

## **Motivation and Attitudes towards Learning English: A Study of Diploma in English Students at a Semi-Government Institute in Sri Lanka**

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This study outlines the results of a survey which was carried out to identify the motivation and attitudes of students of English Diploma towards learning English language at the National Institute of Business Management which is a semi-government institute functioning under the Ministry of Science, Technology, Research, Skills Development and Vocational Training and Kandiyani Heritage. This research addresses an issue which is at the very core of language learning and teaching. As a result of this research some implications that would help increase the students' motivation and attitude which help them achieve their goals could be identified. The study investigated motivation of the students in terms of three motivational constructs: instrumental motivation, integrative motivation and personal motivation based on Gardner's and Cooper and Fishman's works. On the other hand, learners' attitudes regarding the 1) English language 2) use of language 3) competence 4) continuity and 5) culture of English language were identified since successful acquisition of a second language seemed to depend on learner's views of the language learning environment, how they view the language and its speakers. A questionnaire and interviews were used for data collection from the sample which consisted of 60 students. The findings showed the students were motivated to learn English due to instrumental and utilitarian reasons. Personal reasons were also regarded as important motivational factors. However, the results provided evidence that learning English to be a part of the Western culture had the least impact in motivating students to learn English language. On the other hand, data regarding the students' attitudes revealed that most of students had positive attitudes towards the social value and educational status of English. In addition, the findings showed the students' positive orientation toward the English language. It is interesting to note that a high number of students showed their interest in the culture of English speaking community but did not wish to be a part of their culture.

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