

The Influence of Students' Attitudes on Online English Language Learning: A Case at a Chinese University in China

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Abstract

This study examines 6 sophomore English majors' attitudes toward learning English and reflects their learning strategies that come hand in hand with the attitudes. The study uses a combination of quantitative and qualitative methods to reveal Chinese college students' enthusiasm during COVID-19 epidemic in China. In terms of a quantitative inquiry, a questionnaire with three dimensions - cognitive, affective and behavioral is designed to garner an overall evaluation of attitudes from 50 sophomore English majors' students for the selection of participants and research themes. The qualitative data are teacher's journals and semi-structured interviews. The results of this study show 4 positive and 3 negative attitudes affect the online English Language Learning. The 2 positive attitudes namely self-preparation and collaborative learning help students to work harder for class and encourage them to join with their friends in working on their assignments, reports, and projects. Then the other two: students' curiosity of cultural English background and extensive readings motivate them to research into more English sources to support their learning such as more books and materials in the libraries and on the websites. On the contrary, the 3 negative attitudes toward the instability of the Internet, the dissatisfaction of teachers and materials make them tired of studying and thus, lose their motivation and attention in class. This incident needs teachers' facilitation and directive role to help them proceed with their language learning in the 'new normal' platform. The results of this study mentioned above are attributed to the institutions where the researchers work, to researchers in China and Thailand, and to the global learning community in the 21st century.

Keywords: *Chinese college students, online learning, English learning attitudes, a case study*

1. Introduction

In a normal classroom setting, learning attitude is a hidden factor that is not easily perceived. Learning attitudes have a significant impact on learners' learning of a language

and their learning strategies; therefore, understanding and developing students' attitudes toward learning English online should attract teachers' attention and focus (Yan, 2021, p 81).

With the outbreak of the COVID-19 in 2020, conventional English courses are no longer sufficient for students' learning needs. In this period, computer-assisted language learning and mobile phone-based language learning are changing the way students learn. Online teaching has gradually shifted from being a short-term, reactive, emergency initiative to a regular, proactive and widespread use. (Yan, 2021, p 126)

Despite the initiative of online teaching in educational institutes, there are still many problems in the actual online teaching process. There are certain disadvantages of online learning alone, such as overemphasizing the leading role of teachers and neglecting students' independent learning, and students are more likely to lack a sense of identity in the virtual environment (Ji, 2018, p 61). Therefore, it becomes essential for teachers to understand learners' attitudes towards online English learning.

In sum, the study showcases why understanding the different learning attitudes students have towards online English are necessary. They are because, on the teacher's part, the attitudes can reflect the problems in students' English learning. Knowing the students' problems, the teachers can find effective ways to guide and teach them by applying activities and artifacts that motivate them to learn so that these teaching tools can help them improve their English performances. On the students' side, they can adjust themselves, make the unfamiliar situation familiar to them, and develop their own strategies. Encouraging students to develop these strategies, according to Brown (1994) "is an excellent means of stimulating the learner to develop tools of interaction." (p 167)

2. Research Objectives

This study aims to

- find out the attitudes of the sophomore English majors at Trees University (pseudonym) towards online English learning and

- to investigate in what ways these attitudes influence these students' learning to better facilitate them so that they can proceed with their language learning in this 'new normal' platform more successfully.

3. Research Questions

There are two research questions in this study:

1. What are the students' attitudes towards online learning in this study?
2. In what ways do the students' attitudes influence their online English learning?

4. Literature Review

The outbreak of the novel COVID -19 in 2020 led to the closure of most public places and the suspension of schools in China, and the conventional offline courses could no longer meet the learning needs of the students. In accordance with the Ministry of Education's decision to suspend classes without stopping school, education administrations and schools across the country have been working in accordance with the requirements of universities. Then large-scale online teaching has officially begun. In order to ensure normal teaching order, the state encourages regions to use online platforms and information-based educational resources to provide learning support for students (Qu, 2021, p 2).

Before the epidemic existed, the large-scale use of the Internet in teaching was increasing. Li (2022, pp 24 - 26) points out that in March 2012, the Ministry of *Education formulated the Ten-Year Development Plan for Education Informatisation (2011-2020)*, which clearly put forward the development goals, tasks and action plans and safeguards for education informatisation, and *the Guide to Teaching English at University* (2016), which also encourages universities to make full use of information technology and teachers to use online high-quality educational resources to expand and implement teaching content so that students can move toward the direction of self-directed learning. Therefore, various universities have made extensive use of multimedia technology as a way to enrich teaching

means and make teaching contents richer while effectively breaking the constraints of time and space on college English teaching, thus enabling students to achieve independent and personalized learning with the support of multimedia technology (Zhang, 2020, p 188). Distance education has been using online education as one of the important means of teaching and learning.

However, most scholars hold a negative view of the introduction of technology tools into the classroom. Firstly, there is too much focus on the teaching format and neglect of the teaching objectives during classroom use. Second, there is less communication between teachers and students, and students' classroom participation is weakened (Han, 2021, p 117). Third, students' feedback is neglected in the use of technology, which affects students' learning motivation (Duan, 2020, p 254).

Educational psychology states that learning attitude is a very important factor that affects learning. Learning attitudes are learners' psychological dispositions toward various objects in learning activities and are a very important non-intellectual factor that affects learning (Yan, 2021, p 81). According to Liaw's (2002, pp 17 - 35) description, learning attitudes can be divided into 3 categories: affective attitudes, cognitive attitudes and behavioral attitudes.

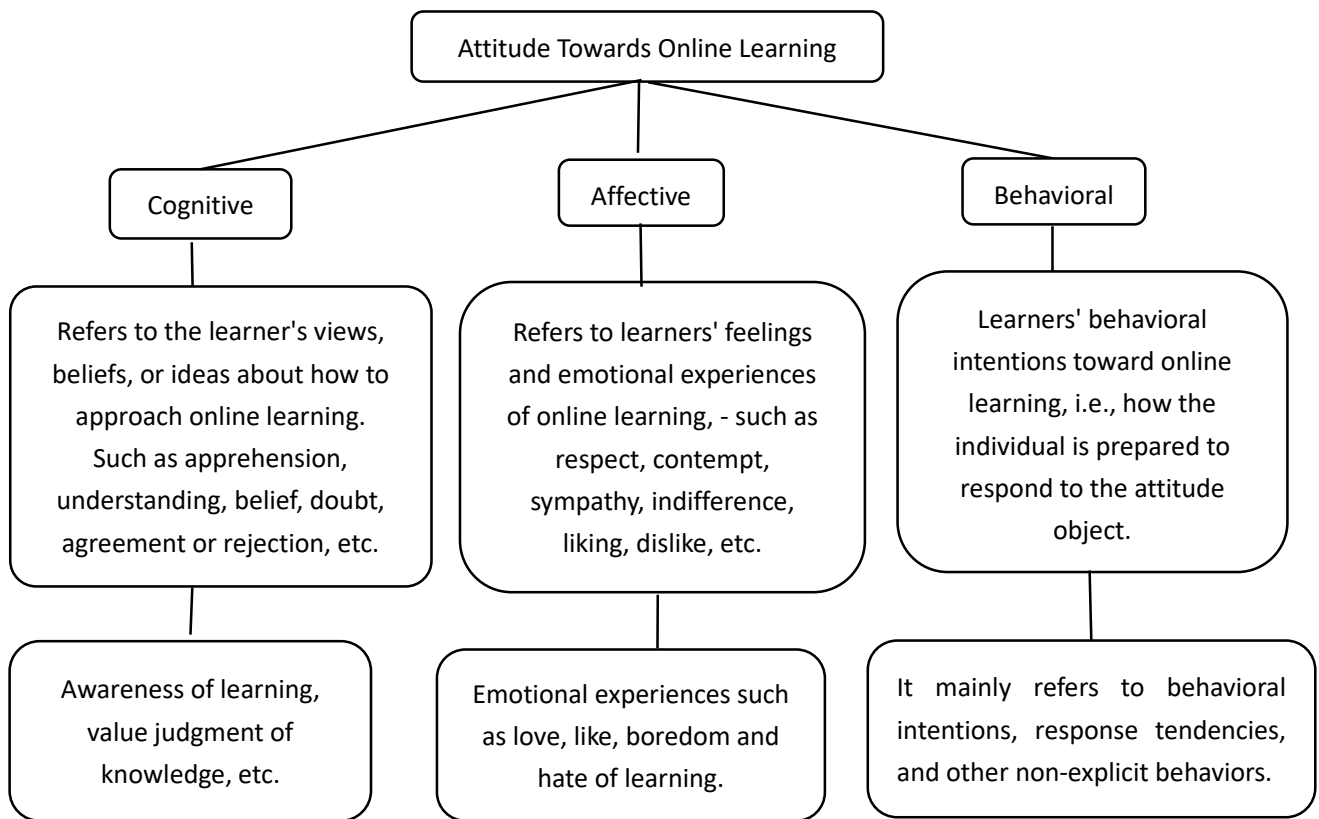
Positive learning attitudes can facilitate the smooth learning of learners. Negative learning attitudes, on the other hand, are not conducive to or even inhibit learners' language development (Csizer & Dornyei 2005, pp 19). Learning attitudes have a significant impact on learners' learning of a language (Han, 2021, p 163). Therefore, understanding and developing students' attitudes toward learning English online should be of concern and importance to teachers.

Learning attitudes also have an important influence on foreign language learning. Chinese scholars also attach great importance to students' English learning attitudes and have made some investigation studies, such as Shi. et al., (2016, pp 112 - 114), Tian (2017) and Ke (2017), who investigated the English learning attitudes of elementary, middle and high school students, and Zhang (2013) and Chang (2018) who analyzed the relationship

between English learning attitudes and English learning under multimodal teaching relationship. With the development of information technology, there are more and more studies on online learning (Wang, 2020, p 100; Wang, 2020, pp 13 - 14; Zhang, 2020). Also, English teaching has been emphasized in China's exam-oriented education. Then for most students, English has become a compulsory subject from the third grade of elementary school to the second year of undergraduate studies. College English is one of the important subjects to develop the comprehensive ability of college students (Yao, 2020, p 61). Therefore, choosing English majors as the research object can propose more targeted solutions from a more professional perspective.

With the gradual development of the concept of English teaching, it is found that scholars at home and abroad have done a lot of research on attitudes, learning attitudes and English learning attitudes, and in addition to conducting theoretical discussions, some empirical studies have also been carried out, such as Wang (2021, pp 104 - 105), Zhang (2018, pp 52 - 53), Wang (2012, pp 6 - 7) and others investigated students' attitudes towards English learning of emotional attitudes; Hu (2014, pp 7 - 8), Liu (2010, pp 246 - 247), and Li (2005, pp 149 - 150) investigated students' behavioral tendencies in English learning; in addition, most of the domestic related studies investigated the English learning attitudes of elementary school students, junior high school students, high school students, English major college students, and senior college students. In addition, most of the domestic studies have investigated the attitudes toward English learning of elementary school students, middle school students, high school students, non-English major college students, and senior college students, but not many studies have taken English major college students as the research objects. In addition, although there are many studies on attitudes in Chinese English online classes, they are more single and scattered, and there are fewer comprehensive and in-depth studies on the three dimensions.

Figure 4. 1: Attitudes toward online learning



(She, 2021)

The development of network technology has made online teaching in distance education an irreplaceable teaching method (Liu, 2021, pp. 11 - 15). From the perspective of "online teaching", the existing online teaching modes can be categorized into two types, namely synchronous online teaching mode and asynchronous online teaching mode. Zhang (2020, pp 3 - 10) points out that synchronous online teaching mode refers to the teaching mode in which teachers and students interact with each other online in different spaces by using online tools or platforms on PC or mobile terminals. The distance education synchronous online teaching mode is usually carried out with the help of online live streaming software, such as Tencent Classroom, Nail Meeting, Tencent Meeting, Jitterbug Live, Google meeting, Zoom and so on. Its most obvious feature is that it can set up virtual classrooms to achieve synchronization of teaching and learning, thus improving teaching

quality. By using live streaming software to set up virtual classrooms, presentations or screens can be shared with students, audio and video interactions with students can also be realized, and questions and answers between students and teachers can be realized so that students can have a better acceptance of both theoretical and practical courses (Li, 2020, pp 110 - 112).

As for asynchronous, Wu (2014, pp 86 - 88) argues that asynchronous online teaching refers to the teaching and learning mode in which teachers and students teach and learn at different times and spaces by using online tools or platforms with learning resources as the medium on the PC or mobile side. Asynchronous online teaching mode usually requires the use of learning resources or online platforms with a large number of learning resource systems to complete online teaching, such as MOOC, Udemy, Coursera, and YouTube.

To conclude, "synchronous" requires teachers and students to communicate on the same frequency while teaching and learning behaviors must be carried out simultaneously, resulting in timely interaction and feedback. This result is mainly carried out through the live streaming function of Tencent Meeting, Blackboard, Nail and other platforms; "asynchronous "is a way for teachers to record the courses or collect relevant course resources, and for students to learn independently according to their own learning habits and preferences; the form of synchronous-asynchronous hybrid effectively integrates the advantageous factors of both. Its format effectively combines the advantages of both, breaking the traditional constraints of knowledge transmission and integrating the vividness of the terrestrial classroom into home learning without losing its unique flexibility or convenience, which is the most effective and feasible online learning mode today. However, most of the literature is devoted to the study of models that use a combination of synchronous and asynchronous teaching and learning. The synchronous and asynchronous teaching mode breaks through the limitation of time and space during the epidemic, and students can learn anytime and anywhere, which meets students' requirements for personalized knowledge learning. Through repeated video viewing, live classroom key

knowledge explanation and combing, pre-review tests in SPOC ensure an equivalent teaching effect, VOOV and WeChat group discussion of difficult issues improve students' participation and stimulate students' learning motivation. The VOOV and WeChat group discussions on difficult issues increase student participation and stimulate students' enthusiasm for learning, forming the concept of "student-led and teacher-led".

The teaching and learning context of this study includes the synchronous and asynchronous teaching mode and looks into the students' attitudes in 3 dimensions: cognitive, affective and behavioral domains presented in *Figure 1*.

6. Methodology

This section includes types of research, study context, participants, data collection and data analysis.

6.1 Types of research

This study is a mixed-method between quantitative and qualitative inquiries. In terms of quantitative methodology, a set of questionnaires is applied at the beginning of the study in order to find out year 2 students' attitudes towards learning English online. The results of this method are categorized into themes and further used in the qualitative inquiry.

Qualitative is applied in the main part of this study. This method refers to gaining keen insight by uncovering problems, understanding the phenomena of events, analyzing human behavior and perspectives, and answering questions. It is research that is based on a small, carefully selected group of sample individuals (Zhang, 2012, pp. 109-110). In this study, it is used to get more detailed information from the participants to trace their learning attitudes via the semi-structured interview questions. Therefore, its emphasis is on the experience students gain from their online learning mode. (Feng, 1998, pp. 89-94). Pang (2019, pp. 35-38) states that qualitative research can explore the reasons behind through respondents' thoughts, attitudes, and behaviors. At the same time, the process of investigation allows for the derivation of more new ideas and topics, and the questions can be quickly adapted to the quality and characteristics of the information

In this study, semi-structured interviews and teacher's journals are used to obtain data for qualitative study as "it is easy to conduct and close to the research subjects" (Lv,

2015, p. 25). Then teacher's journals "allow researchers to observe and communicate with the research subjects in a close and more natural setting, which is conducive to the research subjects' perspective to observe and understand their behaviors, attitudes and motivations." (Shen, 2018, p. 52). Wang, Yan & Zhang, 2017, pp. 72-74) also support teacher's journals as recordings of class that keep students' actions and behaviors for teacher to explore and reflect his/her teaching and classroom managements.

6.2 Study context

This study was conducted at a college called Trees University (pseudonym) in southern Yunnan Province. The University has 72 different types of majors (e.g., Chinese and Math), including 33 undergraduate majors (e.g., History and Burmese) and 39 specialist majors (e.g., English, science, and Medicine). This University is located in the actual ethnic areas of the southwest border of the motherland and has proposed the orientation of "application-oriented, local, ethnic and international". In the past ten years, it has been based on undergraduate teaching, adhering to moral education and inheriting humanistic spirit. It has a team of teachers with solid professionalism, practical awareness, strong will to serve the cause of literature and education in the border area, and the ability to generate teaching and research, as well as perfect practical training teaching conditions. Trees University is committed to cultivating applied talents with solid foundation, high comprehensive quality, strong innovation and practical ability, and international vision to adapt to the economic and social development of the surrounding areas. In the past three years, students have participated in 113 academic presentation activities with 826 participants. Students participate in various subject and skill competitions and various scholarships for students are set up to motivate them to conduct academic research or publish research articles within the country and overseas. Based on the guiding ideology and development plan of the University, the college promotes integration and coherence of teaching foreign language majors, foreign language teaching, and the coordinated development of teaching and research. Taking the teaching reform of foreign language

majors as a breakthrough, the college strengthens the characteristics of talent cultivation and explores a new mode of cultivating high-quality applied foreign language talents (University Handbook, 2018).

The School of Foreign Languages, where the study is conducted, has three English majors, Business English, English Education, and English (English-Thai orientation). The population of the questionnaire was 50 sophomore English majors in the English -Thai Program. They are of similar ages and learning environments. For example, they have studied together the following subjects: English Listening and Reading, Business English, General English, English Grammar and English Writing. As the Program is a collaboration between this University and the Thai Government, students are required to study their third and last year in Chiang Rai, Thailand and study some bilingual courses (English - Thai) in Chiang Rai Province. (University Handbook, 2018)

6.3 Participants

In this study, sophomore English majors from the Thai-English Program in the School of Foreign Languages at Trees University (pseudonym) in Yunnan Province are the participants. They volunteered to join the project because they wanted to experience an academic activity. Also, they are of similar ages and learning environments. The reasons for inviting these sophomore students are: *first*, after one year of being freshmen, sophomore students have basically made the transition from a high school to a university level. They are familiar with courses and learning atmosphere. *Then*, though their major subject is English, the attitudes toward English learning are different, for example, three students like English , and the other three are not very fond of this language. This combination tends to uncover interesting results. *Last*, this Program is bilingual. After this second year, the students are required to study in Thailand. It is useful for the programs of both sides since the findings reflect the students' needs, expectations and challenges crucial for program management, curriculum and instruction designs as well as the teaching staff's professional development.

Table 6. 1: Participants' profile

Name	Gender	Age	English background (year)	Student passion	English impression
Mike	Male	19	4	Like	I like to listen to European or American songs, and often collect English content of interest on the Internet by myself. (e.g. TED, BBC, Netflix...)
Candy	Female	19	5	Like	I think English is easy, I feel comfortable learning English and I want to get a higher score on my English exams. I want to make a lot of foreign friends, so I need to practice my English speaking and listening skills more.
Merry	Female	20	5	Like	I love learning about the cultures of different countries. In the future, I plan to study abroad in a native English speaking country to experience their culture and customs, which makes me excited to think about it.
Lucy	Female	21	3	Dislike	I didn't like English, I couldn't always focus my attention in English class, and my English grades always made me feel frustrated and stressed.
James	Male	19	4	Dislike	I think English is really hard and requires a lot of memorization of words. I enrolled in this major because my parents wanted me to become a teacher. It's not because I like English myself.
Sherry	Female	19	5	Dislike	Although I don't hate English that much, I am always doing assignments in my regular practice and I find it boring to do so.

Based on **Table 6** above, though the participants are volunteers, and there are more females than males, their age and English background knowledge are not very different. In other words, they are contemporary and are likely to reflect significant online learning experiences.

6.4 Data collection

This study collects 3 data: the questionnaire, interviews, and teacher's journals.

6.4.1 Questionnaire

The questionnaire of this study was designed with reference to the self-reported scale of learning attitudes suggested by Tao (2001) and the scale of English learning attitudes of junior high school students compiled by Guo (2010). Then it was designed with modifications according to the research objectives of this study. The second part of the questionnaire was designed according to the three-dimensional structure of learning attitude theory, i.e., 3 dimensions of cognitive level, affective experience, and behavioral tendencies.

6.4.2 The Interviews

The interviews in this study were conducted twice: at the beginning of the study and at the end of it. Each interview lasted about 20-30 minutes. The interview questions were verified by the experts in the field of bilingual education and English language teaching (ELT) before they were used with the participants. In this study, 6 college students were interviewed separately one-on-one. The participants' answers were recorded by audio recording to allow the content of the recordings to be translated into text, and any missing parts of the transcripts to be proofread and added to ensure the integrity of these interviews.

6.4.3 Teacher's Journal

According to Wang (2005), "a teaching journal is a means for teachers to record their teaching activities, reflect on their own teaching problems, and then analyze and evaluate the teaching process." Based on this idea, I applied to the teacher's journal for this

study. I have 4 reasons why this instrument is crucial:

First, the teacher's journal stores information and to keep abreast of reviewing student behavior in the online classroom after class. Second, reasons for lack of classroom participation are identified and appropriate strategies are found to counteract these reasons. Third, it is used to identify students' problems in the classroom so that help can be given and suggestions can be made to address these problems. Fourth, each teacher's journal notes the state of student-teacher interaction in the online classroom and observes the level of student participation (e.g. why some students do not talk or do not want to talk in class, and how they work in groups, etc.)

6.5 Data analysis

The questionnaire uses the five-point Likert scale option method, where each question has 1, 2, 3, 4, and 5 options, and what the options represent are strongly disagree, disagree, neutral, agree, and strongly agree, respectively. For statistical purposes, each of these five options was assigned a score of 1-5.

The 2 data: interviews and teacher's journals described above were collected, compartmentalized, and triangulated using Strauss and Cobin's (2008) triangulation process: open coding, axial coding, and selective coding to obtain answers to the 2 research questions.

7. Results and Discussions

The results of this study are analyzed preliminary from the questionnaires. The results show students' attitudes in the 3 categories: cognitive, affective, and behavioral domains. They are presented below:

7.1 Analysis of the quantitative data

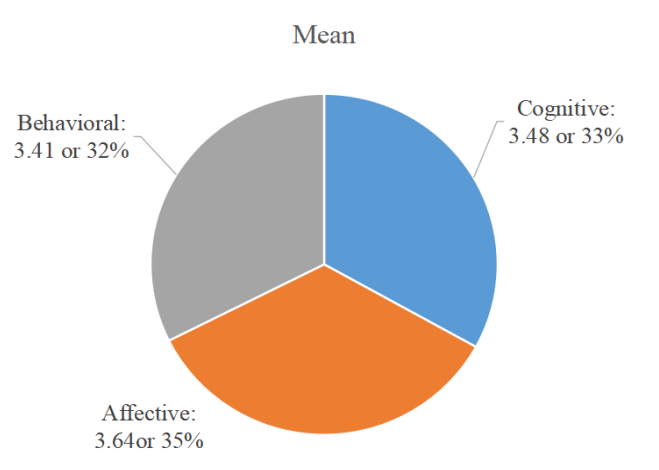
This part presents the analysis of the quantitative data from the study's questionnaire, which was completed by 50 sophomore English majors. It contains the answers to the questionnaires on three dimensions of attitudes towards online learning: cognitive, affective, and behavioral.

7.1.1 Three dimensions of attitude (cognitive, affective & behavioral)

Table 7.1 shows the results of the student questionnaire on the three dimensions:

Dimensions	Mean	SD	Interpretation
Cognitive	3.48	1.21	Agree
Affective	3.64	0.47	Agree
Behavioral	3.41	1.05	Agree

Figure 7.1: Results of the questionnaires in three dimensions below:



Comparing the three items, it can be seen that affective domain gets the highest score among the three dimensions ($x = 3.64$). In contrast, the data of the behavioral dimension is lowest compared to the other two ($x = 3.59$). This phenomenon supports the findings in the interviews and teachers' journals in the qualitative section.

Tables 7.2 - 7.4 show the analysis results of cognitive, affective, and behavioral dimensions followed by the figure of each.

Table 7.2: Cognitive findings

Items	Mean	SD	Interpretation
It is acceptable to learn English online.	3.58	1.21	Agree
I can fully grasp all the contents of online learning.	3.17	1.42	Neutral
I can learn effectively online.	3.38	1.30	Neutral
Online learning is convenient.	4.38	0.59	Strongly agree

Figure 7.2: Cognitive dimension

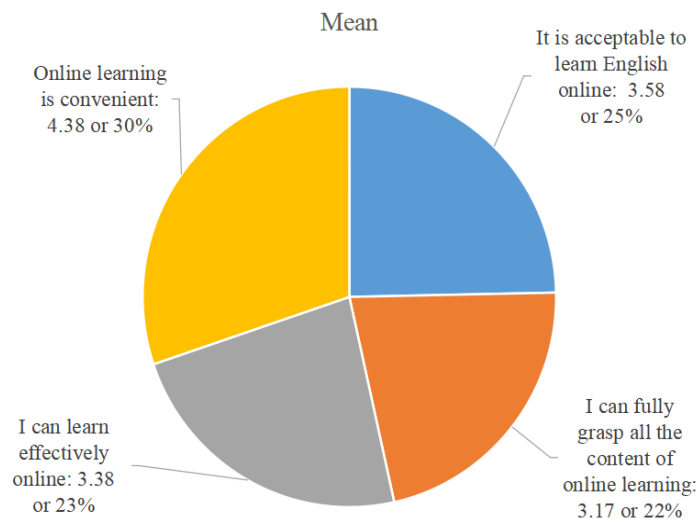


Table 7.2 shows that the students are receptive to online learning as an option ($x=3.58$). The participants strongly agree that online learning has brought them great convenience ($\bar{x}=4.38$). However, students do not feel confident in fully mastering the contents of online learning ($x=3.17$), and they are also neutral about the efficiency of online learning ($x=3.38$).

In all, students' attitudes tend to be more positive than negative, with scores greater than 3. This also indicates that students have a high level of recognition of the online English learning method and are able to generate positive online learning.

Table 7.3: Affective findings

Items	Mean	SD	Interpretation
I do not think there is a lack of supervision and restraint for students during online classes.	3.17	1.41	Neutral
I prefer online learning than conventional learning.	3.38	1.30	Neutral
I am satisfied with online learning.	4.14	0.72	Agree

Figure 7.3: Affective dimension

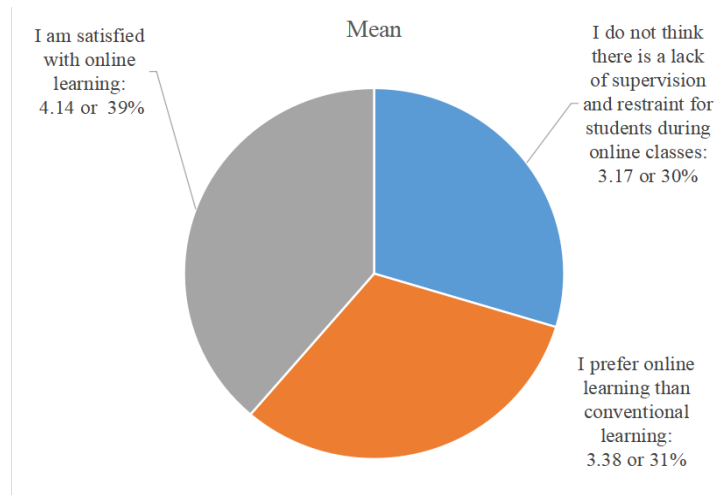


Table 7.3 shows that students' opinions differ on the item of the need for supervision and discipline in the online learning process indicating that some of them chose the option of "disagree" or "neutral" ($x=3.17$). The participants also differ in their opinions on whether they prefer onsite instructions or online learning ($x=3.38$); even so, the participants are satisfied with online learning ($x=4.14$).

Table 7.4: Behavioral findings

Items	Mean	SD	Interpretation
I think that learning English online makes peer learning and group learning easier.	4.13	0.55	Agree
The existing equipment is more than enough to support my online learning and I don't need to spend money on additional equipment.	4.67	0.48	Strongly agree
I can have strong self-discipline and self-control during online learning classes to keep up with the flow of classes carefully without supervision.	3.32	1.27	Neutral
I can complete my online assignments on time.	4.52	0.48	Strongly agree

Figure 7.4: Behavioral dimension

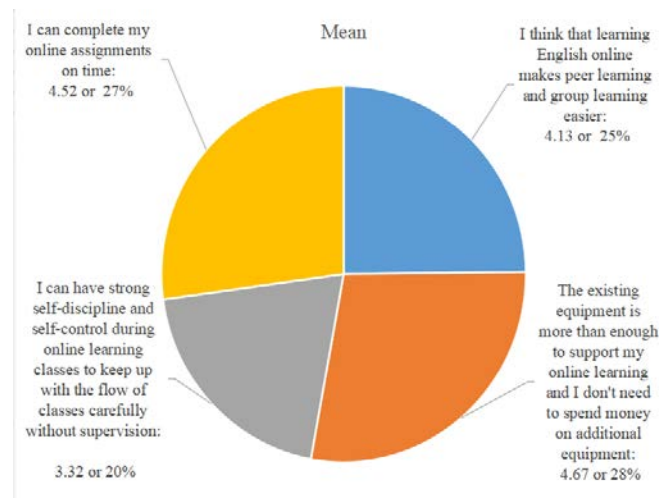


Table 7.4 shows students felt that learning English online made peer and group learning easier ($\bar{x} = 4.13$), which was more convenient than spending their time on onsite meetings and avoiding more risky contacts during the COVID-19. Participants strongly felt that their existing devices were sufficient to support their online English learning without the need to purchase additional devices ($\bar{x} = 4.67$). However, participants felt that they lacked self-discipline and self-control while studying online and needed to be monitored to carefully follow classroom procedures ($\bar{x} = 3.32$).

Participants also strongly agree that they are able to complete and submit assignments on time during online learning ($\bar{x}= 4.52$), which was more convenient than turning in assignments in a conventional classroom. In sum, students had a higher acceptance of online English learning and were able to generate positive behavioral tendencies for online learning.

7.2 Analysis of qualitative data

In this part, 2 semi-structured interviews and teacher's journals were analyzed to find the answers to the first research question on students' attitudes toward online learning and the answers to the second research question on ways these attitudes influence students' learning English. As the attitudes directly influence the students' learning, the findings are discussed hand in hand.

7.2.1 Students' attitudes and their influences on English online learning

Data reflect both the positive and negative attitudes. On the positive side, there are 4 findings: *the excitement of online learning, the fondness of collaboration with friends and teachers, the curiosity of cultural backgrounds, and the love of reading*. On the negative side, there are 3 findings: *dissatisfaction of the instability of the Internet, dissatisfaction of the teachers and the materials*.

Positive attitudes and their influences

In terms of *the excitement of online learning*, the students were eager to prepare themselves for class. This influence is shown in the first interview with one student who said that "I've enjoyed learning English since the beginning, and learning English online has made learning a foreign language more interesting." (**Lucy**). This idea matches the note in **Teacher's Journal 1** when the teacher asked the students about the first teaching in the first class, **Mike** told her that he 'loved the class' and enjoyed the lesson. This student also added that studying via the link the teacher sent to him gives him more time to prepare for

the class because he did not have to travel to the University.

The fondness of collaboration with friends and teachers is normal in this setting. **Candy** said, “I like it. Online English makes it easier for me to get in touch with my friends whenever I want”(Interview 1). **Teacher’s Journal 4** also mentions that students usually contact her to ask more questions concerning the formation of group projects, pair assignments, and oral presentations they have to share with friends. *Self-directed learning* also derives from *collaborative learning*. It is traced in both the interviews as well as in the teacher's journal. **James**, who is not very fond of English, pointed out in **Interview 2** that he made his own plan to find more information to expand his knowledge when he did not attend class or when he was not happy with the Internet connection. When he managed learning online on his own, he started to see the value of learning. In addition, **Merry**, who likes English, claimed that he had to revisit his lessons very often to recheck if he could catch up with class. Mostly he did this among friends as they frequently joined a number of projects with these friends. **Teacher’s Journal 6** shows that some students started to find more information when they had to do the oral group presentation online.

The curiosity of cultural backgrounds is mentioned in Interview 2 with **James** claiming that he can learn about foreign cultures and exotic places by watching the video and TED talks online. In **Teacher’s Journal 6**, the teacher noted that when students presented some slides on many countries’ festivals and celebrations, the students enjoyed the stories, pictures and posters they showcased and learned more about cultures and festive events in foreign countries such as in Japan, Thailand and the UK.

The love of readings has developed when students have to work in groups and when they coincidentally find interesting issues in their reading assignments. **Sherry** mentioned that she did not want to read more, but when she was assigned to find a few reading passages to support their project, she found the information interesting. This searching for references made her love reading though she was not a hardworking person. **Teacher’s Journal 4** also reflected students’ reading tendency, “it is amazing to see lazy students work harder! They said they got unexpected good books in the library and some articles

online.” This motivation is very influential and could alter students’ dislike of English to a better reader.

In all, it is obvious that students’ positive attitudes towards preparing themselves for the ‘new normal’ class online, collaboration, curiosity, and eagerness for extensive reading influence or motivate them to make online learning more fruitful.

Negative attitudes and their influences

On the negative side, there are 3 findings: *dissatisfaction with the instability of the Internet, dissatisfaction with the teacher and the materials.*

Dissatisfaction with the instability of the Internet can be spotted in Interview 2 with **Sherry**, who dislikes English. She said, “Don't like it. Because my internet is not good, I miss a lot of information during the lessons.” In the same interview **Mike**, who is fond of English noted, “When the Internet fails, I do not have the motivation to learn because we have to wait for it and sometimes we waste the whole class because of this problem.” This dissatisfaction of the Internet failure is also found in **Teacher’s Journals 4 and 5** showing that the Internet instability causes negative effects on the teaching and learning online. It also causes stress and cancellations of classes, which waste the teacher’s and students’ time and energy.

Dissatisfaction with the teacher and the materials in this study seems to be a problem at the beginning. Presumably, it may be because both the teacher and students were adjusting themselves to the new normal as **James** mentioned that he did not like it when the teacher asked him to turn on the camera to show his face because he was still in bed! (**Interview 2**). In the same interview, **Lucy** said, “The teacher should stimulate students' interest in learning English online through humorous teaching methods.” In terms of the materials, all the participants agreed that the teacher should provide materials beforehand. In addition, **Merry and Candy** pointed out that “The online English course should be designed to be rich and interesting and easy to understand.” (**Interview 2**)

Based on the negative attitudes discussed above, the effectiveness of teaching and learning is low when the students and teachers lack motivation.

8. Conclusion

The 3 dimensions of students' attitudes namely affective, behavioral and cognitive are found in their learning of English throughout the study. These findings derive from the analysis of 3 data, which are the questionnaire, semi-structured interviews and Teacher's Journals giving the answers to research questions 1 and 2 illustrating both the positive and negative attitudes. In terms of positive attitudes, there are 4 results: students' excitement of online learning, fondness of collaboration with their friends and teachers, curiosity of cultural backgrounds, and the love of readings push the students to find more learning strategies such as supportive online information, working more closely with teachers and friends to explore more knowledge and to elaborate what they have studied in class. In return, these attitudes give them the love of reading, encouraging more vocabulary, content, and sources of knowledge. The in-depth happenings among 6 volunteer participants in this study also confirm the review of literature suggested by Csizer and Dornyei (2005) that on the one hand, positive learning attitudes can facilitate the smooth learning of learners. Negative learning attitudes, on the other hand, are not conducive to or even inhibit learners' language development. Hence, the excitement of online learning, the fondness of collaboration with friends and teachers, the curiosity of cultural backgrounds, and the love of reading retrieved from data analysis of this study facilitate students' online learning effectively. Besides, they encourage students to prepare for class, do extensive reading, and increase their affection towards online learning. The dissatisfaction with the instability of the Internet, with the teachers and the materials are good reflections for the improvement of teaching and materials preparation and administration.

The implication of this study indicates that the teachers, administrators and all the institute stakeholders have to take these findings into consideration for better curriculum designs, facilitations, and administration. As this research focuses on a small unit of students, it is highly recommended for future researchers in this field to conduct more

research into a greater community of learning so that more findings can be traced and made use of for both the students and professional learning community after all.

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