A COMPARATIVE-CORRELATIONAL STUDY BETWEEN MOTIVATION FOR LEARNING AND ACADEMIC ACHIEVEMENT AMONG THAI STUDENTS STUDYING KOREAN AS A FOREIGN LANGUAGE IN KING SEJONG INSTITUTE FOUNDATION IN BANGKOK, THAILAND

Suji Song

A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of
MASTER OF EDUCATION
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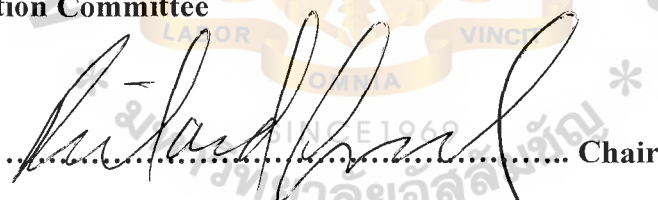
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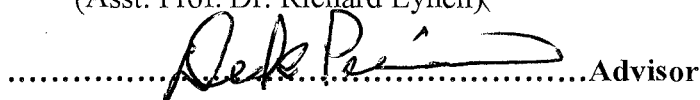
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Abstract

This study was conducted mainly to identify degree of motivation of students learning Korean as a foreign language, as well as whether there was a significant relationship between students' motivation and their academic achievement among four levels of students from beginner, intermediate 1, intermediate 2 and advanced. The Attitude/Motivation Test Battery (AMTB), developed by Gardner (1985b), was used for measuring degree of motivation. The researcher used only two parts of the AMTB, integrative and instrumental goal orientation. One hundred twenty students participated in this study, which was conducted at King Sejong Institute Foundation during the 2014 academic year. The data collected were analyzed using a statistical software program. To analyze the data in accordance with the research objectives and hypothesis, different statistical methods such as mean and standard deviations, frequency, Pearson-Moment Correlation Analysis, and One-Way Anova were used. The study showed that the degree of integrative and instrumental motivation of students was high. Also, the students had a relatively high degree of

instrumental motivation. The results showed that there was a significant relationship between the degree of both integrative and instrumental motivation and academic achievement of beginner and intermediate 1 level students. However, the results showed that there was no significant relationship either between the degree of integrative and instrumental motivation and academic achievement of intermediate 1 and advanced level students. Also, there was a significant difference in the degree of integrative motivation and instrumental motivation across the four levels from the beginner to the advanced.

Field of Study: Curriculum and instruction   Student's signature……………….

Graduate School of Education   Advisor's signature ……………….

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CHAPTER 1

INTRODUCTION

In this chapter, the researcher presented the importance and purpose of the study. The chapter included background of study, statement of the problem, research questions, research objectives, research hypotheses, theoretical framework, conceptual framework, scope of the study, definitions of terms, and significance of the study.

Background of the Study

Motivation has been a concern of scholars in psychology since the 1920's. The study of motivation is an attempt to understand why people decide to do things and keep doing those things. The issues of motivation are essential in our everyday lives. A few educational theorists observe the important role motivation plays in education and, in particular, language learning (Dornyei, 2001).

When mainstream education transitioned from a teacher-centered approach to a learner-centered, an individual learner's motivational differences are the most concerning factor in teaching and learning. Since motivation is one of the constructs for successful second language learning, teachers tend to be concerned about it (Brown, 2000; Cook, 1991).

In previous research by Dornyei (2001) and Gardner (1985a) on motivation, learners were observed to have different kinds of motivations with different degrees of motivation. Therefore, an attempt to find out learners' motivation types and degree of motivation is routine among language teachers.

Gardner (1985a) defined motivation as an extent to which a person strives to acquire a language because of the desire to do so and the satisfaction derived from it. As Gardner defined motivation, it is the power that induces a person to do certain actions for their own purpose and maintain that action. In an educational situation, it is well known that

students who have high motivation achieved their goal more eagerly than a student who has low motivation.

Dornyei (2001) stated that the learner's enthusiasm, commitment and persistence was the key determinants of success or failure. Many educators consider that there are different degrees of motivation, and these different degrees affect what students learn and how much they learn (McCombs & Miller, 2007). Thus, it is very important to find out the learner's motivation since it is actively involved in the learning process.

Since the 1990s, South Korean culture has become popular in many Southeast Asian countries, including Thailand. This phenomenon is called the Korean Wave. The term Korean Wave was first used by the media in China. The phenomenon describes how countries like China, Taiwan, and Vietnam followed South Korean culture. Today, media in English-speaking countries, including the New York Times, use the term of Korean Fever (Oh, 2013).

From January 1st until December 5th 2011, K-pop was viewed more than 2.3 billion times on YouTube by 235 countries around the world. Thailand has viewed K-pop videos 220 million times, which was the third highest after Japan and the United States (Jung, 2012).

Due to the popularity of Korean culture, such as dramas and songs, the number of students who want to study Korean has increased rapidly. A recent study showed that Thai students chose to learn Korean language and it is the third highest choice, after Chinese and Japanese. Thailand's Basic Education Commission conducted a study among 700 schools and found that more than 12,000 students are learning Korean as a foreign language. Thandee (2008) found that the most popular

foreign languages in Thailand were Chinese, Japanese, and Korean. Currently nine universities and 51 secondary schools offer Korean as a foreign language in Thailand.

Previous Korean education researches in Thailand found that the first motivation for learning Korean was the interest in the country's pop culture. Researchers found that the popularity of Korean culture makes students want to study the language (Sattathamkul, 2008). Chomphungam (2010) found in her research that Korean dramas were very popular among Thai society, especially among women.

Many other researchers found that there is a significant relationship between the Korean Wave and motivation of learning Korean as a foreign language. An (2005) found that 22% of Thai students who is in Korean language majors, purpose for learning Korean was to learn and understand the Korean culture and people. Kim (2012) also conducted a similar questionnaire survey about the motivation for learning Korean, targeted to Thai learners who were learning the Korean language as an elective course at universities in Thailand. The result was that 64% of Thai students learned the Korean language due to interest in Korean culture. Many researchers found that there was a significant relationship between Korean education and interest in Korean culture. A point that validated this argument was Gardner and his associates found the importance of socio-cultural and contextual factors surrounding foreign language learners' motivation (McGroarty, 1996).

In spite of this situation, research for Korean learners in Thailand is insufficient. The research about students who learn Korean as a foreign language was less conducted than any other foreign language in Thailand (Chomphungam, 2010). The researcher tried to find research about Thai learner's degree of motivation for the Korean language. However, there is limited research about the degree of motivation for the Korean language in Thailand.

The period of Korean education in Thailand is only 28 years from 1986 to 2014, but the history of academic research is less than 10 years old (Sattathamkul, 2008). As a result, the learning of the Korean language as a foreign language is a new challenge not only for learners, but also for teachers.

In this study, the researcher examined the relationship between individual students' degrees of learning motivation of the Korean language with academic achievement in classrooms at King Sejong Institute Foundation.

Statement of the Problem

In the field of learning foreign language, the researcher believes that motivation is one of the influential factors. Thus, it is important to understand that the student's degree of motivation is the most basic research that has to be done in order to have an efficient learning and teaching process.

Given the experience of teaching Korean in Thailand for 3 years, the researcher discovered that most students learned Korean because of popular culture. Most of the students have a high degree of curiosity and interest in Korean culture and people. It seems that it positively affects their motivation as a driving force to learn the Korean language. Thus, the researcher assumed that students who want to study Korean as a foreign language had a high degree of favor toward the culture of the target language. The researcher, as a teacher, was able to motivate students by using Korean culture, stories and dramas as teaching materials. But at the same time, the researcher noted that it was difficult to motivate students a step further by taking an official Korean exam, TOPIK, or to use Korean in their careers. Thus, the researcher believes that there is a significant difference in motivation types and degrees between students who learn Korean as a foreign language and students who learn another foreign language. Also, it is always important to know about the students' purpose for learning, so as teaching is effective.

Moreover, when students start to learn the Korean language and their motivation seems to be high, the motivation degree seems to be decreasing, as they move to the higher level. At the same time, their test scores do not seem to be affected by their motivation. Thus,

the researcher believes, it is important to know about the relationship between degrees of motivation and students' test scores.

Over the past 20 years, the number of the students who want to learn Korean has increased steadily in Thailand. However, there is a little research of the degree of the learner's motivation and the relationship between academic achievements in the field of Korean language education in Thailand. The researcher is aware that in the field of Korean education there is limited information and knowledge about students who study Korean in Thailand.

In order to improve teaching and promote effective learning in Korean as foreign language classrooms in Thailand, it is necessary to have an understanding of the students. Therefore, this study will help expand knowledge of our students and promote effective teaching and learning practices.

Research Questions

The main focus of this study is to determine the degree of integrative motivation and instrumental motivation of each level of students and if there is a significant relationship between the students' degree of motivation and their academic achievement.

1. What is the degree of integrative motivation of students studying Korean as a foreign language in King Sejong Institute Foundation?

2. What is the degree of instrumental motivation of students studying Korean as a foreign language in King Sejong Institute Foundation?

3. Is there a significant relationship between the degree of integrative motivation for learning Korean and academic achievement among beginner level students studying Korean as a foreign language at King Sejong Institute Foundation?

   3.1 Is there a significant relationship between the degree of

integrative motivation for learning Korean and academic

achievement among intermediate1 level students studying Korean as a

foreign language at King Sejong Institute Foundation?

  3.2 Is there a significant relationship between the degree of

integrative motivation for learning Korean and academic achievement

among intermediate2 level students studying Korean as a foreign language

at King Sejong Institute Foundation?

3.3 Is there a significant relationship between the degree of

integrative motivation for learning Korean and academic achievement

among advanced level students studying Korean as a foreign language at

King Sejong Institute Foundation?

4. Is there a significant relationship between the degrees of instrumental

motivation for learning Korean and academic achievement among

Beginner level students studying Korean as a foreign language at

King Sejong Institute Foundation?

    4.1 Is there a significant relationship between the degree of

instrumental motivation for learning Korean and academic achievement

among intermediate1 level students studying Korean as a foreign

language at King Sejong Institute Foundation?

    4.2 Is there a significant relationship between the degree of

instrumental motivation for learning Korean and academic achievement

among intermediate2 level students studying Korean as a foreign

language at King Sejong Institute Foundation?

    4.3 Is there a significant relationship between the degree of

instrumental motivation for learning Korean and academic achievement among advanced level students studying Korean as a foreign language at King Sejong Institute Foundation?

5. Is there a significant difference in the degree of integrative motivation among each level of students group in King Sejong Institute Foundation?

6. Is there a significant difference in the degree of instrumental motivation among each level of student group in King Sejong Institute Foundation?

Research Objectives

1. To identify the degree of integrative motivation of students learning Korean as a foreign language at King Sejong Institute Foundation.

2. To identify the degree of instrumental motivation of students learning Korean as a foreign language at King Sejong Institute Foundation.

3. To determine if there is a significant relationship between the degree of integrative motivation for learning Korean and academic achievement among beginner level students studying Korean as a foreign language at King Sejong Institute Foundation.

   3.1 To determine if there is a significant relationship between the degree of integrative motivation for learning Korean and academic achievement among intermediate 1 level students studying Korean as a foreign language at King Sejong Institute Foundation.

   3.2 To determine if there is a significant relationship between the degree of integrative motivation for learning Korean and academic achievement among intermediate 2 level students studying

Korean as a foreign language at King Sejong Institute Foundation.

  3. 3 To determine if there is a significant relationship between the degree of integrative motivation for learning Korean and academic achievement among advanced level students studying Korean as a foreign language at King Sejong Institute Foundation.

4. To determine if there is a significant relationship between the degree of instrumental motivation for learning Korean and academic achievement among beginner level students studying Korean as a foreign language at King Sejong Institute Foundation.

  4.1 To determine if there is a significant relationship between the degree of instrumental motivation for learning Korean and academic achievement among intermediate1 level students studying Korean as a foreign language at King Sejong Institute Foundation.

  4 .2 To determine if there is a significant relationship between the degree of instrumental motivation for learning Korean and academic achievement among intermediate2 level students studying Korean as a foreign language at King Sejong Institute Foundation.

  4.3 To determine if there is a significant relationship between the degree of instrumental motivation for learning Korean and academic achievement among advanced level students studying Korean as a foreign language at King Sejong Institute Foundation.

5. To determine if there is a significant difference in the degree of integrative motivation among each level of group students.

6. To determine if there is a significant difference in the degree of instrumental

motivation among each level of group students.

Research Hypotheses

1. There is a significant relationship between the degree of integrative motivation for learning Korean and academic achievement among beginner level students studying Korean as a foreign language at King Sejong Institute Foundation.

2. There is a significant relationship between the degree of integrative motivation for learning Korean and academic achievement among intermediate 1 level students studying Korean as a foreign language at King Sejong Institute Foundation.

3. There is a significant relationship between the degree of integrative motivation for learning Korean and academic achievement among intermediate 2 level students studying Korean as a foreign language at King Sejong Institute Foundation.

4. There is a significant relationship between the degree of integrative motivation for learning Korean and academic achievement among advanced level students studying Korean as a foreign language at King Sejong Institute Foundation.

5. There is a significant relationship between the degree of instrumental motivation for learning Korean and academic achievement among beginner level students studying Korean as a foreign language at King Sejong Institute Foundation.

6. There is a significant relationship between the degree of instrumental motivation for learning Korean and academic achievement among intermediate 1 level students studying Korean as a foreign language at King Sejong Institute Foundation.

7. There is a significant relationship between the degree of instrumental motivation for learning Korean and academic achievement among intermediate 2 level students studying Korean as a foreign language at King Sejong Institute Foundation.

8. There is a significant relationship between the degree of instrumental motivation for learning Korean and academic achievement among advanced level students studying Korean as a foreign language at King Sejong Institute Foundation.

9. There is a significant difference in degree of integrative motivation among each level of group students studying Korean as a foreign language at King Sejong Institute Foundation.

10. There is a significant difference in degree of instrumental motivation among each level of group students studying Korean as a foreign language at King Sejong Institute Foundation.

Theoretical Framework

This study focused on the degree of students' instrumental and integrative motivation. Thus, the socio-educational model of second language acquisition developed by Gardner and Lambert (Gardner, 1985a) was applied.

Motivation in Gardner's Socio-Educational Model of Second Language Acquisition

Motivation in the socio-education model developed by Gardner and Lambert (1972) has drawn the most attention in the study of second language motivation n. The socio-educational model of second language acquisition explains the second or foreign language learning through context and motivation.

Two motivational orientations identified by Gardner (1985a) were integrative and instrumental. Integrative motivation referred to learners' positive attitude toward the target community and the language, as well as learners' desire to integrate them into the target language community. On the other hand, instrumental motivation to refer, student want to

learn a foreign language in order to develop a career opportunity, pass exams, and promotions (Gardner, 1985a).

According to Gardner and Lambert's early findings, learner's integrative motivation was a main contributory factor to second language achievement. Despite the importance of integrative motivation for successful second language learning, other studies have challenged Gardner's socio-educational model. Crooks & Schmidt (1991) pointed out that integrativeness seems to be relevant only in specific socio-cultural contexts. Nevertheless, no one can deny that Gardner had a big influence on research in motivation. As a result, critical consideration of other possible variables affecting motivation has not been thoroughly carried out, and the integrative and instrumental motivation paradigm suggested by Gardner and Lambert seems to be applied in the most motivation related work. Gardner's theory has been revised and expanded based on new research, and the series of conflicting research findings and mixed results continues to stimulate new studies on the learner's motivation in language learning (Gonzales, 2010).

Conceptual Framework

- Degree of Motivation

  - Integrative
  - Instrumental

- Level of students
  - Beginner
  - Intermediate 1
  - Intermediate 2
  - Advanced

- Academic achievement
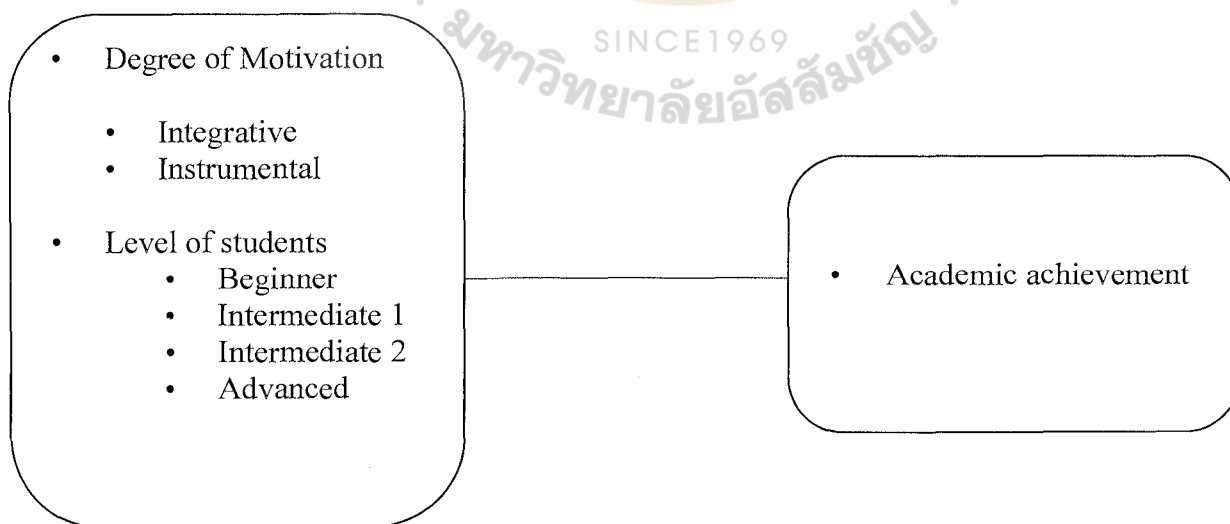
Figure 1: Conceptual framework

Scope of the Study

The population of this study was Thai students studying at King Sejong Institute Foundation Bangkok, Thailand. The students for this study consisted of Thai student during the second semester of the 2014 academic year (from March until June 2014) at King Sejong Institute Foundation. This study focused on learners of Korean as a foreign language, and it was conducted at King Sejong Institute Foundation Bangkok. Therefore, the research outcomes cannot be generalized to other language learners or other schools.

Also, the researcher measured degrees of motivation of students using the AMTB, which was developed based on a theory of the socio-educational model of second language acquisition (Gardner, 1985a). This theory was chosen by the researcher because it was developed specifically for second language learning contexts and it was the most applicable in Korean language classroom contexts and useful in assessing students' motivation.

Definition of Terms

Achievement of learning Korean as a foreign language

Academic achievement is the outcome of learning and shows how much a student has learned. In this study, student achievement for learning Korean is represented by the student achievement test score for the Korean course taken by the students at King Sejong Institute Foundation. The total score is 100 points and it is composed of attendance 10, speaking 20, writing 20, listening 20, written test 30. The speaking test was an individual presentation.

Attitude/Motivation Test Battery (AMTB)

AMTB is motivation measurement tools developed by Gardner. This instrument measures learner's attitude and motivation in second language learning. It has five subcategories: attitudes toward learning situation, integrativeness, motivation, language anxiety, and instrumentality, which are the components of the socio-educational model of language acquisition (Gardner, 2005).

King Sejong Institute Foundation

King Sejong Institute Foundation is an educational institution established by the South Korean government in order to provide integrated and standardized of Korean language and Korean culture for teaching and learning services.

Korean Wave

Korean Wave refers to the phenomena of the increasing popularity of South Korean pop culture in Asia. Korean pop music and drama series got a lot of attention during the Korean Wave, which is sweeping across Asia.

Motivation

The term motivation is from the Latin verb *movere* (to move). It is something that gets us going, keep us moving, and help us to get a job done. In terms of motivation, it can be used in a wide arrange of human actions. However, in second language motivation, it can be defined as energy that induces students to learn a foreign language for their own goals and learning. It is classified into instrumental motivation and integrative motivation.

• Instrumental motivation

It is one of the motivational orientations in the socio-educational model of second language acquisition. Instrumentally motivated learners desire to learn a language for reasonable purposes, such as for future career or better test score.

- Integrative motivation

It is another motivational orientation suggested in the socio-educational model of second language acquisition. It refers to a positive attitude toward the target language, its culture and community, as well as a desire to become closer to the members of that community.

Significance of the Study

This study will help teachers recognize Thai students' degree of motivation while studying Korean as a foreign language. This will help Korean language instructors at King Sejong Institute Foundation to have a deeper understanding of their own students and develop more effective teaching and learning strategies, materials, and curriculum as well as applied to differentiate instruction. This research will also help researchers who want to investigate Thai students' motivation for learning Korean.

The researcher examined the relationship between degrees of motivation and academic achievement of students by each level. Based on the result, administrators and teachers at King Sejong Institute Foundation can acknowledge students' different types of motivation and degrees of motivation, and they can develop a more practical and effective curriculum for Korean language learning.

Summary

This chapter presented the reasons, purposes, and the importance of examining motivation degrees and the relationship between motivation degrees and academic achievement at King Sejong Institute Foundation in Bangkok. In the following chapter, the researcher reviewed the theoretical and literature related to learning motivation. Chapter 3 presents research design and methodology and Chapter 4 presents the research data analysis. Chapter 5 presents conclusion, discussion and recommendation of this research result.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the reasons, purpose of, and the importance of research on motivation in the following literature review. There are 3 sections in this chapter. First, the researcher presents the Korean Wave in Thailand, and the history of Korean language studies in Thailand. Second, the researcher presents motivation theories in psychology, education and second language learning. And finally, the researcher introduces King Sejong Institute Foundation.

Korean Wave in Thailand

In the 21st century, media, satellites and the Internet have decreased cultural gaps between nations. People are able to immediately communicate culture in real time through media and the Internet.

In this historical background, Korean culture, such as movies, dramas, songs, started to gain popularity in Asia during the 1990s. This event is known as the Korean Wave. The term Korean Wave refers to the cultural phenomenon of South Korea popular culture sweeping throughout China, Japan, Taiwan, Vietnam, Thailand and other Southeast Asian countries. The term is used for the explanation of the popularity of the Korean culture in every aspect including dramas, movies and music (Kim, 2010). Korean culture is not a dominant culture in the world like the American culture. Since the early 2000s, Korean culture is loved by numerous people in the world, especially in Asia. This is one of the various cultural phenomena that are a result of globalization.

The popularity and attention of Korean culture have increased over a very short period of time. Until the last decade, the impact of Korean culture in the academic education

field was almost nonexistent, as it was not even referred to by some research scholars (Shim, 2006). However, Korean culture has recently gained more interest in East and Southeast Asia, and some Arab countries (Onishi, 2005).

The vice president of MTV Asia, Ben Richardson has said that South Korea had a huge role as a producer of cultural and entertainment content in Asia. He also stated that almost every Asia market that MTV is in, the Korean content drives ratings and program sales. It has really connected audiences around the world (Emilie, 2012). In the case of Thailand, the Korean Wave started when the Korean historical drama *"The great Jang gum"* aired in 2002. The story was about a woman who was a chef, working in the palace named *"The great Jang gum"*. At the end of the story, she became the first female doctor in a country known for gender inequality. Chaimuksik (2006) stated that the success of this Korean drama stemmed from the cultural closeness that Thais and Koreans shared, such as attitude, lifestyle, customs and the loyalty to the royal family. Through the dramatic plot, Thai people were impressed with Korean people and culture. Therefore, they were more eager to learn more about Korean culture. As a result, Thai people's interest in South Korea began to rapidly increase since 2002. In Thailand, the Korean Wave began from a drama, but it was expanding to other areas such as Korean cosmetics, food, and travel.

Thai people are fostering their interest in the Korean culture with not just cuisine, but also traveling and vacationing in the country. Many Thais are visiting places that were made famous by Korean dramas and or movies. This is considered the norm for many Thai Korean fans (Huang, 2009).

Along with this phenomenon, interest in learning Korean has also been increasing. Educational institutions teaching Korean in Thailand have continually increased. Thandee (2008) stated that interest in Korean education has increased rapidly, thus Korean courses have been established in several universities in Thailand. According to a 2013

announcement made by the Basic Education Committee of the Thai Ministry of Education, the number of middle and high schools that selected Korean as the second foreign language were 8 schools in 2010, 24 schools in 2011, 59 schools in 2012, and finally 74 schools in 2013 (Jin, 2012). Since the early 2000s, the number of institutions that teach Korean began to increase all around the world. The number of universities, which offer Korean studies, has suddenly risen from 143 in 1995, to 285 in 2001, and to 335 in 2004 (Hyundai Research Institute, 2004)

The correlation between the Korean Wave and Korean language learning was shown in several previous studies in the field of Korean education. The research correlation between Korean language learning and the Korean Wave has been mentioned directly in research by Yim (2005), Jung (2007), Park (2008) and Sattathmkul (2008). Yim (2005) found that motivation for learning Korean as a second language was derived from the interest in Korean popular culture in most cases. This survey interviewed 266 students who study in educational institutions and universities throughout South Korea. Jung (2007) stated that in Japan, 70% or more of Korean language learners were influenced by Korean pop culture. Park (2008) pointed out that the favorability rating for Korean popular culture was high among Korean language learners in Mongolia. In previous research about Thai students' motivation for learning Korean, the results of a survey of 400 students, who study Korean at universities and tutoring centers in Thailand, found that students were first motivated or influenced by the Korean dramas, actors, or singers. The second motivating factor, according to the survey, was either to go on to college or to pursue graduate from the university in Thailand (Sattathmkul 2008). Interest in culture causing an interest in language is a natural phenomenon. Language might be the first step to accessing the other culture.

History of Korean language in Thailand

Learning Korean as a foreign language in Thailand first began in 1986, when Songkla University's Pattani campus became the first university to offer Korean language as an elective subject. The reason for teaching Korean was more economic rather than the popularity of the culture. As Korean companies established businesses in Thailand, they needed employees who could communicate in Korean. After that, Korean language became a major subject at the SongKla University in 1999. Following SongKla University, Chulalongkorn University began to teach Korean in 1988. At first, Korean courses were a special elective. However, in 1991, Korean became the official elective course at Chulalongkorn University. Chulalongkorn University's Korean courses were followed by Burapa in 1995. The rest of the universities began offering the language as elective subjects from the last half of 1990's: Sri Nakharinwirot University, Thamasat University, Naresuan University, Mahasarakham University, Ramkhamhaeng University, Silpakorn University, and Prince Songkla University- Phuket campus (and -Hatyai campus in 2006) (Thandee, 2008).

Korean studies education in Thailand can be divided into Korean studies and Korean language studies. Currently, 26 universities in Thailand offer courses in Korean Studies and Korean language studies. 24 universities offer Korean language studies and 2 universities offer Korean studies courses. Among the 24 universities, seven schools have Korean language studies as a major, and one for a minor; the other 16 universities teach Korean as an elective course in liberal art departments. Below is the list of the universities of Korean language department (Chutima, 2013).

Table 1

Universities List of Korean Language Department in Thailand

University	Department	Open year
1. Prince of Songkla University; Pattani Campus	Major	1986
2.Burapha University	Major	1995
3.Silpakorn University	Major	2000
4.Mahasarakham University	Major	1997
5.Srinakharinwirot University	Major	1999
6.Rajaphat Chiangmai University	Major	2004
7.Naresuan University	Major	1998
8.Chulalongkorn University	Minor	1996
9.Ramkamhang University	Elective	1995
10.Konkan University	Elective	1998
11.Thammasart University	Elective	2002
12.Rajaphat Nakhornpathom University	Elective	2004
13.Rajaphat Phuket University	Elective	2004
14.Rajaphat Chiangrai University	Elective	2004

University	Department	Open year
15.Taksin University	Elective	2005
16.Chiangmai Rajamangkalah Technology	Elective	2005
17.Prince of Songkla University; Hatyai Campus	Elective	2006
18.Rajaphat Mahasarakham University	Elective	2007
19.Rajaphat Surin University	Elective	2007
20.Rajaphat Nakhornratchasima University	Elective	2007
21.Kasetsart University	Elective	2008
22.Bangkok University	Elective	2009
23.Rajaphat Ayutthaya University	Elective	2009
24.Chiangmai University	Elective	2012

According to Song (2010), in February 2007 a total of 2,357 people were learning Korean at 14 universities. The number of middle and high school students studying Korean is around 311 and Korean majors in universities total 440. The remaining 1606 students learn Korean as an elective at Thai universities.

Other than the universities teaching Korean as a foreign language, there is an institution teaching Korean called "King Sejong Institute Foundation" (King Sejong Institute Foundation). This institution supported by Ministry of Culture, Sports, and Tourism of South Korea. King Sejong Institute Foundation is an institution for teaching Korean as a foreign and second language, as well as introducing Korean culture to students. Currently there are 28 King Sejong Institute Foundation institutions in 28 countries. The one in Thailand is located in Bangkok.

Motivation in Language Learning

The engine of a car is an essential element, which moves a car on a long-distance journey. If the car has a defective engine, the car will not be able to continue on its journey. The car will probably stop somewhere in the middle.

If learning a foreign language is a long-distance journey, and a car is a learner, motivation can be seen as the engine of the car and the end of the journey means mastering a foreign language. In short, motivation is a driving force to learn about a certain area (Brown, 2000).

There have been many arguments about the definition of motivation in the field of second language learning. Brown (2000) stated that over the course of decades of research, a large number of theories of motivation were proposed. The scholars have defined motivation in various words, but most scholars would agree on the following definitions. They are "choice", "persistence", and "effort" (Dornyei, 2001. p.8). Explanation for the term "Motivation" remains complex, but Dorneyi (2001) contended that most researchers would agree that the motivation was concerned with the following key components:

- Why people decide to do something

- How long they are willing to sustain that activity

- How hard they are going to pursue it

Dorneyi further described motivation as "the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized, and (successfully or unsuccessfully) acted out " (Dornyei, 2001, p.64).

Another successful researcher in the field of second language classroom motivation is the Canadian social psychologist Robert Gardner. He described motivation as a kind of "energy centre" that involves effort, will or cognition, and enjoyment (Gardner, 1985a)

It is believed that "motivation is one of the main determinants of second/foreign language (L2) learning achievement" (Dornyei, 1994). Along with Dornyei, numerous previous researches proved that motivation was a crucial factor in language learning. The following sections will briefly consider the concept of motivation as developed in psychology.

Theories of Motivation in Psychology

During the early part of the 20th century, behavior theorists saw motivation as a response to a change in the environmental or stimuli and acts were seen as a direct response to external forces in anticipation of a reward. Skinner's theory of operant conditioning with a box and Pavlov's experiments on dogs found the concept of the stimulus-response explained the behavior theorist's view of motivation. These theories described humans as only responsive to basic drives and needs and were operationalized using measures such as the hour and minute since last feeding (Brophy, 1999).

Cognitive theorists' view of motivation is different. They emphasize the role of individual mental processes and personal beliefs, thoughts, and emotions. Individual choices became the focus as to what the task and the goal would be attempted or avoided. Keller (1983) stated that motivation refers to the choice a person makes as to what experiences they

will engage or not engage in. Cognitive learning theorist Ausubel (1968) determined six

factors for motivation. They are:

- exploration needs are the need for exploration or probing the unknown;

- manipulation needs are the need for manipulation or causing change to the
  environment;

- activity needs are the need for mental or physical activity;

- stimulation needs are the need for stimulation of the environment; this included
  other people, other thoughts and feelings;

- knowledge needs are the need for knowledge;

- ego enhancement needs are the need for ego-enhancement or to be known,
  accepted, and approved by others.

Social constructivist theory introduced the concept of the importance of social

context along with individual choice in motivation. Williams and Burden (1997) explained

motivation as a state of cognitive and emotional arousal, which resulted in a conscious

decision to act. They also explained it as giving rise to a period of sustained intellectual and

physical effort in order to attain a previously set goal (as cited in Dornyei, 1994). Brown

(2000) summarized the three views of motivation in psychology.

Table 2

Three Views of Motivation

Behaviorist	Cognitive	Social Constructivist
• Anticipation of reward • Desire to receive positive reinforcement • External, individual forces in control	• Driven by basic human needs (exploration, manipulation, etc.) • Degree of effort expended • Internal, individual forces in control	• Social context • Community • Social status and Security of group • Internal, interactive in Control

Theories of Motivation in Educational Psychology

Motivational psychologists investigate what triggers people to move and why people do what they do (Pintrich, 2003). For educational psychologists, however, motivational research is developed in the context of education. Theories of motivation in educational psychology are applied in real classroom situations. Thus, researchers in educational psychology have developed theories to explain motivation in the classroom.

The following are some of the most influential current motivation theories in educational psychology (Wigfield, Eccles, Roeser, and Schiefele, 2009).

- Expectancy- Value Theory, which considers the individual's expectancy of success in a given task and the value the individual attaches to that task.

- Attribution Theory, which considers individuals' past experiences about successes or failure. It influences future attempt of action.

- Self- efficacy theory, individuals take actions based on their belief about their own capabilities.

- Goal theories, which consider a goal is the aim of an action or task that an individual continually desires to achieve or obtain.

- Self-determination Theory, The theory divides motivation into intrinsic motivation and extrinsic. Intrinsic motivation is the joy and satisfaction from doing something, extrinsic motivation results from some extrinsic rewards such as good grades or to avoid punishment.

The aforementioned theories are a brief overview of some of the main motivation theories in educational psychology. The next chapter will discuss about the one of the important motivation theories in the field of second language learning.

Socio-educational Model of Second Language Learning

During the past few decades, a number of researches have been conducted on the relationship between second language learning and motivation. In the field of second language learning, motivation is considered to be one of the most influential factors that makes learners successful (Dornyei, 1994).

The most important early researchers in second language motivation were Robert Gardner and Wallace Lambert in Canada. Robert Gardner, a social psychologist in Canada, was one of the most famous scholars in this field, and his theory still remains one of the most influential theories in L2 research (Dornyei, 2001). The most influential and well-known attribution of Gardner's motivation theory is perhaps the socio-educational model. The model was first proposed by Gardner and Smythe (1975) and has undergone a number of changes (Gardner & MacIntyre, 1993; Gardner, 2000; Gardner, 2005).

Gardner's empirical research was conducted in an ESL situation in Canada, where English and French are official languages. Gardner and Lambert introduced an

instrument to measure students' motivational orientation in learning French as their second language (Gardner, 1985a).

Two orientations were identified by Gardner and Lambert, which they described as an integrative orientation and an instrumental orientation. Gardner (1985a) stated that second language learning related to social matters, requiring learners to understand the cultural and people of the target language. Gardner (1985a) also explained that if students' attitudes toward the culture of the target language or community were positive, the language learning would be enjoyable, and were more likely strive and persist in learning the target language. Thus, more effective learning is likely to occur if learners have a positive attitude toward the target language culture or community as well as their willingness to incorporate it into their way of thinking and behaving. Gardner (1985a) strongly believed that such a learner's attitude influenced the success of language learning.

Once again, Gardner defined integrativeness as "a genuine interest in learning the second language in order to come closer to the other language community" (as cited in Ortega, 2009. p.170). If a learner wants to integrate himself with members of the target language community, he or she is highly motivated to learn the second language under the Gardner's theory. On the other hand, instrumental orientation refers to the motivation to acquire a language as a means for attaining utilitarian value of linguistic achievement (Gardner & Lambert, 1972). Some examples of instrumental motivation are: considering a future career, reading technical material, translation, gaining social recognition, passing a required examination, and so on (Gardner & Lambert, 1972; Brown, 2000; Crookes & Schmidt, 1991). The purpose of instrumentally motivated learners was not related to social contact with the target language community, but for practical reasons, such as getting a better job.

Gardner and his colleagues proposed the socio-educational model of second language acquisition based on the idea of the two orientations in motivation (Gardner, 1985a). For the past few decades, Gardner's second language motivation theory has been held in a high regard in the field of language motivation. Ortega (2009) referred to the key term of Gardner's motivation theory as integrativeness was the one most central role in the development of a theory of foreign language motivation.

However, other studies have argued against Gardner's motivation theory. Ely (1986) found that there were two problems with Gardner's theory. First, it was not always easy to distinguish between integrative and instrumental orientation. The second problem was whether the integrative and instrumental conceptualizations could capture the full spectrum of student motivation for learning a second language.

Ely pointed out the ambiguity of distinguishing between integrative and instrumental motivation. In addition, the theory's limitation is that it covers too broad a range of factors that can affect motivation toward learning a second language. Many scholars argued with the ambiguity of integrative and instrumental motivation. Brown (2000) argued that most second language learning situations involved a mixture of instrumental and integrative motivation. Ellis (1997) also argued that the instrumental and integrative motivation could exist at the same time.

In order to respond this controversy, after many empirical studies, Gardner's initial socio-educational model was presented in 1979, revised in 1985 and again in 2001. Gardner and his colleagues expanded the socio-educational model to clearly describe learner motivation in second language learning (Gardner, 1985a; Ehrman et al., 2003). The revised socio-educational model is based on the socio-educational model with a wider coverage of motivational variables. It consists of four main constructs: external influences, individual differences, language acquisition and outcomes.

As illustrated in Figure 2, the degree of motivation is influenced by the attitude toward a learning situation, integrativeness, and motivational factors. The arrows among these three factors show their direct, indirect, reciprocal relationships.

External influences refer to any factors that might influence language learning, which includes history and motivators. History is considered social and personal variables such as beliefs and values, the socio-cultural environment of the individual, and the personal family background.

An example of the motivators is a teacher. The techniques used by a teacher, including the course program, the activities, well made lesson plans, can motivate students. Both history and motivation have equal effect on individual differences. .... Individual differences include integrativeness, attitudes toward the learning situation, motivation, language aptitude and other motivational and non- motivational factors. Integrativeness reflects an interest in learning the second language in order to become closer psychologically to the other language community. It involves emotional identification with another cultural group (Gardner, 2001). He also stated that he never meant integrativeness to mean one wanted to become a member of another cultural community, but rather an individual's openness to talking about characteristics of another cultural/linguistic group.

Attitudes toward the learning situation refer to attitudes toward any context characteristic in which the second language is learned. It involves attitudes towards the school climate, textbooks, language teacher and the language course. Gardner (2005) stated that individuals who have high degrees of integrativeness and positive attitudes toward the learning situation could be regarded as integratively motivated. This means that if students have a high degree of integrativeness, then they will view the learning situation in a positive manner. Together with integrativeness, attitudes toward the learning situation have a major

influence on motivation which is actually a driving force in second language learning situations, whether it is a formal or informal.

Motivational factors also influence students' motivation, it is more known as an instrumental orientation which is practical reasons for learning a second language, such as getting a better job or better grades. Motivational factors are not directly related to the language learning context rather they have an effect on motivation.

Therefore, there are three variables influence motivation. The two major elements are integrativeness and attitude toward the leaning situation and the other is instrumental orientation.

Gardner believed that motivation played the most important role in second language learning, but he was also aware of the influence of language aptitude on the learner's success in second language learning in the formal context of a classroom. Even if learners have a high degree of motivation, student could have an outcome at a low degree. The opposite also holds true that learners with low degrees of motivation can have a strong outcome.

For measuring attitudes and motivation toward second and foreign language learning, Gardner's model was a stepping stone for his Attitude/Motivation Test Battery (Gardner & Lambert, 1972). A large number of researchers have used this test battery in different contexts. The test has five subcategories: attitudes toward the learning situation, integrativeness, motivation, language anxiety, and instrumental orientations, which are the components of the socio-educational model. Although it was first developed for Canadians studying French as a second language, it has also been used in many different forms in various countries and has contributed too many second language learning research studies.
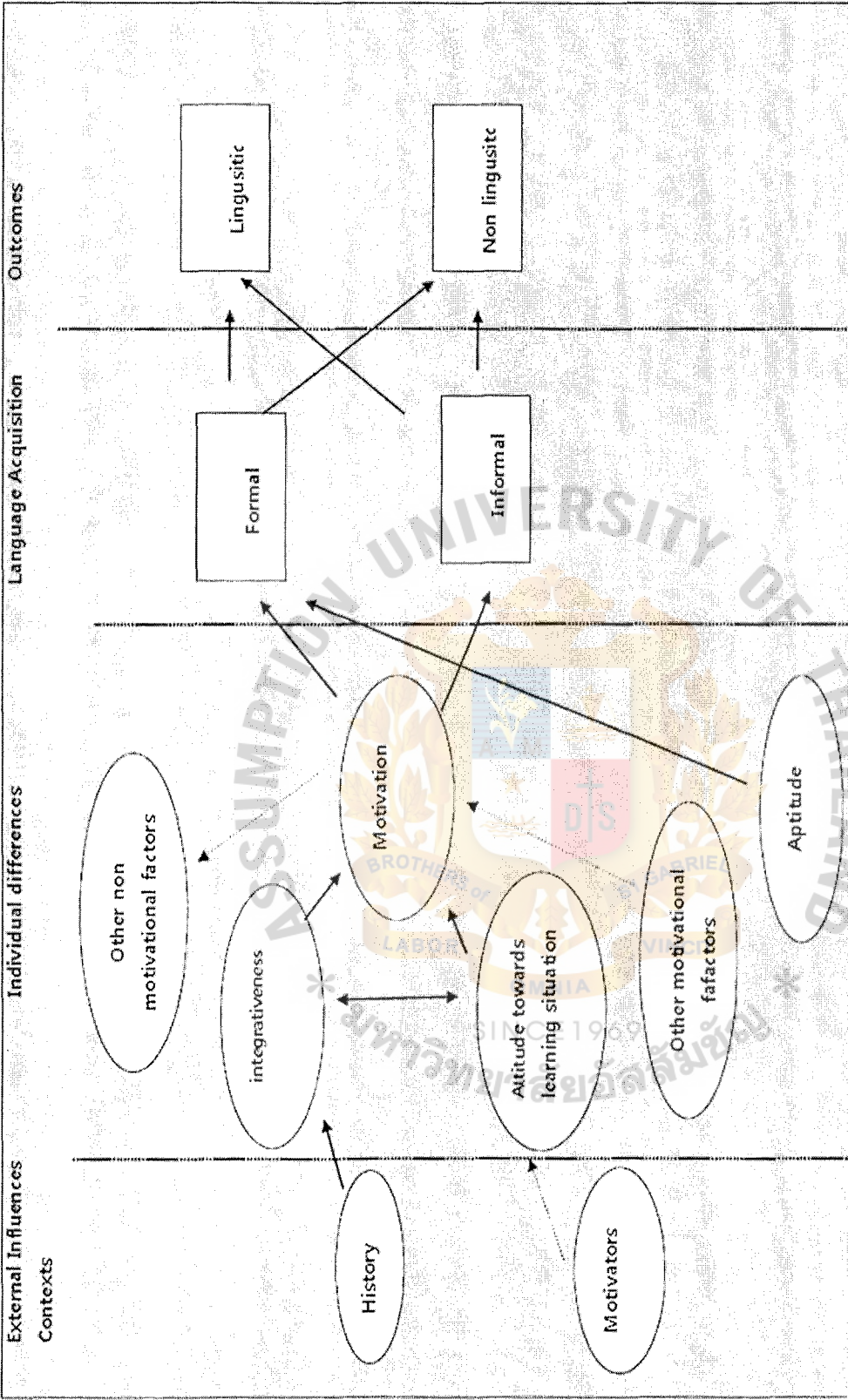
Figure 2: Gadner's Socio-Educational Model of Second Language Acquition. (Gardner, 2001).

King Sejong Institute Foundation

The language institution "King Sejong Institute Foundation" is named after King Sejong of the Joseon Dynasty (1392-1910) who invented the Korean alphabet Hangeul. It is an educational institution established by the South Korea government in order to provide integrated and standardized curriculum for overseas foreigners who want to learn the Korean language, as well as Korean culture.

In 2011, the Korean Foreign Language University signed a partnership with Thammasat University to manage King Sejong Institute Foundation in Thailand. King Sejong Institute Foundation offers Korean language and culture education to Thai people in order to promote more cultural and international exchanges between Korea and Thailand.

King Sejong Institute Foundation has existed for less than a decade. In 2007, King Sejong Institute Foundation first started in Mongolia. 10 King Sejong Institute Foundation institutions were established in China, two each in Mongolia and in the Philippines, one in the United States, Russia, Belgium, Canada, Vietnam, the United Arab Emirates, Zimbabwe, United Kingdom, Turkey, India, Kazakhstan, Tajikistan and Thailand. A total of 28 King Sejong Institute Foundation is currently operating in 26 countries by June 2011 (Kim, 2011).

Table 3

List of the Sejong in Overseas Countries

Location		Name of King Sejong Institute Foundation	Established year, month
Mongolia	Ulaanbaatar	Ulaanbaatar King Sejong Institute Foundation 1	2007,03

Location		Name of King Sejong Institute Foundation	Established year, month
China	Yanbian	Yanbian King Sejong Institute Foundation	2007,07
Mongolia	Ulaanbaatar,	Ulaanbaatar King Sejong Institute Foundation (National University of Mongolia – Gongju University)	2007,10
USA	LA	LA King Sejong Institute Foundation	2007,11
China	Tianjin	Tianjin King Sejong Institute Foundation	2007,12
China	Qingdao	Qingdao King Sejong Institute Foundation	2007,12
China	Xian	Xian King Sejong Institute Foundation	2007,12
China	Yanbian	Yanbian King Sejong Institute Foundation 2	2007,12
China	Beijing	Beijing King Sejong Institute Foundation	2007,12
China	Hohhot	Hohhot King Sejong Institute Foundation	2008,01

Location		Name of King Sejong Institute Foundation	Established year, month
China	Yangzhou	Yangzhou King Sejong Institute Foundation (Yangzhou University- Yeungnam University)	2008,03
China	Weihai	Weihai King Sejong Institute Foundation	2008,11
Russia	Moscow	Moscow King Sejong Institute Foundation	2008,11
Belgium.	Brussels	Brussels Sejong King Sejong Institute Foundation,	2010,02
Canada	Ottawa	Ottawa King Sejong Institute Foundation	2010,03
Vietnam	HoChi Minh	Ho Chi Minh King Sejong Institute Foundation (Ho Chi Minh Humanities and Social Science College – Chosun University)	2010,03
United Arab Emirates	Abu Dhabi	Abu Dhabi King Sejong Institute Foundation	2010,10
Turkey	Ankara	Ankara King Sejong Institute Foundation	2010,11.
UK	London	London King Sejong Institute Foundation	2011,01
Zimbabwe	Mutare	Mutare King Sejong Institute Foundation (Africa University- Baejae University)	2011,01.

Location		Name of King Sejong Institute Foundation	Established year, month
Turkey	Istanbul	Istanbul King Sejong Institute Foundation	2011,01
Philippines	kkain ta	kkain ta King Sejong Institute Foundation	2011,03
Tajikistan	Dushanbe	Dushanbe King Sejong Institute Foundation (Tajikistan National University of Foreign Studies – Gemyeong University)	2011,03
Philippines	Pasay	Philippines King Sejong Institute Foundation (Jungin Korean Foundation-Ewha Womans University)	2011,03
China	Harbin	Harbin King Sejong Institute Foundation.	2011,03
Kazakhstan	Almaty,	Almaty King Sejong Institute Foundation (Kazakh language and international relations University - Chungnam National University),	2011,06
Thailand	Bangkok	Bangkok King Sejong Institute Foundation (Thammasat University- Korea foreign language University)	2011,06

Summary

In summary, the primary factors which highly influence motivation for learning a second language are identified as integrativeness, instrumental orientations, and attitude toward second language learning in Gardner's socio-educational theory. Despite the important role of motivation in second language learning, it does not determine success of learning a second language in a formal classroom situation due to individual difference, such as an aptitude. A formal context affects aptitude.

However, for second language learning to be most successful, the learning situation should provide the learner with the ability to learn the language in the classroom and outside.

For success in learning a second language, motivation is still the most influential factor. For this reason, it is important to know about the students' degrees of motivation and types of motivation. In the case of students learning Korean as a foreign language, previous research found that the number of students had increased rapidly due to the Korean Wave. It can be clearly seen that integrativness could significantly influence the motivation of students who are learning Korean as a second language.

Based on this inference, the researcher examined the students' motivation degrees by each level. The researcher used integrative and instrumental orientations of AMTB, according to the theory of the socio-educational model of second language acquisition (Gardner, 1985a).

Moreover, the researcher examined the relationship between degrees of motivation and test scores by each level of study to see the difference between each level. This research will help the Korean teacher and school administrator who want to know students' motivation for learning Korean and correlation with academic achievement.

CHAPTER III

RESEARCH METHODOLOGY

The previous chapter presented a literature review of Gardner's' socio- educational model of motivation in second language learning, the Korean Wave in Thailand, history of Korean education in Thailand, and King Sejong Institute Foundation Institution. The main objective of this chapter is to explain the overall research design as well as the research instrument, the methods and the procedures of the study in detail, and how the data analyzed.

Research Design

This was a quantitative research study, which utilized both descriptive and inferential statistics.

1. To identify the degree of integrative motivation of students' learning

   Korean as a foreign language at King Sejong Institute Foundation.

2. To identify the degree of instrumental motivation of students' learning

   Korean as a foreign language at King Sejong Institute Foundation.

3. To determine if there is a significant relationship between the degree of

   integrative motivation for learning Korean and academic achievement

   among beginner level students studying Korean as a foreign language at

   King Sejong Institute Foundation.

   3.1 To determine if there is a significant relationship between the degree

   of integrative motivation for learning Korean and academic

achievement among intermediate1 level students studying Korean as a

foreign language at King Sejong Institute Foundation.

3.2 To determine if there is a significant relationship between the degree of

integrative motivation for learning Korean and

academic achievement among intermediate2 level students

studying Korean as a foreign language at King Sejong Institute

Foundation.

3. 3 To determine if there is a significant relationship between the

degree of integrative motivation for learning Korean and

academic achievement among advanced level students studying

Korean as a foreign language at King Sejong Institute Foundation.

4. To determine if there is a significant relationship between the degree of

instrumental motivation for learning Korean and academic achievement

among beginner level students studying Korean as a foreign language at

King Sejong Institute Foundation.

4.1 To determine if there is a significant relationship between the degree

of instrumental motivation for learning Korean and

academic achievement among intermediate1 level students studying

Korean as a foreign language at King Sejong Institute Foundation.

4.2 To determine if there is a significant relationship between the

degree of instrumental motivation for learning Korean and

academic achievement among intermediate2 level students

studying Korean as a foreign language at King Sejong Institute

Foundation.

4.3 To determine if there is a significant relationship between the degree of

instrumental motivation for learning Korean and

academic achievement among advanced level students studying Korean

as a foreign language at King Sejong Institute Foundation.

5. To determine if there is a significant difference in the degree of integrative

motivation among each level of group students.

6. To determine if there is a significant difference in the degree of

instrumental motivation among each level of group students.

Population

The population of this study was students who studied Korean as a foreign

language at King Sejong Institute Foundation.

Sample

The sample of this study is the students who studied Korean as a foreign language

at the King Sejong Institite Foundation in the 2014 second semester. The researcher selected

the current 120 students studying Korean as a foreign language.

Table 4

The Number of Students in the Sejong

Level	Sample of Students
Beginner 1	45
Intermediate 1	38
Intermediate 2	25
Advanced	12
Total	120

Research Instrument

The research instrument (see Appendix A) consisted of 3 sections:

- A cover letter which explained the purpose of the research

- A demographic section which included Students' name, level, gender, nationality (Thai or Other) and number of years of learning Korean.

- The researcher used only two parts of the AMTB which were integrative and instrumental orientation motivation. The two sub-scales – integrative and instrumental goal orientation - from the Attitude/Motivation Test Battery (AMTB) developed by Gardner (1985b). These two questionnaires were chosen because they were especially developed for second language learners, have been used in numerous research studies in second language learning, and have been demonstrated to be valid and reliable.

The AMTB was developed by Gardner (1985a, b), which relates to the socio-educational model of second language acquisition. It measures nonlinguistic components highly affected by second language learning, such as attitude and motivation (Gardner, 1985b). The AMTB was originally made for English-speaking Canadian students who were studying French as a second language. Based on the original AMTB, Gardner (2004) also developed another version of the AMTB for ESL or EFL students. This was used in his research in Brazil, Croatia, Finland, Poland, Romania, and Spain. This AMTB contained 12 sub-scales and more than 100 questions (Gardner, 2004). Since the researcher only investigated integrative and instrumental motivational orientations of the students, only 8 question items were selected to measure integrative and instrumental orientation motivation. These items were modified for Korean language learners. Table 5 shows the question item numbers for integrative or instrumental orientation.

Table 5

Questionnaire Measuring Motivational Orientations

Motivational Orientation	Question Item Number	Total Number of Question Items for Each Motivational Orientation
Integrative	2, 3, 6, 8	4
Instrumental	1, 4, 5, 7	4
Total Number of Question Items		8

Students were asked to choose strongly agree, moderately agree, slightly agree, slightly disagree, moderately disagree, strongly disagree with each question. The following numerical points were given for each question.

- Strongly agree   6
- Moderately agree   5
- Slightly agree   4
- Slightly disagree   3
- Moderately disagree   2
- Strongly disagree   1

As there were only 4 questions for both integrative or instrumental motivation, the maximum score was 24 and the minimum score were 4. A high score indicated that a student has a high level of integrative motivation or instrumental motivational orientation. The score range for determining a high, moderate, or low degree of motivation was not indicated in the AMTB. However, in the questionnaire for this study, considering that the maximum score was 24 and that a 6-point scale was used, the researcher determined the scale as follows:

- High degree of motivation   20-24
- Relatively high degree of motivation 16-19

- Moderate degree of motivation   12-15

- Relatively low degree of motivation   8-11

- Low degree of motivation   4-7

Total 8 questions for integrative and instrumental motivation, the maximum score were 48 and the minimum score were 8. A high score indicated that a student has a high level of total motivation (integrative and instrumental motivation). The score range for determining a high, moderate, or low degree of total motivation was not indicated in the AMTB. However, in the questionnaire for this study, considering that the maximum score was 48 and that a 6-point scale was used, the researcher determined the scale as follows:

- High degree of motivation   40 - 48

- Relatively high degree of motivation 32- 39

- Moderate degree of motivation   24- 31

- Relatively low degree of motivation   16- 23

- Low degree of motivation   8- 15

Validity and Reliability

In the research by Gardner (1985b), the AMTB was validated and standardized on a sample of Anglophone Canadian students learning French. The reliability of the AMTB was supported by the internal consistency, the Cronbach coefficient of .85 in his research on a sample of students in seven regions of Canada (Gardner, 1985b). Regarding each subcategory within the AMTB, although the instrumental orientation section had the least median reliability of .62, it was acceptable (Gardner, 1985b).

In this research, there were eight motivation questions: four that measured integrative motivation while the other four measured instrumental motivation. The results of

the reliability statistics for each motivational orientate in the questionnaire are provided

below Table 6.

Table 6

The Reliability Statistics for Motivation

	Cronbach's Alpha of the AMTB by Gardner (1985b)	Cronbach's Alpha Based on Standardized Items in this study (N=120)	Number of Items
Integrative	.73	.75	4
Instrumental	.54	.75	4

Note: Includes integrative and instrumental motivation

Cronbach's alpha for integrative motivation is .75, and Cronbach's alpha for

instrumental motivation is also .75. It is generally known that a .70 or higher on Cronbach's

alpha provides a good support for internal consistency reliability (Morgan, Leech, Gloeckner,

& Barrett, 2007).

This research used the test scores from the King Sejong Institute Foundation

curriculum to measure the academic achievement of learning Korean as a foreign language.

The test was given after the completion of the semester. This research used the previous

semester's academic achievement test score of students.

Each level has a standardized test developed by the South Korean Ministry of

Culture and Tourism and based on the textbook used in class. The total score was 100 points,

it was composed by attendance 10, speaking 20, writing 20, listening 20, written test 30. The

speaking test was an individual presentation.

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Collection of Data

The researcher did this research on April 7th to 20th at King Sejong Institute Foundation. The researcher distributed the questionnaire on April 7th, and collected the questionnaires and test scores of students on April 20th. The questionnaire return rate was 96%.

Table 7

The Dates for the Survey

Objective of the research process	Date
Distribute the questionnaire	April 7th, 2014
Collect questionnaire and test score	April 20th, 2014

Data Analysis

The researcher used a statistical software program to analyze the collected data. Descriptive statistics were used to analyze the demographic data and the motivation scales. Means and standard deviations were used for objective 1 and objective 2 to identify the degrees of integrative and instrumental motivations of students.

Inferential statistics were used for research objectives 3 and 4, which was to investigate the relationship between level of integrative motivation and instrumental motivation and students' achievement. The Pearson Product Moment Correlation Coefficient was used to determine their relationship. For objectives 5 and 6, One way ANOVA was used to compare each level to determine if there is a significant difference in degree of integrative motivation and instrumental among each level of group students at King Sejong Institute Foundation.

Summary of the Research Process

Research Objective	Source of Data or Sample	Data Collection Method or Research Instrument	Method of Data Analysis	Expected Results
1. To identify the degree of integrative motivation of students learning Korean as a foreign language in King Sejong Institute Foundation.	A sample of 120 student learning Korean in Sejong Institute Foundation	Questionnaire (Motivational integrative orientation)	Descriptive statistics (mean, percentage)	High level of integrative motivation
2. To identify the degree of instrumental motivation of students learning Korean as a foreign language in King Sejong Institute Foundation	A sample of 120 student learning Korean in Sejong Institute Foundation	Questionnaire (Motivational instrumental orientation)	Descriptive statistics (mean, percentage)	High level of Instrumental motivation
3. To determine if there is a significant relationship between the degree of integrative motivation for learning Korean and students' academic achievement on beginner to advanced level of group in King Sejong Institute Foundation	A sample of 45 beginner,38 intermediate1,25 intermediate 2, 12 advanced learning Korean in Sejong Institute Foundation	Questionnaire (Motivational integrative orientation) Student achievement test score	The Pearson Product Moment Correlation Coefficient	A significant relationship integrative motivation and students' academic achievement

Summary of the Research Process

4. To determine if there is a significant relationship between the degree of instrumental motivation for learning Korean and students' academic achievement on beginner to advanced level of group in King Sejong Institute Foundation	A sample of 45 beginner,38 intermediate1,25 intermediate 2, 12 advanced learning Korean in Sejong Institute Foundation	Questionnaire (Motivational instrumental orientation)

Student achievement test score | The Pearson Product Moment Correlation Coefficient | A significant relationship instrumental motivation and students' academic achievement |
| 5. To determine if there is a significant difference in the degree of integrative motivation among each level of group students in King Sejong Institute Foundation. | A sample of 45 beginner,38 intermediate1,25 intermediate 2, 12 advanced learning Korean in Sejong Institute Foundation | Questionnaire (Motivational orientation)

Student achievement test score | One way ANOVA | A significant difference in degree of integrative motivation among each level of group students. |
| 6. To determine if there is a significant difference in the degree of instrumental motivation among each level of group students. | A sample of 45 beginner,38 intermediate1,25 intermediate 2, 12 advanced learning Korean in Sejong Institute Foundation | Questionnaire (Motivational orientation)

Student achievement test score | One way ANOVA | A significant difference in degree of instrumental motivation among each level of group students. |

Summary

In this chapter, the researcher described the methods and procedures of the study. In Chapter 4, the findings for each research objective will be presented. As well, all research hypotheses will be tested.

CHAPTER IV

RESEARCH FINDINGS

The study was intended to search for findings that would satisfy the following objectives and hypotheses.

1. To identify the degree of integrative motivation of students' learning

    Korean as a foreign language at King Sejong Institute Foundation.

2. To identify the degree of instrumental motivation of students' learning

    Korean as a foreign language at King Sejong Institute Foundation.

3.   To determine if there is a significant relationship between the degree of

    integrative motivation for learning Korean and academic achievement

    among beginner level students studying Korean as a foreign language at

    King Sejong Institute Foundation.

    3.1 To determine if there is a significant relationship between the degree of

        integrative motivation for learning Korean and academic achievement

        among intermediate1 level students studying Korean as a foreign

        language at King Sejong Institute Foundation.

    3.2 To determine if there is a significant relationship between the degree of

        integrative motivation for learning Korean and

        academic achievement among intermediate2 level students

        studying Korean as a foreign language at King Sejong Institute

        Foundation.

    3.3 To determine if there is a significant relationship between the

degree of integrative motivation for learning Korean and academic

achievement among advanced level students studying Korean as a

foreign language at King Sejong Institute Foundation.

4. To determine if there is a significant relationship between the degree of

instrumental motivation for learning Korean and academic achievement

among beginner level students studying Korean as a foreign language at

King Sejong Institute Foundation;

    4.1 To determine if there is a significant relationship between the degree

    of instrumental motivation for learning Korean and academic

    achievement among intermediate1 level students studying Korean

    as a foreign language at King Sejong Institute Foundation.

    4 .2 To determine if there is a significant relationship between

    the degree of instrumental motivation for learning Korean and

    academic achievement among intermediate2 level students

    studying Korean as a foreign language at King Sejong Institute

    Foundation.

    4.3 To determine if there is a significant relationship between the

    degree of instrumental motivation for learning Korean and

    academic achievement among advanced level students studying

    Korean as a foreign language at King Sejong Institute Foundation.

5. To determine if there is a significant difference in the degree of integrative

motivation among each level of group students.

6. To determine if there is a significant difference in the degree of

instrumental motivation among each level of group students.

Research Hypotheses

1. There is a significant relationship between the degrees of integrative motivation for learning Korean and academic achievement among beginner level students studying Korean as a foreign language at King Sejong Institute Foundation.

2. There is a significant relationship between the degrees of integrative motivation for learning Korean and academic achievement among intermediate 1 level students studying Korean as a foreign language at King Sejong Institute Foundation.

3. There is a significant relationship between the degrees of integrative motivation for learning Korean and academic achievement among intermediate 2 level students studying Korean as a foreign language at King Sejong Institute Foundation.

4. There is a significant relationship between the degree of integrative motivation for learning Korean and academic achievement among advanced level students studying Korean as a foreign language at King Sejong Institute Foundation.

5. There is a significant relationship between the degrees of instrumental motivation for learning Korean and academic achievement among beginner level students studying Korean as a foreign language at King Sejong Institute Foundation.

6. There is a significant relationship between the degree of instrumental motivation for learning Korean and academic achievement among intermediate 1 level students studying Korean as a foreign language at King Sejong Institute Foundation.

7. There is a significant relationship between the degree of instrumental motivation for learning Korean and academic achievement among intermediate 2 level students studying Korean as a foreign language at King Sejong Institute Foundation.

8. There is a significant relationship between the degree of instrumental motivation for learning Korean and academic achievement among advanced level students studying Korean as a foreign language at King Sejong Institute Foundation.

9. There is a significant difference in degree of integrative motivation among each level of group students studying Korean as a foreign language at King Sejong Institute Foundation.

10. There is a significant difference in degree of instrumental motivation among each level of group students studying Korean as a foreign language at King Sejong Institute Foundation.

A total of 120 questionnaires were collected during the April 7th to 20th, 2014 from 120 Thai students who were studying Korean at Sejong Institute in Bangkok. The data were analyzed by a statistical software program, and were presented below.

Demographic Findings

The demographic section of the questionnaire included students' name, gender, level status and how long they had studied Korean language so far were all listed. The sample of this study was 120 respondents.

Table 8

Respondents of Students' Level and Gender

	Beginner	Intemediate1	Intermediate2	Advanced	Total	Percentage
Male	3	3	4	3	13	10.8
Female	42	35	21	9	107	89.2
Total	45	38	25	12	120	100

Table 8 showed that there were 89.2 % female students, only10.8% male students.

Table 9 below presents the length of studying Korean.

Table 9

The Length of Studying Korean

	Sejong Institute Number of Students					
Length of Studying Korean	Beginner	Intermediate 1	Intermediate 2	Advanced	Total Number	Percentage
Less than 1 year	40	9	0	0	49	40.8 %
1 to 2 years	2	27	1	0	30	25%
2 to 3 years	3	2	18	1	24	20%
3 to 4 years	0	0	4	9	13	10.8%
4 to 5 years	0	0	2	1	3	2.5%
5 years or more	0	0	0	1	1	0.8%
Total Number	45	38	25	12	120	100 %

Table 9 indicated that 40.8% of the students had studied Korean for less than 1 year.

25 % of the students had studied Korean for 1 year to 2 years. 20% of students studied

Korean for 2 years to 3 years. Also, among the 120 students, it was indicated that the length

of studying Korean increased as their levels went up.

Main Findings

The findings for each research objective were presented below.

Research Objective One

Data from the motivational orientation part of the questionnaire (see Appendices A) were used to answer research questions one: What is the degree of integrative motivation of students learning Korean as a foreign language at King Sejong Institute Foundation? On the likert's 6-point scale (strongly agree, moderately agree, slightly agree, slightly disagree, moderately disagree, and strongly disagree), the findings are presented in Table 10.

Table 10

Means and Standard Deviations for Integrative Motivation (N=120)

	Level	Beginner (n=45)	Inter. 1 (n=38)	Inter. 2 (n=25)	Advanced (n=12)	Total (n=120)
Integrative	Mean	21.4	20.76	20.32	16.75	20.58
	SD	2.64	2.46	4.08	4.49	3.38

Note: Inter. = Intermediate

The mean score for integrative motivation among all 120 respondents was 20.58. In this research Chapter 3, the researcher determined the scale 24-20 is high degree of integrative motivation. Therefore analysis of the data from the questionnaire suggested that these students were highly integratively motivated to study Korean. The mean score for beginner level students was 21.4, and was the highest score among the all levels. However, the mean for advanced level students was 16.75. It was the lowest score for all levels, but was considered as relatively high motivation. Also, it was indicated that the degree of integrative motivation for studying Korean deceased as students progressed.

Research Objective Two

Data from the second part (motivational orientation) of the questionnaire (see

Appendices A) were used to answer research question two: What is the level of

instrumental motivation of students learning Korean as a foreign language in King Sejong

Institute Foundation?

On the Likert's 6-point scale (strongly agree, moderately agree, slightly agree,

slightly disagree, moderately disagree, and strongly disagree), the findings are presented in

Table 11.

Table 11

Means and Standard Deviations for Instrumental Motivation (N=120)

	Level	Beginner (n=45)	Inter. 1 (n=38)	Inter. 2 (n=25)	Advanced (n=12)	Total (n=120)
Integrative	Mean	20.68	19.92	18.88	16.16	19.16
	SD	2.54	2.36	3.03	4.28	3.07

Note: Inter. = Intermediate

The mean score for instrumental motivation among all 120 respondents was 19.16, in this

research Chapter 3 the researcher determined the scale 19-16 is the relatively high degree of

instrumental motivation. Analysis of the data from the questionnaire suggested that these

students were relatively high instrumentally motivated to study Korean .The mean for

beginner level students was 20.68, and was the highest among all levels. But the mean for

advanced level students was 16.16 and was the lowest among all levels. It was indicated that

the degree of instrumental motivation for studying Korean also decreased as they progressed

through the levels. The analysis of data indicated that the levels of students who participated

in this study had a slightly higher degree of integrative motivation as compared to instrumental motivation.

Research Objective Three

The scores for integrative motivation from the questionnaire and the students' academic achievement test score from King Sejong Institute Foundation, second semester 2014, were used to investigate research question three: Is there a significant relationship between the degree of integrative motivation for learning Korean and academic achievement among beginner level students studying Korean as a foreign language at King Sejong Institute Foundation?

1. Is there a significant relationship between the degree of integrative motivation for learning Korean and academic achievement among intermediate 1 level students studying Korean as a foreign language at King Sejong Institute Foundation?

2. Is there a significant relationship between the degree of integrative motivation for learning Korean and academic achievement among intermediate 2 level students studying Korean as a foreign language at King Sejong Institute Foundation?

3. Is there a significant relationship between the degree of integrative motivation for learning Korean and academic achievement among advanced level students studying Korean as a foreign language at King Sejong Institute Foundation?

The data were analyzed by a statistical software program, and the Pearson Product Moment Correlation Coefficient (r) was utilized. The results of the analysis were displayed in Table 12 to 15.

Table 12

Pearson Correlation between the Integrative Motivation and Test Score for

Beginner Students (N=45)

		Test score	Conclusion
Integrative Motivation	Pearson Correlation	.315	There is a significant relationship
	Sig. (2-tailed)	.035	

Note: Correlation is significant at the 0.05 level (2-tailed). N=45

The data analysis showed that r = .315 and was significant at the .035 level. It indicated that the relationship between beginner level students' integrative motivation and their academic achievement test score (r = .315) was a positive significant relationship. Therefore, the researcher accepted the research hypothesis: There is a significant relationship between integrative motivation and academic achievement among beginner level students learning Korean as a foreign language at King Sejong Institute Foundation.

Table 13

Pearson Correlation between the Integrative Motivation and Test Score for

Intermediate 1 Students (N=38)

		Test score	Conclusion
Integrative Motivation	Pearson Correlation	.370	There is a significant relationship
	Sig. (2-tailed)	.022	

Note: Correlation is significant at the 0.05 level (2-tailed). N=38

The data analysis shows that r = .370 and was significant at the .022 level. It indicated that the relationship between intermediate 1 students' integrative motivation and their academic achievement test score (r = .370) was a positive significant relationship. Therefore,

the researcher accepted the research hypothesis: There is a significant relationship between integrative motivation and academic achievement among intermediate 1 level students learning Korean as a foreign language at King Sejong Institute Foundation.

Table 14

Pearson Correlation between the Integrative Motivation and Test Score for

Intermediate 2 Students (N=25)

		Test score	Conclusion
Integrative Motivation	Pearson Correlation	.249	There is no significant relationship
	Sig. (2-tailed)	.23	

Note: Correlation is significant at the 0.05 level (2-tailed). N=25

The analysis showed that $r = .249$ and was significant at the .23 level. It indicated that the relationship between intermediate 2 students' integrative motivation and their academic achievement test score ($r = .249$) was not a significant relationship. Therefore, the researcher rejected the research hypothesis: There is a significant relationship between integrative motivation and academic achievement among intermediate 2 level students learning Korean as a foreign language at King Sejong Institute Foundation.

Table 15

Pearson Correlation between the Integrative Motivation and Test Score for

Advanced Students (N=12)

		Test score	Conclusion
Integrative Motivation	Pearson Correlation	.452	There is no significant relationship
	Sig. (2-tailed)	.14	

Note: Correlation is significant at the 0.05 level (2-tailed). N=12

The analysis showed that $r = .452$ and was significant at the .14 level. It indicated that the relationship between advanced level students' integrative motivation and their academic achievement test score ($r = .452$) was not a significant relationship. Therefore, the researcher rejected the research hypothesis: There is a significant relationship between integrative motivation and test academic achievement advanced level students learning Korean as a foreign language at King Sejong Institute Foundation.

Research Objective Four

The scores for instrumental motivation from the questionnaire and students' academic achievement test score from King Sejong Institute Foundation, second semester 2014, were used to investigate research objective four: 4. To determine if there is a significant relationship between the degree of instrumental motivation for learning Korean and academic achievement among beginner level students studying Korean as a foreign language at King Sejong Institute Foundation.

1. To determine if there is a significant relationship between the degree of instrumental motivation for learning Korean and academic achievement among intermediate 1 level students studying Korean as a foreign language at King Sejong Institute Foundation.

2. To determine if there is a significant relationship between the degree of instrumental motivation for learning Korean and academic achievement among intermediate 2 level students studying Korean as a foreign language at King Sejong Institute Foundation.

3. To determine if there is a significant relationship between the degree of instrumental motivation for learning Korean and academic achievement among advanced level students studying Korean as a foreign language at King Sejong Institute Foundation.

The data were analyzed by a statistical software program, and the Pearson Product Moment Correlation Coefficient (r) was utilized. The results of the analysis were displayed in Table 16 to 19.

Table 16

Pearson Correlation between the Instrumental Motivation and Test Score for Beginner Students (N=45)

		Test score	Conclusion
Instrumental Motivation	Pearson Correlation	.380	There is a significant relationship
	Sig. (2-tailed)	.01	

Note: Correlation is significant at the 0.05 level (2-tailed). N=45

The analysis showed that r = .380 and was significant at the .01 level. It indicated that the relationship between beginner level students' instrumental motivation and academic achievement test score (r = .380) was a positive significant relationship. Therefore, the researcher accepted the research hypothesis: There is a significant relationship between instrumental motivation and academic achievement among beginner level students learning Korean as a foreign language at King Sejong Institute Foundation.

Table 17

Pearson Correlation between the Instrumental Motivation and Test Score for Intermediate 1 Students (N=38)

		Test score	Conclusion
Instrumental Motivation	Pearson Correlation	.327	There is a significant relationship
	Sig. (2-tailed)	.045	

Note: Correlation is significant at the 0.05 level (2-tailed). N=38

The analysis showed that $r = .327$ and was significant at the .045 level. It indicated that the relationship between intermediate 1 students' instrumental motivation and academic achievement test score ($r = .327$) was a positive significant relationship. Therefore, the researcher accepted the research hypothesis: There is a significant relationship between instrumental motivation and academic **achievement** among intermdiate1 level students learning Korean as a foreign language at King Sejong Institute Foundation.

Table 18

Pearson Correlation between the Instrumental Motivation and Test Score for

Intermediate 2 Students (N=25)

		Test score	Conclusion
Instrumental Motivation	Pearson Correlation	.036	There is no significant relationship
	Sig. (2-tailed)	.863	

Note: Correlation is significant at the 0.05 level (2-tailed). N=25

The analysis showed that $r = .036$ and was significant at the .863 level. It indicated that the relationship between intermediate 2 students' instrumental motivation and academic achievement test score ($r = .036$) had no significant relationship. Therefore, the researcher rejected the research hypothesis: There is a significant relationship between instrumental motivation and academic achievement among advanced level students learning Korean as a foreign language at King Sejong Institute Foundation.

Table 19

Pearson Correlation between the Instrumental Motivation and Test Score for

Advanced Students (N=12)

		Test score	Conclusion
Instrumental Motivation	Pearson Correlation	.166	There is no significant relationship
	Sig. (2-tailed)	.606	

Note: Correlation is significant at the 0.05 level (2-tailed). N=12

The analysis showed that $r = .166$ and was significant at the .606 level. It indicated

that the relationship between advanced level students' instrumental motivation and academic

achievement test score ($r = .166$) was not significant. Therefore, the researcher rejected the

research hypothesis: There is a significant relationship between instrumental motivation and

academic achievement among advanced level students learning Korean as a foreign language

at King Sejong Institute Foundation.

Research Objective Five

The scores for integrative motivation from the questionnaire of each level

were used to investigate research question five: 5. To determine if there is a significant

difference in degree of integrative motivation among each level of group students at King

Sejong Institute Foundation.

The researcher used One-Way ANOVA to compare the means of four independent

groups of students (beginner, intermediate 1, intermediate 2, advanced) based on the degree

of integrative motivation. The analyses of the data are displayed in Table 20.

Table 20

One-Way ANOVA Summary Table Comparing the Beginner, Intermediate1, Intermdiate2,

Advanced Students on Integrative Motivation Scores (n=45 Beginner, 38 Intermediate 1, 25

Intermediate 2, and 12 Advanced Students)

Source		Df	Sum of Squares	Mean Square	F	Sig.
Integrative Motivation	Between Groups	3	208.633	69.544	6.970	.000
	Within Groups	116	1157.358	9.977		
	Total	119	1365.992			

The results of the analysis indicated significant differences among four groups on integrative motivation, F=6.970, Sig=.000. Therefore, the researcher accepted the Research hypothesis: There is a significant difference in degree of integrative motivation among each level of group students at King Sejong Institute Foundation.

Table 21

Integrative Motivation Score Among Different Level of Group Students, Multiple comparison table from post hoc test (n=45 Beginner, 38 Intermediate 1, 25 Intermediate 2, and 12 Advanced Students)

Dependent Variable	(I) Level	(J) Level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Integrative Motivation Score	Beginner	Intermediate1	.63684	.69590	.840	-1.3374	2.6111
		Intermedaite2	1.08000	.7 8791	.599	-1.1553	3.3153
		Advanced	4.65000*	1.02623	.000	1.7386	7.5614
	Intermediate1	Beginner	-.63684	.69590	.840	-2.6111	1.3374
		Intermediate2	.44316	.81342	.960	-1.8645	2.7508
		Advanced	4.01316*	1.04594	.003	1.0458	6.9805
	Intermediate2	Beginner	-1.08000	.78791	.599	-3.3153	1.1553
		Intermediate1	-.44316	.81342	.960	-2.7508	1.8645
		Advanced	3.57000*	1.10929	.019	.4230	6.7170
	Advanced	Beginner	-4.65000*	1.02623	.000	-7.5614	-1.7386
		Intermediate1	-4.01316*	1.04594	.003	-6.9805	-1.0458
		Intermediate2	-3.57000*	1.10929	.019	-6.7170	-.4230

Note: Mean difference is significant at the 0.05 level.

Table 21, comparisons of each four group's integrative motivation score indicated that the advanced students were significantly different from the beginner students at the significant .000 level. Also advanced students were significantly different from intermediate 1 and intermediate 2 students at the significant level of .003 and .019. It also indicated that beginner students were not different from the intermediate 1 and intermediate 2 students at the significant level of .840 and .599. Also, Intermediate 1 students were not different from intermediate 2 students at the significant level .960.

Research Objective Six

The scores for instrumental motivation from the questionnaire of each level were used to investigate research question five: 5. To determine if there is a significant difference in degree of instrumental motivation among each level of group students at King Sejong Institute Foundation.

The researcher used One-Way ANOVA to compare the means of four independent groups of students (beginner, intermediate1, intermediate 2, advanced) based on the degree of instrumental motivation. The resulting data is displayed in Table 22.

Table 22

One-Way ANOVA Summary Table Comparing the Beginner, Intermediate1, Intermdiate2, Advanced Students on Instrumental Motivation Scores (n=45 Beginner, 38 Intermediate 1, 25 Intermediate 2, and 12 Advanced Students)

Source		Df	Sum of Squares	Mean Square	F	Sig.
Instrumental Motivation	Between Groups	3	211.652	70.551	8.967	.000
	Within Groups	116	912.714	7.868		
	Total	119	1124.367			

The results of the analysis indicated significant differences among four groups on instrumental motivation, F=8.967, Sig=.000. Therefore, the researcher accepted the research hypothesis: There is a significant difference in degree of instrumental motivation among each level of group students at King Sejong Institute Foundation.

Table 23

Instrumental Motivation Score Among Different Level of Group Students, Multiple

Comparison Table from post hoc test (n=45 Beginner, 38 Intermediate 1, 25 Intermediate 2,

and 12 Advanced Students)

Dependent Variable	(I) Level	(J) Level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Instrumental Motivation Score	Beginner	Intermediate1	.76784	.61799	.673	-.9854	2.5211
		Intermedaite2	1.80889	.69970	.089	-.1761	3.7939
		Advanced	4.52222*	.91134	.000	1.9368	7.1077
	Intermediate1	Beginner	-.76784	.61799	.673	-2.5211	.9854
		Intermediate2	1.04105	.72235	.559	-1.0082	3.0903
		Advanced	3.75439*	.92884	.002	1.1193	6.3895
	Intermediate2	Beginner	-1.80889	.69970	.089	-3.7939	.1761
		Intermediate1	-1.04105	.72235	.559	-3.0903	1.0082
		Advanced	2.71333	.98510	.061	-.0814	5.5080
	Advanced	Beginner	-4.52222*	.91134	.000	-7.1077	-1.9368
		Intermediate1	-3.75439*	.92884	.002	-6.3895	-1.1193
		Intermediate2	-2.71333	.98510	.061	-5.5080	.0814

Note: Mean difference is significant at the 0.05 level.

Table 23, comparisons of each four group's instrumental motivation score indicated

that the advanced students were significantly different from the beginner students at the

significant .000 level. Also advanced students were significantly different from intermediate

1 at the significant level of .002. However it indicated beginner students were not different

from the intermediate 1 and intermediate 2 students at the significant level of .673 and .089.

Also, advanced students were not different from intermediate 2 students at significant

level .061.

Additional Findings

In this section, the researcher provided additional findings of this study. Although these findings did not specifically result from the five research objectives, the researcher found significant information valuable to the understanding of issues related to the study with greater depth and precision. The researcher presented the following one additional objective:

1. To identify degree of total motivation (integrative and instrumental motivation) among each level of group of students studying Korean as a foreign language at King Sejong Institute Foundation.

Additional Objective One

Data from the motivational orientation part of the questionnaire (see Appendices A) both integrative and instrumental motivations were used to answer additional objective question one: To identify degree of total motivation among each level of group students studying Korean as a foreign language at King Sejong Institute Foundation.

On the Likert's 6-point scale (strongly agree, moderately agree, slightly agree, slightly disagree, moderately disagree, and strongly disagree), as there were 4 questions for each integrative and instrumental motivation, the maximum score were 48 and the minimum score were 8. Findings are presented in Table 24.

Table 24

Mean and Standard Deviations of Total Motivation (N=120)

	Level	Beginner (n=45)	Inter. 1 (n=38)	Inter. 2 (n=25)	Advanced (n=12)	Total (n=120)
Integrative	Mean	42.08	40.68	39.2	32.91	40.12
	SD	4.70	4.25	6.68	8.54	6.04

Note: Inter. = Intermediate

Among the total of 120 students, Table 24 indicated that when the students' level advanced, as their degree of motivation decreased.

Summary

In this chapter, the results of the data analysis were presented. From the main findings, the researcher presented the degree of integrative motivation and instrumental motivation of beginner to advanced levels of 120 students as well as the relationship between their academic achievement test scores and the degrees of integrative and instrumental motivation by the level. Also, the researcher presented differences in the degrees of integrative and instrumental motivation among different levels of students.

In the next chapter, the major findings of the study were concluded. Discussion of the findings and recommendations for future research and related organizations were presented.

CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

In chapter 4, the findings of the study were presented. In this chapter, the researcher concluded the findings of the study, discussed the findings, and recommended to Sejong Institute Foundation in Bangkok for future use, and to researchers for future research.

Conclusion of the study

The Korean Wave increased contact between Korea and Thailand, and established a firm position for Korea in Thailand for the last 10 years. As a result, the learning of Korean as a foreign language has become a new challenge for not only learners but also teachers. With regard to this situation, understanding Korean language among learners has become a priority in the field of Korean education. Compared with other language learning, like English, Chinese or Japanese, the research on Korean language study is limited in Thailand.

Motivation is considered an important factor in learning, which could determine the success or failure of foreign language learning. Therefore, an attempt to find out learners' motivation types and degree has been routine among second language teachers. Furthermore, the relationship between motivational degree and result of second language learning has been one of the main research areas in motivation.

The researcher, as a Korean language teacher in Thailand, became aware of and interested in the motivation of students. The major purpose of this study was to investigate integrative and instrumental motivation among Thai students studying Korean at King Sejong Institute Foundation, as well as relationship between degree of motivation and academic achievement test score. This research also compares degree of integrative and instrumental motivation among four different levels of groups.

Descriptive, Pearson Correlation, One Way ANOVA's statistics program is used for

measuring data.

The researcher believes that these research findings will provide useful information to Korean teachers who are seeking effective teaching strategies and want to know about their students.

Furthermore, this study will also assist school administrators to establish effective programs for Korean language students. This study will also contribute to the future research regarding motivation in Korean language education, especially for the A researcher who wants to investigate students at King Sejong Institute Foundation in the other countries.

Demographics Findings

- There were 10.8% male students, 89.2 % female students.

- 40.8% of the students had studied Korean for less than 1 year. 25 % of the students had studied Korean from 1 year to 2 years. 20% of students studied Korean from 2 years to 3 years.

Main Findings

- The 120 respondents had the mean score of 20.58, which is considered a high degree of integrative motivation.

- The 120 respondents had the mean score of 19.16, which is a relatively high degree of instrumental motivation.

- A significant relationship was found between the degree of integrative motivation and academic achievement among beginner and intermediate 1 levels.

- No significant relationship was found between the degree of integrative motivation and academic achievement among intermediate 2 and advanced levels.

- A significant relationship was found between the degree of instrumental motivation and academic achievement among beginner and intermediate 1 levels.

- No significant relationship was found between the degree of instrumental motivation and academic achievement among intermediate2 and advanced level of students.

- When the degree of integrative motivation was compared among 4 groups, there is a significant difference. Beginner level students had the highest degree (the mean score, 21.4) of integrative motivation while advanced students had the lowest degree (the mean score, 16.75).

- When the degree of instrumental motivation was compared among 4 groups, there was a significant difference. Beginner level students had the highest degree (the mean score, 20.68) of instrumental motivation while advanced students had the lowest degree (the mean score, 16.16).

Conclusion

The degree of integrative and instrumental motivation as well as relationship with academic achievement and degree of motivation by 4 different levels of student were investigated. It indicated that students had a high degree of integrative motivation (mean score of 20.58, SD= 3.38) and also had relatively high degree of instrumental motivation (mean score of 19.16, SD=3.07). There was a significant difference in degree of integrative and instrumental motivation among 4 levels. A significant relationship was found both degrees of integrative and instrumental motivation and academic achievement among beginner and intermediate 1 level. However, there was no significant relationship between both degrees of integrative and instrumental motivation and academic achievement among intermediate 2 and advanced level.

Discussion

Motivation

This study attempted to investigate the degree of integrative and instrumental motivation of King Sejong Institute Foundation students and the relationship between the degree of students' motivation and their academic achievement test scores.

The 120 participants of the study scored on the average of 20.58 for integrative motivation and 19.16 for instrumental motivation out of the maximum score of 24.

As mentioned in Chapter 3, a score higher than 20 was considered highly motivated integrative. On the other hand, the participants in the study had a relatively high degree of motivation in instrumental. Therefore, the researcher concluded that the participants had high degrees of integrative and relatively high degree of motivation in instrumental. When compared, the degree of integrative motivation was slightly higher than instrumental motivation. It was not surprising that many previous research studies, Yim (2005), Jung (2007), Park (2008) and Sattathmkul (2008), found that students' interest in Korean popular culture was the drive to learn Korean.

Although instrumental motivation was slightly lower than integrative motivation, the students seemed to study Korean for their future career and job, or as a way to be rewarded. Dornyei's (1990) study of a Canadian bilingual school concluded that most of the students tried to develop their language ability in expectation for their future careers. Therefore, the students seemed to expect that Korean would help their future career.

However, analyses of the data indicated that there was a statistically significant difference in the motivation degree across 4 different levels. When the degree of integrative motivation of each level was compared, it seemed that as the students' level increased, motivation decreased. The degree of and instrumental motivation decreased when the

students' level increased. The decreased in the students' motivation degree could imply that they had difficulty with the content material at their level, or that the curiosity in the Korean people and culture decreased after the years of learning Korean. Many beginner level students wanted to study Korean because of their interest in Korean pop songs, TV series, and movies. When students reached intermediate 1 level, the content materials of the course become more academic and complicated. For example, one of the most important aspects of Korean language is formal and informal language. There are different levels of politeness, such as when talking to the elderly, managers, teachers, or a younger sister or friend. In addition, when the student progress, they could become more aware of practical reasons for learning Korean, for example getting a job or future career. In reality, the difficulty in career development or job hunting could demotivate students.

Dorneyi (1994) stated that motivation in second language learning was considered to be one of the most influential factors that made learners successful. Regarding this, the current study found that there was a significant relationship between degree of integrative and instrumental motivation and academic achievement on the beginner and intermediate1 levels. For students at the beginner and intermediate 1 level, there was a significant relationship between their degree of integrative and instrumental motivation and academic achievement test score. It indicated that their positive feelings to Korean pop culture and people lead them to study hard. Also, their expectation of getting better job or future career drives them to study hard.

However, for students at the intermediate 2 and advanced level, there was no significant relationship between their degree of integrative and instrumental motivation and academic achievement test score. This result indicated that a high degree of motivation does not necessarily lead to a good test score in the intermediate 2 and advanced levels. The researcher examined only the degree of integrative and instrumental of motivation, and

motivation is actually a far more complicated concept which requires a deeper investigation. As this problem was mentioned in Chapter 2, a previous research study by Ely (1986) found that the integrative and instrumental conceptualizations could not capture the full spectrum of student motivation for learning a second language. Also, as mentioned in Chapter 2, according to the socio-educational model, not only motivated, but also the individual ability of the learner's affects student achievement (Gardner, 2005). It might have affected results, moreover, it could happen more to the student like an intermediate2 and advanced level who studied Korean for a long time.

From the demographic findings, at King Sejong Institute Foundation, there was an imbalance between male and female number of students. Only 10 % of the total students were male. This could indicate that the researcher who wants to compare between male and female students studying Korean could be limited. In the future, most Thai teachers of Korean will be female as most of the current Thai students are female.

Recommendations

Recommendations for Practice

Considering that the respondents had a high degree of integrative motivation and instrumental motivation to learn Korean, the researcher strongly recommends that administrators and teachers become aware of the motivation related to success in learning Korean. However, in this study, the data showed that when students advanced their degree of motivation decreases. The researcher strongly recommends to educators, who teach higher levels of student provide proper teaching and learning strategies to enhance their instrumental motivation. A teacher in a high level class should be aware of the difficulty of the content material, and try to engage students' positive feelings and curiosity of Korean culture and people.

Also, administrators should be aware that as students progress through the levels, their motivation degree decreases. The administrator should examine their curriculum in order to sustain motivation. Also, administrators should try hard to find quality information about career opportunities and jobs where the Korean language is needed to enhance instrumental motivation.

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Recommendations for Future Research

The researcher recommends that further research includes a larger group on higher level students. This research investigated only 25 intermediate 2 students and 12 advanced students. Research result was different between beginner and intermediate 1 level of students with intermediate 2 and advanced students. For further research, the researcher recommends to have a larger number of higher level students in order to gain more precise information. Also, the researcher recommends study of factors that cause higher level students to become less motivated.

This research investigated only integrative and instrumental motivation. It couldn't capture the full spectrum of student motivation for learning Korean. Thus, the researcher suggests investigations in other dimensions of motivation such as intrinsic and extrinsic theories. King Sejong Institute Foundation has many branches around the world, and they provide integrated and standardized curriculum and exam. The researcher recommends some investigations on motivation types and student achievement by comparing those of students who attend King Sejong Institute Foundation Thailand and students who attend Sejong Institute Foundation in other countries.

Finally, the researcher hopes that this research will help improve and make Korean language teaching and learning more effective at King Sejong Institute Foundation as well as Korean education in Thailand. Such efforts will be valuable and contribute to the

future and better language education, making better schools and helping overseas students achieve their goal of learning Korean.

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APPENDICES

QUESTIONNAIRE

The Questionnaire Dear students in King Sejong Institute Foundation,

The following questions were developed to ask your motivation for learning Korean. I hope this study will help to improve the teaching and learning of Korean as a foreign language at King Sejong Institute Foundation.

This questionnaire has 2 parts. At first part, it will ask information about you and next part asks about your motivation for learning Korean. It takes only 10 minutes to answer all of the questions. Please answer each question as honestly as possible.

Your answers will only be used for this research and will be kept strictly confidential. Your names will not be mentioned anywhere.

If you have any problems when you are answering the questions, please let me know.

THANK YOU VERY MUCH!

Yours sincerely,

Suji Song

Part 1: About yourself

• Name _____ Nickname _____

• Gender: (Please Circle)

Male   Female

• Nationality: (Please Circle or write your country)

Thai   Other_____

• Level: (Please Circle)

Beginner   Intermediate.1   Intermidiate.2   Advanced.1

• How long do you study Korean (   ) **year** (   ) **month**

Part 2: Motivation for learning Korean

Please read each question carefully, decide whether you agree or disagree with each question.

For example, if you strongly agree, Mark:

1 Strongly disagree	2 Moderately disagree	3 Slightly disagree	4 Slightly agree	5 Moderately agree	6 Strongly agree
					X

Motivational Orientations for Learning Korean

Item	1	2	3	4	5	6
1. Studying Korean is important because I will need it for my career.						
2. Studying Korean is important because it will allow me to be more at ease with people who speak Korean.						
3. Studying Korean is important because it will allow me to meet and converse with more and varied people.						
4. Studying Korean is important because it will make me more educated.						
5. Studying Korean is important because it will be useful in getting a good job.						
6. Studying Korean is important because it will enable me to better understand and appreciate the Korean way of life.						
7. Studying Korean is important because other people will respect me more if I know Korean.						
8. Studying Korean is important because I will be able to interact more easily with speakers of Korean.						

APPENDIX B

ACADEMIC ACHIVEMENT TEST SCORE

Student Number	Test Score
1	82.00
2	77.00
3	83.00
4	77.00
5	97.00
6	87.00
7	72.00
8	92.00
9	80.00
10	77.00
11	80.00
12	100.00
13	85.00
14	77.00
15	77.00
16	82.00
17	97.00
18	90.00
19	83.50
20	87.00
21	90.00

22	97.00
23	85.00
24	87.50
25	90.00
26	83.00
27	82.00
28	86.00
29	85.00
30	77.00
31	80.00
32	97.00
33	85.00
34	88.00
35	77.00
36	88.00
37	73.00
38	93.00
39	90.00
40	88.00
41	78.00
42	81.00
43	89.50
44	93.00
45	87.00

46	90.00
47	94.50
48	93.00
49	82.00
50	92.00
51	97.00
52	90.00
53	86.00
54	83.00
55	77.50
56	94.00
57	91.50
58	95.00
59	87.00
60	87.50
61	90.00
62	92.00
63	87.00
64	85.00
65	87.00
66	90.00
67	82.00
68	87.00
69	80.50

70	80.50
71	78.00
72	77.00
73	72.00
74	78.00
75	83.00
76	97.00
77	86.00
78	83.00
79	82.00
80	83.50
81	88.00
82	88.50
83	77.00
84	70.00
85	77.00
86	79.00
87	82.00
88	92.00
89	84.00
90	77.00
91	86.00
92	82.50
93	77.50

94	80.00
95	80.00
96	90.00
97	83.00
98	86.00
99	90.00
100	92.00
101	77.00
102	85.00
103	86.00
104	87.00
105	94.00
106	86.00
107	93.00
108	88.50
109	87.00
110	82.00
111	87.00
112	85.00
113	93.50
114	82.00
115	87.00
116	87.00
117	86.00

118	89.00
119	88.50
120	90.00
121	88.0
122	72.00
123	88.50
124	80.50
125	86.00

BIOGRAPHY

Personal Profile

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Education Background

2011-2014:   Master Degree of Education in Curriculum and Instruction.

(M.Ed), Assumption University, Bangkok, Thailand.

2002-2008:   Bachelor Degree in Philosophy

Chung-Ang University , SEOUL

Working Experiences

August 2014 – Current
George Mason University Korea
Enrollment and Recruiting Coordinator (Office of Admission)

August 2012 – December 2013
Thai-Chinese International School (Bangkok)
Korean Language Teacher (High School World language Department)

May 2010 – April 2011 (1 year)
Korean Cultural Center Bangkok
Korean Teacher

Korean Airline (Bangkok) July 2010 – December 2010
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