A COMPARATIVE STUDY OF GRADES 7, 8 AND 9 STUDENTS' MOTIVATION FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE IN THE REGULAR PROGRAM AND ENGLISH PROGRAM AT TEPLEELA SCHOOL, BANGKOK, THAILAND

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A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of MASTER OF EDUCATION in Curriculum and Instruction
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ABSTRACT

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Key Words: ENGLISH AS A FOREIGN LANGUAGE, INTEGRATIVE ORIENTATION, INSTRUMENTAL ORIENTATION, ATTITUDE, INTRINSIC MOTIVATION, EXTRINSIC MOTIVATION, REGULAR PROGRAM, ENGLISH PROGRAM

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Thesis Advisor: DR. YAN YE

This study aimed to identify the levels of intrinsic and extrinsic motivation for grades 7, 8 and 9 students to learn English as foreign language in the Regular Program and in the English Program firstly; then, to compare the students’ intrinsic motivation to learn English as a foreign language between the Regular and English Program, as well as to compare the extrinsic motivation between the Regular and English Program at Tepleela School. The participants of this study were 253 students from grade 7, 8, and 9 of the Regular and English Program studying English as a foreign language at Tepleela School, Bangkok, Thailand. The study used MALESC questionnaire, which was composed of 19 statements on intrinsic and extrinsic motivation. The findings of this study were: 1) the levels of intrinsic and extrinsic motivation to learn English as a
foreign language in the Regular program was high; 2) the levels of intrinsic and extrinsic motivation to learn English as a foreign language in the English Program was high; 3) there was no significant difference in students’ intrinsic motivation to learn English as a foreign language between the Regular and English Program; 4) There was a significant difference in students’ extrinsic motivation to learn English as a foreign language between the Regular and English Program. The study found that there was no significant difference in the students’ intrinsic motivation to learn English as a foreign language between the Regular and English Program. On the other hand, there was a significant difference in students’ extrinsic motivation to learn English as a foreign language between the Regular and English Program. The researcher hopes that this study would give other teachers the opportunities to review their teaching instructions because of the different levels of intrinsic and extrinsic motivation of the foreign language learners in the classroom. The researcher strongly recommends that teachers should be aware of the students’ level of motivation, as to uplift the quality of English language learning. In return, this would greatly help Thailand’s graduates in the ASEAN community and to compete in the global job market. Moreover, this study could be replicated with a large sample size of students studying in the Regular and English Program. A large sample size of students studying English as a foreign language belonging to upper secondary levels from both the Regular and English Program of the different government schools in Thailand, specifically grade 12 as they would enter the university and that to ensure the readiness and success in the future.
Lastly, the researcher also recommends that further research be done using both quantitative and qualitative methods. Collect Interviews based on MALESC statements would be insightful to the readers. The main purpose is to support and compare the quantitative results of the students’ intrinsic and extrinsic motivation to the qualitative results and to reveal learners’ own interpretation of their feelings and experience towards the English language.

Field of Study: Curriculum and Instruction

Student’s signature

Graduate School of Education

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To God Be the Glory.
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CHAPTER I

INTRODUCTION

This chapter gave emphasis on the relevant background information, problems, and purposes; objectives and questions that were used for this research study. The theoretical and conceptual frameworks were thoroughly explained. Furthermore, terms and abbreviations were given emphasis for readers’ understanding. Moreover, the significance of the study was summarized towards the end of this chapter.

Learning the English language with a different culture could be considered a big task and a big challenge for every learner. In general, English language proficiency is the key to effective communication and for learners to be successful and progressive in their future careers. Teachers need to help and encourage the learners to know the importance and benefits of being proficient in the English language. To be successful, learners are expected to focus, be patient, consistent, and be well motivated inside and outside the classroom environment. However, learning English as a foreign language can result to stress, anxiety, and discomfort for some Thai learners. As for the researcher’s observation, the feeling of anxiety and being too shy could hinder and affect their progress to learn best and to learn English effectively. Interestingly, students at Tepleela School, as observed by the researcher are not competent enough to speak the language and they encounter difficulty in learning English. The researcher thought that their success in learning the English language could be determined by their attitudes and motivation. Motivation, in its real sense, is viewed as a determiner of human behavior because it energizes and directs it.
Motivation plays a role in the second language acquisition (Gardner, 1985). For English language teachers, motivation is a very important human characteristic that helps in learners' commitment and enthusiasm to continuously do a certain task. Thus, motivation explains as to why and what makes an individual behave as they do (Dornyei, 2001).

Every child in Thailand receives a basic education at the primary and secondary levels that gives the right to nine years of basic education. The Thai education system helps students and offer free basic education. Thai students study for 12 years; six years are spent to enroll from grades 1-6 and another six years for secondary level which is from grades 7-12. The eight learning areas or subjects required for the Thai learners are Thai language, mathematics, science, social studies, religion and culture, physical and health education, arts, occupation and technology, and foreign languages. English as the universal language plays a role in the Thai education and students are given core subjects to learn English as a foreign language. Nevertheless, Thai students see English merely as extra curriculum and not as important as their other subjects like science, mathematics, or geography.

The researcher believes that a worthy EFL teacher must be able to motivate, teach, and prepare Thai students to speak and understand the English language. In general, teachers are bound to a wide variety of challenges and it is a part of their calling to teach and look after the student's success for a brighter tomorrow. Being able to build students’ interest will bring difference in their learning and motivate them to learn the language (Hammond & Bransford, 2005). In general, it is vital that educators should be knowledgeable of the students’ attitude as to produce excellent learners to represent and compete in the ASEAN community.
Motivation is an extraordinary and complex matter, as well as it is about the individual’s needs and wants to meet a certain goal. Motivation is needed and very important in learning a new language. For every individual, the level of motivation might change from time to time due to the many factors and pressures affecting it but the social and cultural contexts remain permanent (Foley, 2012). The researcher believed that learners experienced different levels of intrinsic and extrinsic motivation as they face the many challenges in learning the English language, people of the English-speaking countries, culture, in understanding the environment and community. As for the researcher’s point of view, students need to have the knowledge as for them to apply what they have learned in the classroom and real-life situation.

At present, there are numbers of foreign corporations that have already tied up with Thailand. Also, it was reported have come up with courses offering English as the medium of instruction in the classroom which is a good idea (Clark, 2014). English is the universal language everywhere one goes, the most dominant one of international and global communication. It is a superb vehicle for students’ success in their professional careers and life. Nowadays, employers are looking for candidates who are not only graduates but those who are best equipped with good communication skills. Indeed, the knowledge and usage of the English language plays a great role in today’s international job search which every deserving learner longs for. However, this notion is contrary to the English proficiency score of Thailand as recorded in the EF (English First) English Proficiency Index (EPI) in 2015 which was 45.35 and could be interpreted as very low proficiency. In addition, EF EPI trend was also very low from 2011 to 2015. There was no progress seen and report showed that it ranked number 62 out of 70 countries (EF EPI, 2015). The results showed that
despite the numerous advantages and benefits of learning the English language, many Thai students still struggle and fail the subject. As for the researcher’s point of view, being confident in speaking the English language is not the only problem of the Thai students at Tepleela School but also the lack of motivation. Motivation is why an individual prefers or chooses to do a certain action, like for instance, learning a language. In addition, motivation to do things may be due to the rewards or it is feeling that is coming from within an individual. Every individual learn or chooses to do things due to varied reasons and motives. Many studies have found the significant relationship between learning a language and motivation. Therefore, it is but proper for this study to determine the level of intrinsic and extrinsic motivation of the Thai students at Tepleela School.

**Background of the Study**

Learning a language in a context where it is not practice or use in everyday life is a big challenge for every Thai student and success is best possible through the learner’s knowledge, mastery of the language, and motivation.

At present, English plays a vital role in communication and is known to be the universal language around the world including parts of ASEAN, such as Thailand. It is of great importance that Thai students should be able to speak and communicate in the English language and focus on improving their English language skills for the international way of communicating with other ASEAN countries. Generally speaking, ASEAN countries such as Thailand, Myanmar, Laos, Vietnam, Malaysia, Singapore, Indonesia, Philippines, Cambodia, and Brunei will bring a particular feature of investing, economic cooperation between countries, which means, more employment opportunities especially for the young generation. For this
reason, Thai people should be able to improve their English as for them to compete with other Southeast Asian Nations where all the countries will become one community.

As for the researcher, Thai students find it hard to learn the English language because of the lack of motivation. Thai students are required to learn and practice English as a foreign language in their daily life. As of the present, there had been no study made regarding the students’ motivation in any level of the secondary Thai students at Tepleela School. Students have limited understanding when it comes to the need and importance of focusing on learning the English language and the problem regarding the lack of motivation is affecting their studies (Waterworth, 2016). There are varied problems being encountered by the foreign teachers such as the persistent usage of the first language and the lack of motivation to learn the English language. The researcher has observed that there are quite different levels of students’ motivation manifested in learning English as a foreign language. The student’s shows poor interest in the subject and the feeling of being satisfied and attitude about learning the language is not present when it comes to their participation in the class. As for the researcher, they might feel that English is just an extra-curricular activity and not as important compared with the other core subjects they are studying. Also, as for the researchers’ observation, students could sometimes be too quiet or too noisy in the classroom and sometimes prefers to only listen to their English teachers rather than participate and speak during the lesson proper. These students from lower secondary levels could be seen hiding their faces during English lessons, sometimes ignoring the teacher when their names are called to recite or participate in class activities, some of them are even shy or scared, and could just utter few simple English words. Moreover, students come to class without homework,
books, or the needed materials which shows the lack of interest and motivation to study the English language.

In order to study the learners’ motivation in learning English as a foreign language, the researcher believed that examining the level of students’ intrinsic and extrinsic motivation in the Regular and English Program at Tepleela School should be accounted for.

**Statement of the Problem**

Learning a language involves speaking, listening, and comprehension accompanied by feelings, gestures, emotions and facial expressions. In the classroom, it could be a simple one-on-one talk or possibly more than one, or by pairs. For the researcher, learning a language is the human ability to communicate, comprehend, and express oneself as to be understood by others.

The English language which is the global language is the only working language that would be used by the ASEAN community. Thus, it is very important that Thai students should be able to converse in the English language, for them to be ready to face the future.

In Thailand, students are required to study, practice and include English as a foreign language in their daily life. In general, Thai students find it hard to learn the English language because of the lack of the so called motivation. As of the present, there had been no study made regarding the students’ motivation in any level of the secondary Thai students at Tepleela School. There are varied problems being encountered by the foreign teachers such as the persistent usage of the first language which is the Thai language and their motivation to study in the classroom. While teaching, the researcher has observed that there are quite different levels of students’
motivation manifested in learning English as a foreign language. Moreover, these students show laziness, anxiety, and don’t have the eagerness to do their work. Overall, they see English as an extra-curricular activity and not as important compared with the other subjects.

In order to study the effective core of communication mainly, the teaching and learning process in English at Tepleela School, the researcher believed that examining the level of students’ intrinsic and extrinsic motivation in the Regular and English Program should be accounted for in order to help both the teachers and the Thai students at Tepleela School.

**Research Questions**

1. What are the levels of motivation for grades 7, 8 and 9 students to learn English as a foreign language in the Regular Program at Tepleela School?

   1.1 What is the level of intrinsic motivation for grades 7, 8 and 9 students to learn English as a foreign language in the Regular Program at Tepleela School?

   1.2 What is the level of extrinsic motivation for grades 7, 8 and 9 students to learn English as a foreign language in the Regular Program at Tepleela School?

2. What are the levels of motivation for grades 7, 8 and 9 students to learn English as a foreign language in the English Program at Tepleela School?

   2.1 What is the level of intrinsic motivation for grades 7, 8 and 9 students to learn English as a foreign language in the English Program at Tepleela School?

   2.2 What is the level of extrinsic motivation for grades 7, 8 and 9 students to learn English as a foreign language in the English Program at Tepleela School?
3. Is there any significant difference in intrinsic motivation for grades 7, 8 and 9 students to learn English as a foreign language between the Regular and English Program at Tepleela School?

4. Is there any significant difference in extrinsic motivation for grades 7, 8 and 9 students to learn English as a foreign language between the Regular and the English Program at Tepleela School?

**Research Objectives**

1. To identify the levels of motivation for grades 7, 8 and 9 students to learn English as foreign language in the Regular Program at Tepleela School.
   
   1.1 To identify the level of intrinsic motivation for grades 7, 8 and 9 students to learn English as a foreign language in the Regular Program at Tepleela School.
   
   1.2 To identify the level of extrinsic motivation for grades 7, 8 and 9 students to learn English as a foreign language in the Regular Program at Tepleela School.

2. To identify the levels of motivation for grades 7, 8 and 9 students to learn English as a foreign language in the English Program at Tepleela School.

   2.1 To identify the level of intrinsic motivation for grades 7, 8 and 9 students to learn English as a foreign language in the English Program at Tepleela School.

   2.2 To identify the level of extrinsic motivation for grades 7, 8 and 9 students to learn English as a foreign language in the English Program at Tepleela School.

3. To compare if there is any significant difference in intrinsic motivation for grades 7, 8 and 9 students to learn English as a foreign language between the Regular and English Program at Tepleela School.
4. To compare if there is any significant difference in extrinsic motivation for grades 7, 8 and 9 students to learn English as a foreign language between the Regular and English Program at Tepleela School.

**Research Hypotheses**

1. There is a significant difference in intrinsic motivation for grades 7, 8 and 9 to learn English as a foreign language in the Regular Program and English Program at 0.05 level.

2. There is a significant difference in extrinsic motivation for grades 7, 8 and 9 to learn English as a foreign language in the Regular Program and English Program at 0.05 level.

**Theoretical Framework**

The main purpose of this study was to identify the levels of intrinsic and extrinsic motivation of students to learn English as a foreign language in the Regular Program and English Program at Tepleela School, Bangkok, Thailand.

This study employed Carreira’s model of intrinsic and extrinsic motivation which he patterned from the Socio-Educational model of Robert Gardner, that motivation has different kinds of variables. According to Gardner (1985), motivation is a series of effort, desire, and positive attitudes towards language learning to be able to achieve success and meet the set goals. Gardner (2005) also mentioned that the attitude towards the learning situation and integrativeness are the variables that make-up motivation. While, Gardner’s socio-educational model of motivation is based on the studies created by Gardner and Lambert themselves about English as a second language. The study found that individuals’ motivation to English
language learning is based accordingly to their attitudes, feelings, and orientation. More importantly, the researchers identified that integrative motivation enabled the learners to interact directly to the community of second language learners. In contrast, the instrumental orientation, showed that the desire to learn the second language is because of the desire to achieve some practical goal, such as getting high marks or better job. According to Gardner and Lambert (1972), motivation is composed of two orientations, namely, the integrative and instrumental. Motivation which leads to positive attitudes and feelings toward the language, and instrumental motivation which force the individual to learn because of the potential utilitarian gains of learning the second language (L2) or the foreign language (EFL) in their lives, example could be, studying English to enter a university. The integrativeness of learning the language concerns their goals and interest of knowing the people who speaks the language, including the culture. The socio-educational model described the attitudes toward the learning situation as an important variable which triggers and influence student’s level of motivation. Therefore, the theory that was used in this study is the socio-educational model by Gardner (1985).

Conceptual Framework

The following conceptual framework of Figure 1 represented and showed the process of this research study. The study investigated the student’s level of intrinsic and extrinsic motivation. The independent variable categorized the students’ program and grade level where they were enrolled. On the other hand, the dependent variables were the students’ intrinsic and extrinsic motivation in learning English as a foreign language at Tepleela School.
Independent Variable

Students in the Programs
- Regular Program
  Grades 7, 8 and 9
- English Program
  Grades 7, 8 and 9

Dependent Variable

Students' Motivation for Learning English as a Foreign Language
- Intrinsic Motivation
- Extrinsic Motivation

Figure 1. Conceptual Framework

Scope of the Study

The researcher limited the population of this study to grade 7, 8, and 9 of the Regular and English Program studying English as a foreign language at Tepleela School in Bangkok, Thailand. The school’s English program is offered from Grades 7, 8 and 9 while the Regular Program is from grades 7 to 12.

The theoretical scope of the study were only concerned and limited to identify the levels of intrinsic and extrinsic aspects of motivation among learners studying English as a foreign language in the Regular and English Program at Tepleela School.

The research was done during the second semester of the academic year 2015 at Tepleela School.
Definitions of Terms

The following terms and abbreviations were defined operationally to facilitate better understanding of the study.

**Anxiety** - is measured by items 10, 11 and 12. It refers to the feeling of apprehension, worry, fear, and nervousness to learn English as a foreign language of the students enrolled in the Regular and English Program.

**Attitudes** - refer to the feeling, action, and opinion of students in the Regular and English Program studying English as a foreign language at Tepleela School.

**Caregivers’ Encouragement** - is measured by items 13, 14 and 15. It refers to the family members and teachers of the students studying English as a foreign language in the Regular and English Program.

**English as a foreign language (FFL)** - refers to the study of English by non-native speakers living in non-native countries. There is absolutely little means of contact and small chance to experience the English language first hand.

**English as a second language (ESL)** - refers to the study of English by non-native speakers in an English speaking country. The English language is readily available and individuals have great means of contact with native speakers so that the learners experience the English language first hand. These learners have more opportunities to hear, see, and use the language.

**Environment** - refers to the family members such as the parents, caregiver and the school itself of the participants in this study.

**Grade Level** - refers to the participants from Grade 7, 8, and 9, pure Thai students that were used for this study.
Interest in foreign countries- is measured by items 1,2,3,4 and 5. It refers to the inner feelings of visiting foreign countries.

MALESC- refers for Motivation and Attitudes toward Learning English Scale for children. It is a kind of questionnaire that measured the level of intrinsic and extrinsic motivation to learn English as a foreign language in this study.

Motivation- is a kind of behavior and attitude that makes people desire to do things. Also, it represents the motives for people’s actions and decisions.

Intrinsic Motivation- is an important psychological component of motivation and a behavior that arises within an individual. It is the beliefs and the desires of students to learn English as a foreign language for innate reasons of reaching their goals and with zero expectations of all tangible rewards. Items 1-12 from the questionnaire evaluated this part.

Extrinsic Motivation- refers to the belief and the desire of the students to learn English as a foreign language to be able to receive rewards or to experience punishments. It is an important psychological component of motivation. Items 13-19 from the questionnaire evaluated this part.

Second Language Learners (L2) - a person’s second language or a language learned by a person after his or her native tongue. It is any language that a person uses other than his first language (L1).

Tepleela School- it refers to the school where the respondents study. It is a secondary government run school located along Ramkamhaeng Road, Huamark, Bangkapi, Bangkok, Thailand.
**Regular Program** - is a program at Tepleela school funded by the government where Thai students study English with foreign teachers. The students study the core subjects primarily in Thai language and where English learning is limited to twice a week.

**English Program** - is a program at Tepleela school where Thai students study the core subjects in the English language, like English, science, mathematics, computer, and geography. Thai students pay a certain amount of money to be able to enroll in this program.

**Significance of the Study**

This study could help students gain awareness of their level of motivation in language learning and find ways as to improve themselves.

This could help teachers recognize the relationship of students' motivation towards the English language. This study would better equip EFL teachers’ role of preparing effective lessons, and activities, focusing in motivating the students’ language learning in the classroom. It is very important for the school to evaluate their learners according to their level of motivation as to help them cope up with their English language learning.

Moreover this study is important to future research to explore more on the learning motivation of EFL learners. This study will create good relationship between a teacher to student and a student to student in the classroom which are important ingredients in raising students’ motivation towards learning the English language.

Furthermore, this study would encourage EFL teachers to broaden their repertoire of teaching techniques as to enable learners to be more motivated to speak
English effectively and do their work with persistence that will enhance their English language learning and performance at school.
CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter is organized into several parts as for the reader’s understanding. First, it started with motivation the theoretical framework. Next, the concept of motivation in language learning, intrinsic and extrinsic motivation in learning English as a foreign language, English as a foreign language (EFL) and English as a second language (ESL), previous studies on motivations and English as a foreign language, and a background summary of Tepleela School, including the Regular and English Program.

Motivation

Motivation in language learning gives an individual varied consequences and experiences (Deci & Ryan, 2000). According to Santrock (2009), “Indeed, motivation is a critical aspect of teaching and learning. Unmotivated students won’t expend the necessary effort to learn” (p. 459). Motivation is “an abstract, hypothetical concept that we use to explain why people think and behave as they do” (Dornyei, 2001, p.1). Motivation is when an individual are prompted to do and to attain a goal of finishing a certain task. There is a certain impact in the individual that triggers their interest in doing things and there are factors that arouse one’s interest. For instance, the incentive or rewards that one can get. Such could be in the form of high scores. In some cases, recognition is given to a student for a job well done (Pintrich, 2003). The researcher believes that accomplishment of wishes, hopes, and dreams are directed to one’s having goals and that motivation has a strong impact on language learners.
Moreover, motivation is greatly connected with the second language acquisition. Motivation could be perceived, if the student is goal oriented, focused, and interested on the task at hand. Gardner further explained that studying a second language, one could be interested in learning the culture, vocabulary, pronunciation, and language structure of the target language (Gardner, 2007). Gardner (2005) mentioned that motivation covers a vast array of concepts. It covers the reasons why an individual would like to engage in the activity and its purpose or goals. Therefore, one cannot measure motivation as there is more than one given situation encountered by a learner when studying the second language.

English language learners have different kinds of reasons or motives as to why they study English. Some learners are more motivated to learn the language because of the given situation and experience. Some may want to learn the English language to acquire knowledge and for other purposes such as academic degree, and success in their careers. Researchers and educators have long studied the important roles that motivation plays in the life of the language learners. Gardner (2005) explained that motivation has many concepts in relation with second language that takes the learner to a deeper search and motives to gain success in life.

On the other hand, foreign language learners have varied kinds of attitudes that differentiate the nature of their motivations. For some, learning a language is intrinsically motivating. This explains that the curiosity can either inhibit the arousal of a certain individual to learn the language or lessen the motive to learn depending on what they feel within. Motivation is clearly and a driving force that stimulates and can change from time to time depending on the task (Ellis, 1997).

Moreover, the term motivation is similar to a stimulant that keeps a person in motion and the eagerness to finish a certain action. There are various
motives why an individual study English as a foreign language or as a second language. Early studies on motivation were found to be associated with ethnic attitudes, orientation, motivation, and second language (Gardner, 1985). Gardner and Lambert (1972) proposed that integrative motivation as to the positive thinking and attitudes towards the language task and instrumental motivation as for the possibility utilitarian gain or the needs of finding a job.

The Socio-Educational Model of Second Language

The socio-educational model of second language acquisition is about the motivation of a certain learner towards the study of the second or foreign language. There are two factors present during the language acquisition and they are the integrative and instrumental orientations (Gardner 1985).

Gardner stated the two orientations which are the integrative and instrumental motivation. The former, pertains to the positive attitude toward learning the target language, culture, and the will to commit oneself to the community. The latter pertains to the desire to learn a language for practical goals and examples could be job or career opportunities. It was in 1959, when Gardner and Lambert investigated students who were learning French as their second language. This research study started with an instrument that measure students’ motivational orientation (Gardner, 1985).

Gardner (2007) argued that learning a second language is far more complicated as we can imagine and that motivation is necessary to be able to withstand the many factors that may affect the language learning process of a certain individual. Normally, a person longs to learn a language due to their own motives. In studying language learners’ varied reasons on language motivation, the use of scales,
and interviews are not enough to determine the relevant issues about the language learning motivation and classroom motivation.

**Other Theories Related to Language Learning Motivation**

Dornyei’s Process Model of motivation for second language learning explains the deeper motivational concept of an individual desires to master the language and the responsibility towards their actions to social experiences. During the learning process, it is where both the teacher and the learner worked together to arrive at a result (Dornyei, 2000). Ryan & Deci’s Self-Determination Theory on intrinsic and extrinsic motivation has been included in this study. The self-determination theory (SDT) was also used since it is an approach to human motivation and personality that study the needs of an individual to achieve their social development and personal needs (Deci & Ryan, 2000). SDT focuses on intrinsic and extrinsic motivation in doing things and it also plays a huge role in social and cultural aspects that affect the learner’s sense of action for a certain given task (Deci & Ryan, 2008).

**The Concept of Motivation in Language Learning**

Why does motivation plays an important part in learning a language? As human being, we cannot function well without a language because it is our means of communicating with others and expressing ourselves. People study languages for many reasons and that motivation plays a vital role in learning it. If language aptitude refers to students’ inherent ability to be successful then, motivation is the attitude that creates the level of effort in learning the language (Ellis, 1997). The driving force that makes us do things and climb the ladder to reach our goals is motivation (Singh, 2011). Motivation consists of many different parts. It is not an ordinary occurrence.
Why do we think people choose to do and finish a certain task or suddenly just stop doing what they have started before? This is why the study of English language motivation is very important. Moreover, motivation gives the information as to why people choose to do a certain action. This is the other concept of motivation that explains as to ‘how’ and ‘why’ a person does a certain series of action. It is also the thing that arouses and drives people to finish a task. Hence, we can say that motivation is definitely a part of human behavior. It involves the attitudes and affective states that influence the degree of effort of the learners to learn the language (Ellis, 1997). Gardner focused on determining the motives of a second language learner, which he then identified as orientations. For example, integrative motive involves orientation, motivation, the desire, attitudes, and target language community. Moreover, integrative orientation is as to why a person needs to learn the language, including the reasons and benefits acquired through a target language community (Gardner, 1985).

**Intrinsic and Extrinsic Motivation in Learning English as a Foreign Language**

It is important to determine the students’ various reasons and motives in language learning. Different learners have different views of the tasks given to them in the classroom, some of them may not be as motivated as the others. In this manner, the outcome of students’ learning depends on the tasks being given by the teacher (Ellis, 1997).

A foreign language learner who finds enjoyment in learning believes the essential and the importance of motivation. This kind of feeling is innate and that the individual chooses to learn despite the given challenges that may result in gaining more competence in learning the language (Noels, Clement, & Pelletier, 2001).
Motivation experts encourage teachers to create a healthy classroom environment for students to be motivated intrinsically and self-determined (Santrock, 2009).

In extrinsic motivation, the language learner expects to get a reward in return. Basically, the learners’ expectation lies on the external factors such as rewards or incentives and not because of the feeling of enjoyment in doing the task (Noels, Clement, & Pelletier, 2001). However, many educational psychologists disregard extrinsic motivation influenced by external incentives such as rewards and punishments as positive approach for students’ learning. (Santrock, 2009).

**English as a Foreign Language (EFL) and English as a Second Language (ESL)**

It is vital for educators to understand the difference between English as a foreign language (EFL) and English as a second language (ESL) as to help them understand and motivate their English language learners. There are many fundamental differences between ESL and EFL. We are referring to the English language which is widely used around the world. These learners could be labeled as immigrants or visitors. ESL class is normally of mixed nationality and that students have their own native language. ESL learners have a wider chance to use the English language and may have the opportunity and everyday exposure to English-speaking culture. In contrast, their understanding may be limited by their language skills. On the other hand, English as foreign language is being studied in a country where the English is not the dominant language and attended by non-English speakers, mostly those from Asian countries such as Thailand. Most of these learners share the same language and culture. The teacher may be a native English speaker or an experienced and qualified EFL teacher. Students who study English, just like in Thailand, have a very few opportunities to use the English language outside the classroom. EFL learners have
limited exposure to English-speaking culture and most often through social media and websites (Oxford University Press ELT, 2011).

**Previous Studies on Motivation and English as a Foreign Language**

Motivation has a strong effect on student’s motivation in numerous studies. These are some of the previous studies done on motivation and English as a foreign language.

A study was conducted on the 329 Thai university students enrolled in an international program. The study was all about the students’ attributions of the English learning success. The findings showed that the participants believed that they had the capacity to be successful in their careers and the belief that the support given by their family and peers would greatly contribute to their success in learning English. Also, from the interview results, students claimed that class with good atmosphere and teacher affected their interest in studying English (Phothongsunan, 2014).

Another study on motivation in learning English was conducted to Iranian intermediate EFL learners. The study demonstrated that students had more extrinsic motivation over intrinsic motivation. The students wanted to learn English to be able to get good jobs, for rewards, and other external expectations. The study concluded that learners have different motives in learning English, it could be instrumental but learners still would like to receive external rewards during the learning process (Khazaie & Mesbah, 2014).

A comparative research results showed that both Thai and Cambodian participants of the Thai First-Year undergraduate English majors participants were more intrinsic-integrative motivated to learn English, while the Cambodian participants findings showed 45.89 as their English learning motivation mean score
and the standard deviation value was 4.89 which resulted to 48.04 as their extrinsic-instrumental English learning motivation mean score and the standard deviation value was 3.49. The research instruments were mainly used to find out the two main English motivation types which affected the English learning motivation of the participants, intrinsic-integrative motivation, and extrinsic-instrumental motivation. The research results revealed that both Thai and Cambodian students were extrinsic-instrumentally motivated to learn English, but the difference in the results regarding the historical background, tradition, culture, socio-economic status and growth, communication, and the ideals of each country. Moreover, the results showed that Cambodian students were more extrinsic-instrumentally motivated to learn the English language (Chumcharoensuk, 2013).

This study investigated the English language learning motivation level of secondary high school students in Samut Prakan Province, Thailand. The results showed that the students had high levels of integrative and instrumental motivation which means that students had the desires and interested to learn English. The students clearly understood that learning English will help them succeed in their careers and to be proud citizens to represent their country in the ASEAN community. Moreover, in the result, students believed it was useful to visit English speaking countries to widen their view of the culture and its community. They were also aware that they would have more foreign friends if they could really communicate in the English language (Kitjaroonchai, 2013).

A study on motivation and EFL learners among 486 Grade 4-6 students found that the environment affected students’ motivation in learning English as a foreign language. The investigation showed that school should have connection with the students’ caregivers or parents to orient them about the effectiveness of speaking
English with their children even in their homes. The study sought to find out the level of motivation for learning English as a foreign language. It was found that the level of intrinsic and extrinsic motivation to learn English of students in public and private schools were high (Inngam, 2013).

Meanwhile, two hundred and eleven Thai students major and minor in Japanese were investigated. The results found that the 1st and 2nd year students showed high degree of integrative motivation as compared with the 4th year students. In addition, the Thai students’ interests were mostly focused on the ways of life and people, including their favorite Japanese pop culture. All in all, these students showed high degree of integrative and instrumental motivation (Katsuda, 2012).

A study was made to find the levels of integrative and instrumental motivation of 30 first-year undergraduate students at an international institute of engineering and technology in Thailand. The study employed Gardner’s Attitude and Motivation Test Battery. It was found that the students were highly motivated to study English. The findings also showed that the students were slightly more motivated to learn English to earn a university degree, good job, for respect, and items concerning instrumental motivation where the mean score was 4.35. On the other hand, other students were determined to study English as to be able to understand English books, pop music, and to be proficient in the language. Overall, the students’ integrative motivation was 3.94. Moreover, the study further investigated the students’ motivation using open-ended questions to extract the given activities and programs in the university. The major language difficulties of the respondents were writing 47%, speaking 30%, reading 13%, and listening 10% (Wimolmas, 2012).

Previous study showed that there was no relationship between the instrumental and integrative motivation of EFL undergraduate students at the College
of Arts Bani Walid. The study was about the relationship of students’ motivation and achievement. Also, the findings showed that the students were both instrumentally and integratively motivated to study English as a foreign language. Moreover, the Libyan students were found to be interested with English- speaking people, society, and culture (Zanghar, 2012).

A study of 360 Persian EFL learners were selected to ascertain if there’s any relationship between the four types of motivation such as instrumental, integrative, intrinsic, and extrinsic. Moreover, the study also investigated the depth of knowledge regarding the participant’s vocabulary. Materials that were administered were two different questionnaires on motivation, three different instruments, and vocabulary test. The mean obtained from the participants’ attitudes about the four types of the motivation were extraordinary high and consistent. The participants’ vocabulary were the same as the test takers. The study revealed that the significant difference was only between the intrinsic and instrumental motivations. But regarding all other types of motivation, there was no significant difference with regards to their relationship to each other (Soureshjani & Naseri, 2011).

In addition, a small qualitative test was conducted to Hungarian students and it was found that they felt anxious when speaking English inside the classroom than when they were outside and using the English language in real-life situations. The chosen participants were students with high levels of foreign language anxiety from their scores on the Hungarian version Foreign Language Classroom Anxiety Scale (Toth, 2011).

This study showed that one semester study-abroad program had a big impact on students’ oral proficiency or speaking skills. It also revealed that integrative motivation and being immersed in the L2 culture, made it easier for the participants to
learn the second language. The learning activities had a positive impact on the integrative motivation of the students. In addition, the learning activities such as study-abroad program had a big role in learning the second language (Hernandez, 2010).

In a study made in Iran, students were grouped according to courses at Yazd University. AMTB with six-point Likert were used to identify learner’s attitudes and motivation towards learning English. In this study, findings showed that Iranian university students had high instrumental motivation. In the integrative orientation both male and female showed 65.86% and 66.76% using similarly, the students’ parents have positive support to their children towards their learning of English as a foreign language (Sayadian & Lashkarian, 2010).

This study investigated the interrelationship of shyness, global anxiety, motivation in language learning and willingness to communicate in L2. It was found that the freshman and sophomore studying in Taipei used intrinsic among other kinds of motivations. Students who had more anxiety in learning English were less likely to communicate in Chinese and English language. Students who were found not to be shy used all strategies in communicating. However compensation strategies was chosen to be the number one liked by the students (Chu, 2008).

Another study was made on motivation for learning English as a foreign language in Japanese elementary schools which used the MALESC questionnaire and interviewed students and teachers. Several factors were included such interest in foreign countries, intrinsic motivation, caregivers’ encouragement, instrumental motivation, and anxiety were An ANOVA was employed to get the results of the study and it was found that there were significant differences in interest in foreign countries, intrinsic motivation, and instrumental motivation and no
significant differences between the third and sixth graders in terms of caregivers' encouragement and anxiety. Moreover, findings also revealed that third graders had more intrinsic and extrinsic motivation for learning English than the sixth graders (Carreira, 2006).

This qualitative study investigated EFL Korean middle school students using Self-Regulation, Perception of Parents Scales or POPS, and a Self-Report of Classroom Achievement questionnaire were used to investigate the motivation of students attesting to different affective variables such as parental involvement and support towards their English language learning. It was found that the students studying EFL felt that there was no support from their parents. Other findings were correlated to self-reported classroom achievement. The main findings showed that the students were extrinsically motivated to learn English as a foreign language in the classroom (Murray, 2005).

A longitudinal study investigated the language learning attitudes and motivation to learn English of 219 first year pupils in an Indonesian island in Sumatra. The study employed a questionnaire survey and semi-structured interview. The said questionnaire included the reasons for learning English, one of them was about the importance of English in their future careers. The five statements included were learners' integrative orientation and instrumental orientation. In the result, it was found that only 24 percent believe that English is more important than any other subjects. Only 47 respondents showed intrinsic motivation to study English as a foreign language. During the interview, the desire to learn English was due to the learners' wish to travel, study, and work abroad. In addition, the students believed and considered English as an international language. Overall, the study suggested that the
learners were highly motivated to study English due to their parents, school, and media (Lamb, 2004).

A study was found that there was a relationship on the teacher’s communicative style and students’ intrinsic and extrinsic motivation. The students’ feelings have a relationship with their positive view of the language and the teacher in the classroom. The findings revealed that there was a high intrinsic motivational intensity and positive feelings from the students enrolled in a summer French class (Noels, Clement, & Pelletier, 1999).

It was found that the integrative orientation factor dominates the Korean students learning English as a foreign language and instrumental motivation to be the least. It also showed that the students are not culturally interested with the foreign community but extrinsically interested to learn English to be able to get a good job and a better future (Kang, 1999).

**Background of Tepleela School**

Tepleela School is one of the many government run schools in Bangkok, Thailand. It was established in May 1962 and located in 281 Ramkamhaeng road, Huamark, Bangkapi, Bangkok, Thailand. The school is near Ramkamhaeng University which is also located in Bangkok district. The person behind the establishment of the school was deputy abbot Phra Thongsuk who supported and donated six rai which is equivalent to one hectare of the temple land.

The secondary education at Tepleela School is divided into two levels, the lower levels from grades 7, 8, and 9, which is a three year course with goals of developing the students’ ethics, knowledge and abilities. The school allows the students to choose their area of interest that will enable them to meet their careers in
the future. On the other hand, the upper secondary level which is from grades 10, 11, and 12 is another three-year course wherein students learn the fundamentals on labor market and different skills.

Tepleela School aims to develop morality, impart knowledge, and implement the philosophy of ‘self-sufficient economy’ to be able to gain international standards. The school is organized into six grades, from grade 8-12, classified as Regular Program classes. In 2011, the school opened the Mini-English Program, where subjects such as computer, English, mathematics, and science are being thought in English. In the year 2012, the school opened a full English Program where the medium of instructions for all subjects are being thought in English.

At present Tepleela School is being managed by Director Charnchai Rojana. Tepleela School has a total of over 2,075 students from the Regular and English programs. The school aims to provide students with the skills to communicate creatively, life skills, high level of thinking, and technology, fluency in English, Japanese, and Chinese language. To be autonomous learners in the contexts of reading, writing, listening, and speaking. Moreover, Tepleela School has developed its buildings to provide a safe atmosphere, comfortable, and ideal for studying with variety of learning resources for information technology, modern facilities, safe and clean food.

**Regular Program**

Regular program is one of the programs offered at Tepleela School which is from Grade 7-12. Basically, Thai students enrolled in this program, learn most of the subjects in Thai language. They study English conversation which is focused on speaking and listening. Moreover, the lower secondary level is considered to be the final three years of basic education and it is important that students pass the entrance
examination to qualify for the upper secondary school. Students enrolled in this program receive Certificate of Lower Education upon completion.

**English Program**

The other program offered at Tepleela School is called the English Program. At present, we have a total of 126 Thai students who are enrolled and nine foreign teachers. The total number of students in the classroom ranges from 17-30. The general curriculum allows the students to study five main subjects such as Thai and foreign languages, science, mathematics, social studies, arts, and vocational education. Moreover, the students are required to take entrance exams to qualify to continue on to the upper secondary education and receive Certificate of Lower Education upon completion.
CHAPTER III

RESEARCH METHODOLOGY

In the previous chapter, the researcher presented a literature review on motivation, English as a foreign language. In this chapter, the researcher explained the methods and procedures of this study. The main objective of this study was to determine the levels of intrinsic and extrinsic motivation for students studying English as a foreign language. Moreover, a comparison were made regarding the level of students’ intrinsic and extrinsic motivation between the Regular Program and English Program students studying English as a foreign language at Tepleela School.

Research Design

This was a comparative quantitative research study since the researcher used the quantitative data from the questionnaire using a 4-point Likert scale. The researcher investigated the difference in the level of intrinsic and extrinsic motivation for learning English as a foreign language in the Regular Program and English Program at Tepleela School.

Population Sample

The researcher chose all 253 students from grade 7, 8, and 9 enrolled from the Regular and English program in the academic year of 2015. The Regular Program class had a total of 127 students and the English Program class had a total of 126, as the samples for this study. Therefore the research sample had a total of 253 students.
Table 1 illustrated the number of students for this study.

Table 1

*The Number of the Sample Participants in the Research Study at Tepleela School*

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Regular Program</th>
<th>English Program</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>30</td>
<td>29</td>
<td>59</td>
</tr>
<tr>
<td>8</td>
<td>47</td>
<td>47</td>
<td>94</td>
</tr>
<tr>
<td>9</td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>7-9</td>
<td>127</td>
<td>126</td>
<td>253</td>
</tr>
</tbody>
</table>

**Research Instrument**

This study employed a survey research design using a questionnaire. The questionnaire used is called Motivation and Attitude toward Learning English Scale for Children (MALESC). The questionnaire was classified into intrinsic motivation and extrinsic motivation. Intrinsic motivation measured the students' motivation regarding interest in foreign countries, attitudes of feelings towards English lessons, and anxiety, while extrinsic motivation measured the students' motivation regarding caregivers' encouragements and instrumental motivation. The questionnaire had a total of 19 items (see Table 2).

Questions 1-19 items measured the intrinsic and extrinsic motivation. The 19 items in the questionnaire pertained to intrinsic motivation such as interest in foreign countries and anxiety, motivation towards English lessons, extrinsic motivation such as caregiver's encouragement, and instrumental motivation. A four-point Likert Scale was used to measure Thai student's opinions as to avoid the middle category of the scale. The assigned number corresponded to the respondent's opinion such as 1 for strongly disagree, 2 for disagree, 3 for agree, and 4 for strongly agree.
The questionnaire used statements about intrinsic motivation (items 1-12) and extrinsic motivation (items 13-19).

Table 2

*Breakdown of Intrinsic and Extrinsic Survey Questionnaire*

<table>
<thead>
<tr>
<th>Variables</th>
<th>Survey Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intrinsic Motivation</td>
<td>Items 1-12</td>
</tr>
<tr>
<td>Extrinsic Motivation</td>
<td>Items 13-19</td>
</tr>
</tbody>
</table>

The questionnaire determined the motivation level about learning English as a foreign language in selected students from grades 7, 8, and 9 studying in the Regular and English programs at Tepleela School. Table 3 showed the scale and interpretation for determining the levels of intrinsic and extrinsic motivation for learning English as a foreign language in the Regular and English Program at Tepleela School.

Table 3

*The Scale and Interpretation for Determining the Levels of Intrinsic and Extrinsic Motivation and the Responses from MALESC Questionnaire 1-19*

<table>
<thead>
<tr>
<th>Level</th>
<th>Interpretation for Motivation</th>
<th>Scale</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very high</td>
<td>3.50-4.00</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>2</td>
<td>High</td>
<td>2.50-3.49</td>
<td>Disagree</td>
</tr>
<tr>
<td>3</td>
<td>Low</td>
<td>1.50-2.49</td>
<td>Agree</td>
</tr>
<tr>
<td>4</td>
<td>Very low</td>
<td>1.00-1.49</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>
Validity and Reliability

The researcher used the questionnaires on Motivation and Attitudes toward Learning English Scale for children (MALESC), which was created by Carreira (2006). MALESC was created and made possible through the literature on the second language acquisition and intrinsic and extrinsic motivation in psychology. The questionnaires were used to investigate the motivation for learning English as a foreign language in Japanese elementary school. Carreira’s (2006) study used Cronbach’s Alpha to check the reliability of each of the factor included in the MALESC questionnaire survey. The Cronbach alpha for each subscale was from .65 to .86.

The present study used MALESC questionnaires and investigated the students’ motivation to learn English as a foreign language in the Regular and English Program. The reliability of the survey was calculated using Cronbach’s Alpha for statements 1 to 12 and 13 to 19; and it was .87 for a total of 19 items. The reliability statistics for Cronbach’s alpha regarding statements 1 to 12 was .801; while the reliability statistics for Cronbach alpha from statements 13 to 19 was .811.
Table 4 below showed the Cronbach alphas of Carreira (2006) and the present study.

**Table 4**

*The Cronbach's alpha of Carreira (2006) and the Present Study*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Intrinsic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest in Foreign Countries</td>
<td>.86</td>
<td>.901</td>
</tr>
<tr>
<td>Intrinsic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Motivation towards the English lessons)</td>
<td>.84</td>
<td>.634</td>
</tr>
<tr>
<td>Anxiety</td>
<td>.64</td>
<td>.766</td>
</tr>
<tr>
<td>Extrinsic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instrumental</td>
<td>.72</td>
<td>.874</td>
</tr>
<tr>
<td>Caregivers’ Encouragement</td>
<td>.78</td>
<td>.819</td>
</tr>
</tbody>
</table>

**Translation of the Instrument**

The researcher sought the translation service of a legal institution which is called *Real Learning Language and Translation Institution*. This institution had the professional experts to translate from English to Thai language and check its accuracy. The translation institution provided this kind of translation service for years with high accuracy and accredited as reliable even for the government and court uses for the public society. The details of translation evidences from this institution may be found in appendix C.
Collection of Data

The researcher requested the permission from the school officers firstly. Then the distribution of the questionnaires was conducted in each class from January 11 to 15 of 2016, with the assistance of the homeroom teachers to administer. MALESC survey questionnaire were carried out from January 11 to 15, 2016. Finally, all the questionnaires were collected with the help of the head of the English department, two English foreign teachers and two Thai teachers. The returned and valid rate reached 100%.

Data Analysis

The researcher utilized statistical software to analyze the data collected.

1. To identify the levels of motivation for grades 7, 8 and 9 students to learn English as a foreign language in the Regular Program at Tepleela School.

   Mean and standard deviation showed the level of motivation of grades 7, 8 and 9 students learning English as a foreign language in the Regular Program at Tepleela School.

1.1 To identify the level of intrinsic motivation for grades 7, 8 and 9 students to learn English as a foreign language in the Regular Program at Tepleela School.

   Mean and standard deviation showed the level of intrinsic motivation of grades 7, 8 and 9 students learning English as a foreign language in the Regular Program at Tepleela School.

1.2 To identify the level of extrinsic motivation for grades 7, 8 and 9 students to learn English as a foreign language in the Regular Program at Tepleela School.

   Mean and standard deviation showed the level of extrinsic motivation
for grades 7, 8 and 9 students to learn English as a foreign language in the
Regular Program at Tepleela School.

2. To identify the levels of motivation for grades 7, 8 and 9 students to learn English
as a foreign language in the English Program at Tepleela School.

   Mean and standard deviation were used to identify the level of
motivation for grades 7, 8 and 9 students to learn English as a foreign language
in the English Program at Tepleela School.

2.1 To identify the level of intrinsic motivation for grades 7, 8 and 9 students to
learn English as a foreign language in the English Program at Tepleela School.

   Mean and standard deviation were used to identify the level of
intrinsic motivation for grades 7, 8 and 9 students to learn English as a
foreign language in the English Program at Tepleela School.

2.2 To identify the level of extrinsic motivation for students to learn English as a
foreign language in the English Program at Tepleela School.

   Mean and standard deviation were used to identify the level of
extrinsic motivation for students to learn English as a foreign language in
the English Program at Tepleela School.

3. To compare the intrinsic motivation for grades 7, 8 and 9 students to
learn English as a foreign language between the Regular Program and English
Program at Tepleela School.

   The independent sample t-test (2 tailed) was used to identify the
difference in intrinsic motivation for grades 7, 8 and 9 to learn English as a foreign
language in the Regular Program and English Program at Tepleela School.

4. To compare the extrinsic motivation for grades 7, 8 and 9 to learn
English as a foreign language between the Regular Program and English Program at Tepleela School.

The independent sample t-test (2 tailed) was used to identify the difference in intrinsic and extrinsic motivation for grades 7, 8 and 9 to learn English as a foreign language in the Regular Program and English Program at Tepleela School.
## Summary of the Research Process

**Table 5**

### Summary of the Research Process

<table>
<thead>
<tr>
<th>Research Objective</th>
<th>Source of Data or Sample</th>
<th>Research Instrument</th>
<th>Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To identify the levels of motivation for grades 7, 8 and 9 students to learn English as foreign language in the Regular Program at Tepleela School.</td>
<td>Selected Grade 7, 8, and 9 Regular Program and English Program Students at Tepleela School</td>
<td>Questionnaire 4 point Likert Scale</td>
<td>Mean and Standard Deviation</td>
</tr>
<tr>
<td>1.1 To identify the level of intrinsic motivation for grades 7, 8 and 9 students to learn English as a foreign language in the Regular Program at Tepleela School.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 To identify the level of extrinsic motivation for grades 7, 8 and 9 students to learn English as a foreign language in the Regular Program at Tepleela School.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. To identify the levels of motivation for grades 7, 8 and 9 students to learn English as a foreign language in the English Program at Tepleela School.</td>
<td>Selected Grades 7, 8, and 9 Regular Program and English Program Students at Tepleela School</td>
<td>Questionnaire 4 point Likert Scale</td>
<td>Mean and Standard Deviation</td>
</tr>
<tr>
<td>2.1 To identify the level of intrinsic motivation for grades 7, 8 and 9 students to learn English as a foreign language in the English Program at Tepleela School.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 To identify the level of extrinsic motivation for grades 7, 8 and 9 students to learn English as a foreign language in the English Program at Tepleela School.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To compare if there is any significant difference in intrinsic motivation grades 7, 8 and 9 to learn English as a foreign language between the Regular and English Program at Tepleela School.</td>
<td>Selected Grades 7, 8, and 9 Regular Program and English Program Students at Tepleela School</td>
<td>Independent samples t-test (2 tailed)</td>
<td></td>
</tr>
<tr>
<td>4. To compare if there is any significant difference in extrinsic motivation grades 7, 8 and 9 to learn English as a foreign language between the Regular and English Program at Tepleela School.</td>
<td>Selected Grades 7, 8, and 9 Regular Program and English Program Students at Tepleela School</td>
<td>Independent samples t-test (2-tailed)</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER IV
RESEARCH FINDINGS

In the previous chapters, the researcher explained the purposes and importance of the study, provided the literature review, and discussed how this study were carried out. In this chapter, the findings of this study were presented in two different sections. The first section provided the demographic findings, the reliability analysis of the questionnaire, and answers to each of the research statements. The second section addressed the additional findings revealed from this study in which, the researcher believes, will strengthen the significance of the study.

The questionnaire used in this study is called the Motivation and Attitudes toward Learning English Scale for Children (MALESC), it has two parts: a demographic section and motivational orientation (see APPENDICES A and B). The researcher chose 253 students from Regular Program and English Program in the academic year 2015, second semester as the sample of this study. As mentioned in Chapter 3, the survey was carried out from January 11 to 15 of 2016. Among the samples of grade 7, 8, and 9 of the Regular and English Program, 253 questionnaires were collected, and the data were analyzed by the researcher which employed SPSS.

In this section, the researcher presented answers for the four research questions.

Research Question One

Data collected from the MALESC section of the questionnaire (see Appendices A and B) were used to answer research question one:

What are the levels of motivation for grades 7, 8 and 9 students to learn English as a foreign language in the Regular Program at Tepleela School?
What is the level of intrinsic motivation for grades 7, 8 and 9 students to learn English as a foreign language in the Regular Program at Tepleela School?

What is the level of extrinsic motivation for grades 7, 8 and 9 students to learn English as a foreign language in the Regular Program at Tepleela School?

Data from the second part of the MALESQ questionnaires were used to assess students’ level of motivation to learn English as foreign language. There were 12 statements on intrinsic motivation regarding interest in foreign countries and anxiety and 7 statements on extrinsic motivation related to caregivers’ encouragement and instrumental motivation. A 4-point Likert scale (strongly agree, agree, disagree, and strongly disagree) was used to find out students’ intrinsic and extrinsic motivation towards each statement. As mentioned in Chapter 3, the total score of student’s level of intrinsic and extrinsic motivation in the regular program were used. The data was analyzed using SPSS.

Table 6 presented mean scores for the level of the intrinsic and extrinsic motivation among the 127 students for learning English as a foreign language in the Regular Program. Students showed high level of intrinsic and extrinsic motivation to learn EFL.

Table 6

*Mean Scores for Intrinsic and Extrinsic Motivation to Learn English as a Foreign Language in the Regular Program from MALESQ (n=127)*

<table>
<thead>
<tr>
<th>Regular Program</th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intrinsic</td>
<td>2.76</td>
<td>.489</td>
<td>High</td>
</tr>
<tr>
<td>Extrinsic</td>
<td>3.12</td>
<td>.664</td>
<td>High</td>
</tr>
</tbody>
</table>
The mean score for intrinsic motivation among 127 students in the Regular Program was 2.76 and the mean score for extrinsic motivation was 3.12. Given the degrees of motivation in Chapter 3, the results indicated that the students who participated in this study had a high level of intrinsic and extrinsic motivation to learn English as a foreign language at Tepleela School.

**Research Question Two**

Data collected from the second part of MALESC questionnaire (see Appendices A and B) were used to answer research question two:

What are the levels of motivation for grades 7, 8 and 9 students to learn English as a foreign language in the English Program at Tepleela School?

What is the level of intrinsic motivation for grades 7, 8 and 9 students to learn English as a foreign language in the English Program at Tepleela School?

What is the level of extrinsic motivation for grades 7, 8 and 9 students to learn English as a foreign language in the English Program at Tepleela School?

Data collected from the second part of the MALESC questionnaire were used to assess students' motivation level to learn English as foreign language. There were 12 statements on intrinsic motivation regarding interest in foreign countries and anxiety and 7 statements on extrinsic motivation regarding caregivers encouragement and instrumental motivation. A 4-point Likert scale (strongly agree, agree, disagree, and strongly disagree) was used to find out students’ intrinsic and extrinsic motivation toward each statement. As mentioned in Chapter 3, the total score of student’s level of intrinsic and extrinsic motivation in the English program were used. The data was analyzed using SPSS.
Table 7 presented the mean scores for the level of the intrinsic and extrinsic motivation among the 127 students for learning English as a foreign language in the English Program.

Table 7

*Mean Scores for Intrinsic and Extrinsic Motivation to Learn English as a Foreign Language in the English Program from MALES (n = 126)*

<table>
<thead>
<tr>
<th>English Program</th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intrinsic</td>
<td>2.87</td>
<td>.495</td>
<td>High</td>
</tr>
<tr>
<td>Extrinsic</td>
<td>3.40</td>
<td>.589</td>
<td>High</td>
</tr>
</tbody>
</table>

The mean score for intrinsic motivation among 126 students in the Regular Program is 2.87 and the mean score for extrinsic motivation was 3.40. Therefore, the intrinsic and extrinsic motivation for students to learn English as a foreign language was at the high level. Given the scale for determining level of motivation in Chapter 3, it was indicated that the students from the English program had high degrees of both intrinsic and extrinsic motivation to study English as a foreign language at Tepleela School.

**Research Question Three**

Data collected from the MALES second part of the questionnaire (see Appendices A and B) were used to answer research question three: Is there any significant difference in intrinsic motivation for grades 7,8 and 9 to learn English as a foreign language between the Regular and English Program at Tepleela School? There were 12 statements on intrinsic motivation regarding to the interest in foreign countries and anxiety, and in this study a 4-point Likert scale (strongly agree, agree, disagree, and strongly disagree) was used to find out students’ motivation to learn
English as a foreign language. The researcher proceeded with the analysis using SPSS. As mentioned in Chapter 3, the total score of each level of students’ intrinsic motivation to learn English as a foreign language in the Regular and English program were used. The results are displayed in Table 8.

Table 8

The t-test for Intrinsic Motivation to Learn English as a Foreign Language in the Regular and English Program from MALESC (n=253)

<table>
<thead>
<tr>
<th>Program</th>
<th>Mean</th>
<th>Df</th>
<th>t</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Program</td>
<td>2.76</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Program</td>
<td>2.87</td>
<td>251</td>
<td>-1.765</td>
<td>.079</td>
</tr>
</tbody>
</table>

The t-test, which statistically determines the difference between the mean scores of the regular and English program students, had a value of -1.765. Therefore, there was no significant difference in students’ intrinsic motivation to learn English as a foreign language between the Regular and English Program at the level of .05.

Research Question Four

Data collected from the MALESC questionnaires (see Appendices A and B) were used to answer research question four: Is there any significant difference in extrinsic motivation for grades 7,8, and 9 to learn English as a foreign language between the Regular and the English Program at Tepleela School? The MALESC questionnaire assessed students’ level of extrinsic motivation to learn English as a foreign language. It is composed of 7 statements regarding caregiver’s interest and instrumental motivation and in this study a 4-point Likert scale (strongly agree, agree, disagree, and strongly disagree) was used to find out students’ motivation to learn
English as a foreign language. The researcher proceeded with the analysis using SPSS. As mentioned in Chapter 3, the total score of each level of students’ extrinsic motivation to learn English as a foreign language in the Regular and English Program were used. The results are displayed in Table 9.

Table 9

*The t-test for Extrinsic Motivation to Learn English as a Foreign Language in the Regular and English Program from MALES (n=253)*

<table>
<thead>
<tr>
<th>Program</th>
<th>Mean Score</th>
<th>Df</th>
<th>t</th>
<th>Sig, (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular</td>
<td>3.12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>3.40</td>
<td>2.51</td>
<td>-3.65</td>
<td>.000</td>
</tr>
</tbody>
</table>

The t-test, which statistically determines the difference between the mean scores of the Regular and English Program students, has a value of 3.65. There was a significant difference in students’ extrinsic motivation to learn English as a foreign language between the Regular and English Program at the level of .05. From the mean scores, the students in English program had higher extrinsic motivation than those from Regular Program.

In this chapter, the researcher presented the research findings of this study. As the main findings, the researcher found that the students in the Regular and English program had high intrinsic and extrinsic motivation to learn English as a foreign language at Tepleela School. Statistically significant differences were found between students learning English as a foreign language in the regular and English program at Tepleela School.
In the next chapter, the researcher will discuss the findings presented above, linking them to previous research in this area. Chapter 5 will also note the limitations, recommendations, and suggestions regarding intrinsic and extrinsic students' motivation to learn English as a foreign language and future research in this field.
CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

Chapter 4 presented the findings from this study regarding the students’ level of motivation to learn English as a foreign language in the Regular and English Program. This chapter provided a summary of the study including the research objective and hypotheses, the research methodology and the findings of this study. It also provided conclusions to the research, discussed the implications of those findings, presented limitations of this study, and offered recommendations for both practice and future research.

Summary of the Study

Students’ level of intrinsic and extrinsic motivation plays an important role and could determine the success or failure in learning English as a foreign language. Nevertheless, language learners have varied motives such as interest in foreign countries, attitudes or feelings towards English lessons, anxiety, caregiver’s encouragement, and instrumental motivation. It is more likely that an individual is more motivated to learn the language because of the given situation and experience. The researcher, being an EFL teacher, thought of researching the students’ level of intrinsic and extrinsic motivation to learn English as a foreign language at Tepleela School and also, to compare the differences between students’ intrinsic and extrinsic motivation in the Regular and English Program.
Research Objectives

1. To identify the levels of motivation for grades 7, 8 and 9 students to learn English as foreign language in the Regular Program at Tepleela School.

   1.1 To identify the level of intrinsic motivation for grades 7, 8 and 9 students to learn English as a foreign language in the Regular Program at Tepleela School.

   1.2 To identify the level of extrinsic motivation for grades 7, 8 and 9 students to learn English as a foreign language in the Regular Program at Tepleela School.

2. To identify the levels of motivation for grades 7, 8 and 9 students to learn English as a foreign language in the English Program at Tepleela School.

   2.1 To identify the level of intrinsic motivation for grades 7, 8 and 9 students to learn English as a foreign language in the English Program at Tepleela School.

   2.2 To identify the level of extrinsic motivation for grades 7, 8 and 9 students to learn English as a foreign language in the English Program at Tepleela School.

3. To compare if there is any significant difference in intrinsic motivation for grades 7, 8 and 9 to learn English as a foreign language between the Regular and English Program at Tepleela School.

4. To compare if there is any significant difference in extrinsic motivation for grades 7, 8 and 9 to learn English as a foreign language between the Regular and English Program at Tepleela School.

Research Hypothesis

1. There is a significant difference in intrinsic motivation for grades 7, 8 and 9 to learn English as a foreign language in the Regular Program and English Program at 0.05 level.
2. There is a significant difference in extrinsic motivation for grades 7, 8 and 9 to learn English as a foreign language in the Regular Program and English Program at 0.05 level.

**Design and Methodology of the Study**

This study was a comparative quantitative research study which utilized a questionnaire in order to investigate the students’ motivation to learn English as a foreign language in the Regular and English program. In this study, theories formed the theoretical basis. For motivation, the socio-educational model of the second language acquisition developed by Gardner (1985) was employed. Moreover, this study employed a survey research design using a questionnaire. The questionnaire used is called Motivation and Attitude toward learning English Scale for Children (MALESC), based on the research of Carreira (2006). The researcher used the questionnaire to investigate the levels of intrinsic and extrinsic motivation between students learning English as a foreign language in the Regular and English Program in the academic year of 2015, second semester. The responses of the questionnaire were analyzed by using descriptive statistics. The data were collected from 253 participants from the students studying English as a foreign language at Tepleela School. Overall, it was found that the students who participated in this study had a high level of intrinsic and extrinsic motivation to learn English as a foreign language. Also, the students from the English program had high degrees of both intrinsic and extrinsic motivation to learn English as a foreign language. However, there was no significant difference in students’ intrinsic motivation to learn English as a foreign language between the Regular and English Program but there was a significant difference in students’ extrinsic motivation to learn English as a foreign language between the Regular and English Program.
Conclusion

This research was a comparative quantitative study of students’ grades 7, 8 and 9 motivation for learning English as a foreign language in the regular and English Program at Tepleela School, Bangkok. The study found that there was no significant difference in the students’ intrinsic motivation to learn English as a foreign language between the Regular and English Program. On the other hand, there was a significant difference in students’ extrinsic motivation to learn English as a foreign language between the Regular and English Program.

Discussion

About the motivations to study English as a foreign language

The present study identified the grades 7, 8 and 9 students’ levels of motivation and investigated if there is any difference in the intrinsic and extrinsic motivation to learn English as a foreign language in the Regular and English program.

The findings of the present study emphasized that the English program students study English as a foreign language (EFL) for their future and considered going to the various English-speaking countries to know the people, culture, and the language better. With these, teachers should open the opportunities for the EFL students to explore the chances of experiencing to study in foreign countries. Schools should be able locate some organizations and study programs which could open the door and offer new opportunities for them. The results also coincide with the caregivers’ encouragement, where the parents and the whole family believed that the English language is very important for their children’s future. Parents with positive attitude would greatly contribute to the integrative motivation, whereas, parents with negative attitude would contribute to the low motivation of their children (Gardner,
1985). Thus, language learners are most of the time influenced by the people, and community or the environment in which they have contact while they are learning.

The importance of teacher and parental attitude plays a significant role in the learning situation and should be taken into consideration. Overall, it emphasized that the school students’ caregivers or parents plays a vital role in their study of the English language. Previous study, as mentioned in Chapter 2, showed that students studying in private schools were more dedicated in learning EFL because of the positive attitude, encouragement and support from their parents (Inngam, 2013).

The study also highlighted that the students were instrumentally motivated and felt that they needed to learn EFL because it is necessary to find good jobs which will help them survived and compete with the other ASEAN nations.

However in the results, it is very important that teachers should encourage and motivate the learners through their teaching techniques. Students learning English as a foreign language should be able to experience enjoyment as to have that innate feeling and confidence (Noels, Clement, & Pelletier, 2001) and teachers should master their teaching methodologies.

The present study also emphasized that the students’ desire to learn English as a foreign was extrinsic and they are quite moved due to the rewards that they will get from studying. This contradicts many educational psychologists, since they ignore the belief that rewards as a positive approach to language learning (Santrock, 2009). As interpreted, students were likely to be interested to learn English as to be able to get rewards such as good jobs, and other external expectations. In the previous study, as mentioned in Chapter 2, the study demonstrated that students had more extrinsic motivation over intrinsic motivation. The students wanted to learn English to be able to get good jobs, for rewards, and other external expectations. The
study concluded that learners have different motives in learning English, it could be instrumental but learners still would like to receive external rewards during the learning process (Khazaie & Mesbah, 2014).

**About the levels of intrinsic and extrinsic motivation**

The participants of this study scored, on average, high for both intrinsic and extrinsic motivation using a 4-point Likert scale. As mentioned in Chapter 3, in this study, a score of higher than 2.50 is considered high motivation in terms of intrinsic and extrinsic motivation.

The students in the English Program had a high level of intrinsic and extrinsic motivation compared with the Regular program students. It is quite clear that the students enrolled in the English program have a strong interest to learn the English language. Moreover, in the statement number 17 "I study English because I think English will be necessary when I am an adult" resulted to the high extrinsic motivation of the students. Studying English for external reasons falls on how the students foresee the importance of learning EFL and how it would help them get an ideal job in the future. In Chapter 2, it was mentioned that motivation in learning a language could be about motives for practical goals such as jobs and careers. An individual longs to study accompanied by varied reasons (Gardner, 2007). These could be associated with attitudes, orientation, and second language (Gardner, 1985).

**About the students' intrinsic and extrinsic motivations between two programs**

As mentioned in Chapter 2, previous research studies had shown that intrinsic and extrinsic motivations will contribute to the students' success in the future. From this current study, though it was indicated that no significant difference
in students’ intrinsic motivation to learn English as a foreign language between the Regular and English Program, the students’ extrinsic motivation to learn English as a foreign language were different between the Regular and English Program. Moreover, the extrinsic motivation of the students in the Regular Program was lower when compared to the extrinsic motivation of the students in the English program. The results implied that the levels of intrinsic and extrinsic motivation are dependent on the type of motives and the desires of the learner. It could be due to some internal reasons or admiration of the people and culture that motivated them to learn the target language. It could also be due to language learner’s desire to attain something from studying the language such as academic degree, to be successful in their careers in the future (Gardner, 2005).

In this study, it was determined that students in the Regular Program had lower scores in intrinsic and extrinsic motivation than students in the English program. This result implied that students in the English Program were better motivated than students in the Regular Program. This study have shown that students in the English Program tend to be more active in the class, interested in travelling and meet people with different backgrounds, and motivated to learn the English language, experienced support from the school and family.

Although, students from the Regular Program had lower extrinsic motivation than the English Program students, their levels of both intrinsic and extrinsic motivation were still high. This might be because of the good environment at school and at home that encourages them in their learning. Also, given the experience of learning English with a foreign teacher who have the expertise to teach EFL may encourage them to be motivated to learn the language.
Recommendations

Recommendations for Teachers

Teachers may have variety of titles like second parents, facilitator or could be called a tutor and therefore should always be there to help their students. They should be able to inform the students about the importance of valuing and mastering the English language due to the success that it would give them in the future. As mentioned in Chapter 2, parents and the community contribute to the role in helping students to learn effectively. There are many ways that teachers could help their students to be intrinsically and extrinsically motivated in studying the English language. Creating a warm and an enjoyable class environment as to enhance, motivate, and promote learning for language learners would make a big difference. Incorporating lessons showing the different cultures, community, and people of English-speaking countries would be very interesting for the students. Intrinsically worthwhile activities or games are fun and students are learning unconsciously while doing the activities. Through this, students are more bound to do the activity because they enjoy it. The advantage is that, it would motivate and help them remember the English words, phrases, and dialogs faster. It may also be interesting to incorporate real-life situation activities, such as role playing, drama, or a skit, to help the students improve on their speaking and listening skills. Schools should be keen in hiring and choosing a knowledgeable teacher that could create interesting activities as to improve students study skills, habits, and attitudes. Moreover, it would be a good idea and may be helpful to conduct a mini-survey about the students’ attitude and perceptions of learning English at the beginning of the year. Hardworking teachers should plan their lessons and inform students as they will expect and learn in their
language classes. Teachers should be able to build a good relationship or rapport with their students as to avoid anxiety in the classroom.

In addition, for both the Regular and English Program students, it would be best to show pictures, prepare a power point presentation, and videos showing English speaking countries and people conversing, as for them to be more involved and see the reality of what the lessons are all about, rather than using only board and markers. As much as possible, teachers should ask for some feedback, comments, and suggestions about the lessons. Moreover, plan yearly English competitions, English camps or short visits abroad.

The researcher hopes that this study would give other teachers the opportunities to review their teaching instructions because of the different levels of intrinsic and extrinsic motivation of the foreign language learners in the classroom. Some learners might experience high intrinsic motivation while others, might experience low extrinsic motivation level related to some other factors. Therefore, the researcher strongly recommends that teachers should be aware of the students’ level of motivation and to look for some solutions including their learning styles and their own teaching strategies, as to uplift the quality of English language learning. The success of being proficient in the English language would greatly help Thailand’s graduates in the present ASEAN community to build business and have a greater chance to compete in the global job market.

**Recommendations for Future Research**

This research study is important for future researchers to explore deeper on the learning motivation of EFL learners.
This study could be replicated with a large sample size of students studying in the Regular and English Program. A large sample size of students studying English as a foreign language belonging to upper secondary levels from both the Regular and English Program of the different government schools in Thailand, specifically grade12 as they would enter the university and that to ensure the readiness and successful outcomes in the future.

The researcher also recommends that further research be done using both quantitative and qualitative methods. Collect Interviews based on MALESC statements would be insightful to the readers. The main purpose is to support and compare the quantitative results of the students’ intrinsic and extrinsic motivation to the qualitative results and to reveal learners’ own interpretation of their feelings and experience towards the English language.

Furthermore, future researcher could pair MALESC questionnaire to other motivation test, language aptitude, psychological test, personality test. Lastly, conduct investigation to compare the results between genders to further examine the study.
REFERENCES


APPENDICES
APPENDIX (A)

Research Questionnaire

English Version
Please answer all the following questions straightforwardly. The answers would be strictly confidential and the result would be used only for documentation in this study. The success of this study depends on your honest responses. Thank you very much for your participation to this survey.

Part 1. Demographic profiles

Direction: Please put a tick (✓) in the box provided.

1. Choose the program that you are presently enrolled
   - English Program
   - Regular Program

2. Gender
   - Male
   - Female

3. Grade
   - 7
   - 8
   - 9
Part II. Direction: Please select the number below that best represents how you feel about the statements regarding motivation for learning English as a foreign language.

Strongly Agree=4, Agree=3, Disagree=2, Strongly Disagree=1

Please tick (✓) the box that best corresponds to your answer.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I would like to go to various foreign countries.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I would like to make a lot of foreign friends.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I would like to try and talk to foreigners when my English become proficient.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I would like to live abroad.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I would like to know more about foreign countries.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>English lessons are great fun. (I really enjoy learning English).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I always look forward to the day when we have English class.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I would like to try to use the English which I have learned.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I hope that we have more English lessons.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I get worried when I am doing worse than my classmates in English class.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I am somehow always anxious in the English class.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I get nervous when I answer or give a presentation in English class.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>In my family, we all feel that it is very important to learn English.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>My parents hope that my English will be proficient.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>15</td>
<td>My parents tell me to study hard in English.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>I study English in order to make it easier for me in junior high school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>I study English because I think English will be necessary for me when I am an adult.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>18</td>
<td>I am studying English for a future job.</td>
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<tr>
<td>19</td>
<td>I am studying English in order to enter a university.</td>
<td></td>
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</tr>
</tbody>
</table>
APPENDIX (B)

Research Questionnaire

Thai Version
APPENDIX (B)

Research Questionnaire (Thai Version)

แบบสำรวจแรงจูงใจภายในและภายนอก

การใช้แบบสอบถามเรื่องราวระดับแรงจูงใจต่อการเรียนภาษาอังกฤษ (MALESC)

ค่าแนวน่า:

แบบสำรวจจึงเพื่อที่ที่มีการผลิตภัณฑ์ภาษาของมหาวิทยาลัยอธิบดีที่ชื่นชอบจูงใจที่จะละ
ผลผลิตของท่านในการตอบแบบสำรวจชุดนี้

ชูดอกบัวคำแนะนำท่านในการทำแบบสอบถามชุดนี้โดยกำหนดบทที่จะนั่งเด็กลงมาอยู่ที่ก้านหนึ่งด้าน

สำหรับชุดแบบตอบคำข้อที่ 1-12 ให้เป็นแบบสอบถามแรงจูงใจภายใน สำหรับชุดแบบคำข้อที่ 13-19

ให้เป็นแบบสอบถามแรงจูงใจภายนอก ให้ท่านเลือกตามผลที่ท่าน เก็บความต้องการไป

หมายถึง 4 ส่วนกับ "นั่นคือดีอย่างมาก" หมายถึง 3 ส่วนกับ "นั่นคือดี" หมายถึง 2 ส่วนกับ "นั่นคือดีอย่างมาก"

"ไม่ดี" ส่วนกับ "ไม่ดีอย่างมาก"

แรงจูงใจและทักษะด้านทักษะการเรียนภาษาอังกฤษของ (MALESC)

ปีนี้ที่มีความสำคัญสำหรับหน้าชัดแบบสอบถาม 19 ข้อ แบ่งกันแบบสอบถามแรงจูงใจภายใน 12 ข้อ

และแรงจูงใจภายนอก 7 ข้อ

เพิ่มค่าดีอย่างมาก = 4
เพิ่มค่า = 3
"ไม่เพิ่มค่า" = 2
"ไม่เพิ่มค่าดีอย่างมาก" = 1
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<td>บทเรียนภาษาอังกฤษเรียนแล้วสนุก (ผ่านข้อเรียนภาษาอังกฤษมาก)</td>
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<td>17</td>
<td>ฉันมีความมั่นใจเมื่อมันจะต้องจ่ายหรือเรียนงานในชั้นเรียนภาษาอังกฤษ</td>
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<td>18</td>
<td>ฉันมีความมั่นใจเมื่อมันจะต้องจ่ายหรือเรียนงานในชั้นเรียนภาษาอังกฤษ</td>
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<td>ฉันมีความมั่นใจเมื่อมันจะต้องจ่ายหรือเรียนงานในชั้นเรียนภาษาอังกฤษ</td>
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</tbody>
</table>
APPENDIX (C)

Real Learning Language and Translation Institution
Letter of Certification

This is to certify that Ms. Evangeline A. Concepcion’s Questionnaire for her master thesis in Assumption University of Thailand was translated and edited into Thai version by our professional translator from RealLearning Center & Translation Institute. The translated version was exactly based on the original English file, and a back-translation procedure was used for checking the translation validity. Thus, the quality of the translated version was confirmed herein this letter.

Mr. Ekalarp Charanpas (The Translator)
January 15th, 2016

RealLearning Center & Translation Institute
Bangkok, Thailand