Learning styles and motivation have been seen as important individual differences which influence student learning as well as key determinants of effective learning and mastery of knowledge and skills in language education. In this study, the perceptual learning style preferences as well as integrative and instrumental aspects of motivation were investigated and analyzed among Thai university students studying Japanese at KMITL. Two hundred and eleven students majoring or minoring in Japanese as a foreign language participated in this study in the second semester of the 2011 academic year. The quantitative data collected by means of a questionnaire indicated that the participants had three major learning styles: kinesthetic, tactile, and group, and that they had high degrees of both integrative and instrumental motivation. In addition, the differences in learning style profiles as well as the degrees of
motivation were found among different year level students and between male and female students. Specifically in terms of motivation, the first and second year students had higher integrative motivation than the fourth year students, and the female students had higher degrees of both integrative and instrumental motivation than the male students. However, no significant relationships were found between the degrees of integrative or instrumental motivation and student achievement.

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