainable development, including inadequate infrastructure and limited access to education. The role of ELT in promoting sustainable development in Myanmar has yet to be explored fully. The knowledge and attitudes of ELTs towards the SDGs can influence the students' progress in the integration of sustainable development into the ELT curriculum.

This study aims to explore the knowledge and attitudes of ELTs towards the incorporation of SDGs into ELT in Myanmar. The research is significant because it addresses the gaps in the current literature on ELT and sustainable development in Myanmar and highlights the potential opportunities and challenges for the integration of the SDGs into ELT. The findings from this study can inform policymakers, educators, and other stakeholders on strategies to integrate sustainable development into ELT curriculum and promote sustainable development in Myanmar. In a linked, globalized society, there are new trends and development difficulties and their effects on education and training. In Myanmar, escalating problems like global warming, and inequality have compelled authorities to adapt their approaches, resulting in structural change that would promote inclusive and people-centered development. Future education policy must look at how educational systems might change to meet new problems and support sustainable development and peace. This calls for reconsidering the types of knowledge, competencies, and learning processes, as well as the policies and reforms that will support the achievement of new objectives (UNESCO 2014a).

In this situation, UNESCO has been supporting transformative education while advocating education for peace and sustainable development as the overriding purpose of its education programme. According to the UNESCO Institute for Lifelong Learning (UIL 2010), adult education has historically been heavily focused on improving and developing workers' skills and abilities. In recent years, the goals of adult and lifelong learning have been the only ones to embrace the broader benefits of education, such as health, personal fulfillment, citizenship, and social and democratic involvement. However, in today's higher education, human resource development for economic growth is at the forefront.

The Role of Education in Agenda 2030

In an effort to “end poverty and set the world on a path of peace, prosperity, and opportunity for all on a healthy planet,” the United Nations General Assembly established the 2030 Agenda for Sustainable Development (also known as Agenda 2030) in 2015. All 193 of the United Nations' members approved and adopted it. It defined 17 Sustainable Development Goals and 169 targets that must be fulfilled for the goals to be accomplished, as well as articulating the broad commitment to sustainable development shared by all adoptees (.).

Each of the 17 Sustainable Development Goals (SDGs) targets major areas for enhancing sustainable development by 2030, with SDG 4 focusing on education with the goal of "ensuring inclusive and equitable quality education and promoting opportunities for lifelong learning for all" (Ibid., 17). The seven aims of SDG 4 are broken down as follows: “Ascertain that, by 2030, all students possess the knowledge and abilities required to promote sustainable development.” Including, among other things, through education for sustainable development and sustainable lifestyles, human rights, gender equality, the promotion of a culture of peace and nonviolence, promotion of global citizenship, and appreciation of cultural diversity and culture's contribution to sustainable development” (Ibid., 17). Despite not being specifically mentioned in the Agenda 2030 Declaration, global education (GE) plays a crucial role in achieving SDG 4. It is also significant to remember that the Incheon Declaration, the original "Framework to Action" document for SDG 4, explicitly states that GE is necessary for the achievement of all SDGs and is at the core of the 2030 Agenda for Sustainable Development.

Education should be a part of the plans to accomplish each of the SDGs because it can hasten the process of achieving them all (UNESCO, 2015, p. 24). Therefore, SDG 4—along with the other 168 SDG targets—is significant not simply as an aim to raise the quality and accessibility of education. But it is made clear in both Agenda 2030 and the original SDG 4 implementation framework that the achievement of SDG 4's aims is necessary for the fulfillment of all other SDGs. Therefore, Agenda 2030 clearly states that fulfilling SDG 4 and, consequently, SDG 4.7, is necessary for the achievement of all other SDGs.

Research Objective

The purpose of this study was to examine the key elements that motivate the English language teachers to integrate the SDGs into their curricula. By looking into their efficacy during the implementation, the predictors of the future directions of ESD in language learning are the personal and contextual variables for a successful implementation of SDGs in English language teaching. The need of multidisciplinary in Education for Sustainable Development (ESD), where language teachers do not just concentrate on language skills, may also be addressed by an SDG perspective.

With the aim stated above, the research is guided by two research questions.

1. What are the teachers' attitudes towards SDG Goals?
2. What is the teachers' knowledge of SDG Goals in ELT?

Methodology

This study was conducted between January and February 2023 through an online survey. The target group of the study was 19 public university teachers working in universities. It was conducted among English teachers in universities to investigate their knowledge of SDGs and attitudes towards the incorporation of the Sustainable Development Goals (SDGs) into English language Teaching (ELT) in Myanmar. The survey consisted of 3 sections: (1) Knowledge (14 questions), (2) Attitudes (14 questions) and (3) Socio-demographic characteristics of respondents (12 questions). The questionnaire was completed by 19 teachers.

The survey investigated teachers' knowledge and attitudes towards the SDGs and the 2030 Agenda to integrate sustainability into educational activities. The items and structure of the questionnaire were selected by the researchers from concepts, indicators, documents, and models found in the existing literature on the SDGs.

The online survey was made available using a Google Form, which completely protected the participants' identities. Teachers who willingly answered the questionnaire as part of the study granted their consent for the data to be used in an anonymous manner. At the conclusion of the survey's validity period, all replies were removed from the Google form, and the data was only used in aggregate.

Results

This study offers insights that can help English instructors become more effective in their current roles while also highlighting the need for critical reflection on the theoretical underpinnings of existing approaches to the SDGs. Many academics argue that we should think outside of the box in which the SDGs and related educational strategies have been developed. The three phases of the results are discussed. We begin by examining the university professors' awareness of the Sustainable Development Goals (SDGs) in Myanmar. In the second stage, we look into how university professors feel about these objectives. The third stage investigates general and biographical information about university professors.

1. Phase 1: Knowledge

Knowledge of university teachers in Myanmar concerning the Sustainable Development Goals (SDGs) presented for each item has been mentioned in table 1.

Table 1

Levels of Teachers' Knowledge Concerning the Sustainable Development Goals (SDGs)

Sr No	Knowledge	Knowledge Level					Calculation		Interpretation
		None	Limited	Fair	Good	Very Good	M	SD	
1	SDGs and 2030 Agenda	5.26%	57.90%	21.05%	10.53%	5.26%	2.53	0.94	Limited knowledge
2	Ecological footprint	0.00%	73.68%	10.53%	10.53%	5.26%	2.47	0.88	Limited knowledge
3	Greenhouse effect	0.00%	0.00%	5.26%	15.79%	78.95%	4.74	0.55	A very good knowledge
4	Resilience	0.00%	0.00%	73.68%	15.79%	10.53%	3.37	0.67	Fair knowledge
5	Social gradient	0.00%	0.00%	68.42%	21.05%	10.53%	3.42	0.67	Fair knowledge
6	Determinants of health	15.79%	68.42%	10.53%	5.26%	0.00%	2.05	0.69	Limited knowledge
7	Green Gross Domestic Product	5.26%	78.95%	10.53%	5.26%	0.00%	2.16	0.59	Limited knowledge
8	Human Development Index (HDI)	10.53%	73.68%	10.53%	5.26%	0.00%	2.11	0.64	Limited knowledge
9	Index of Sustainable Economic welfare (ISEW)	0.00%	10.52%	78.95%	10.53%	0.00%	3.00	0.46	Fair knowledge
10	Equitable and sustainable well-being (BES)	15.79%	68.42%	10.53%	5.26%	0.00%	2.05	0.69	Limited knowledge
11	Brundtland Report (1987)	42.10%	47.38%	5.26%	5.26%	0.00%	1.74	0.78	No knowledge
12	Kyoto Protocol (1997)	0.00%	78.95%	15.79%	5.26%	0.00%	2.26	0.55	Limited knowledge
13	Paris Agreement on climate change (2015)	0.00%	10.52%	78.95%	10.53%	0.00%	3.00	0.46	Fair knowledge
14	Doughnut Economy	5.26%	63.16%	26.32%	5.26%	0.00%	2.32	0.65	Limited knowledge
	Average	7.14%	45.11%	30.45%	9.40%	7.90%	2.66	1.01	Fair knowledge

Descriptive analysis of the levels of teachers' knowledge was presented for each item as percentage. The university teachers' lack of knowledge was indicated mainly in item 11, the Brundtland Report (1987) (mean=1.74), followed by item 6, determinants of health (mean=2.05), and equitable and sustainable well-being (mean=2.05). A very good knowledge was indicated in item 3, greenhouse effect (mean=4.74).

2. Phase 2: Attitude

Attitude of university teachers in Myanmar concerning the Sustainable Development Goals (SDGs) presented for each item has been mentioned in table 2.

Table 2*Teachers' Attitudes Concerning the Sustainable Development Goals (SDGs)*

Sr No	Knowledge	Attitudes					Calculation		Interpretation
		I do not think it should be taught in school.	It should be taught in designated hours.	It could be taught in lessons of the subject I teach, but for personal culture.	It could be taught in lessons of the subject I teach, as basic part.	It could be taught in lessons of the subject I teach, as essential part.	M	SD	
1	SDGs and 2030 Agenda	0.00%	5.26%	0.00%	78.95%	15.79%	4.05	0.60	It could be taught in lessons of the subject I teach, as basic part
2	Ecological footprint	0.00%	0.00%	5.26%	68.42%	26.32%	4.21	0.52	It could be taught in lessons of the subject I teach, as essential part
3	Greenhouse effect	0.00%	0.00%	5.26%	84.21%	10.53%	4.05	0.39	It could be taught in lessons of the subject I teach, as basic part
4	Resilience	0.00%	0.00%	0.00%	84.21%	15.79%	4.16	0.36	It could be taught in lessons of the subject I teach, as basic part
5	Social gradient	0.00%	10.53%	78.95%	5.26%	5.26%	3.05	0.60	It could be taught in lessons of the subject I teach, but for personal culture
6	Determinants of health	0.00%	0.00%	5.26%	78.95%	15.79%	4.11	0.45	It could be taught in lessons of the subject I teach as basic part
7	Green Gross Domestic Product	0.00%	0.00%	10.53%	63.15%	26.32%	4.17	0.59	It could be taught in lessons of the subject I teach, as basic part
8	Human Development Index (HDI)	0.00%	0.00%	63.16%	10.52%	26.32%	3.63	0.87	It could be taught in lessons of the subject I teach, as basic part

Table 2 (Continued)

Sr No	Knowledge	Attitudes					Calculation		Interpretation
		I do not think it should be taught in school.	It should be taught in designated hours.	It could be taught in lessons of the subject I teach, but for personal culture.	It could be taught in lessons of the subject I teach, as basic part.	It could be taught in lessons of the subject I teach, as essential part.	M	SD	
9	Index of Sustainable Economic welfare (ISEW)	0.00%	10.53%	68.42%	10.52%	10.53%	3.21	0.77	It could be taught in lessons of the subject I teach, but for personal culture
10	Equitable and sustainable well-being (BES)	0.00%	0.00%	63.16%	10.52%	26.32%	3.63	0.87	It could be taught in lessons of the subject I teach, as basic part
11	Brundtland Report (1987)	0.00%	63.16%	10.53%	10.52%	15.79%	2.79	1.15	It could be taught in lessons of the subject I teach, but for personal culture
12	Kyoto Protocol (1997)	0.00%	57.89%	10.53%	15.79%	15.79%	2.89	1.17	It could be taught in lessons of the subject I teach, but for personal culture
13	Paris Agreement on climate change (2015)	0.00%	68.42%	10.53%	10.52%	10.53%	2.63	1.04	It could be taught in lessons of the subject I teach, but for personal culture
14	Doughnut Economy	0.00%	21.05%	21.05%	31.58%	26.32%	3.63	1.09	It could be taught in lessons of the subject I teach, as basic part
	Average	0.00%	16.92%	25.19%	40.22%	17.67%	3.59	0.97	It could be taught in lessons of the subject I teach, as a basic part

Item 2, ecological footprint, was most frequently chosen by the teacher participants. (mean= 4.21). According to them, this knowledge could be taught in lessons of the subject they teach, as essential part. According to the data found in items 1,3,4,6 and 7, teacher participants mentioned that SGDs could be taught in lessons of the subject they teach, as basic part. Participants mentioned that Paris Agreement on Climate Change (2015) could not be taught in the subject they teach but they could teach them for personal culture (mean=2.63).

3. Phase 3: General and Personal information

Table 3

Age of Participants (completed years)

	Age	Percentage
a.	$30 \leq n \leq 40$	63.16%
b.	$40 \leq n \leq 50$	36.84%

The population of the participants of the study are at the age between 30 and 40 is 63.16% and between 40 and 50 is 36.84.

Table 4

Gender of Participants

	Gender	Percentage
a.	Male	21.05%
b.	Female	78.95%

The majority of the participants were female (78.95%) and the minority is male (21.05%).

Table 5

Educational Attainment of Participants

	Education Attainment	Percentage
a.	Post Graduate Diploma	00.00%
b.	Master's degree	73.68%
c.	PhD degree	26.32%

Among the participants, 73.68% were master's degree holders and 26.31% got Ph.D. degree.

Table 6

The Teaching Area of Participants

	Teaching Area	Percentage
a.	Science	15.79%
b.	Humanities	0.00%
c.	Language	63.56%
d.	Law	0.00%
e.	Technical-professional Area	10.53%
f.	Others(medicine)	10.53%

The population of the participants who are in science area is 15.79%, technical- professional area 10.53% and medicine 10.53%. Most of them are in the field of literature.

Table 7
Educational Level of Participants

	Educational Level	Percentage
a.	Undergraduate level	10.53%
b.	Postgraduate level	0.00%
e.	Both level	89.47%

The minority of the participants teach undergraduate level (10.53%) and the majority both level (89.47%).

Table 8
Geographical Area of the Participants' University

	Geographical Area	Percentage
a.	Upper Myanmar	63.16%
b.	Lower Myanmar	36.84%

According to the geography, 63.16% lives in Upper Myanmar and 36.84% in lower Myanmar.

Table 9
Area of Participants' University

	University's Area	Percentage
a.	Urban Area	63.16%
b.	Rural Area	36.84%

The percentage of the participants' university in urban area is 63.16% and 36.84% is in rural area.

Table 10
The Category of the Participants' University

	Category of University	Percentage
a.	Language university	0.00%
b.	Arts and Science university	78.95%
c.	Health university	10.53%
d.	Technology university	10.53%
e.	Engineering university	0.00%
f.	Forestry university	0.00%
g.	Agriculture university	0.00%
h.	Arts and Science university	0.00%

Table 10 (Continued)

	Category of University	Percentage
i.	Veterinary university	0.00%
j.	Distance Education university	0.00%
k.	Economics university	0.00%
l.	Marine university	0.00%
m.	Defence services university	0.00%
n.	Computer university	0.00%

The majority of the participants' university are arts and science university 78.95%. Another 10.53% is medicinal university and 19.53% in technology university.

Table 11

The Number of Students Attending Participants' University

	The Number of Students	Percentage
a.	≤2000	0.00%
b.	2001-4000	21.05%
c.	4001-6000	21.05%
d.	≥6001	57.89%

Many of the participants' university have the number of students greater than 6000(57.89%).

Table 12

Participants' University Promoting the Integration of Sustainability Issues in Educational Programmes

	Promoting Integration of Sustainability Issues in Educational Programmes	Percentage
a.	Yes	73.68%
b.	No	26.31%

Most of the participants' university promote the integration of sustainability issues in educational programmes (73.68%).

Table 13

The Kinds of Initiatives and Activities Used to Integrate Sustainability Issues into University's Educational Programmes

	Kinds of Initiatives and Activities	Percentage
a.	Classroom-taught lessons	73.68%
b.	Interactive workshops	57.89%
c.	Active citizenship projects	36.84%
d.	Experiences	26.31%
e.	Other (please specify)	0.00%

Classroom-taught lessons are mainly used to integrate sustainability issues (73.68%).

Table 14

The Participants' Participation in Activities or Courses related to Sustainable Development or the Sustainable Development Goal

	Participation in the Activities or Courses	Percentage
a.	Yes	52.63%
b.	No	47.37%

Many university teachers participated in activities or courses related to sustainable development or sustainable development goals.

Discussion

Our research reveals that even though the majority of the teachers believe that sustainable behaviour is a good thing and that it is crucial for both their teaching and personal stance in life, they prefer not to act because they are either unaware of what to do or because they feel obligated by society to engage in a particular behavioral attitude. However, they assert that they are willing to incorporate SDG Goals into their lessons if given the proper training. As a result, the overwhelming majority of the teachers stated that it is crucial to integrate SDG Goals into teacher education of university departments. Their ability to teach about SD would therefore be directly impacted by incorporating SDG Goals into the curricula.

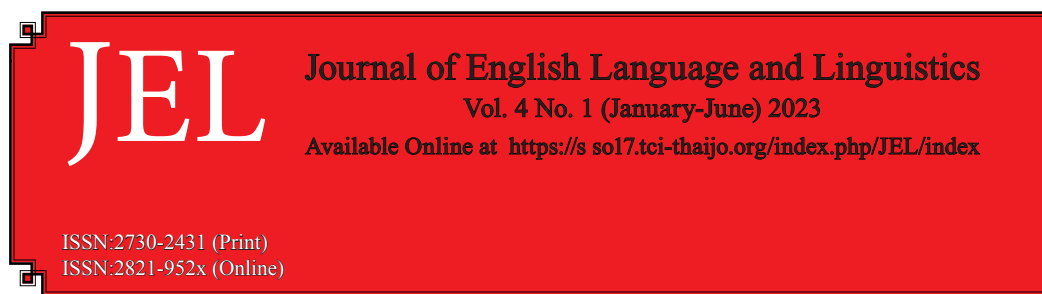
Recommendations

According to the obtained results, the following points are recommended as follows:

- (A) University's teachers are encouraged to teach SDG in their classroom.
- (B) For researchers, future investigation should be conducted on their sustainable and environmental development.
- (C) It's informed to organize that workshops and training course for university's teachers on sustainable development.

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Foreign Visitors' Satisfaction towards English Oral Communication with Thai Vendors in Khon Kaen Province

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Abstract

The objectives of this study were: 1) to determine the level of satisfaction foreign visitors have with the English oral communication skills of Thai vendors in Khon Kaen province; and 2) to identify the difficulties foreign visitors encounter when communicating in English with Thai vendors in Khon Kaen province. The study included 52 respondents who had experience communicating in English with Thai vendors while visiting Khon Kaen province. They were selected by the convenience and availability sampling method. This study utilized a questionnaire and a semi-structured interview as research instruments. The collected data were analyzed using the computer program and the interview information was analyzed using descriptive statistics.

The findings revealed that the majority of foreign visitors were male, aged 21 to 40 years, and from countries where English is not the official language. Respondents reported being moderately satisfied with the English-speaking proficiency of Thai vendors, resulting in a mean score of 2.75 on the overall communication proficiency scale. In addition, the findings revealed that respondents were moderately content with the English listening proficiency of Thai vendors, as indicated by a mean score of 2.96. According to respondents, the most significant barrier to effective communication with Thai vendors is their lack of vocabulary, which is essential for effective communication.

Keywords: English, Foreign visitors, Oral communication, Satisfaction, Thai vendors

Introduction

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The tourism industry has emerged as an important mechanism for global socioeconomic sustainability. In many developing countries, this industry has increasingly become an essential source of income and employment. According to the World Tourism Organization (2010), modern tourism has become a critical mechanism of socioeconomic progress due to the increasing number of destinations. Tourism enables the creation of new employment opportunities and businesses, the further development of infrastructure, the preservation of heritage and cultural values, and the exportation of earnings. According to the economic impact report from the World Travel and Tourism Council (2015), the tourism industry generated US\$ 7.5 trillion (9.8% of the global GDP) and created approximately 277 million jobs worldwide in 2014. In addition, the report forecasts that the industry will generate more than US\$ 11,300 billion (10.5% of the global GDP) and create 357 million employment opportunities for the global economy by 2025. The tourism industry is also the largest and most diverse business sector in the world, as it is the primary source of income and employment for many countries. According to Lee and Chang (2008), tourism development not only stimulates the growth of the industry, but also motivates overall economic growth. In most developing countries, stimulating economic growth by promoting the tourism industry has become an essential economic development strategy (Chen & Chiou-Wei, 2009).

Literature Review

The Thai government also considers the tourism industry to be one of the most significant industries to generate income for the country. The influx of funds generated by tourism-related activities resulted in the creation of approximately 2.4 million jobs in 2015, or 6.8 percent of all jobs (Tourism Authority of Thailand, 2014). Thailand's annual tourism revenues amount to approximately THB 2 billion, making it the tenth largest source of revenue for the tourism industry worldwide (Ministry of Tourism and Sports, 2016). The number of foreign visitors travelling to Thailand increased by 5.59 percent in August. This resulted from the significant increase of Chinese visitors. The number of Chinese visitors increased by 15.6% year-over-year to 1 million in August, following a 5.81% increase in July after a decline of five months (Ministry of Tourism and Sports, 2019).

Globally, English is the primary language used to communicate with foreign visitors. It is also used as a communication tool by foreign tourists in Thailand. Numerous government agencies associated with the tourism industry have recognized this significance. Nationally, they have been coordinating English training for the tourism industry in collaboration with schools, colleges, and universities. Thai people continue to have difficulty communicating and listening to foreigners. To eliminate misunderstandings in oral English communication, Thais must strengthen and develop their English language skills, particularly those who regularly interact with foreigners. Effective oral communication with foreigners can promote international trade and investment in the business sector. In addition, it promotes a positive image of Thailand and plays an essential role in the development of domestic tourism (Leelaviriyawong, 2015).

Geographically, Khon Kaen province is in an optimal location. The airport is connected to Bangkok, Phuket, and Hat Yai, and a new service to U-Tapao Pattaya will shortly be added. Also, the intersection of the East-West and North-South Economic Corridors. Over the next three years, it will be a part of the new high-speed rail connecting Bangkok and Nakhon Ratchasima, with connections to Laos and Yunnan. The governor emphasized that it is increasingly recognized as the transportation center for the entire Isan region. Despite the fact that the location of Khon Kaen province is an asset, it is now the Tourism Authority of Thailand and the Thailand Convention and Exhibition Bureau's enormous responsibility to devise strategies for transforming Khon Kaen province into a desirable tourist destination. In 2017, the total number of foreign arrivals was close to 77,000. Surprisingly, European markets account for the majority of international visitors, with France generating 5,500 arrivals in 2017, followed by Germany and the United Kingdom, each of which generated over 3,300 passengers. Japan, the United States, and Laos also generate a relatively high number of visitors to the province of Khon Kaen (Citrinot, 2019).

Due to the large number of foreign visitors, oral communication in English is deemed essential for the exchange of products and services between purchasers and vendors. To effectively communicate with immigrants, vendors should have a solid foundation in English. If they are able to completely comprehend the desires of foreign customers, they will be able to serve them efficiently and the level of satisfaction among foreign customers will rise.

Consequently, the researchers would like to conduct a survey to investigate the foreign visitors' satisfaction with the English oral communication of Thai vendors in Khon Kaen province. The findings of this study can be used as the guideline for improving the English communication competency for the vendors in Khon Kaen province.

Research Objectives

1. To survey the satisfaction of foreign visitors towards English oral communication proficiency of Thai vendors in Khon Kaen province
2. To find out the problems that foreign visitors faced when communicating in English with Thai vendors in Khon Kaen province

Methodology

1. The Respondents

This study surveyed 52 foreign visitors to the province of Khon Kaen who had prior experience communicating in English with Thai vendors. There were both native and non-native English speakers present. To select the respondents, the method of convenience and availability sampling was used.

2. The Research Instruments

The research instruments in this study were: quantitative and qualitative method.

2.1 Quantitative Method

This study employs a quantitative methodology to determine the level of satisfaction that foreign tourists have with the English oral communication of Thai vendors in the province of Khon Kaen. The questionnaire contains both closed- and open-ended questions, as well as a five-point Likert scale.

It was adapted from Jitienkarn (2011), who examined the level of foreign consumers' satisfaction with the English oral communication skills of Bank of Ayudhya PCL staff. The questionnaire for this investigation was divided into the following three sections:

Part 1: General information

The participants were requested to answer questions to provide personal information including gender, age, educational background, country, first language, and current position.

Part 2: Foreign visitors' satisfaction towards English oral communication.

The participants were asked to rate their level of satisfaction on English oral communication of Thai vendors. The criteria and interpretation are described in the following table:

Table 1

Comparison of Rates of Satisfaction and Level of Satisfaction

Rates of satisfaction	Level of satisfaction
5	Highest
4	High
3	Moderate
2	Low
1	Lowest

Part 3: Suggestions

This part the participants would share their suggestions for improving Thai vendors' English oral communication skills or any other opinions.

2.2 Qualitative Method

By conducting interviews with foreign visitors to the province of Khon Kaen, the researchers aim to gain a deeper understanding of the topic. A qualitative technique necessitates a more complex method of data processing for increased reliability. The researchers conducted interviews with foreign visitors using a semi-structured format. Among the circumstances that favor qualitative research is the following:

1. The nature of the approach.

2. The significance of establishing personal contact.
3. The nature of the data collection questions.
4. The length of time required and the completeness of the process.

There are four main questions for the interviewees. The researchers included of the all critical factors that could impact foreign visitors' satisfaction and formed the following questions:

1. In communicating with Thai vendors in Khon Kaen province, do you often have the problems?
2. What is the main problem for you to communicate with them?
3. How do you or your interlocutor try to do to get through those problems?
4. Do you have any other suggestions?

Research Design

In this study, a descriptive cross-sectional survey was used to determine the level of satisfaction of foreign tourists with Thai vendors' oral English communication in Khon Kaen province. Researchers administered the questionnaire and interview, which served as the research instruments for this study, to foreign visitors. After the respondents had completed the questionnaire and interview, the researchers double-checked their compliance with the instructions. Then, the computer program was used to analyze the data from the completed questionnaires, and the interview analysis process was used to analyze the interview data.

Data Collection

The researchers conducted the investigation between the 8th and 10th of February 2020 and collected the data. Using the convenience sampling method, 52 questionnaires were disseminated to the target population of foreign visitors to the province of Khon Kaen, and a semi-structured interview was conducted with four foreign visitors using the information provided. After respondents completed the survey and interview, the researchers double-checked to ensure that they had correctly followed the instructions. It took participants approximately 10 minutes to answer all questionnaire and interview queries. In the province of Kalasin, 10 respondents were instructed to complete the questionnaire as a pilot test. The results demonstrated that respondents correctly followed instructions. They comprehended every word in each query. They all had the same interpretation of the questions, and it took the majority of them approximately 10 minutes to complete the questionnaire and interview.

Data Analysis

1. The Quantitative Data Analysis

Statistical package was used to analyze the quantitative data from the questionnaire. Each section's data was analyzed as follows:

Part 1: General information. This part consists of closed-ended and open-ended questions. The data were analyzed by the computer program in order to find percentage.

Part 2: The contentment of foreign visitors towards oral English communication. This section contains closed-ended queries using a 5-point Likert scale. The computer program was used to analyze ordinal data in order to calculate the percentage, mean, and standard deviation. As shown in Table, the mean (average) score for each item was interpreted as the level of satisfaction.

Table 2

Comparison of Level of Satisfaction and Mean

Level of Satisfaction Mean	Mean Highest
Highest	4.21 – 5.00
High	3.41 – 4.20
Moderate	2.61 – 3.40
Low	1.81 – 2.60
Lowest	1.00 – 1.80

Part 3: Suggestions

Since this part use an open-ended question format, the gathered data were then qualitatively analyzed via the content analysis.

2. The Qualitative Data Analysis.

The qualitative analysis was conducted in 3 steps of Coding Technique (Corbin& Strauss, 1990) as described below:

Step 1: Open Coding

This step separates the data into discrete parts and create “codes” to label them.

Step 2: Axial Coding

In the second step, the established codes will be read over to find the shared similarities to be grouped into categories.

Step 3: Selective Coding

This process connects all identified categories into one core category which represents the central idea of the phenomenon.

Results

1. Quantitative Part

1.1 General information of respondents

Respondents were required to answer eight questions regarding their gender, age, nationality, education, occupation, first language, purpose of their voyage, and frequency of visits to Khon Kaen province. Using percentages, the general information was computed and analyzed.

Table 3

Gender of the Respondents

Gender	Percentage
Male	67.3
Female	32.7
Total	100.0

From table 3, the total number of respondents was 52. The respondents accounting for 67.3%, were male and the rest, 32.7% of respondents, were female.

Table 4

Age of the Respondents

Age	Percentage
Under 20	1.9
21-40	44.2
41-60	30.8
Over 60	23.1
Total	100.0

Among the 4 age groups in table 4., the largest group in this study was between 21-40 years old 44.2%, followed by 41-60 years old 30.8%, over 60 years old 23.1%, under 20 years old 1.9% respectively.

Table 5

Nationality of the Respondents

Nationality	Percentage
Bhutanese	3.8
British	17.3
Dutch	3.8
Norwegian	5.8
Swiss	1.9
French	5.8
Colombian	3.8
English	1.9
German	5.8
Filipino	19.2
American	7.7
Indonesian	7.7
Spanish	1.9
Canadian	3.8
Belgian	1.9
Australian	3.8
Malaysian	1.9
Irish	1.9
Total	100

According to table 5, respondents were of numerous nationalities. 19.2% of respondents were Filipino; 17.3% were British; 7.7% were American and Indonesian; 5.8% were Norwegian, French, and German; 3.8% were Bhutanese, Dutch, Colombian, Canadian, and Australian; and 1.9% were Swiss, English, Spanish, Belgian, Malaysian, and Irish.

Table 6

Education of the Respondents

Education	Percentage
High School	9.6
Vocational College	9.6
Bachelor's	63.5
Master's	17.3
Doctorate	0.0
Total	100.0

According to table 6, 63.5% of respondents held a bachelor's degree, followed by 17.3% with a master's degree, 9.6% with a high school diploma or equivalent, and none with a doctorate.

Table 7

Occupation of the Respondents

Purpose of their trips	Percentage
Student	11.5
Businessperson	11.5
Employee	26.9
Other	50.0
Total	100.0

According to table 7, 50.0% of respondents work in occupations such as retirees and freelancers, followed by 26.9% as employees and 11.5% as businesspeople and students.

Table 8

First language of Respondents

English is respondents' first language	Percentage
Yes	44.2
No	55.8
Total	100.0

From table 8, 55.8% of respondents used English as a second language, and 44.2% of them used English as a first language.

Table 9

Purpose of their Trips

Purpose of their trips	Percentage
Business	3.8
Seminar	-
Holiday	48.1
Other	48.1
Total	100.0

According to table 9, the majority of respondents came to Khon Kaen province for vacations (48.1%), while the same percentage came for other reasons (48.1%), such as retirees, exchange students, and employment. No respondent came to the province of Khon Kaen for seminars.

Table 10

Frequency of the Respondents' Visiting Khon Kaen Province

Frequency of the Respondents' Visiting	Percentage
1 time	19.2
2-3 times	9.6
4-5 times	32.7
Other	38.5
Total	100.0

As shown in table 10, the majority of respondents visited the province of Khon Kaen for other purposes, such as living there, or visited the region multiple times. 38.5%, followed by 32.7%, of respondents visited Khon Kaen province 4-5 times, 19.2% visited the province once, and 9.6% visited two to three times.

1.2 Foreign visitors' satisfaction towards English oral communication of Thai vendors

This section measures respondents' contentment with Thai vendors' oral English communication in Khon Kaen province. Using closed-ended questions and a 5-point Likert scale, the degree of opinion was determined. The results are presented in percentage, mean, and standard deviation formats.

Table 11

The respondents' Satisfaction towards English Speaking Skills of Thai Vendors

Speaking Skills	Level of Satisfaction					M	SD	Level of Satisfaction
	Highest	High	Moderate	Low	Lowest			
Fluency	0	5	23	23	1	2.61	0.69	Moderate
Accuracy	0	7	25	20	0	2.75	0.68	Moderate

Table 11 (Continued)

Speaking Skills	Level of Satisfaction					M	SD	Level of
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	Highest	High	Moderate	Low	Lowest			Satisfaction
English Grammar	1	1	20	26	4	2.40	0.74	Low
Pronunciation	1	6	16	26	3	2.53	0.85	Low
English Vocabulary	1	2	24	23	2	2.55	0.72	Low
Rate of Responsiveness	1	10	26	15	0	2.94	0.75	Moderate
Overall Speaking Skills	1	7	22	22	0	2.75	0.76	Moderate

As shown in table 11, the respondents' satisfaction with the English-speaking abilities of Thai vendors in Khon Kaen is depicted in Table 4.9. Respondents were moderately content with the English-speaking abilities of Thai vendors ($x = 2.75$), based on their overall proficiency. In terms of responsiveness ($x = 2.94$), accuracy ($x = 2.75$), and fluency ($x = 2.61$), respondents were moderately satisfied with the English-speaking abilities of Thai vendors. Low levels of satisfaction were also reported for English vocabulary ($x = 2.55$), pronunciation ($x = 2.53$), and grammar ($x = 2.40$).

Table 12
The respondents' satisfaction towards English listening skills of Thai vendors

Listening Skills	Level of Satisfaction					<i>M</i>	<i>SD</i>	Level of Satisfaction
	Highest	High	Moderate	Low	Lowest			
Understanding your request	2	10	25	15	0	2.98	0.80	Moderate
Understanding your long sentences	1	3	16	26	6	2.36	0.84	Low
Guessing at unknown words	2	8	20	17	5	2.71	0.97	Moderate
Understanding your difficult words	0	2	14	26	10	2.15	0.77	Low
Catching up with your speed speech	1	1	21	22	7	2.36	0.81	Low
Overall listening	3	8	26	14	1	2.96	0.86	Moderate

Table 12 displays respondent satisfaction with Thai vendors' English listening abilities in Khon Kaen province. Respondents were content with the English listening skills of Thai vendors to a moderate degree ($x = 2.96$). The results indicated that they were moderately satisfied with the English listening skills of Thai vendors when it came to comprehending visitors' requests ($x = 2,98$) and guessing at unknown words ($x = 2,71$). In addition, the level of satisfaction was low when it came to comprehending visitors' lengthy sentences and catching up with their rapid speech ($x = 2.36$ and 2.15 , respectively).

1.2 Qualitative Part

The qualitative data was collected from foreign visitors in Khon Kaen province which classified by three categories including:

- Problems
- Solutions
- Suggestions

Part 1: This type of group is called “the problems of communication” which including both foreign visitors and Thai vendors.

Principal concerns of foreign tourists. First, the accents of visitors from abroad. Every country has its own distinct dialect, which varies by region. Non-native English speakers were unable to communicate English as clearly and fluently as native English speakers, resulting in communication difficulties. Second, the word usage of international visitors. In America, "soda" refers to soft drinks; however, the merchants believed they were selling "soda water." Some foreign visitors had difficulty communicating with their interlocutor because the majority of Thais are accustomed to the British English manner.

The primary difficulties of Thai vendors in terms of communication. First, the limited vocabulary available when speaking English. It was difficult for the guests to order or inquire for something. Without vocabulary, purveyors could not adequately describe their products. Second, Thai merchants lacked self-assurance. Many vendors feared speaking with foreign customers, and some of them did not even attempt to communicate; they blocked their minds because their English education background did not motivate them to speak. Thirdly, the vendors had poor pronunciation, particularly with the letter R. In addition, they had great difficulty pronouncing certain English consonant sounds because they were dissimilar to Thai consonant sounds. This could lead to confusion when communicating with foreign visitors. Foreign tourists concurred that vendors could not keep up with their rapid speech. Particularly with fluent English speakers, they spoke quite quickly. Fifthly, one of the obstacles was English grammar. The visitors disclosed that they used the past tense in conversation, however, the vendors were unable to comprehend and were readily confused.

Part 2: This type of group is called “communicative solution techniques” foreign visitors used many different ways of solution.

The first prevalent solution consisted of translating applications and displaying images. It took less than a minute to access the internet, and Google Translate has become significantly more advanced in recent years, so this was the most convenient option for foreign visitors. The second technique they decided to employ was body language or gestures; foreign visitors used their hands and fingertips to indicate what they desired. The third solution technique was to prepare some Thai words, even if they were a mixture of Thai and English, as the majority of vendors were willing to assist and attempted to comprehend. The fourth solution technique consisted of speaking slowly and repeating the words to capture an important word. However,

short sentences made it easier for the vendors to perceive, and the final technique involved requesting assistance from their partners.

Part 3: This type of group is called “suggestion for improvement” foreign visitors gave some suggestions to the vendors in order to improve their English oral communication skills.

Foreign visitors recommended that vendors continue to practice and improve their English skills. To attract more foreign visitors and to be able to describe their menus fluently, businesses must improve their product-related vocabulary and expressions. They thought it would be wonderful if the vendors could make foreign friends or immerse themselves in an English-speaking environment so that they could practice their English speaking and listening skills. Observing English films, melodies, news, and other channels on YouTube was another suggestion made by foreign visitors. Furthermore, Thais should study English as soon as possible because it is easier to acquire a second language at a young age and to concentrate on phonics and letter sounds.

Discussion

The results of the study revealed that most foreign visitors visiting Khon Kaen province are from non-English-speaking countries; they do not use English as their first language. This can be inferred from the moderate level of satisfaction of both speaking and listening abilities of the vendors in Khon Kaen province reported by the respondent. This corresponds with the study of Chaiyapornnangkul (2013), who investigated the foreign tourists' satisfaction towards English oral communication with Thai vendors in Bangkok which found that most foreign tourists were male from non-English-speaking countries, and they had the moderate satisfaction regarding English speaking skills and English listening skills of Thai vendors with a mean score of 2.62 and 2.69 respectively.

According to the results, there are some crucial points which can be discussed to explain these phenomena:

The first point is the results of the low satisfaction regarding the English grammar of the vendors. This point was also presented in the study of Tipmontree (2007) which studied the use and the problems of English and intercultural communication skills of Thai tourist police officers and found that the weak English grammar was the primary issue for Thai staff communicating with foreign visitors. This shows that not only the Thai vendors in Khon Kaen, but also most Thai individuals appear to have significant issues that must be solved.

The second point is about the low level of satisfaction with pronunciation of the Thai vendors. This issue was also reported in the study of the research of Jitjenkarn (2011) who studied the foreign customers' satisfaction with the level of oral English communication of staff working at the Bank of Ayudhya PCL. The study revealed that the respondents had difficulty understanding how bank employees pronounced English words. In addition, this finding is also similar the study of Ampaipisut (2007) who studied the communication problems of foreign

travelers towards travel services in Thailand and found that the pronunciation of Thai travel service personnel was incorrect. This might be because Thai language has the different sound system comparing to the English system. Some English sounds, such as the –th (ð) and –z (z), do not exist in Thai. This might be the reason why pronunciation problems were found in many studies.

Thirdly, the findings of this study revealed that most respondents struggled with English vocabulary problem of Thai vendors in terms of lacking vocabulary knowledge to effectively communicate with customers. This is confirmed by the study of Witchaiyutphong (2011) who studied the English barriers for Thai employees working in an international context, a study conducted at Thomson Reuters Company in Thailand and found that the limited vocabulary was the primary problem for Thai employees. This, consequently, implies that the lack of English vocabulary appears to be the primary obstacle for many Thais throughout the country, and not only in Khon Kaen province.

The results of this study also explicated the 2 important points of satisfaction for the foreign tourists for Thai vendors in Khon Kaen province. This study revealed that respondents were most satisfied when the request of a foreign visitor was comprehended. This study was correspondent to the study of Thongchai (2015) who studied the foreign customers' satisfaction of Thai smile's ticketing officers' communication skills and found that the listening skills of THAI Smile's ticketing agents were rated as highly satisfactory by costumers. However, when considering in detail, the Thai people always attempted to concentrate on the conversations with the foreigners. With these unique manners of the Thai, it might help create good attention and emotion during communication for both sides leading to the successful comprehension of communication.

Moreover, the findings of this study also indicated positive feedback of the respondents that they were moderately satisfied with the oral English communication abilities of Thai vendors in Khon Kaen. This was supported by the study of Hirunthet (2011) who investigated the foreign tourists' satisfaction with the service of tourist police on Khaosan Road and found that the foreign tourists were moderately satisfied with the English communication skills of tourist police. As considering in detail, both positive issues reported by the foreign tourists related to the effort and success of communication of Thais. Although they do not completely understand the interlocutors, they will try to continue to communicate until the communication will be successful. This might be supported by the point that the researcher mentioned earlier about the characteristic of the Thai. Moreover, this might be explained by the reason of their occupation, i.e., vendor or seller, they must do everything to be successful in communication with customers to sell their goods to get income.

Conclusion

Respondents were moderately satisfied with the English-speaking and English-listening abilities of Khon Kaen's Thai vendors. Regarding speaking abilities, they rated the vendors' responsiveness the highest. On the other hand, they ranked the vendors' English grammar the lowest. Regarding listening, they placed the highest value on comprehending the request of foreign visitors. In contrast, they ranked comprehension of their difficult terms lowest.

Recommendations

1. Due to the fact that this survey was limited to foreign visitors to Khon Kaen, the results may not be representative of other major provinces in the Northeast of Thailand, such as Buriram or Nakhon Ratchasima. The next study should expand its scope in order to improve its accuracy and reliability.
2. Since the researchers only examined the English oral communication of Thai vendors, other groups involved in the tourism industry, such as taxi drivers and travel agents, must also be investigated.

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Using Video Recording Techniques to Increase Students' Vocabulary

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Abstract

This study aimed to 1) compare students' vocabulary before and after using video recording technique (VRT), 2) study students' vocabulary learning retention after using VRT, and 3) study students' experience towards using VRT. This research involved 10 Business English major students enrolled in the Listening and Speaking for Business English 2 Course at Roi Et Rajabhat University. The participants were selected using a purposive sampling technique. This study was a mixed-methods research. Data were collected through a vocabulary test (administered as a pre-test, post-test, and delayed-test) and semi-structured interviews. Data were analysed using mean, standard deviation, paired sample t-test and thematic analysis. The findings indicated that (1) the post-test score was statistically significantly higher than the pre-test at the .05 level. (2) The pre-test score was statistically significantly higher than the delayed post-test at the .05 level. The students' vocabulary retention was 91.61%. (3) All of the participants agreed that VRT is an effective way to increase their vocabulary knowledge. There are four themes that were found: 1) challenging 2) convenience 3) increasing vocabulary and 4) autonomous learning.

Keywords: Video-recording technique, Vocabulary, Vocabulary retention

Introduction

Vocabulary is the most important aspect in learning English as a second or foreign language (Laufer & Nation, 1999, p.254; cited in Wafi, 2013). Proficiency in the four language skills - listening, speaking, reading, and writing - is necessary for effective communication with each

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other. Sufficiency vocabulary enables smooth and accurate conversations, facilitating the expression of ideas. If they are lack of amount of vocabulary, it hardly to have an effective communication or convey ideas. They need to acquire vocabulary as much as they can in order to success in learning English.

It is one important key to help the learners to develop their language competency (Srimongkontip & Wiriyakarun, 2014, p.181; Alhamami, 2014). Vocabulary development was acknowledged by Yoshii and Flaitz (2019) as a crucial aspect of every student's life. Learners might not be able to understand without knowing a word (Schmitt, 2000; cited in Thungsakul & Liangpanit, 2015, pp. 84-106). It is important to consider vocabulary learning in language teaching because vocabulary is essential to acquire language. However, learning English vocabulary, the most important aspect to be learned is not the meanings but how the words are related in the sentence. Thus, teachers need to teach a large amount of vocabulary in class as soon as possible, to teach not only a single word but multi-word chunks, to suggest to the students how to connect a new word with other words in sentence, and to review vocabulary after class (Ur, 2016; Rahman, Kamsinah & Hafid, 2016). According to Faliyanti and Sari (2018), acquiring vocabulary is requirement for learning and teaching English language skills both students and teachers.

Literature Review

For teaching and learning vocabulary in Thailand, most Thai teachers employ the traditional teacher-centered approach in schools and have been teaching vocabulary by having learners repeat after the teacher, when the teacher give students a list of vocabulary, has them memorize the meanings in Thai, and after that test how much students can remember the meanings of the vocabulary in their L1 (Satienchayakorn, 2016). This approach leads the students to be passive learners, the students wait to receive knowledge from the teacher (Wiriyachitra, 2002; Jenpattarakul, 2012; Rattanavich, 2013; Yusica, 2014; Rahman, Kamsinah & Hafid, 2016). It is not enough to just read through a list of vocabulary with their meaning or translation and try to memorize a list of vocabulary (Shoebottom, 2011). Likely, some activities are that students have to write definitions of vocabulary and copy the meanings, which are taught in class or looked up in the dictionary (Basurto, 2004 cited in Khodashenas, Farahani & Alishahi 2014; Phillips, 2016). Even through, Teachers provide many techniques to help the student, the students still have a problem in vocabulary learning. Many learners face a problem in using English because they cannot use English to communicate, even if they know the meaning of vocabulary which prevents them from improving their English proficiency. Learners still struggle in using vocabulary to create a sentence in real situations or in their life. When a student fails to interact with their friend or respond to the teacher's question, it may be because the sentence is too complex or contains difficult vocabulary (Tsui, 2018, p. 101). Therefore, lack of vocabulary is the highest problem for both high and low proficiency participants in oral communication and using English of Thai students who learn English as a Foreign Language (EFL) (Metcalfé & Noom-ura, 2014; Khuvasanond, 2013; Saengpakdeejit, 2014; Kufaishi,

1988; cited in Thungsakul & Liangpanit, 2015, pp. 84-106). To overcome vocabulary limitations, students must engage in the process of memorizing words and their meanings. Atkinson and Shiffrin (1968) studied human memory and the information processing found that there are three main types of memory classify by storage where to keep the information and duration to store in each memory. These are sensory memory where we first meet information and encode the information as visual encoding, acoustic encoding, elaborative encoding and semantic encoding. Short-term memory where the information being process; retrieval, recall and rehearsal and then put into long-term memory where we keep the permanent information. Schmitt (2000, p.131) said that vocabulary learning aims to pass the vocabulary information from sensory memory to long-term memory. Furthermore, students who learn English for a Specific Purpose (ESP) like Business English, also lack specific vocabulary. They need to learn and be aware of using specialized words for their field study. It is necessary for students who study at a higher education level to be able to use effective language in all language skills for their future (Kacetyl & Frydrychova-Klimova, 2015).

As shown in the result of a need analysis conducted with first year students majoring in business English at Roi Et Rajabhat University found that vocabulary is the biggest problem in using English for communication, in addition to the four language skills of speaking, listening, reading, and writing. Building a strong vocabulary is crucial for effective communication in English, as students may encounter unfamiliar words and expressions when communicating with others. Lack of vocabulary can lead to difficulties in understanding and being understood by others, and may result in miscommunications or misunderstandings. To overcome this challenge, students may need to focus on building their vocabulary through various methods such as reading, listening to English media, using vocabulary learning apps, and practicing using new words in context. It may also be helpful for teachers to incorporate vocabulary-building activities into their lessons. Overall, addressing the issue of vocabulary can help students improve their overall communication skills in English. There are many techniques that can help to improve the students' vocabulary. One effective way to learn vocabulary is the use of technology.

Nowadays, most teachers use technology such as computers, mobile applications, digital devices and social media, as a tool to teach students and to motivate students. There are many studies on strategies using technology in vocabulary learning through mobile devices which indicate that technology can help learners learn vocabulary more effectively than traditional way and mobile devices are an effective tool for learning vocabulary (Mahdi, 2017; Kilickaya & Krajka, 2010; Zhang, Song & Burston, 2011; Jahanyfard, 2015). New techniques must be used in the vocabulary classroom because traditional vocabulary instruction and learning are boring to both teachers and students. The usage of technology will enhance the learning process; this tactic might make vocabulary study more enjoyable, supporting students in recalling target words more quickly and successfully. It's important to use new visual media, mobile and social media, as a tool to motivate and encourage students in learning vocabulary

and succeeding in English. One of multimedia that is used in many studies is video, which contains live action, picture, text, sound. Similarly, Chatuthen (2021) found that watching video clips through YouTube could help students to enhance vocabulary and the student have a positive opinion towards vocabulary learning through watching video clips on YouTube. Widiastuti (2011) found that videos helped learning to remember vocabulary because they could pronounce and practice from the video. Toleuzhan et al (2023) also found that the use of YouTube had a positive impact on students' oral language skills, especially vocabulary. Video-based materials help improve vocabulary comprehension of the target language. In addition, the video made the students more active, interested, confident and motivated in learning English.

As a possible solution suggested in the literature, students can use technology like mobile phones as a tool to video record their production and improve their speaking ability to express their ideas (Gromik, 2012). Moreover, when they use a video recording feature to create their own video, they will have a chance to practice outside the classroom anywhere and anytime and help them learn all aspects that they need to know in order to learn new words and put it in long term memory. Combining challenging activities, new technologies, students' interests, and positive experiences can create an optimal learning environment that promotes long-term memory retention (Jensen, 2000). Incorporating technology into the classroom motivates students to shift from traditional methods of pen-and-paper education to more interactive and productive digital learning experiences. Based on the findings of the literature, it can be concluded that technology, especially video, has a good impact on the learning process.

In order to motivate, serve their needs and solve their problem, especially vocabulary, video recording features on mobile phones and social media platforms like Facebook notification feature will be used in this research for business English students at Roi Et Rajabhat University. These can be effective tools for engaging and motivating students in their language learning. By incorporating these technologies into language instruction, teachers can help students develop their vocabulary and retain it more effectively. This research attempts to reveal whether or not using video recording techniques (VRT) help students learn new vocabulary, and also sought to determine whether VRT has effect on students' vocabulary retention. By using VRT, it is hoped that students feel more interested in learning English and hoped that the student will have a good experience towards using VRT. Moreover, the teachers can get additional information and apply the findings obtained by the study in order to design activities for their classes. Future research may benefit from the results of this method by conducting further studies into the usefulness of VRT in Teaching English.

Research Objectives

1. To compare students' vocabulary before and after using video recording technique
2. To study students' vocabulary learning retention after using video recording technique
3. To study students' experience towards using video recording technique

Methodology

1. Research Design

This research was mixed-method research, specifically one group design. The study used both quantitative and qualitative data to answer these the research questions. In the one-group design, a single group was measured not only after being treated, but also before. The participants created a learner-made video every week for five consecutive weeks. Before the experiment, vocabulary was measured through the pre-test which was constructed by the researcher (delivered in the first week). After treatment, the post-test was distributed to the participants (delivered in the sixth week). After two weeks, the delayed post-test and semi-structured interviews with open-ended questions were distributed to the participants.

2. Participants

This research involved 10 Business English major students, two males and eight females, who were enrolled in Listening and Speaking for Business English 2 Course at Roi Et Rajabhat University. The participants were selected using a purposive sampling technique.

3. Instrument(s) and Procedures

The instruments used in this research included (1) lesson plans which were a detailed description of the lessons. (2) Vocabulary test was constructed based on the course syllabus of Listening and Speaking 2 for Business English to measure participants' vocabulary knowledge. The vocabulary test was then delivered in three phases: pre-test, post-test, and delayed post-test. (3) Semi-structured interviews to examine participants' experience using VRT on vocabulary learning

4. Data collection

To answer the first and second research questions, data were collected through vocabulary tests in three phases: pre-test, post-test, and delayed post-test. The test took 50 minutes. To answer the third research question, data were collected through semi-structured interview.

5. Data analysis

Quantitative data obtained from the vocabulary tests were analysed using descriptive statistics. The paired sample t-test was used to compare the mean scores between pre-test and post-test and post-test and delayed-test. The qualitative data which were taken from semi structure interview were analysed using thematic data analysis.

Results

1. The students' vocabulary improvement was investigated based on students' vocabulary pre-test and post-test mean score. The result was presented in the following tables:

Table 1

The Results of the Pre-test and the Post-test Score

Test	N	Total Scores	<i>M</i>	<i>SD</i>	<i>t</i> -value	Sig
pre-test	10	50	17.60	3.03	20.97*	.000
post-test	10	50	41.70	3.47		

*Significant at the .05 level

As presented in table 1, with a total score of 50, the mean score of the vocabulary pre-test was 17.60 (SD = 3.03), whereas the post-test was 41.70 (SD = 3.47). This shows that the score of the post-test was statistically significantly higher than the pre-test at the .05 level.

2. To answer the second research question, the students' vocabulary retention was investigated based on students' vocabulary post-test and delayed post-test mean score. The result was presented in the following table

Table 2

The Results of the Post-test and the Delayed Post-test Score

Test	N	Total Scores	<i>M</i>	<i>SD</i>	<i>t</i> -value	Sig
post-test	10	50	41.70	3.47	6.79*	.000
Delayed post-test	10	50	38.20	3.01		

*Significant at the .05 level

As presented in table 2, with the total score of 50, the mean score of the vocabulary post-test was 41.70 (S.D = 3.47), whereas the delayed post-test was 38.20 (S.D = 3.01). The mean score of post-tests was statistically significantly higher than the delayed post-test at the .05 level. When comparing the mean score of post-test and delayed post-test, the mean scores the students obtained from delayed post-test decreased.

In order to find the percentage of the students' vocabulary retention by multiplying the mean score of the delayed post-test by 100 and dividing it by the mean score of the post-test. It was found that over 14 days the students' vocabulary retention was 91.61%. In other words, the students lose 8.39% of their vocabulary knowledge.

3. To answer the third research question, the data obtained from students' interviews were also utilized to determine the effectiveness of VRT on students' vocabulary learning in terms of students' attitude towards their experience using VRT. The finding was as follow:

Most of the students have positive perception regarding the usefulness of using VRT on learning vocabulary. All of the participants reported that VRT had been useful or gave them an advantage.

In respect of the usage of the VRT as a learning tool, all the students appreciated the flexible and convenient access to learn through Facebook groups. Concerning the online communication with the teachers and friends, students addressed timely and helpful responses from the teachers and friends. Students stated that they enjoyed the online communication because of the immediate response, convenient, perceived friendly learning environment, feel free to comment on the post, appreciated using online learning tools, and also had more frequent communications with their friends.

The students' experiences were distributed in four themes; (a) challenging, (b) convenience (c) increasing vocabulary and (d) autonomous learning.

Discussion

1. As the result of post-test score higher than pre-test scores and the mean score of pre-tests was statistically significantly higher than post-test at the .05 level. This means the VRT treatment was effective to increase students' vocabulary. Ramli (2019) stated that Leveraging YouTube videos proved to be an effective method for enhancing students' vocabulary skills. The results of utilizing audiovisual techniques, particularly through the use of YouTube videos, demonstrated the effectiveness of this method in teaching vocabulary. The finding indicated that VRT was a successful tool to help students understand English vocabulary and resulted in a notable increase students' vocabulary score. It is supported by Zainal and Rahmat (2020) that YouTube videos was advantages in students' vocabulary learning. It can capture their attention through the integration of visual and audio. Therefore, this enhances the learning experience. Annamalai (2017) also found that social media platforms have a pedagogical utility that naturally fosters the development of students' language skills. it effectively enhances English learners' vocabulary, grammar, and pronunciation while also serving as a catalyst for self-directed learning. Similar to Kiranti, Ulfah and Surayatika (2022), it can be inferred that incorporating tools or media into teaching and learning activities can effectively facilitate the process of expanding students' vocabulary. By integrating such tools or media, which offer more engaging and enjoyable experiences compared to solely relying on books, students are more likely to be motivated and actively involved in vocabulary enrichment. Aligning with Nesrallah and Zangana (2020), students have the opportunity to acquire new words and enhance their vocabulary through their interactions with friends and proficient English speakers on social media platforms.

2. The second research question was answered quantitatively using computer program. The vocabulary test was then delivered in two phases: post-test and delayed post-test. To examine whether there was a difference between the score of the post-test and the delayed post-test, both

scores were analyzed for their statistical difference by using paired sample t-test. The result showed that the mean score of the vocabulary post-test was 41.70 (SD = 3.47), whereas the delayed post-test was 38.20 (SD = 3.01). The mean score of post-tests was statistically significantly higher than the delayed post-test at the .05 level. When comparing the mean score of post-test and delayed post-test, the mean scores the students obtained from delayed post-test decreased. In order to determine the percentage of the students' vocabulary retention, it was found that over 14 days, the students' vocabulary retention was 91.61%. In other words, the students lose 8.39% of their vocabulary knowledge. This means the VRT treatment was effective to retain students' vocabulary.

According to Dale's (1969) cone of learning, active learning activities, such as participating, designing, demonstrating, simulating, and creating, are often more memorable for individuals. These actions involve a harmonious integration of multiple senses, allowing for a synthesis of learning modalities. The incorporation of various learning modalities in the educational process facilitates a greater depth of learning. By engaging multiple senses, such as hearing, seeing, and doing, the capacity for learning is amplified and comprehend 90% of what you learned.

3. There are four themes that arose from this, namely: 1) Challenging; 2) convenience; 3) increasing vocabulary; and 4) autonomous learning. In addition to the four positive learning vocabulary themes that arose in this study, all participants agreed that VRT is an effective way to increase their vocabulary knowledge. Social media makes the learning process easy, interesting, and fun. According to Jung et al. (2002), students exhibited a positive attitude shift towards utilizing the web for learning after engaging in learning experiences within an online environment.

When social media becomes an indisputably essential component of our daily routines, there are diverse perspectives on the effectiveness of utilizing it as a platform for teaching and enhancing English skills. Furthermore, the inclusion of visuals and audio-visuals not only captures students' attention but also generates their interest in the subject matter (Zainal & Rahmat, 2020). According to Kiranti, Ulfah and Surayatika (2022), it can be inferred that incorporating tools or media into teaching and learning activities can effectively facilitate the process of expanding students' vocabulary. By integrating such tools or media, which offer more engaging and enjoyable experiences compared to solely relying on books, students are more likely to be motivated and actively involved in vocabulary enrichment. The result found that the student enjoyed the online communication with the teacher and friends, and appreciated the flexible and convenient access to learn through Facebook groups. It makes learning lively and strengthens social interaction and unity amongst friends. Sharing the view of Hasan et al. (2020) and Sanmamed, Carril and Sotomayor (2017), social media offers a more dynamic, innovative, and cooperative classroom environment compared to traditional methods. The anxiety-free environment provided by social media encourages students to communicate more in English compared to classroom activities (Chotipaktanasook, 2014). In addition, Mamuko

(2017) found that Engaging students in YouTube video activities contributed to their English language improvement as it instilled a sense of joy and excitement during the vocabulary memorization process.

Moreover, social media platforms enhance learners' autonomy by providing them with opportunities to take responsibility and actively engage in their own learning. Social media offers learners an authentic and meaningful platform for interacting with the language, ultimately leading to increased fluency and confidence. Overall, social media can be a valuable tool for promoting learners' autonomy and enhancing the language learning experience. Annamalai (2017) and Hasan et al (2020), found that social media transforms learners from being dependent and passive to becoming active and autonomous, thereby promoting self-directed learning.

Recommendations

This study found that VRT is an effective way to learn vocabulary with interesting positive insights from the participants, however, between the gap of post-test and delayed post-test (two weeks). There is a significant drop in the result of participants' vocabulary tests. This means during that gap of two weeks, there are many factors involved that contributed to the low word retention. This could be feedback for the future research to find.

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Cameroon English Accent in a Diasporic Context: Perceptions of ESL Cameroonian Teachers in Thailand

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Abstract

This study investigated the accent attitudes of 52 ESL Cameroonian teachers in Thailand towards Cameroon English (CamE) accent. Motivated by the desire to know more about the treatment that CamE accent receives among the Cameroonian community in Thailand, an aspect that had hitherto received little attention, a matched-guise technique and a language attitude questionnaire were used to investigate the phenomenon of linguistic prejudice among the participants. Semantic differential scales, descriptive statistical processing, and thematic analyses were employed to process and interpret the data. Overall, the results showed participants' positive attitudes towards CamE accents. The participants reported that mutual intelligibility and authenticity prevail over language purism, indicating that CamE accents are gaining more recognition even in the diaspora and can stand as an autonomous accents given the global role/uses of English as an international language. This implies that non-native speakers should not be stigmatized or feel linguistically insecure because of their accents since attitudinal judgments are more a result of linguistic prejudices.

Keywords: Cameroon English, Diasporic context, English accent, ESL teachers, Linguistic prejudice, Thailand

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Introduction

In most postcolonial settings where English is used as a second or foreign language, such as Cameroon and Thailand, respectively, the linguistic landscape is always very complex. In these contexts, most speakers have a first language before coming into contact with English - their second or foreign language. With the existence of different varieties of English, there are variations of the English accents of speakers depending on their sociolinguistic backgrounds (Ambele, 2020). Thus, language ideologies and attitudes emerge among users of a language resulting in the users' covert and/or overt preferences of certain English accent variety over another based on such attitudes (Galloway & Rose, 2018). Despite the emphasis on the necessity of language attitudes study in English as a second or foreign language setting given the global status of English, the voices of Cameroonians (working as ESL teachers) in an EFL context like Thailand remain relatively scarce. The notion of Global Englishes (Ges) is today used to describe the emergence and existence of new English varieties (Ambele, 2020; Fang, 2019; Rose & Galloway, 2019), as GEs advocates for an equally recognizable status of these other Englishes (e.g. Cameroon English and Thai English varieties) alongside the native English varieties (e.g. British and American Englishes). English is now adopted, adapted, and appropriated according to local needs, and is 'cooperating' with local languages in expressing the culture, cosmic vision, and identity of the context (Mbangwana, 2008; Ngefac & Bami, 2010; Schneider, 2016). According to Schneider (2016), the language has 'grown local roots' according to its specific ecological and socio-cultural realities. As a result, each community where English is used now has its own type of English (e.g. Indian English, Singaporean English, Thai English, and Nigerian English). Cameroon English, like any of the other Englishes, carries its own distinctive lexical and phonological features. These different English varieties clearly show considerable phonological deviations from the traditional native British and American Englishes. This explains why GEs researchers have advanced that each English variety should be accepted and treated uniquely in their own right (D'Angelo, 2014; Jenkins, 2007; Rose & Galloway, 2019; Seidlhofer, 2011). Since their origin, these new English varieties have aroused many linguistic and sociolinguistic concerns that have triggered different attitudes towards non-native Englishes than traditional native varieties, especially when users of a particular variety seem to still hold tight to their own accent variety, in particular, even in diasporic contexts where adaptation is a possibility.

Of recent, Thailand has been a preferred work destination for many Cameroonians who travel to the country mainly to work as ESL teachers. Thailand thus presents a rich environment with the possibility of English language adaptations to serve local communication needs; implying that

such Cameroonian teachers expect to adapt or adopt the accent of other foreigners in the Thai context, regardless of their linguistic backgrounds, in communicating in English. Even with many years of living and working in Thailand, most of these Cameroonians have been observed to still uphold their Cameroonian English accent (in-and-out of the classroom) when communicating in English despite assumptions that they might still have certain prejudicial tendencies towards CamE accent and/or its users. Motivated by this curiosity, the present research focuses specifically on ESL Cameroonian teachers in Thailand's perceived English accent attitudes towards Cameroon English. Accent has been described as a salient indicator of foreignness and speakers' judgment (Ambele, 2020). Thus, the paper aims to explore the attitudes of such ESL Cameroonian teachers in Thailand towards CamE accent as they engage in interactions in English to see whether (or not) they portray any prejudicial attitudes towards the accent and/or its speakers.

Based on this aim, the following research question was established: How do ESL Cameroonians in Thailand perceive their use of Cameroon English, and whether (or not) they hold any prejudicial attitudes to the accent and/or its speakers?

Literature Review

1. *Cameroon English (CamE)*

Cameroon English is the variety of English spoken in Cameroon. It is that variety of English that averagely educated Cameroonians use in their formal interactions (Ngefac, 2010; Schneider, 2007). Cameroonians use CamE to better express their Cameroonian identity than other languages that are spoken and used in this context (Ambele, 2020); thus, Cameroonians would find it easier to use and understand CamE accent when compared to other accents. Simo-Bobda and Mbangwana (1993, pp. 199-200) identified what constitutes CamE and its speakers:

The term Cameroon English (or Cameroon Standard English) is meant to contrast with four main kinds of speech. First, it stands in contrast to Pidgin English widely used in Cameroon. Second, it stands in contrast with the speech of uneducated speakers of English. That is why it is often synonymous with educated English. Previous writers (e.g. Masanga, 1983) tend to situate CamE between the speech of secondary school leavers and that of university graduates. CamE further contrasts with the speech of francophone Cameroonians; some of these speakers may have a high command of English, but they are regarded as users of a performance variety and can hardly serve as a reference. Finally, the term Cameroon English excludes

the speech of some Cameroonians who have been so influenced by other varieties of English (British and American Englishes, etc.) that they can no longer be considered representative of the English spoken in Cameroon.

From the above observation, CamE is therefore considered as one of the new Englishes within the GEs paradigm like South African and Nigerian Englishes, with clear phonological, lexical, syntactic, semantic, and even pragmatic distinctions from the traditional native varieties (although attitudes to its authenticity differ) (Ngefac, 2010; Schneider, 2016). Cameroon English distinguishes itself from the other forms of Englishes by the fact that it accommodates many artifacts of the Cameroonian culture at different linguistic levels.

2. English Accent Attitudes

Attitude on accent is one vital area of research in the study of English as a global language (Lippi-Green, 2012). Accent forms an important aspect in the use of a second or foreign language and exerts the greatest influence on (culture-based) attitudes (Jenkins, 2007). The act of identifying boundaries between different accents, though, is not an easy task. For example, Moyer (2013) broadly describes accent to mean the articulation of individual sounds, or parts as well as suprasegmental characteristics. Accent, therefore, refers to the way of pronouncing the words of a language that shows which part of the country, area, or social class a person comes from; it is the manner of speaking; the phonetics of a social dialect (Lippi-Green, 2012).

An accent is one of the aspects that marks a sharp distinction among varieties of English so much so that if one talks about American English and British English, it is more because they are articulated differently than because they have divergent semantic principles and grammatical rules. One must therefore understand, however, that accent is indeed a rather complicated issue and there are no mutually agreed definitions of accent, especially from an ELF perspective. Research on accent attitude started gaining prominence in the early 1960s when Lambert and his associates used the matched-guise technique to investigate listeners' evaluative reactions to English and varieties of French spoken in Montreal. Accent attitude studies have been shown in research to affect a listener's judgment of a speaker's background, intellect, ability, and character. Referring to differences of accent in Britain, Honey (2000) quoted the playwright George Bernard Shaw in 1912 who said that "it is impossible for an Englishman to open his mouth without making another Englishman hate or despise him" (p. 1). This depicts the antagonism that accent can generate in a speech community. This contention can better be analyzed and understood within the framework

of sociolinguistics in general and language attitude in particular. In a speech, speakers can alter the way they articulate words and create particular impressions, thus, assigning to themselves a number of stereotypes that are likely to arouse predictable reactions. Studies on accents over the years have shown how important the notion is in the evaluation of peoples' behavior during interactions. Though most of the time unconscious, accent is one of the first criteria people use in evaluating those they meet, irrespective of context (Fang, 2019; Tokumoto & Shibata, 2011). Such situations where accents are reported to be the determining factor of a listener's perception of an interlocutor abound in many studies (Garrett, 2010; Jenkins, 2009; McKenzie, 2010).

3. Linguistic Prejudice

Prejudice is an unjustified negative attitude towards an individual based solely on that individual's membership in a group (Lippi-Green, 2012). Linguistic prejudice is a psycho-linguistic expression used to refer to the dislike and/or preference that a speaker or a group of speakers may exhibit about a particular language and/or any aspect of it or its speakers (Bhatia, 2017; Quasthoff, 2020; Wodak, 2008). It also denotes the preconceived ideas that are held by speakers of a language about speakers of the same/other varieties of that language or different languages. In this sense, Kirkpatrick (2007) observes that "we are all likely to be linguistically prejudiced in some way, positively or negatively" (p. 14). That is, people usually hold a prior impression of many of their interlocutors, solely on the basis of the language they use.

Giles and Powesland (1975, cited in Kirkpatrick, 2007) carried out a study on accent rating by school children in Britain, including the educated RP accent and many other accents in the country. The researchers discovered that while the speakers with an RP accent were considered intelligent and competent, those with other accents like that of Birmingham were judged the least intelligent. On the other hand, people with similar accents, whether 'intelligent' or not thought they were honest and warm to one another. This thus portrays a unifying function of language in that people feel much more comfortable and will readily unite with those with whom they share a language or a variety of a language. Similarly, some speakers also exhibit a set of stereotypes to non-native speakers of the language especially when the latter deviate a great deal from the native variety. This is what is revealed in a study by Niedt (2011). He investigates the extent to which native speakers of American English associate specific personal qualities to native speakers of Arabic based solely on auditory information. The findings reveal that stereotypes and prejudices are drawn out through linguistic interactions; it is based on an individual's speech almost exclusively that he/she is evaluated on. This situation further shows how languages in general and accents, in

particular, are bound to be subjected to prejudices, irrespective of their nature and origin. To further add insights to this ongoing discourse in yet a perspective that not many studies have delved into, the current study examines the judgment of non-native speakers in the diaspora towards their own local English language variety with respect to accent.

Research Objectives

To investigate the accent attitudes of ESL Cameroonian teachers in Thailand towards Cameroon English (CamE) accent

Methodology

This study employs a mixed-method design using a matched-guise technique and a semi-structured language attitude questionnaire with open-ended questions to generate qualitative data as the participants had to justify their attitudes.

1. Participants

The participants who voluntarily took part in this survey were 52 ESL Cameroonian teachers in Thailand (see Table 1).

Table 1

Participants' Information

Sex	Frequency	Age range	Frequency	Linguistic background	Frequency
Male	23	20-25	18	Monolingual	0
Female	29	26-30	30	Bilingual	5
		31-35	4	Multilingual	47
Total	52		52		52

The participants have all been living and working in Thailand as ESL teachers for at least two years. They were chosen based on certain criteria: (i) they are Cameroonian ESL teachers in Thailand; (ii) they have been using English and exposed to other varieties of the English language since childhood; and (iii) they have been interlocutors to a speaker/user of CamE accent and/or are themselves users of the accent. Through purposive and snowball sampling (Milroy & Gordon, 2008) the participants were contacted through the researchers' network of Cameroonian teachers in Thailand to represent a sample of the Cameroonian population in this context whose knowledge on CamE accent warrants them to express attitudes of some sort to the accent variety that they use. The participants were separated into two groups of 26 members each. To the first group, a matched-

guise technique was used while a language attitude questionnaire was administered to the second. These two methods were direct and indirect in nature (see 4.2), and their combination in this study was hoped to effectively bring out the participants' attitudes towards the CamE accent.

2. Instruments and Data Collection Procedure

Methods of obtaining data on language attitudes are numerous in sociolinguistics, however, in this study, both the matched-guise technique and a language attitude questionnaire were used for data collection. The study consisted of two main phases.

The first phase was the experiment with the matched-guise technique. In a place and time suitable for the participants, the researchers got the first 26 teachers to listen to three speakers' voices that have been recorded in order to identify which of the accents in Cameroon the speakers use and also, to evaluate the personality of the speakers based on the recording. The participants rated the speakers on three different accents in Cameroon: (a) the official standard English (SE), (b) Cameroon English (CamE) and, (c) Cameroon Francophone English (CamFE). Each listener-participant was given three copies of a form on which to evaluate each of the speakers' voices. Each voice was played once, and the participants were given enough time to complete all their ratings for this voice. The ratings were made on a five-point scale whose endpoints were described by adjectives (adopted from Tinto, 2018) that are opposites indicating the degree to which the listener-participants associated the voices with a particular accent and speaker personality trait. Based on Tinto (2018), 12 pairs of opposite adjectives were listed on each form for the listener-participants to rate (see Table 5) based on the perceived impression they had of the speakers' accents.

In the second phase, a four-part online language attitude questionnaire was administered to the 26 other participants who did not take part in the matched-guise through google docs, in order to address three main issues: (1) whether they are aware of the multiplicity of English accents in Cameroon, (2) their perceptions of CamE accents, and (3) their reactions when using and/or confronted with other users of this accent in the diaspora. The first part of the questionnaire was based on their demographic and linguistic information. In part two, the participants had to indicate their estimation of the number of English accents that they can identify in Cameroon on a range of three. Part three sought to elicit the participants' perceptions of CamE, while in part four, the participants were asked to write about their reactions toward CamE's accent and/or its speakers.

3. Data Analysis

The semantic differential scale as elaborated by Osgood (1964) and other scholars after him (Friborg et al., 2006; Golubović & Sokolić, 2013) was used to analyze the matched-guise data. Here, the participants' responses were tabulated by marking a tick on the blank at each space on the scale for each speaker's accent and personality trait. By this, the researchers were able to see the extent to which each trait is associated with each of the accents. Then the number of marks at each space was multiplied by the value of that space (from 1 to 5). The results were then totaled. This value was divided by the total number of listener-participant. The obtained results were then subjected to descriptive statistical analysis using percentages. That is, the results represent the score of a particular accent on a five-point scale regarding the accents and personality trait evaluation of speakers of the CamE accent.

Meanwhile, the questionnaire data were assigned a logical scale of values to the variables. The participants' answers were converted to numbers, coded, and entered into a Microsoft Excel file for statistical processing. For consistency, data range and validation checks were performed in SPSS version 21.0 (IBM Inc., 2012) to identify invalid codes. The researchers used the percentage count procedure, i.e. the frequency of responses to a particular question ($X\%$) from the division of the number of responses to the question (P) per the total number of the score (T), and the quotient was then multiplied by one hundred. When the participants' attitudes were all scored, the results for each question were calculated. The information collected was then quantitatively analyzed with respect to the above-mentioned method. However, open-ended questions required a qualitative analysis. Thus, thematic analysis was used to contextually analyze the teachers' responses. The findings were then summarized in code-grounding quotation tables.

Results

The findings in this section are presented based on the three issues investigated in the study: ascertaining ESL Cameroonian teachers' in Thailand awareness of the plurality of English accents in Cameroon (4.1), their perceptions of CamE accent (4.2), and their reactions to CamE accent speakers (4.3).

1. Ascertaining Awareness of Accent Plurality in Cameroon

Given that the current study sought to explore the attitudes of ESL Cameroonians teachers' towards CamE accent –an accent variety in Cameroon that they have been observed to use in Thailand even after years of stay in the diaspora (Ambele, 2020), information on their awareness of the multiplicity of English accents in Cameroon was first necessary. Thus, the participants were asked to identify the number of English accents that they know exist in Cameroon. The findings of this are presented in Table 2.

Table 2

Approximations of English Accents in Cameroon

No. of English accents	Frequency	Percentage
One	0	0.0
Two	9	34.6
Three	8	30.8
Four	9	34.6
Total	26	100

Table 2 shows the participants' estimations of the number of English accents present in Cameroon. With the prevailing bilingualism policy in English and French, and the widespread use of the lingua franca, Cameroon Pidgin English (CPE), some of the participants (34.6%) think that there are only two English accents in Cameroon (i.e. SE and CPE accents). However, the majority of the participants (65.4%) believe that there are more than two English accents in Cameroon given the manner in which English is now being used in the country to serve different local and global needs.

2. Participants' Perceptions of CamE Accent

In order to probe into the participants' perceptions of CamE accent, the participants were asked three fundamental questions: (1) whether CamE accent is as beautiful as other accents in terms of how it sounds to the ears (see Table 3), (2) if they found CamE accent easy to learn and use compared to other accents (see Table 4), and (3) what their evaluations are of the personality of different voices of speakers using different English accents in Cameroon (see Table 5).

Table 3*On CamE Accent Beauty*

Responses	Frequency	Percentage
Yes	14	53.9
No	8	30.8
Unsure	4	15.3
Total	26	100

Table 3 shows the participants' perceptions of CamE with respect to its aesthetic value; whether the melody of how CamE accent sounds to their ears is an enchanting one or not. As the results show, 53.9% of the participants feel the CamE accent is beautiful while 30.8% expressed displeased attitude. The remaining 15.3% of the participants expressed neutrality in their (dis)like for CamE accent. This means that although most of the participants have a good impression of CamE accent beauty, a considerable proportion of the participants do not seem to agree.

Table 4 illustrates the participants' perception of CamE accent complexity.

Table 4*On CamE Accent Complexity*

Responses	Percentage count	Percentage
Yes	21	80.8
No	4	15.4
Unsure	1	3.8
Total	26	100

The focus here was whether it is easy to learn and/or imitate the CamE accent (or not). A vast majority of the participants (80.8%) say it is easy to learn the CamE accent. This is possible because, unlike the official SE variety accent, CamE has relatively fewer rules (Ambele, 2020; Atechi, 2015). This logically makes CamE a lot easier to learn. However, 15.4% think otherwise while 3.8% had a neutral stance towards the complexity of the CamE accent.

Table 5 shows the results of the participants' evaluation of the three speakers' voices from the matched-guise test.

Table 5*Evaluating Speakers' Personality from Voice*

Traits	Voice 1-official SE accent	Voice 2-CamE accent	Voice 3-CamFE accent
Educated-uneducated	3.88	3.76	3.76
Honest-dishonest	3.23	3.38	3.07
Physically attractive-physically-unattractive	2.88	3.11	3.19
Ambitious-unambitious	3.26	3.19	3.15
Hardworking-lazy	3.38	2.76	2.76
Friendly-unfriendly	3.38	3.42	3.19
Intelligent-unintelligent	4.96	3.42	3.26
Humble-proud	3.15	3.42	3.07
Reliable-unreliable	3.07	3.23	3.07
Polite-impolite	3.5	3.19	3.65
Grateful-ungrateful	3.03	3.34	3.07
Generous-selfish	3.15	3.61	3.5
Overall score	3.40	3.31	3.22

As shown in Table 5, the numbers represent the different scores that each speaker's accent received on a five-point scale for each trait. Overall, the speaker's accent on all the 12 traits had varied evaluations with no speakers' accent receiving a negative evaluation. These results clearly show that the official Standard English accent is rated more favorably than the other two accents and emerges first (Voice 1). The difference in perception of the other two speakers' accents for CamE (Voice 2) and CamFE (Voice 3) accents is not quite significant although CamE is rated higher.

3. Participants' Perceptions of Speakers of Came Accent

This section presents findings from the participants' attitudes when in contact with other speakers of the CamE accent in Thailand. They were to indicate whether they would admire, be indifferent to or laugh at an interlocutor who happens to speak with a CamE accent. Here, the affective and the behavioral components of language attitude were germane (Garrett et al., 2003; Lippi-Green, 2012; McKenzie, 2010). That is when in contact with CamE accent, the participants might naturally develop a prejudicial feeling of some sort to the accent in question (affective component) or aroused certain feelings/reactions of it as a result of such contact (the behavioral component). In this light, three patterns were deduced: (i) if participants like (affective) the accent, they would admire (behavioral) the speaker; (ii) if participants dislike the accent or find it funny (affective),

they would likely laugh (behavioral) at the speaker; and (iii) if participants neither like nor dislike (affective) the accent, they would be indifferent (behavioral) to the speaker (see Table 6).

Table 6
On Perceptions towards Users of CamE Accent

Reactions	Frequency	Percentage
Admiration	18	69.3
Humiliation	1	3.8
Indifference	7	26.9
Total	26	100

Table 6 shows that most of the participants (69.3%) admired speakers of CamE accent, meanwhile, 26.9% indicated an indifferent attitude towards such speakers. Only 1 participant (3.8%) showed dislike for speakers of this accent.

In a similar vein, the participants were asked to provide reasons for why they would have certain attitudinal tendencies (see Table 6) toward speakers of CamE accent. Interestingly, all 26 participants only responded with either admiration or indifference. None of the participants indicated making a mockery of the accent users. The participants' qualitative responses from the questionnaire are thematically presented in Table 7 with a description and some examples from their responses.

Table 7
Thematic Analysis Justifying Reactions towards CamE Speakers

Theme	Participants	Description	Examples from data
Admiration	12	The participants indicated that they admire and have a feeling of respect for Cameroonians who speak English in Thailand using their local Cameroonian accent. They further reported that the accent is not easy to remember after many years of exposure to and interactions with speakers of other accents. So, for someone to still maintain his/her CamE accent is actually worth commending.	·Because in Thailand, most Cameroonians want to speak with a foreign accent whereas they have their own local Cameroonian English accent. So I admire somebody who speaks English here with a CamE accent. ·Because I want to speak like him or her to show that am proud of my own English accent. ·Because it isn't easy to still speak with CamE accent in a context like Thailand where some people still think native variety is the norm.

Table 7 (Continued)

Theme	Participants	Description	Examples from data
	9	The participants also indicated the aesthetic value of the CamE accent as a strong admiration force. They find the prosody of the accent captivating and enjoy listening to speakers of the accent, especially when they themselves cannot really speak English with the accent as a result of their long stay abroad.	'I just love listening to CamE accent; it is captivating and sounds sweet to the ears. I wish I could speak in the same accent as others'.
Indifference	5	With regards to this theme, the participants said that the CamE accent is common to hear in Thailand, especially when in any Cameroonian gathering. These Cameroonians would typically use their CamE accent when speaking English or speak CPE. In which case, the participants felt like it is commonly heard, more like the Thai English accent or any other accent in Thailand.	'I'm indifferent to CamE accent because I am familiar with the accent. My friends here in Thailand use it all the time when they speak English. I always feel more like am in Cameroon'.
			'It is usual to hear it all over Thailand in any and every place where there are Cameroonians. This makes it common and less special to me'.
			'For me, my indifference attitude is simply because I can also speak with the same accent. Listening to others use the accent here in Thailand is like listening to myself too because am also in the same context, using the same accent. I can't dare to speak with my friends using any so-called native or other peoples' accents. English is used in Cameroon too, so it's my way of showing my own linguistic identity'.

Discussion

This finding corroborates previous research results in ascertaining that English in Cameroon is far from being a monolith (Atechi 2008, 2015; Essomo, 2015; Ngwo, 2017). This situation is further exacerbated by the highly complex linguistic context in which English operates in Cameroon (Anchimbe, 2012). Talking about the plurality of English accents in Cameroon, Wolf (2013) observes that “there is an almost infinite set of English varieties in Cameroon” (p. 71). If such claims can be verified, then listeners, including the participants of this study, through the phenomenon of linguistic prejudice, are bound to adopt varying attitudes when using English or in contact with different English accents.

Studies have shown that evaluations of language may be based on aesthetic as well as linguistic features associated with that language (Giles & Rakić, 2014). This is because perceptions of a language might be influenced by the knowledge (be it objective or subjective, true or fallacious) that speakers have of different accents (Giles & Marlow, 2011). Thus, speakers' attitudes toward an accent tend to be conditioned either by what they believe about the structural beauty of such an accent or any stereotypical knowledge about users of the accent (see Table 3). These findings could be related to the 'native speakerism' notion where native English varieties are esteemed more highly than other non-native varieties of English (Ambele, 2020).

It can be seen from Table 5 that the speaker in voice 2 with the CamE accent is rated more favorably than the other two speakers on several traits, i.e. honesty, friendliness, humility, reliability, gratefulness, and generosity. Here the speaker scored 3.38, 3.42, 3.42, 3.23, 3.34, and 3.61 respectively. To a considerable extent, this can be verified in the society as speakers who successfully approximate native varieties of English are generally associated with the positive aspects of the mentioned traits in Table 5 (Ambele, 2020; Honey, 1989). Anglophone Cameroonians are reputed for their warmth, kindness, and trustworthiness (Nkengasong, 2016; Wolf, 2013). It is certainly such traits that gave Buea (headquarter of one of the English-speaking regions of Cameroon) its name 'town of legendary hospitality'. Generally, the listener-participants were able to associate with Speaker 2 some of the traits that are typically associated with Anglophone Cameroonians. The result in Table 6 implies that CamE, according to the participants, is rather autonomous and does not suffer from any negative attitude even in a diasporic context. Thus, the participants are proud of this national accent as it indicates their local Cameroonian identity (Anchimbe, 2014; Nkengasong, 2016).

Overall, the participants admire CamE accent speakers either because the accent sounds nicer to the ears or because they believe that the accent is not easy to learn and speaking it is actually an achievement. The main reason why some of them are indifferent to CamE is that the accent is common. It is used in all Cameroonian gatherings and some of them too can as well speak using the accent which inadvertently diminishes their admiration for the accent/speaker (see Table 7).

Conclusion

This study was conducted within the framework of language attitudes of ESL Cameroonian teachers of CamE accent in Thailand. In exploring the speakers' perceptions of CamE accent and use in a foreign context, the findings show that the speakers have a positive attitude towards CamE accents and its users in the diaspora even after years of living abroad. The participants found the prosodic features of the accent pleasant to the ears, as well as the simplicity of its structure that makes it easy to learn and use. When asked to evaluate speakers' personality traits such as honesty, friendliness, humility, reliability, gratefulness, and generosity from the matched-guise, the participants rated high Voice 2 (CamE) (Table 7). These findings corroborate general perceptions of Cameroonian users of this accent in that those with a CamE accent are generally considered kind, warm, and intelligent since it approximates the socially acceptable standard variety (Ambele, 2020; Essomo, 2015; Ngwo, 2017). This study has demonstrated that for speakers with a multilingual background, mutual intelligibility, aesthetics, and authenticity prevail over language purism. So speakers should not be stigmatized or feel linguistically unsecured because of their language identity since attitudinal judgments are more of a result of linguistic prejudices (Anchimbe, 2012; Atechi, 2015).

The fact that Voice 2 (see Table 7) did not receive any negative attitude from the listener-participants implicates that CamE is gaining more and more recognition beyond the Cameroonian border - no participants indicated that they would be stigmatized or mock as a user of CamE accent. In light of the global Englishes movement (Rose & Galloway, 2019), non-native English accents in general and CamE accents, in particular, should be treated as autonomous accents (Atechi, 2008; Ngefac, 2010; Ngefac & Bami, 2010). This is even more interesting because even the participants in the current study who have lived abroad for over two years still prefer to use English with their local Cameroonian English accent. In fact, in Aloua's (2016) study, up to 60% of the informants, all foreigners indicated that they would like to learn CamE in order to communicate with Cameroonians. This implicates that CamE is beginning to attract foreigners' admiration.

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Impacting Attitudes towards Reading in Secondary School Students: A Direct Reading Strategy Intervention

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Abstract

The purpose of this study was to investigate whether direct reading strategy instruction (DRSI) would be effective in enhancing attitudes towards reading in Yemeni pre-university students studying English as a foreign language. Participants were 60 Yemeni students who were given the adult survey of reading attitude questionnaire before and after treatment to investigate their attitudes towards reading after four months of focus on reading strategy instruction. DRSI is the core of this investigation (the independent variable), whereas reading attitude (the dependent variable) constitutes the target of DRSI activities. Data for this study were collected through an adult survey using the reading attitude questionnaire (ASRA). The results revealed a significant improvement in the reading attitudes of students in the experimental group compared to their pre-test performance and to that of the control group. The mean scores of the experimental group in the pre- and post-ASRA were 2.28 and 3.81, respectively, indicating an improvement in their attitudes towards reading. However, the mean scores of the control group in the pre- and post-ASRA were 2.39 and 2.35, respectively, indicating no improvement in their attitudes towards reading. Such results are consistent with related studies that suggest that strategy-based instruction could be rewarding for improving reading attitudes.

Keywords: Attitudes, Direct reading instruction, Intervention, Reading

Introduction

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Reading is considered to be a core component of any language. It is a skill that every language teacher has to strive to develop in his/her students so that they will be able to use this skill better at the secondary level and later (Nuttall, 1996). Academically, Levine *et al.* (2000:1) state that the ability to read academic texts is considered one of the most important skills that university students of English as a second language (ESL) and English as a Foreign Language (EFL) need to acquire". Reading comprehension is considered the essence of reading (Durkin, 1993). It is essential not only for academic learning in all subject areas, but also for professional success and, indeed, to encourage lifelong learning (Vacca, 2002; Pritchard *et al.*, 1999; Rings, 1994). Similarly, Ambigapathy (2001) stressed the importance of enhancing learners' reading ability. When learning English, reading is undoubtedly a major goal for most school students. It may even be that several students have a greater need for it than any other language skill. Given this situation, the purpose of reading strategy instruction in primary and secondary schools should prepare students to be independent readers at higher levels. Kasper (2000) and Singhal (2001) suggest that to meet the reading needs of students in the 21st century, educators must develop effective instructional means for teaching reading comprehension and reading strategy use.

1. *Importance of English in Yemen*

As Yemen is opening itself to the world, the teaching of English in Yemen has become more significant. Considering this, English is taught in the seventh grade of basic education in public schools in the country. Additionally, it is a compulsory subject in the curriculum of the last three years of basic education as well as in secondary education. Students usually have six classes of 45 min each per week (Moharram, 1997).

The English language plays an important role in Yemen. It is the language mostly used in fields such as education, medicine, business, and information media such as television, the press, and international communication (Azzan, 2001; Cheekeong *et al.* 2014). There are daily TV bulletins in English and weekly programs reviewing international events together with another for teaching English to school students. In print media, there are two English newspapers - Yemen Times and Yemen Observer - in which educators and writers in different fields discuss different topics of education, politics, commerce, and technology.

Furthermore, English has become an essential prerequisite for obtaining jobs in most sectors of Yemen. Many foreign and local companies in the country seek people who have a good command of English. Although Arabic is used in most government offices, English in Yemen, as stated by Ghanim (2005), is essential for self-improvement. All international organizations, most non-governmental organizations, and some well-paying government offices, such as Yemania Airlines and the Commercial Bank of Yemen, require a good mastery of English. The perception that greater fluency in English guarantees better employment opportunities has led to an increase in the demand for English language courses. Language forecasters, according to Graddol (1997), predict that the international demand for English will increase over the next

three decades. A similar trend was observed nationwide. According to Moharram (1997) and Ghanim (2005), many Yemeni students are keen to pursue post-graduate studies abroad or in Yemeni universities where English is used as a medium of instruction.

Once Yemen has accepted the view that learning English is a must in the modern world, it has become a matter of urgency to examine how best English can be effectively taught to students. Therefore, special attention should be paid to the effective teaching of English since it is not the medium of instruction in schools and there is not much exposure to English outside the classroom.

2. Reading in Yemeni EFL Classes: Current Situation

As far as reading comprehension is concerned, this study focuses on the method used to impart this skill to Yemeni pre-university students and its implications for the teaching of reading. According to Battah (1999), studies on teachers of English in some Yemeni schools have revealed that many of these teachers are unaware of reading comprehension as a cognitive skill. Likewise, a study conducted by Ba-Matraf (1997) provides insights into the use of reading instruction in three secondary schools. Her study revealed that students did not know how, when and why reading skills and strategies should be utilized. Teachers did not inform students about the nature of the techniques they used or how these techniques could be used to improve their reading comprehension. Accordingly, the students did not know why these techniques were used or how and when they should be used.

3. Statement of the Problem

Given the increasing need for high literacy skills in order to function in the 21st century workplace, it is, therefore, crucial for students to achieve adequate competence in reading skills and strategies, because being a skilled and comprehensive reader is very important for knowledge acquisition in all content areas, as well as for literacy demands outside schools (Simonsen and Singer, 1992). However, most Yemeni students were found to have low interest in reading, even at the university level. The substantial number of students in secondary schools, as well as in tertiary levels, who struggle with reading comprehension highlights the need for effective classroom techniques to improve their attitudes towards reading (Azzan, 2001; Ba-Matraf, 1997; Bil-Fageeh, 1999).

While a number of researchers have examined reading comprehension and the use of strategies, very little research has been conducted on reading attitudes. It is also recognized that students frequently rank reading classes as their least favorite or hardest. However, little research has been conducted to determine whether direct reading strategies can improve students' attitudes towards reading.

Azzan (2001) asserted that there is a necessity to restructure reading instruction from the grassroots level to the tertiary level in a graded manner. Azzan adds that current practices in

reading instruction lack sound pedagogical strategies. The fact that students at the secondary and tertiary levels lack adequate proficiency in reading in the foreign language with speed and comprehension proves beyond any reasonable doubt the inefficacy of the reading program, suggesting the need for an urgent review of reading pedagogy and the adoption of an instructional module that actually improves students' interest in reading.

Therefore, if reading is to be taught effectively within the limited time available in the school curriculum so that students can read and understand books and journals written in English and read references written in English at the university level, certain steps must be taken to teach and learn reading effectively in schools. There appears to be a need for DRSI to enhance students' attitudes towards reading.

4. Limitation of the Study

The present study **was** a quasi-experimental type restricted to Yemeni pre-university students studying in Hadhramout district. This study focuses on investigating the effect of direct reading strategy instruction in enhancing students' attitudes towards reading. The study was restricted to only one male school in Hadhramout district. The school consists of students from urban and rural areas. Selecting only this school provides the advantage of obtaining test samples from both urban and rural backgrounds, which together constitute a fairly representative profile of the student community in Yemen.

Literature Review

Research on second language reading has begun to focus on readers' strategies (Singhal 2001). Reading strategies is a term that is used to refer to a monitoring system which involves self-reflection and awareness of what they reveal about the way readers manage their interaction with written texts and how these strategies are related to text comprehension (Singhal, 2001). These strategies indicate how readers conceive of a task, how they make sense of what they read, and what they do when they do not understand (Singhal, 2002).

Within the last two decades, emphasis in comprehension research has shifted from what students comprehend to how they comprehend. Experts are concerned with identifying comprehension skills, while current researchers, influenced by linguistic and psycholinguistic theories, focus on identifying strategies used to comprehend a text. This shift is an important step towards improving comprehension strategies. From this perspective, L2 and FL reading theorists such as Phillips (1975) and Hosenfeld et al. (1981) have attempted to investigate the type of reading skills and strategies used by good readers.

Based on the idea that learning and reading a language are skills, and therefore teachable through training and “scaffolding” (Vygotsky, 1962), many researchers have supported the use of explicit teaching of specific strategies to improve students' reading comprehension (Carrell, 1989; Jiménez et al. 1996, Carrell, 1998). From this perspective, researchers believe that teaching reading strategies to Yemeni students is important. Therefore, building a greater

awareness of reading strategies in students will enable them to become aware of what they are doing, and if they are alert to the processes underlying the learning that they are involved in, then learning will be more effective. Hence, explicit teaching of reading strategies should be adopted to instruct students on how to use such strategies effectively.

1. *Direct Reading Strategy Instruction*

Direct instruction is a form of clear instruction that teachers use to enable students to understand what they have learned (Villaume & Beabham, 2002). This illustrates the transition of responsibility for the learning process from teacher to student. In the early stages of the lessons, the teacher was in control of the teaching process. Teachers should help students be responsible for their own learning. During guided practice, responsibility gradually shifts from learning (Veenman, 1992).

To enable students to become metacognitively aware of reading strategies, teachers should explain the ways related to how, when, and why to use these strategies while reading. The relevance of studies on reading and metacognition is that if students of English are taught useful reading strategies and consciously think about the strategies they use when reading, they may read better and more efficiently (Crain, 1988). Teaching students metacognitively aware of using reading skills and strategies is very important in achieving this goal (Blachowicz and Zabroske, 1990).

Researchers in the area of reading strategy instruction have recommended the involvement of developing metacognitive awareness of reading strategies (Brown et al., 1986). Teachers in this case should not only provide their students with a repertoire of reading strategies used by good readers (Sarig, 1987; Anderson, 1991) because these reading strategies alone cannot account for the effectiveness of reading comprehension. Thus, teaching metacognitive strategies along with the strategies used by good readers could enable students to be aware of when and how to use such strategies.

Taking the EFL reading context into account, direct reading strategy instruction seems appropriate for enhancing reading comprehension and metacognition. However, the question that needs to be addressed here is how teachers should provide students with knowledge of strategies and of implementing these strategies while reading. Winograd and Hare (1988) proposed five steps that constitute teacher explanations, as described below:

(1) *What is this strategy?* Teachers need to provide students with a description of their strategies. The aim of this introductory step is to clearly demonstrate the strategy so that students have a firm understanding and foundation for mastering the strategy. The students are ready to move to the next stage of instruction when they appear to have a general understanding of the strategy being used, and (2) *why a strategy should be learned.* Teachers should explain why they provide information about the strategy. (3) *How to use the strategy.* Teachers must model the use of a strategy by thinking aloud or verbalizing the thoughts they might have while

reading. (4) *When and where strategy should be used*. Teachers should explain the use of the strategy with familiar text and describe when and where to use a strategy, and (5) *how to evaluate the use of the strategy*. Evaluating or making judgments is the ultimate step when interacting with text. This is not a single holistic strategy that can be precisely defined or illustrated. At this stage, the teacher should show his/her students how to evaluate their use of strategy by employing fix-up strategies to compensate for their failure to comprehend a particular passage.

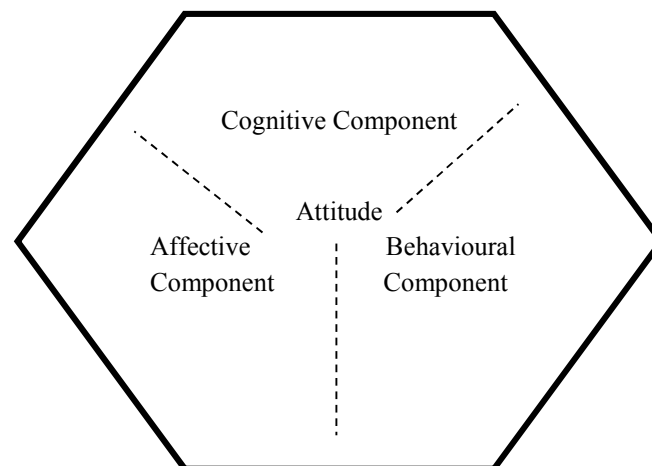
2. Attitude towards Reading

The reading attitude is a complex theoretical construct. It can be defined in various ways. For example, it is "a system of feelings related to reading which causes the learner to approach or avoid a reading situation" (Alexander & Filler, 1976:1) or "a state of mind, accompanied by feelings and emotions that make reading more or less probable" (Smith, 1990:215).

According to Reeves (2002), cited in Yamashita (2004), many researchers agree that reading attitude is defined by three components: cognitive (personal and evaluative beliefs), affective (feelings and emotions), and conative (action readiness and behavioral intentions). Attempts to understand students' reactions to reading using this triadic model are illustrated in Figure 1, where the three components constitute the concept of attitude.

Figure 1

Components of Reading Attitude (based on Yamashita, 2004)



However, the majority of theories and models have been formulated by cognitive psychologists who emphasize cognitive factors in reading. The affective domain, as it relates to the act of reading, must be considered. This component includes the reader's attitude, interest, and beliefs about reading. Two affective models are composed by Mathewson (1985, 1994) and Ruddell and Speaker (1985). Mathewson proposed a reading model that describes the central role played by a reader's attitude. Attitude towards reading comprises the reader's prevailing feelings about reading, action readiness for reading, and his/her evaluative beliefs about

reading. Secondary factors include both external and internal motivations, such as incentives, purposes, norms, and setting, as well as the internal emotional state of the reader before and during reading. The importance of Mathewson's model is its definition of a reader's attitude and beliefs, as they relate to the act of reading. Ruddell and Speaker (1985) presented a model with three interacting components during reading: the reader environment, declarative and procedural knowledge, and knowledge utilization and control. The reader environment refers to the text, task, source of authority, and sociocultural meanings of the text and classroom environment. This was the learning environment presented by the teacher. Declarative and procedural knowledge describe the reader's knowledge of word analysis and text-processing strategies, among others. Affective and cognitive conditions constitute the reader's stance. Knowledge utilization and control relate to the reader's meaning-construction process. Readers' prior knowledge and beliefs are fundamental components of this model. The socio-cultural values of the reader include (1) attitudes towards reading and content, (2) motivation, and (3) beliefs and values of the reader. It is on the effective date that the reader sets the goal direction, expectations for product, and expectation of the time needed to reach the product. Ruddell and Unrau (1994, 2004) maintain that the social context of the classroom is important for readers' success. This "intertextuality" largely depends upon the reader creating a goal for the act of reading, meaningful dialogue, negotiated meaning and understanding of the text.

Gillespie (1993, p.329) confirms the relationship between achievement and attitude and motivation when she writes that a "definite positive relationship exists between affective factors and achievement". Cothorn and Collins (1992, p.88) explain this relationship as follows: "[w]hen success or failure occurs; corresponding beliefs influence attitudes causing slight alterations. This cause-effect relationship reveals the strong link between academic achievement and attitude".

To explore the attitudes of secondary school students towards reading, factors such as students' personal experience in reading, students' confidence in reading, parents' attitudes towards reading, and teachers' ways of teaching reading are considered important factors that greatly influence students' attitudes towards reading (Wang, 2000). Our study intends to determine whether the techniques of teaching reading proposed by the study have any effect on students' attitudes towards reading.

Generally, Arab learners' low motivation to learn English poses the most serious obstacle to achieving the goals of teaching English in Arabic-speaking countries. Although Arab EFL learners come to the classroom motivated and excited to learn English, ineffective teaching methods may gradually lead them to lose interest. Khurma and Hajjaj (1989, p.2) state that

“[A]part from the motivation provided by the novelty of learning a new language, by the teacher's techniques, and by the materials used, there is very little motivation for learning the language, compared to that for acquiring a first language. Furthermore, the attitude toward English as a

foreign language is that it is a ‘school subject’ rather than a means of communication.’

Al-Sohbani (1997) confirms Kharma and Hajjaj’s contention concerning Arab EFL learners’ motivation and attitudes. Al-Sohbani found, for example, that most of the Yemeni learners’ motivation in learning English is strongly influenced by their teachers’ attitudes and the teaching methods those learners are exposed to while learning English. Furthermore, Al-Sohbani presents two excerpts to illustrate this point:

“I like English when it was introduced in Grade Seven of basic education because the teacher who taught me in that grade was inspiring. However, this year I feel I dislike the subject (English) because of my present teacher” (p.253).

Most English teachers frustrate students who try to answer questions by focusing on mistakes. This student becomes afraid of attempting again and as a result dislikes both the teacher and the language...”

Teachers who use different teaching methods provide students with various views on reading. Eldredge (1991) found that L1 children in an entire language class had an extremely positive attitude towards reading. This positive attitude was a result of making the whole-language class student-centered, and a cooperative way of learning was employed in which children could choose books that they liked and read many literature-based books. Teachers in this teaching process play the role of coaches or facilitators (Morrow, 1992). Various books were read by children with the help of teachers who helped those who faced difficulties in phonics, words, and background knowledge for comprehension. Teachers in the whole class are able to assess children's differences and provide opportunities for children with different backgrounds and levels to develop their strengths along with their help. Through this way of teaching the whole language class, children may learn that reading is a process of getting ideas, during which they enjoy the pleasure of reading.

To create an exciting atmosphere for learning, teachers should prepare various activities so that students can read, talk, discover, and construct meaning and then share the meaning with others (Oldfather & Dahl, 1994). This way of teaching enables students to experience literacy by themselves and enables them to relate literacy to their own lives, which is necessary for them to form a positive attitude towards reading. Therefore, teachers should provide models to help learners understand how to use the appropriate reading strategies. Teachers’ support in the three stages of reading (before, during, and after reading)–should meet young learners’ needs to arouse different interests (Dombey, 1999).

Jiménez (1997) stated that metacognitive training has positive effects on developing students’ reading strategies. His study focused on training students to become metacognitively aware of the use of reading strategies. After six months of training, students showed good ability to use

effective reading strategies. They also demonstrated positive shifts towards reading, willingness to work hard, and appreciation of the goal of direct instruction.

To add icing to the cake, modelling is considered an excellent strategy for changing attitudes towards reading (Mathewson, 1985:854). According to this author “[s]eeing an admired person reading can stimulate heightened reading behavior in a reluctant reader.

Mathewson’s view is congruent with the views of Bandura (1977), Perez (1986) and Wheldall and Entwistle (1988) in the sense that students are in need to have appropriate reading role models. The importance of modelling is emphasized by these authors for the sake of developing positive attitudes towards reading. Therefore, it is a duty of teachers to provide an appropriate role model. This model of reading behavior is very important for improving students’ reading attitudes.

Research Objective

This study aimed to identify the levels of students' attitudes towards reading before and after one semester of instruction in metacognitive reading strategies.

Question of the Study

To what extent does the use of direct reading strategy instruction change Yemeni secondary school students' attitudes towards reading?

Methodology

This section provides a summary of the research methodology used in this study as follows:

1. Design of the Study

This was a quasi-experimental study with a non-equivalent control group pre-test and post-test design. The study design included one independent (experimental) variable and one dependent variable. The independent variable was direct reading strategy instruction proposed for this study versus regular reading instruction. The dependent variable was the reading attitude differences between the experimental and control groups, measured through a questionnaire. The experimental group received instruction on reading comprehension strategies based on direct/explicit instruction. The control group was taught using a traditional method, in which grammar and pronunciation were emphasized in teaching reading. Both the experimental and control groups were pre-tested at the same time shortly before the experimental treatment began. After this pre-test, the students in the experimental group received experimental treatment. At the end of the treatment, all students were given the same questionnaire once more as a posttest.

2. Research Sample

The total population of this study comprised 60 students studying in Grade 11 of secondary education. Classes in the school were already formed with almost 32 students in each class. Two classes, each consisting of 30 students, were selected through non-random assignment. One class was used as the control group, and the other as the experimental group. The subjects were of similar age, ranging from 20-21 years. They were all Yemeni students studying English as a Foreign Language. At the time of this study, they had been studying English for six years. They were all homogeneous with regard to age, sex, ethnicity, mother tongue, exposure to English, and educational and cultural background.

3. Instrumentation

3.1 Adult Survey of Reading Attitude

Students' attitudes towards reading were measured using a questionnaire. This instrument was based on the work of Smith's (1991) - Adult Survey of Reading Attitude (hereafter referred to as ASRA). The adaptation of the ASRA was to enable its use with FL students at the secondary school level. The questionnaire was administered to students during normal class periods. The questionnaire took approximately 15–20 minutes to complete. To achieve this objective, the wording of some items was modified so that they were easily comprehensible to EFL students. Subsequently, the revised ASRA was subjected to a pilot study. It was pilot-tested on a population of 20 EFL students studying at a secondary school in Tarim, a city in Yemen. The reliability of the ASRA in this study was Cronbach's $\alpha = 0.92$, indicating a high degree of consistency in measuring reading attitudes among EFL speakers of English.

The adapted ASRA was intended to measure students' attitudes towards reading before and after the experiment. Therefore, students' attitudes towards reading were measured using 25 questions and items. Three categories of reading attitudes were assessed. The categories included (1) reading activities and enjoyment, (2) anxiety and difficulty, and (3) social reinforcement. Each of these categories has its own objective. Category One (10 items) measured the extent to which the students read for pleasure. Category Two (9 items) measured the extent to which the students experienced problems or became upset when reading. Finally, Category Three (6 items) assessed the extent to which the students' reading activities were recognized and reinforced by others (e.g., friends, family, colleagues, teachers, etc.).

The students responded to the statements on a five-point Likert scale, ranging from 5 (5 = strongly agree) to 1 (1 = strongly disagree). The students were asked to read each statement and circle the number that they applied to indicate the extent to which the attitude described in the statement corresponded to their own attitudes. Ten items concerned reading activity and enjoyment, namely items number 1, 3, 7, 8, 9, 12, 14, 18, 20 and 25, for example 'reading in English is enjoyable.' Nine items concerned anxiety and difficulty, namely, 2, 4, 5, 6, 10, 13, 15, 16, and 19, such as 'I find reading in English very difficult.' Six items focused on social reinforcement, namely, items 11, 17, 21, 22, 23, and 24. An example of this category is, My English teacher encourages me to read a lot of books in English.

Results

1. *Effect of DRSI on Students' Attitudes towards Reading*

To answer this research question, *to what extent does the use of direct reading strategy instruction change Yemeni secondary school students' attitudes towards reading?* the results of the pre- ASRA of the experimental and control groups in this subsection are presented and analyzed. It begins with a description of the pre-ASRA and post-ASRA overall scores of the experimental group, and then the pre- and post-ASRA overall scores of the control group. The results of the pre- and post-ASRA in terms of three subscales (i.e., reading activity and enjoyment (henceforth referred to as RAE), anxiety and difficulty (henceforth referred to as AD), and social reinforcement (henceforth referred to as SR) are then provided for each group. Inferential ASRA results for both the experimental and control groups are also provided. To find out the effect size of the independent variable (DRSI) on the dependent variable (reading attitudes), an effect size 'Cohen's d' (Cohen, 1992) is reported for the experimental and control groups' post-test mean scores difference. Finally, a summary of the data for both groups was presented.

2. *Experimental Group's Descriptive Statistics Findings*

The students' responses in the experimental group in terms of the overall items of the ASRA and the three subscales identified, RAE, AD, and SR, were examined. The overall mean ASRA score in the pre-test for the experimental group was 2.28, indicating low overall attitudes towards reading.

The data were further analyzed according to the three ASRA subscales. The students' responses in the experimental group were examined in terms of three subscales: RAE, AD, and SR. As shown in Table 1, before the experiment, the mean RAE score of the experimental group was quite low (mean score = 2.32). Regarding AD, the mean score of the experimental group was also quite low (2.24). The third subscale, SR, assesses the extent to which a person's reading activities are recognized and reinforced by others (e.g., a teacher or a colleague). The students in the experimental group rated themselves with a mean score of 2.29.

Table 1

Mean Scores and Standard Deviations of the Experimental Group in ASRA Sub-scales before the Experiment

Item	<i>M</i>	<i>SD</i>
RAE	2.32	1.0683
AD	2.24	1.0467
RS	2.29	1.1325

At the end of the experiment, the students' responses in terms of the overall items of ASRA, as well as the three subscales identified, RAE, AD, and SR, were again examined. The overall

mean score of ASRA in the post-test was 3.81, indicating a high overall attitude towards reading.

The data were further analyzed according to the three ASRA subscales. Students’ responses in the experimental group for the post-ASRA were examined in terms of the three scales: RAE, AD, and SR. As shown in Table 2, the mean RAE score of the experimental group after the experiment was high (mean= 4.01). With respect to the AD subscale, the experimental group had a higher mean score of 3.56. The third scale was the SR. It assesses the extent to which a person’s reading activities are recognized and reinforced by others (e.g., a teacher or classmate). The students in the experimental group rated themselves with a mean score of 3.87. The results indicate that students in the experimental group had obtained higher overall mean scores in the post- ASRA than the overall mean scores obtained in the pre-ASRA.

Table 2
Mean Scores and Standard Deviations of the Experimental Group in ASRA Sub-scales after the Experiment

Sub-scale	<i>M</i>	<i>SD</i>
RAE	4.01	0.6203
AD	3.56	0.6401
SR	3.87	0.7979

3. Control Group’s Descriptive Statistics Findings

The results for the control group are presented in Tables 3 and 4. The students’ responses in the control group in terms of the overall ASRA and the three subscales identified (RAE, AD, and SR) were examined. The overall mean of ASRA in the pre-test for the control group was 2.39, indicating low overall attitudes towards reading.

The data were further analyzed according to the three pre-ASRA subscales (RAE, AD, and SR). As depicted in Table 3, the students’ mean score on the RAE was moderate (2.48). For AD, the results showed that the students’ mean scores on this subscale were quite low (2.34). For SR, students in the control group rated themselves with a low mean score of 2.33 on this sub-scale.

Table 3
Mean Scores and Standard Deviations of the Control Group in ASRA Sub-scales before the Experiment

Item	<i>M</i>	<i>SD</i>
Reading Activities and enjoyment	2.48	0.9614
Anxiety and Difficulties	2.34	1.0435
Social Reinforcement	2.33	1.001

At the end of the experiment, the students' responses in terms of the overall items of ASRA, as well as the three subscales identified, RAE, AD, and SR, were again examined. The overall mean score of post-ASRA was 2.35, indicating low overall attitudes towards reading.

The data were further analyzed in terms of the three ASRA subscales (RAE, AD, and SR). Students' responses to these subscales are shown in Table 4. The mean RAE score of the control group after the experiment was low (mean= 2.43). In the second subscale, the mean score of the control group for AD level was still quite low (2.15). In SR, students in the control group after the experiment rated themselves with a moderate mean score of 2.53 on this last subscale.

Table 4

Mean Scores and Standard Deviations of the Control Group in ASRA Sub-scales after the Experiment

Item	<i>M</i>	<i>SD</i>
Reading Activities and enjoyment	2.43	0.8077
Anxiety and Difficulties	2.15	0.831
Social Reinforcement	2.53	0.9227

4. Inferential Analyses of the Experimental and Control Groups' Results

The total raw scores for each of the students in each group were used in the ANCOVA test to determine the differences between the experimental and control groups. The initial pre-test ASRA score was used as a covariate in this study. ANCOVA was used to adjust for the initial differences between the groups. Gall et al. (1996:496) suggested that “the preferred statistical method is analysis of covariance in which the post-test mean of the experimental group is compared with the post-test mean of the control group with the pre-test scores used as a covariate”.

Table 5 displays the results of the ANCOVA on the scores of students' attitudes towards reading. Based on the ANCOVA results, p-values <0.05 were reported for the students' attitudes towards reading. A statistically significant difference existed between the two groups in favor of the experimental group. ANCOVA on scores for the post-test, adjusted for pre-test performance, revealed a significant difference between the experimental and control groups in favor of the experimental group with $F(138.772)$ p-value = .000 < 0.05.

Table 5

Results of the Experimental and Control Groups from ANCOVA on Post-test Scores of the ASRA

Source	SS	df	MS	F	Sig.
groups	2045.989	1	2045.989		
error	840.379	57	14.743	138.772	.000
Total	2886.368	58			

Effect Size

Cohen’s ‘*d*’ (1992) measure was used to examine the effect of DRSI on students’ attitudes towards reading. An effect size of (1.95) was found when comparing the overall items of reading attitudes. In terms of the three subscales, an effect size of 2.23 was found for RAE when comparing the results of the two groups. With regard to AD, an effect size of 1.93 was found, and an effect size of 1.58 was found for SR between the two groups, in favor of the experimental group.

5. Summary of the Findings

As shown in Table 6, the findings for the research question elicited by ASRA indicated that there were significant differences between the pre- and post-ASRA scores for the experimental group, with a mean difference of 1.53. The mean post-ASRA score was higher than the mean pre-ASRA score for the experimental group. This clearly indicated that the students’ mean score of their post ASRA was higher than their pre- ASRA mean score; thus, there was a significant difference between the pre- ASRA mean score and the post- ASRA mean score in favor of the experimental group. However, it was found that the mean post-ASRA score was closer to the mean pre-ASRA score for the control group. This indicates that there was no significant difference between the pre-ASRA and post-ASRA mean scores of the control group.

Table 6

Summary of the Mean Scores and Standard Deviations Differences between Pre-ASRA and Post-ASRA of the Experimental and Control Groups

Measures	Experimental Group (n= 30)				Control Group (n= 30)			
	Pre-test		Post-test		Pre-test		Post-test	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Reading activities and Enjoyment	2.32	1.0683	4.01	0.6203	2.48	0.9614	2.43	0.8077
Anxiety and Difficulty	2.24	1.0467	3.56	0.6401	2.34	1.0435	2.15	0.831
Social Reinforcement	2.29	1.1325	3.87	0.7979	2.32	1.001	2.53	0.9227
Overall reading attitudes	2.28	1.0759	3.81	0.67	2.39	1.0005	2.35	0.8437

Discussion

Based on the results of the pre- and post-tests of the research instrument for the two groups, the results of the research question are answered and discussed separately below:

The Effect of DRSI on Students' Attitudes towards Reading

With regard to the effect of DRSI on students' attitudes towards reading, this section provides affirmative evidence of a significant reading attitude gain over a fixed period for the experimental group students. The experimental and control groups in the post-test had obtained overall mean scores of 3.81 and 2.35, respectively. With regard to the results of the attitudinal subscales, RAE, AD, and SR, the experimental group obtained higher mean scores on the three subscales than the control group. The mean score of RAE for the experimental group in the post-test was 4.01, which might indicate that students in the experimental group enjoyed reading and activities and were able to use reading strategies efficiently. This level of reading ability enables them to be motivated and to have positive attitudes towards reading. On the other hand, the mean score of the RAE for the control group in the post-test was 2.43, which might indicate that students in the control group faced difficulties in reading and therefore had negative attitudes towards reading. By examining the results of the subscale AD, the mean scores of the experimental and control groups in the post-test were 3.56 and 2.15 respectively. The difference between the mean scores of the two groups might indicate that the students in the experimental group had fewer problems and confusion with reading, whereas the results of the control group might indicate that students in the control group experienced problems and confusion with reading. In examining the last component of reading attitudes SR, the mean scores of the experimental group and the control group in the post-test were 3.87 and 2.53, respectively. These results might indicate that the students in the experimental group were considered independent readers. They may come to see themselves as more capable and less reliant on teachers. On the other hand, the results obtained in this component indicate that the control group still felt the need for their academic activities to be recognized and reinforced by others.

The results of the current study are in line with the notion of Ruddell and Unrau (1994, 2004), who emphasized that affective conditions directly influence the reader's decision to read. They state that the attitude towards reading shapes the direction and intensity of the reader's interest in reading. This notion is congruent with Mathewson (1994) and McKenna (1994), who indicated that strategy use is also influenced by the reader's attitude towards reading and content. They all concur that attitude is a vital part of reading achievements. This result is consistent with the findings of previous empirical studies conducted by Suh (1999) and Jiménez (1997). Therefore, to enable students to be literate rather than illiterate, they must have positive attitudes towards reading. This can be achieved by teaching and modelling effective reading strategies and empowering students to acquire these strategies through teacher modelling (Mathewson, 1985).

Furthermore, the results of the current study are supported by Ruddell and Unrau's (1994, 2004) model of reading attitude acquisition and development presented earlier in the literature review of this study. In the opinion of Ruddell and Unrau (2004, p.1470), "attitude towards reading plays a critical role in the reading process by influencing intention to read." According to Mathewson's (1994) model, attitude acquisition and development are influenced by the following factors: (1) prevailing feelings about reading, (2) action readiness towards reading, and (3) evaluative beliefs about reading. Readers' intentions to read and continue reading are influenced by these factors. Additionally, the instructional settings provided by the teacher play an important role in readers' attitudes towards reading (Ruddell & Unrau, 1994). According to Philip (2004, p.331), negative attitudes towards reading might be attributed to "a lack of strategic ability (deficient in strategy knowledge and use) in processing reading texts." Based on McKenna's model (1994), beliefs about the outcome of reading and readers' metacognitive states are considered important factors influencing reading attitude acquisition and development. In this regard, several characteristics of DRSI, such as modelling and social interaction between the teacher and students and between students and students, are supposed to improve participants' attitudes towards reading.

Conclusion

It is possible to say that providing a fixed period of time for developing students' metacognitive knowledge and skills in reading academic materials is a valuable reading activity in facilitating students' attitude towards reading. A possible explanation for the effect of DRSI on reading attitude is not direct. A positive reading attitude may be enhanced through the way students gain confidence in reading, which in turn plays a crucial role in enhancing reading comprehension. As indicated by Ruddell and Unaru (2004), reading attitude always contributes to reading comprehension through the mediation of intention to read. That is, attitude towards reading influences the intention to read, which increases exposure to reading materials, which in turn improves reading comprehension. However, a positive attitude towards reading may not always increase students' reading behavior (i.e., exposure to print). This is especially true when one's reading behavior must compete with other options such as sports, computer games, social communities, and watching TV. A positive intention to read may not be sufficient to cause reading behavior to occur after school. Thus, gains in reading attitude are unlikely to enhance a student's exposure to print or after-school reading, which plays a crucial role in enhancing vocabulary knowledge and background knowledge. Consequently, even significant changes in reading attitude may not directly produce significant changes in reading comprehension. However, in this study, the results from the ASRA showed that the positive attitudes towards reading of the participants in the experimental group increased. This finding indicates that gains in reading attitude might contribute to their exposure to reading strategies and the modelling of these strategies given by the teacher. Consequently, a significant change in reading comprehension occurred. This is one of the most tenable interpretations that DRSI activity had a positive influence on students' attitudes towards reading in this study.

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