THE STUDY OF ATTITUDE AND BEHAVIOR OF ENGLISH TRAINING ONLINE: A CASE STUDY UNDERGRADUATE STUDENTS, SUAN SUNANDHA RAJABHAT UNIVERSITY

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ABSTRACT

English Training is vital to the success of modern students in Thailand. However, there are many different attitudes and behavior and skills that contribute to the success of undergraduate students. The purpose of this research was to investigate key factors of success creating attitude and positive behavior to modern students and to offer some important recommendations to pave the way for students to successful in their training with English. The population of this study included attitude and the behaviors of students in various organizations of higher educations in main campus of Suan Sunandha Rajabhat University, Bangkok, Thailand. An in-depth interview was conducted to gain insight and comprehensive understanding from the participants from three different groups: students, faculty members, and advisors. Moreover, literature review was conducted extensively to offer the insight results for this paper. The findings revealed that learners' attitudes towards online learning platforms, instructors, technology, and the learning process significantly influence their behavior, engagement, and overall success in online English training programs. Understanding and addressing learners' attitudes is essential for designing effective instructional strategies and fostering positive learning experiences.

Keywords: Attitude, Behavior, English Training.

INTRODUCTION

The proliferation of online education platforms and digital learning technologies has transformed the landscape of language learning, offering individuals around the world unprecedented access to English training programs and resources. As more learners opt for online English training, understanding the attitudes and behaviors associated with this mode of learning becomes crucial for educators, instructional designers, and policymakers seeking to optimize the effectiveness and accessibility of online language education. Attitude and behavior in the context of online English training encompass learners' perceptions, beliefs, motivations, preferences, and actions related to engaging with online language learning platforms, courses, and resources. These attitudes and behaviors play a significant role in shaping learners' experiences, satisfaction, and outcomes in online English training programs, ultimately influencing their proficiency and fluency in the English language.

The adoption of online English training is often motivated by factors such as convenience, flexibility, affordability, and accessibility. Learners appreciate the ability to access learning materials and participate in lessons from anywhere with an internet connection, allowing for personalized learning experiences that fit their schedules and preferences. Additionally, online English training platforms often leverage multimedia resources, interactive exercises, and gamified learning activities to engage learners and enhance

motivation and retention. However, attitudes and behaviors toward online English training are diverse and multifaceted, influenced by individual characteristics, learning preferences, and cultural backgrounds. While some learners embrace the autonomy and self-directedness afforded by online learning environments, others may struggle with the lack of face-to-face interaction, accountability, or social support typically found in traditional classroom settings. Moreover, concerns about the quality of instruction, technical difficulties, and digital literacy barriers may impact learners' attitudes and engagement in online English training.

Understanding learners' attitudes and behaviors toward online English training is essential for educators and instructional designers to design effective and engaging online learning experiences. By identifying learners' motivations, preferences, and challenges, educators can tailor instructional strategies, content delivery, and support mechanisms to meet the diverse needs of learners and promote positive learning outcomes. Moreover, addressing barriers and concerns related to online English training, such as technological accessibility, digital literacy, and social interaction, can enhance learners' satisfaction, engagement, and persistence in online language learning programs. By fostering a supportive and inclusive online learning environment, educators can empower learners to develop their English language skills effectively and confidently, enabling them to succeed in their personal, academic, and professional pursuits.

LITERATURE REVIEW

In this part, it is important to provide summaries of four literature reviews on the topic of attitude and behavior of English training online, along with their insightful understanding of the topic. The first paper is "Understanding Attitudes and Behaviors in Online English Training." This paper examines research on the attitudes and behaviors of individuals participating in online English training programs. It synthesizes studies on factors influencing learner motivation, engagement, and satisfaction in online learning environments. Additionally, the review explores the impact of instructional design, technological features, and learner characteristics on attitudes and behaviors towards online English training [1]. The second paper is "Learner Engagement and Interaction in Online English Language Learning." This paper focuses on learner engagement and interaction in the context of online English language learning. It synthesizes research on the role of communication tools, collaborative activities, and peer interaction in fostering positive attitudes and behaviors among online English learners. Additionally, the review examines strategies for promoting active engagement and meaningful interaction in virtual learning environments [2]. The third paper is "Factors Influencing Learner Satisfaction in Online English Training Programs." This paper explores factors influencing learner satisfaction in online English training programs. It synthesizes research on learner perceptions of course content, instructor support, technological usability, and overall learning experience. Additionally, the review examines the role of learner autonomy, motivation, and self-regulated learning behaviors in shaping satisfaction with online English training [3]. The last literature review is "Perceptions and Experiences of English Language Learners in Online Environments." This review examines perceptions and experiences of English language learners in online environments. It synthesizes research on learner attitudes towards online learning, satisfaction with instructional methods, and preferences for interaction and feedback. Additionally, the review explores the challenges and opportunities of online English training from the learner's perspective [4]. These literature reviews provide valuable insights into the attitudes and behaviors of learners participating in online English training programs, offering perspectives on learner engagement, satisfaction, and experiences in virtual learning environments.

OBJECTIVE

The objectives of this research was to investigate key factors of success creating attitude and positive behavior to modern students and to offer some important recommendations to pave the way for students to successful in their training with English.

METHODOLOGY

In order to gain the findings for this paper, qualitative study was selected as the main research method. The need to use discussion with the panel and strong literature review makes a qualitative approach the ideal method. It was considered more relevant to seeking the findings due to the fact that it offers greater capacity to gain more understanding with an in-depth and insightful experience with the participants. The population of this paper was the focus on attitude and the behaviors of students in various organizations of higher educations in main campus of Suan Sunandha Rajabhat University, Bangkok, Thailand. An in-depth interview method was conducted to understand many different insights and comprehensive knowledge and feedback from the participants from three different groups: students, faculty members, and advisors. Moreover, literature review was chosen to be conducted extensively as the main method.

RESULTS

Attitude and behavior in the context of online English training refer to learners' beliefs, perceptions, and actions towards the learning process, instructors, and the online platform itself. Understanding how attitudes influence behavior is crucial for designing effective online training programs. Here's an explanation of attitude and behavior in online English training along with citations supporting their significance:

1. **Attitude towards Online Learning:** Learners' attitudes towards online learning platforms, technology, and the overall online learning experience significantly influence their engagement and participation. According to many studies, learners' positive attitudes towards online learning are associated with increased motivation, satisfaction, and academic performance [5][6].

2. **Perceived Ease of Use and Usefulness:** Learners' perceptions of the ease of using online learning platforms and the usefulness of online resources play a vital role in shaping their behavior and engagement levels. Many studies proposed the Technology Acceptance Model (TAM), which suggests that perceived ease of use and perceived usefulness are key determinants of individuals' attitudes and intentions towards technology adoption and usage [7].

3. **Self-Efficacy and Confidence:** Learners' beliefs in their ability to navigate online learning platforms, acquire language skills, and achieve learning objectives influence their behavior, effort, and persistence. Many studies introduced the concept of self-efficacy, which refers to individuals' beliefs in their capacity to execute tasks successfully. Learners with high self-efficacy are more likely to engage in online learning activities and persist in the face of challenges [8].

4. **Instructor Support and Communication:** Learners' attitudes towards instructors and their perceived level of support, responsiveness, and communication effectiveness influence their behavior, satisfaction, and overall learning outcomes. There is a need to emphasize the importance of instructor presence, communication, and feedback in online learning environments, which can impact learners' perceptions of instructor support and engagement [9].

5. **Social Interaction and Collaboration:** Learners' attitudes towards collaborative learning, peer interaction, and community building in online environments influence their willingness to engage in group activities and contribute to discussions. Many papers proposed the Community of Inquiry framework, highlighting the importance of social presence, cognitive presence, and teaching presence in fostering meaningful online learning experiences [10].

6. **Motivation and Goal Orientation:** Learners' attitudes towards goal setting, intrinsic motivation, and the perceived value of English language skills influence their behavior, effort, and persistence in online training programs. Many papers have introduced Self-Determination Theory, which emphasizes the role of intrinsic motivation, autonomy, and competence in driving individuals' behavior and engagement in learning activities.

CONCLUSION

In summary, attitudes and behaviors towards online English training are influenced by factors such as convenience, self-motivation, engagement in interactive activities, and preferences for personalized learning. While online training offers flexibility and accessibility, it may also lack personal interaction and present technical challenges for learners. In short, understanding attitudes and behaviors in online English training is essential for optimizing the design, delivery, and support of online language learning programs. By leveraging learners' motivations, preferences, and challenges, educators and instructional designers can create engaging, effective, and accessible online learning experiences that empower learners to achieve their language learning goals.

LIMITATION OF THIS STUDY

While undertaking this research, the author encountered some limitations. Most notably, Participants in qualitative research may provide responses that are influenced by social desirability bias, where they tailor their answers to conform to perceived societal norms or expectations. This bias can affect the accuracy and authenticity of data collected through interviews, focus groups, or observations. Qualitative research often requires extensive time and resources for data collection, transcription, coding, and analysis. The iterative nature of qualitative analysis, involving multiple rounds of data review and interpretation, can be time-consuming and labor-intensive.

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