A COMPARATIVE-CORRELATIONAL STUDY OF YEARS 4 TO 6 AND YEARS 7 TO 9 NON-THAI STUDENTS' MOTIVATION AND ORIENTATION OF MOTIVATION TOWARD LEARNING THAI AT AN INTERNATIONAL SCHOOL IN BANGKOK, THAILAND

Sunida Wiriyanusorn

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of MASTER OF EDUCATION in Curriculum and Instruction Graduate School of Human Sciences ASSUMPTION UNIVERSITY OF THAILAND 2017
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ABSTRACT

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Key Words: MOTIVATION, ORIENTATION OF MOTIVATION, NON-THAI STUDENTS, FOREIGN/SECOND LANGUAGE ACQUISITION, SOCIO-EDUCATIONAL MODEL, ATTITUDE/MOTIVATION TEST BATTERY (AMTB), BANGKOK, THAILAND

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The purpose of this study was to determine if there was a significant difference between Years 4 to 6 and Years 7 to 9 non-Thai students' level of motivation toward learning Thai, and to determine if there was a significant association between Years 4 to 6 and Years 7 to 9 non-Thai students' orientation of motivation toward learning Thai at an international school in Bangkok, Thailand. An adapted version of Gardner's Attitude/Motivation Test Battery (AMTB) was used to collect data from 29 non-Thai students in Years 4 to 6 and 44 non-Thai students in Years 7 to 9 during the second semester of academic Years 2017 – 2018. Descriptive statistics - means, standard deviations, as well as t-Test, and Pearson's chi-squared test were used to analyze the data. The findings indicated that both Years 4 to 6 and Years 7 to 9 non-Thai students at the target school had slightly low levels of motivation toward learning Thai and both Years 4 to 6 and Years 7 to 9 non-Thai students’ orientation of
motivation was instrumental. Motivation for learning Thai between Years 4 to 6 and Years 7 to 9 non-Thai students was not significantly different, while Years 4 to 6 and Years 7 to 9 non-Thai students' orientation of motivation was found to be significantly associated. Recommendations for administrators, teachers, and future researchers are provided.
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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the statement of the problem, the research questions with the corresponding objectives and hypotheses. It also includes the theoretical framework and conceptual framework of this study, followed by the scope of the study, the definitions of terms and concludes with the significance of the study.

Background of the Study

Thailand has had good friendship with other countries, and has developed increasingly close ties in order to assist in trades and industry, as well as diplomatic affairs. This has made the number of foreign residents who live in Thailand has been growing up. Therefore, the Thai government has determined a policy to establish the international school provisionally, following legislation of education in 1954 (Trongtorgarn, 1987). However, there were not many international schools allowed to be opened during that time. In 1991, Mr. Anand Panyarachun, the Prime Minister determined policy to allow the private sector to establish more international schools in Thailand which allowed Thai students to study in the international schools. More Thai students have had opportunity to access high standard and quality education from international schools. They have learned to communicate and learned to live in multicultural environment (Srisa-arn, 1999).

In the past 10 years, the growth of the number of international schools has increased in Thailand. There were 110 international schools which were allowed to establish by the Ministry of Education by 2007. There were around 32,397 of total number of students studying in international schools in 2007, and 50 percent of them are Thai. By 2015, there are...
The Thai Ministry of Education would like Thai students who studying in international schools to continue learning Thai language. For non-Thai students, the Thai Ministry of Education would like them to remain learning about Thai language and culture as well. Therefore, The Thai Ministry of Education has regulations for the establishment and operation of International schools that the schools should arrange and provide Thai language and culture courses for students in all levels for at least one period per week for foreign students and five periods per week for Thai students (ONEC, 2003).

For non-Thai students, according to Lightbrown and Spada (2006), the factors that influence the acquisition of a second/foreign languages (L2s) can be categorized into two main types as internal and external. Internal factors are individual learner characteristics such as age, personality, motivation, past experiences, cognitive abilities and language aptitudes that can have an effect on the second language learning. The external factors refer to the curriculum, teacher variables, instructional methods, social context, as well as learning situations that are originated from the outside environment (Lightbrown & Spada, 2006).

Among the stated factors above, studies have indicated that motivation is one of the most crucial factors that can affect second language learning, as it has major impact on the rate and success of second language learning (Dörnyei, 1998; Gardner, 1985b; Skehan, 1991). Without sufficient motivation, even the most talented and gifted students cannot achieve; neither a quality curriculum nor good instruction alone can ensure a language learner’s achievements (Dörnyei, 1998). Furthermore, Gardner and Lambert’s study (1972, as cited in Dörnyei, 1998) suggested that a high level of motivation can even compensate for deficiencies in one’s language aptitude and learning conditions. Moreover, motivation in children can forecast motivation later in life. The studies have indicated that children seem to
attend school with high levels of intrinsic motivation, even though their motivation has a tendency to go down when they advance through school (Lai, 2011).

Thai language proficiency can help students, especially international or non-Thai students to develop well understanding toward Thai language and culture. In addition, international or non-Thai students have different purpose in learning Thai language in order to benefit their future careers or to understand profoundly in Thai living and culture (Penglee, 2010).

This study focused on non-Thai students at a British international school in Bangkok, Thailand. In this school, English is the core language of instruction while Thai and Mandarin Chinese languages are taught as language arts compulsorily. All students from Years 1 to 4 are required to study Thai language one hour a week. Students from Years 5 to 6 need to study Thai for two hours per week. Lastly, students from Years 7 to 9 are required to learn Thai three hours per week. As 30% percent of the students are non-Thai nationalities, this school provides a Thai class for beginners for the students to acquire Thai language learning easier.

Statement of the Problem

According to the fact that some of non-Thai students at the target international school in Bangkok, Thailand encountered difficulties in learning Thai which is a second or a third language learning for them, this affected directly to their motivation to learn. The low motivation of the students could also affect to their academic achievement (Legaut et al., 2006). Deci and Ryan (1985, 2002, as cited in Legaut, Green-Demers, & Pelletier, 2006) stated that low motivation could be determined in which a student could not grasp a connection between behavior and succeed learning outcome. The students may feel break apart from their behavior and would thereby put less effort or energy in their learning
process. Moreover, low motivation could lead to boredom, school absence, and learners’ helplessness (Ntoumanis, Pensgaard, Martin, & Pipe, 2004, as cited in Legaut et al., 2006).

In addition, individual motivation tends to be different across subject areas and this specific domain escalates by age. Consequently, motivation in children can forecast motivation later in life, also the consistency of this relationship seems to be stronger with age. The studies have indicated that children seem to attend school with high levels of intrinsic motivation, even though their motivation has a tendency to decline when they advance through school (Lai, 2011). Regarding the fact that all non-Thai students were required to study Thai language and culture at a target international school in Bangkok, Thailand, the researcher, who has been a Thai teacher in this school for almost three years, has observed differences in level of attainment in Thai skills and ability among students. The researcher hypothesizes that there is the difference in level of motivation toward learning Thai that has led to the achievement differences. The researcher wanted to investigate if there would be a significant difference between two groups of lower grade level students in Years 4 to 6, and higher grade level students in Years 7 to 9 who studying Thai language in order to know if the result would be as if previous studies have indicated.

Therefore, the purpose of this study was to determine the level of motivation between Years 4 to 6 and Years 7 to 9 non-Thai students at an international school in Bangkok and to examine if there was a significant different between Years 4 to 6 and Years 7 to 9 non-Thai students’ level of motivation, and to examine if there was a significant relationship between Years 4 to 6 and Years 7 to 9 non-Thai students’ orientation of motivation toward learning Thai at an international school in Bangkok.
Research Questions

The questions and sub-questions of this study are as follows.

1. What is the students' level of motivation toward learning Thai between Years 4 to 6 and Years 7 to 9 non-Thai students at an international school in Bangkok?
   1.1 What is the students' attitude toward learning Thai between Years 4 to 6 and Years 7 to 9 non-Thai students at an international school in Bangkok?
   1.2 What is the level of motivational intensity toward learning Thai between Years 4 to 6 and Years 7 to 9 non-Thai students at an international school in Bangkok?
   1.3 What is the level of desire toward learning Thai between Years 4 to 6 and Years 7 to 9 non-Thai students at an international school in Bangkok?

2. What is the orientation of motivation toward learning Thai between Years 4 to 6 and Years 7 to 9 non-Thai students at an international school in Bangkok?

3. Is there a significant difference between Years 4 to 6 and Years 7 to 9 non-Thai students' level of motivation toward learning Thai at an international school in Bangkok?

4. Is there a significant relationship between Years 4 to 6 and Years 7 to 9 non-Thai students' level of motivation and orientation of motivation toward learning Thai at an international school in Bangkok?

Research Objectives

The objectives and sub-objectives of this study are as follows.

1. To determine the level of motivation toward learning Thai between Years 4 to 6 and Years 7 to 9 non-Thai students at an international school in Bangkok.
   1.1 To determine the attitude toward learning Thai between Years 4 to 6 and Years 7 to 9 non-Thai students at an international school in Bangkok.
1.2 To determine the level of motivational intensity toward learning Thai between Years 4 to 6 and Years 7 to 9 non-Thai students at an international school in Bangkok.

1.3 To determine the level of desire toward learning Thai between Years 4 to 6 and Years 7 to 9 non-Thai students at an international school in Bangkok.

2. To determine the orientation of motivation toward learning Thai between Years 4 to 6 and Years 7 to 9 non-Thai students at an international school in Bangkok.

3. To determine if there is a significant difference between Years 4 to 6 and Years 7 to 9 non-Thai students’ level of motivation toward learning Thai at an international school in Bangkok.

4. To determine if there is a significant association between Years 4 to 6 and Years 7 to 9 non-Thai students’ orientation of motivation toward learning Thai at an international school in Bangkok.

**Research Hypotheses**

1. There is a significant difference between Years 4 to 6 and Years 7 to 9 non-Thai students’ level of motivation toward learning Thai at an international school in Bangkok at the level of .05.

2. There is a significant association between Years 4 to 6 and Years 7 to 9 non-Thai students’ orientation of motivation toward learning Thai at an international school in Bangkok at the level of .05.

**Theoretical Framework**

The theoretical framework of this study follows Gardner’s socio-educational model of second language acquisition. The model indicates that both ability and motivation are key
factors in second/foreign language learning. Accordingly, motivation is a term which is often used with regard to second language learning as a simple explanation of achievement, as in the statement from Gardner (1985b), “if the students are motivated to learn the language, they will” (p. 10).

The model introduces that motivation cannot be indicated by effort alone. In this model, hence motivation refers to a merging of effort along with desire to achieve the goal of the language learning and satisfactory attitude toward learning the language (Gardner, 1985b). The variables will be assessed by four subscales from Gardner’s Attitude/Motivation Test Battery (1985a): motivational intensity, desire to learn Thai language, attitude toward learning, and orientation of motivation toward learning Thai.

**Conceptual Framework**

This comparative-correlational study aimed to examine if there was a significant different level of motivation between Years 4 to 6 and Years 7 to 9 non-Thai students at an international school in Bangkok and to examined if there was a significant relationship between Years 4 to 6 and Years 7 to 9 non-Thai students’ level of motivation and orientation of motivation toward learning Thai at an international school in Bangkok. Figure 1 presents the conceptual framework of this study.
Motivation for Learning Thai

- Attitude toward learning Thai
- Motivational intensity for learning Thai
- Desire to learn Thai

Years 4 to 6 non-Thai students

Years 7 to 9 non-Thai students

Orientation of Motivation toward Learning Thai

Scope of the Study

The research population of this study was the Years 4 to 6 and Years 7 to 9 non-Thai students from an international school in Bangkok that offers British English programs. The sample of this study was the Years 4 to 6 and Years 7 to 9 non-Thai students studying at this international school in academic year 2017-2018. The results of this research were only applicable to the Years 4 to 6 and Years 7 to 9 non-Thai students at an international school in Bangkok. The motivation variables in this study were defined according to Gardner's socio-educational model as a three dimensional construct consisting of the attitude toward learning Thai, the motivational intensity for learning Thai, and the desire to learn Thai. These three sub-variables of motivation were measured by the three subscales of Gardner's Attitude/Motivation Test Battery: attitude toward learning Thai, motivational intensity for learning Thai, desire to learn Thai. The orientation of motivation toward learning Thai is a second variable.

Figure 1. Conceptual framework.
Definitions of Terms

To assure a common understanding of terms used in this study, the following definitions are provided.

**An international school in Bangkok, Thailand.** This term referred to an international school located in Bangkok, Thailand. The school offered the English National Curriculum from the Early Years Foundation Stage (EYFS) leading to IGCSE (International General Certificate of Secondary Education) and IB (International Baccalaureate) Diploma Programme in the Sixth Form (high school). The school was established in 2000, and now has 700 students and 86 teachers.

**Motivation for learning Thai.** This term was defined according to Gardner’s socio-educational model of second language acquisition. It referred to a four part conception consisting of the attitude toward learning Thai, motivational intensity for learning Thai, the desire to learn Thai, and the orientation of students’ motivation for learning Thai.

- **Attitude toward learning Thai.** This term referred to how students feel about the process of learning Thai language. It is assessed by Items 2, 6, 8, 12, 14, 18, 20, 24, 26, 30 of the study questionnaire.

- **Motivational intensity for learning Thai.** This term referred to the intensity of a student’s motivation to learn Thai, in terms of the degree of effort spent in learning the language, the work done for classroom assignments, and future plans to make use of and study Thai language. It is assessed by Items 1, 4, 7, 10, 13, 16, 19, 22, 25, 28 of the study questionnaire.

- **Desire to learn Thai.** This term referred to how strongly students want to learn Thai language. It is measured by Items 3, 5, 9, 11, 15, 17, 21, 23, 27, 29 of the study questionnaire.
**Orientation toward learning Thai.** This term refers to the reason why students chose to learn Thai. There are two main orientations of motivation to learn Thai which are instrumental and integrative. The integrative orientation referred to the main purpose in which students were learning Thai in order to communicate with Thai people and learn more about Thai culture, while the instrumental orientation determined a utilitarian value of learning Thai language. Hence, students with instrumental orientation primarily learn Thai for academic or career purposes. It is assessed by Item 31 of the study questionnaire.

**Thai learning subject.** referred to Thai language subject provided at an international school in Bangkok. The Thai language is a compulsory subject being taught from early Years to Year 9. Students in Years 1 to 4 are required to study Thai language 1 hour a week, students in Years 5 to 6 need to study Thai for two hours per week. Lastly, students from Years 7 to 9 are required to learn Thai three and a half hours per week.

**Significance of the Study**

This study examined the difference in motivation of Thai language learning. The findings of this study were beneficial to teachers, curriculum developers, and school administrators of an international school in Bangkok.

According to the studies have indicated that students’ motivation seems to decline as they progress to higher grade levels, the information gained from this study was useful for teachers to find ways to increase students’ motivation to learn Thai language for students in different grade levels. Through this research, teachers may purposefully discovered how motivation importantly affected to students’ learning.

The research was beneficial to those people who planned for the curriculum to help foster students’ motivation to learn Thai language in different grade levels. For school administrators, this research was useful implementing the raised curriculum and on how to supplemented students’ motivation in different grade levels to reach learning outcome.
Lastly, the outcome of this research was also beneficial to both the present researchers and the future researchers to develop research of students’ motivation in acquiring second or third language.

In this chapter, the background, the theoretical and conceptual frameworks, scope and significance of the study, along with the definitions of terms were presented. In the following chapter, the researcher will review literatures related to motivation for second/foreign language acquisition, students’ perception of parental encouragement toward second/foreign language acquisition, factors affecting second/foreign language acquisition as well as background information of the target school.
In the previous chapter, the researcher presented the rationale and significance of the study. In this chapter, the researcher will present a review of important concepts and theories related to this research. This chapter will be organized into seven main sections. The first section will be an overview of Thai language learning in international schools in Thailand. The second section will discuss Gardner’s socio-educational model, which is the most influential theory of motivation in the area of second language acquisition. The third section will focus on a motivational survey from Gardner, the Attitude/Motivation Test Battery (AMTB). The fourth section will present individual learner differences in language learning. The fifth section will display the studies of motivation in language learning. Finally, the previous research on the main variables of this study: motivation for learning Thai language will be reviewed. Lastly, will present the background information of the target school.

Thai Language Learning in International Schools in Thailand

The number of foreign residents who live in Thailand has been rising after the development of increasingly close ties with other countries in order to assist in trades and industry, as well as diplomatic affairs. Thus, the Thai government has determined a policy to establish the international school provisionally, following legislation of education in 1954 (Trongtorgarn, 1987). Nevertheless, there were not many international schools allowed to be opened during that time. Until 1991, Mr. Anand Panyarachun, the Prime Minister imposed policy to allow the private sector to establish more international schools in Thailand which allowed Thai students to study in the international schools (Srisa-arn, 1999).
Over the past three decades, the growth of the number of international schools has increased rapidly in Thailand. There were 110 international schools which the Ministry of Education allowed to establish by 2007. There were around 32,397 students studying in international schools by 2007, and 50 percent of them are Thai. In 2015, there are around 41,952 students and 138 international schools, which are school members of The International Schools Association of Thailand (ISAT, 2017).

The Thai Ministry of Education would like Thai students to remain learning Thai language as well as non-Thai students studying in international schools to learn Thai culture. Hence, The Thai Ministry of Education has regulations mandating that international schools should offer Thai language and culture courses for at least one period per week for foreign students and five periods per week for Thai students in all levels (ONEC, 2003).

The Socio-Educational Model of Second Language Acquisition

Gardner's socio-educational model of second language explained the role of individual difference variables in second language learning. Motivation in this model is a complex of variables. In other word, the model is a combination of effort with real intention to accomplish the objectives of learning the language, including positive attitudes toward language learning (Gardner, 1985b). Language aptitudes and motivation are the two main variables that are assumed to support achievement in second language learning. The theory accepts that second language learning motivation is affected by both the cultural and educational contexts of the learning situations (Gardner, 2010).

Additionally, motivation in the model consists of affective dimensions, which are integrativeness and attitudes in the learning process. Moreover, the attitudes and motivation complexity generates an integrative variable that supports learning the language (Gardner, 2006).
The studies have emphasized that learning language is different from other academic subject. Language learning is related to both the skills of acquisition and the behavioral background from different cultural contexts. Accordingly, the quality of success in second language learning will be affected by the attitudes and what a learner believes and feels about the target language community (Gardner, 1985b). Figure 2 presents the socio-educational model of second language acquisition (Gardner, 2005).

Figure 2. The socio-educational model of second language acquisition (adapted from Gardner, 2005, p. 6).

As the figure indicates, the model presents that the individual’s second language learning motivation is involved into two classes of variables. The first one is attitudes of the learning situation. It is apparently that a learner’s level of motivation is influenced by the nature of the learning situation. For instance, an experienced teacher who is attentive with a good command of the language, well designed lesson plans, purposive evaluation process that encourages higher motivation levels will create a positive learning environment (Gardner, 2005).
Integrativeness is a key variable in affecting motivation. Moreover (1950, cited in Gardner, 2005) explained and gave examples about motivation that a child has to learn the parents’ language. According to the reinforcements, a child is motivated to naturalize characteristics of the parents that could promote a reward and drive fulfilling substitutes when the parent is absent. Regarding the verbal behavior, the child adopts the features of the parents and learns by making sounds identical to the parents that he/she can reach some levels of the ease in the parents’ absence. This leads to the adoption gradually of many of the parents’ features, developing in the child’s personal identification with the parents. Thus, the motivation to learn the first language can be served by the child’s identification with the parents (Gardner, 2005).

Gardner and Lambert (1972) suggested that the openness of some individual learners could affect their motivation toward other language learning. As the more the learners become opened, the more they open to learn to different culture, ethnic, and linguistic groups. It could possibly be a case that some individuals learn different language in order to integrate with other culture. However, integrativeness rather explains that an individual’s openness taking of features of other linguistic and cultural groups, than a learner wanted to become the other cultural community member.

In addition, the pronunciations, words, grammar, including the interest are prominent characteristics of the other cultural community, as well as the individuals’ openness will have influence in his or her motivation to learn different language (Gardner, 2005).

In this model also mentioned language anxiety, another variable that is implicated in second language learning. Language anxiety displays a part in language learning. On the other hand, anxiety can be a motivational factor, as it may well promote achievement. However, anxiety can also exhausting or interfering with production and learning. Language anxiety is generally known as negative component that involved in achievement and self-
confidence in language learning. This could be indicating that language learning achievement interfered by the high levels of language anxiety. Either, the low levels of achievement can cause being anxious for individuals in situations where they use their language. Therefore, individuals tend to do more poorly on the level of achievement, when their language anxiety on high levels. Furthermore, those individuals who are lacking of expediency in the language will also incline to be more nervous and stressed in situations where they have to use their language (Gardner, 2005).

Gardner, Masgoret, and Tremblay (1999) also mentioned the sociocultural milieu, which is affecting the part of individual difference variables in second language learning. In The socio-educational model of second language acquisition presents that the sociocultural milieu represents an important part in influencing individual’s levels of motivation, attitudes, and anxiety. It also has an important relationship which effects the language learning process. Furthermore, the environment or milieu can be broad or narrow as where the individuals live or where they experience in the home. Accordingly, what individuals experience earlier in a particular sociocultural context could be expected to represents a role in their motivation and attitudes development that related to the learning of second language. Beside, individuals’ experience at home that is similar or not similar as their experience in the social milieu could also affect their motivation and attitudes.

Parents are also another variable that is influencing second language learning. Parents have a very strong influence on the language learner in family. Parents could be one of the most significant components of home background that could tailor the learner’s attitude toward second language. The effective roles of parents in influencing their child in second language learning were stressed as following: firstly, parents could influence their child in language learning by facilitating and encouraging their child to do better in the language class, as well as observing their child’s performance in language learning. Besides, parents
could effectively encourage their child in second language leaning by facilitating and help tutoring their child’s home on language learning. The parents could also teach extra second language words or phrases to their child at home. Secondly, parents could also actively support their child by interacting and communicating with their child in order to shape their attitudes toward the community and the second language to their child. So that the more positive attitudes the parents have toward second language community, the more encouragement to support the integrativeness of the second language learner. On the other side, the less positive attitudes of the parents have the less development of their child’s positive attitudes toward second language learning. This could lead to second language learning discouragement as well (Gardner, 1985b).

Socio-Educational Model: Gardner’s Definition of Motivation

Gardner’s socio-educational model started to develop about the role of motivation and attitudes in the learning of second language. As a result of the studies, the model was initial finished and proposed in 1979, revised in 1985, and the latest in 2001 (Lovato, 2011). Gardner’s model presents there are two main individual variables in language learning, which are motivation and ability. It is shown that the higher ability levels of individuals, the more successful at language learning than the learners who have less ability (language aptitude and intelligence). Likewise, the higher motivation levels of individuals, the better individuals’ performance in language learning than the learners with weaker levels. As individuals will escalate higher effort, will become more persistent and attentive. They will find more desire to experience more and will straight forward to the goal as they expected. Those factors are prospective to be relatively independent, as some learners have high ability in language learning but motivation is low and likewise (Gardner, 2010).

The model was modifies again in 1985 and was introducing the ideas of integrative motivation under the individual differences variable. The integrative motivation is separated
into two components, which are attitudes toward integrativeness and learning situation. Attitudes on the language situation related to attitudes learners have toward school environment, teaching process, interaction in lessons, evaluation of the teacher and the language course, or response on textbooks. Apparently, the feature of the learning situation will affect a language learner's motivation. Therefore, a well-designed curriculum, considerate lesson plans, a purposive evaluation, and interesting lessons taught by a skilled teacher with a good instruct of language will encourage learners' levels of motivation to be higher than a teacher who lacks of these characteristics. While, integrativeness is presented as a fondness in the second language community. It refers to an openness that the learner shows toward the goal language group and their culture. However, it mentioned that integrativeness does not mean that a learner wanted to change to be in another cultural community or to become a member of another linguistic group, whereas their openness brings them to taking and accepting characteristics of another cultural community (Gardner, 1985b).

Gardner’s socio-educational model of second language acquisition mentioned to motivation in second language learning. It is shown as being composed of three components. First, an individual with high motivation is keen to put more effort toward language learning. The individual displays, determined, and persistently attempts to learn and interact to the material by working on assignments and finding more opportunities to learn more by doing further extra work. Second, the individual with high motivation will have determination to achieve the goal of the language learning. They displays a strong aspires and aim to work as best as they can to achieve success. Lastly, the individual with high motivation shows their enthusiasm toward language learning, and seek for further tasks of language learning to for challenging and engaging. All those three elements mentioned above which are effort toward learning materials, determination or aspire to achieve the goal, and positive influence. These are important elements for a language learner who being motivated. However, none of the
elements mentioned above can deliberate motivation of an individual by itself. For example, some learners may show their effort while not liking or enjoying the learning process, and not owning a strong aspire or desire to reach the goal. Other learners may would like to learn and be involved in the learning, but not put enough effort or try as much in the learning (Gardner, 2010). Based on the definition of motivation in Gardner’s socio-educational model of second language acquisition, the Attitude/Motivation Test Battery (AMTB) was developed as a set of instrument to determine levels of motivation of language learners in language learning. It evaluates the levels of motivation of language learners with the three components, which are the desire, attitudes and the motivational intensity toward learning the language (Gardner, 2010).

The Attitude/Motivation Test Battery (AMTB)

The Attitude/Motivation Test Battery, a research instrument that has been developed to investigate the main affective variables related in the socio-educational model in second language acquisition. The main affective variables have related examinations of (a) the correlation of motivational and attitudinal variables in language achievement and behavioral motive to continue study the language, (b) the influences of students’ attitudes and motivation toward learning process, and (c) the relation of the relation of students’ attitudes and motivation toward behavior in classroom. The Attitude/Motivation Test Battery provides a reliable and valid indicator of a variety of characteristics of attitudes and motivation (Gardner, 1985a).

Gardner’s research instrument (Attitude/Motivation Test Battery) was first developed to investigate English-speaking students’ motivation toward learning French as a second language in Canada. It has been used in different versions. The first original version was developed, and extended later by Gardner and Lambert (1972). The test is composed of 63
Likert-type scale items, 21 multiple-choice items, and 50 semantic differential scale items, totaling 134 items (Gardner, 1985a). Table 1 shows a list of the subscales items of the Attitude/Motivation Test Battery (Gardner, 1985a).

Table 1

The Subscales of Attitude/Motivation Test Battery

<table>
<thead>
<tr>
<th>Subscales</th>
<th>Response format</th>
<th>Number of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attitudes toward French Canadians</td>
<td>Likert-type seven alternative response</td>
<td>10</td>
</tr>
<tr>
<td>2. Interest in foreign languages</td>
<td>Likert-type seven alternative response</td>
<td>10</td>
</tr>
<tr>
<td>3. Attitudes toward European French people</td>
<td>Likert-type seven alternative response</td>
<td>10</td>
</tr>
<tr>
<td>4. Attitudes toward learning French</td>
<td>Likert-type seven alternative response</td>
<td>10</td>
</tr>
<tr>
<td>5. Integrative orientation</td>
<td>Likert-type seven alternative response</td>
<td>4</td>
</tr>
<tr>
<td>6. Instrumental orientation</td>
<td>Likert-type seven alternative response</td>
<td>4</td>
</tr>
<tr>
<td>7. French class anxiety</td>
<td>Likert-type seven alternative response</td>
<td>5</td>
</tr>
<tr>
<td>8. Parental encouragement</td>
<td>Likert-type seven alternative response</td>
<td>10</td>
</tr>
<tr>
<td>9. Motivational intensity</td>
<td>Multiple choice test</td>
<td>10</td>
</tr>
<tr>
<td>10. Desire to learn French</td>
<td>Multiple choice test</td>
<td>10</td>
</tr>
<tr>
<td>11. Orientation index</td>
<td>Multiple choice test</td>
<td>1</td>
</tr>
<tr>
<td>15. French teacher – inspiration</td>
<td>Semantic differential scale</td>
<td>5</td>
</tr>
<tr>
<td>16. French course – evaluation</td>
<td>Semantic differential scale</td>
<td>10</td>
</tr>
<tr>
<td>17. French course – difficulty</td>
<td>Semantic differential scale</td>
<td>5</td>
</tr>
<tr>
<td>18. French course – utility</td>
<td>Semantic differential scale</td>
<td>5</td>
</tr>
<tr>
<td>19. French course – interest</td>
<td>Semantic differential scale</td>
<td>5</td>
</tr>
</tbody>
</table>

Note: From Gardner (1985a).

There are total 19 subscales, which are used in the computation of the four inclusive indices of the major constructs evaluated by the subscales, comprises of integrativeness, motivation, attitudes toward the learning situation, Attitude/Motivation Index (AMI).
1. **Integrativeness.** The index of integrativeness proposes the individual’s affective reaction toward different language community. It refers to individual’s desire or willing to learn the language for social reasons or for him/her selves. It is composed of scores on the scale of Attitude toward French Canadians, Integrative Orientation, and Attitudes toward European French people, and Interest in Foreign Languages (Gardner, 1985a).

2. **Motivation.** The index of motivation refers to motivation of the individual to learn the language. There are three main concepts of motivation including the effort in learning French language, the desire to learn French, and individual’s affective reaction on learning French (Gardner, 1985a).

3. **Attitudes Toward the Learning Situation.** The index of attitudes toward the learning situation refers to the reactions of the learner toward the language learning process. It has a purpose to assess attitudes of the learners toward the process and context of the languages that are taught, and shows the sum of learners’ evaluations of the French course and the French teacher (Gardner, 1985a).

4. **Attitude/Motivation Index (AMI).** The index of Attitude/Motivation comprises of all three aforementioned items from the above, including evaluations of French Classroom Anxiety and Ratings of an Instrument Orientation. This inclusive score is used to incorporate what appear to be the main attitudinal/motivational features associated with ability in a second language (Gardner, 1985a).
International Attitude/Motivation Test Battery (AMTB)

International AMTB is an adapted version of the Attitude/Motivation Test Battery (AMTB), used to investigate and evaluate the affective variables in learning English as foreign language in Canada. The test on the International AMTB composed of 116 items with a 7-point Likert scale, and 12 different subscales. It has been translated and used in different countries, for example, Croatia, Japan, Romania, and Spain (Gardner, 2004). Table 2 shows the subscales of the International Attitude/Motivation Test Battery.

Table 2

<table>
<thead>
<tr>
<th>Subscales</th>
<th>Number of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interest in foreign languages</td>
<td>10</td>
</tr>
<tr>
<td>2. Parental encouragement</td>
<td>8</td>
</tr>
<tr>
<td>3. Motivational intensity</td>
<td>10</td>
</tr>
<tr>
<td>4. English class anxiety</td>
<td>10</td>
</tr>
<tr>
<td>5. English teacher evaluation</td>
<td>10</td>
</tr>
<tr>
<td>6. Attitudes toward learning English</td>
<td>10</td>
</tr>
<tr>
<td>7. Attitudes toward English speaking people</td>
<td>8</td>
</tr>
<tr>
<td>8. Integrative orientation</td>
<td>4</td>
</tr>
<tr>
<td>9. Desire to learn English</td>
<td>10</td>
</tr>
<tr>
<td>10. English course evaluation</td>
<td>10</td>
</tr>
<tr>
<td>11. English use anxiety</td>
<td>10</td>
</tr>
<tr>
<td>12. Instrumental orientation</td>
<td>4</td>
</tr>
</tbody>
</table>


Individual Learner Differences in Language Learning

There is a broad range of variables that influences learners in language learning. It includes age and gender, aptitudes, beliefs, and previous experience. The learners also come to learn with their own personality, attitudes, motivations and expectations. Learners respond to and interpret the learning materials whether the variables are categorized as cognitive or...
affective. Research has determined a range of individual differences among language learners (Ellis 1999).

**Aptitude and Intelligence**

There are four components of language aptitude divided by Carroll (1962), which are phonetic coding ability (the ability to identify different sounds and to code them for later modification), grammatical sensitivity (the ability to recall a word’s function in sentences), rote learning ability (the capacity to learn relations between sounds and meanings of the words, and be able to retain them), and inductive learning ability (the ability to identify frames in language use and to abstract the rules that dominate them). Some of Skehan’s research have argued that Carroll’s four components can be summarized into three, which are auditory ability, linguistic ability and memory ability. In addition, language fluency is also considered as a part of dependence on the ability to memorize in performance (Skehan, 1991). However, while aptitude is frequently supposed to be a fixed characteristic, it may be more adaptive to instructions and strategies than was predicted. There is a brief relation between Carroll’s four complements of aptitude and language learning strategies. It proposes that what has been previously determined, as fixed learners’ aptitudes may be determined again in terms of the strategies individuals use in learning. This implies the importance of pedagogical intervention, in terms of strategy cultivation for language learners (O’Malley & Chamot, 1993).

**Age and Gender**

One of the important factors that influences the process of second language acquisition is the age of a learner. In the evidence examined for language acquisition for a critical period, it summarizes that all synopsis are corresponding with a slow decline in
language capability, which is complete at the start of puberty which usually occurs in girls between the ages of 10 and 14, and in boys generally occurs later, between the ages of 12 and 16. There is another viewpoint that adults tend to do well in language learning. However, it is obvious that young learners' scores are better in pronunciation (Skehan, 1991). The learner's age can affect the language acquisition success (Collier, 1988).

One of the previous studies for second language acquisition claimed that a definite period in second language acquisition identified as critical period assumption in language acquisition. Lenneberg's theory indicates that acquisition of language is an inherent process imposed by biological factors that restrict the critical period on language acquisition from age two years to teenage. Lenneberg's theory insists that a process in which left and right brains develop specialized functions, then the brain loses adaptability and localization of the language skill function is commonly finished by puberty. Therefore, it is making language acquisition of post-puberty difficult. In the book, Biological Foundations of language hypothesizes that language acquisition of human is a model of biologically restrictive learning, and it is normally acquired during a critical period happening at early in life and ending at puberty. Apart from this period, language could be acquired solely with labyrinth or by a disparate learning process (Lenneberg, 1967).

In Burstall's research, there was an exceptional difference remark between two genders from the longitudinal study of about 6000 children who learning French as a second language in English primary school. It reported that during the study, the scores girls made in all tests measuring achievement in French were significantly higher than boys' were. As far as the students' attitudes are concerned in this study, it appears that girls' attitudes to learning French were unvaryingly more pleasing than boys'. These low attitudes of boys could be attributed to pressures through the media and parents (Burstall, 1975 cited in Ellis 1994).
The differences in terms of abilities between males and females, regarding the motor abilities of Kimura (1999), it presented that men do higher performance at tasks as catching objects (e.g., ball games) or throwing things at a target (e.g., a darts game). Whereas women have potential with an advantage to do reputed, elaborate motor activities (e.g., knitting or sewing). In addition, women or females can do better in calculations including higher test scores, which refer to the material based on what they learn at school. With regard to verbal abilities, girls generally begin to speak earlier than boys do. Girls tend to use longer sentences. Besides, their grammar and articulation are more accurate as well as more vocabulary. Hence, girls have tendency to do better at reading, spelling and tests in which words being generated accordingly a certain rule (e.g., words which begin with a certain letter) (Kimura, 1999).

The research indicates that the topic of the text was a key factor that influences students’ reading performance. For instance, female students could do better on topics, which related to female matter, as gender differences have been identified as well in attitudes toward reading. Additionally, female students seem to have higher positive attitudes toward reading and more reading achievement than male students do. Apparently, the students who had higher positive attitudes to reading with higher self-efficacy were more successful on reading exercises (Shakouri & Saligheh, 2012).

The study indicates that gender differences on phonological memory tasks that are similar to gender differences on vocabulary and word meaning retrieval tasks might be driven by females’ certainty on the indicative memory system. Nevertheless, the engagement of the indicative memory system on phonological memory is restricted by the intervene between the substance being obtained and the information reserved according to part of long-term knowledge and information. According to the responsibility of the mechanism of gender differences, which makes female students have advantage in learning phonologically familiar
novel words. Therefore, it obviously appears to be excellently spontaneous and dynamic in nature (Kaushaskaya & Marian & Yoo, 2011).

**Motivation in Language Learning**

Motivation is one of the most important factors which defines second/foreign language learning’s success or failure (Dörnyei, 1994). Motivation is an abstract concept that is used to explain the reasons behind people’s thoughts and behaviors (Dörnyei, 2001). Additionally, motivation can be seen as a broad term that includes a variety of meanings. For example, to describe a student who is *motivated* most teachers and parents would think of a hardworking, engaged and enthusiastic learner who has good emotions and reasons to learn, including a learner with strong energy who shows perseverance in learning as well (Dörnyei, 2001). Gardner (2005) also stated that motivation is conceptually broad. In the second language-learning context, motivation relates to desire and intention to learn the language, a strong determination and efforts that learners have owing to the desire and satisfaction they have for activities they experience, and positive attitudes toward language learning (Gardner, 1985a). Furthermore, motivated individuals display determination and effort in obtaining the goal, demonstrate their persistence, and engage the tasks necessary to reach their goals. They also are entertained by the activities implicit to goals achievement. They are enthusiastic to seek their goals, they have anticipations in seeking their successes and failures, and when they are obtaining some level of success, they indicate their self-efficacy as they have self-confidence about their achievements. They also represent motive reasons for their behavior. These characteristics deliberate *cognitions, affections, and behaviors* or behavioral intentions. However, motivation in learning a second language cannot be measured by one scale. Some have shown correlations of cognitive and affective characteristics, including demonstrating all aspects of motivated individuals with achievement evaluation (Gardner, 2005). There are
some of the main second language learning theories and models are demonstrated as following:

**Dörnyei’s Second Language Motivational Self System theory**

The self-discrepancy mentions that a cognitive awareness of self and a set of perception are existing in everyone. This includes a person’s concept of what they can be, who they would like to become, and what they are fearful of becoming. These ideas of self-discrepancy gives form, meaning, structure, and conducting to a person’s expectancy and menace. Thus, this can influence and convey how behavior will be. The Self-Discrepancy theory assumes that people are impulsive to deduct the discrepancy amongst a person’s ideal self and actual self. Therefore, this refers to foreign language learning which applied by these concepts, Dörnyei developed the L2 Motivational Self System (Dörnyei, 2005).

The key components of the L2 Motivational Self System are learning experience of the L2, the ideal self for L2, and the self that should be. Firstly, the experience for L2 learning refers to the motivation that comes from the experience surrounding by the learning environment. For example, the teacher and the teaching method, as well as curriculum, affecting and influencing learner’s emotion and motivation to learn language. Additionally, this dimension includes the teaching materials and the peer-learning group in the L2 class as well. Secondly, the ideal self for L2 refers to the ideal imagery a learner would like to be in the future. For example, if a learner would like to learn a language in order to communicate with international people, the learner would have an ideal self as a fluent L2 speak, which will affect the learner’s motivation powerfully for learning the L2. This component has similar idea to the integrative and instrument motivation of the previous L2 motivation models. Lastly, the self that should be refers to the qualities of a learner’s believes that they should have to reach the goal and try to avoid negative results. For instance, a learner who
has idea of what should do to motivate himself or herself for L2 learning according to learning for job requirement, for complying with parents’ request, or to satisfy the teachers. This element is associated with extrinsic motivational factors, as the key motivators related to obligations, understanding and accepting responsibilities raised up from the learner’s conditions surrounding (Dörnyei, 2005).

**Self-Determination Theory**

Self-Determination theory created by Deci and Ryan (1985). The theory emphasizes on intrinsic and extrinsic motivation. The theory has been influential approaches in the second language field in order to explain motivation that affects second language learning (Deci & Ryan, 1985). Motivation can be classified into various distinctive types by a differentiated approach, and intend to compose a set of definitions of each type of motivation, as they can be promoted, preserved, and reduced (Ryan & Deci, 2000).

Motivation can be both intrinsic and extrinsic (or a single of them). There are two main types of motivation, which are intrinsic and extrinsic. Intrinsic motivation refers to the desire and intention to accomplish something as a person who really wants to and obtain desire and pleasure in doing something. Whereas, extrinsic motivation refers to the intention and desire to accomplish something not only for the pleasure of the things that doing, but for leading to a certain result from doing, such as gaining a reward, getting good grades or avoiding punishment (Pintrich, 2003). According to the extensive influence in mainstream psychology of the intrinsic and extrinsic and self-determination theory of Deci and Ryan (1985), the intrinsic of motivation in the second language classroom has been emphasizing. Traditional schools focus on cultivating extrinsic motivation, which is too exclusively pointing on the material rewards of an education more than cultivating a praising of creativity for supporting knowledge and exploration. In contrary, a school which has intrinsic
orientation can initiate to shift itself into a more productive and positive environment (Brown, 1981, 1990, 1994, as cited in Dörnyei, 1998). The studies have presented that students are more motivated when they responsibility of their own learning, as this refers to the elements of learner autonomy and L2 motivation (Dörnyei, 1998).

Previous Research on the Relationships between Motivation and Language Achievement

This section demonstrates the previous researches on the relationships between motivation and language achievement.

Motivation and Academic Achievement of Language

Jones' (2006) study investigated whether the relationship between the levels of integrative and instrumental motivation effect motivation on second language acquisition and score achievement on a Japanese language test, among students enrolled in Japanese 120 (beginner class) in a Southern California community college. The research relied on Gardner's socio-educational model theory. The study examined levels of motivation by using survey question with a 5-point Likert rating scale. It was a correlational study with the purpose of interrogating whether higher mean scores on both motivation survey relevant to higher scores on the final test of Japanese writing and reading. The result of this study showed that there was no statistically significant correlation between integrative motivation scores and the Japanese test scores ($r = -.26, p > .05, NS, N = 50$). However, the researcher suggested on this study that a more accurate measure of students' language learning achievement was a varied development of holistic curriculum, grading system, and calendar of activities, which will provide pleasant learning opportunities.

Wong's (2011) study investigated whether instrumental motivation or integrative motivation has higher influence toward UTAR FAS third Year Chinese Students in their
second language learning process. The findings of this whole research indicated that the undergraduates were more likely to have a greater instrumental motivation (1942 points) compared to integrative motivation (1778 points) in their second language learning process. As a whole, the third Year Chinese students learnt the second language (English language) due to certain academic and professional reasons such as to pass an examination, or to apply for a well-paid job. On the other hand, there were also some students who learnt English language due to integrative motivation.

Knowles’ (1999) research investigated whether teacher engagement effect student achievement and motivation. Four main characteristics referred to teacher engagement that were predicted to associate with students’ motivation and achievement: teachers’ pedagogical knowledge about English, teachers’ intrinsic motivation toward teaching, teachers’ pedagogical knowledge about student motivation, and teachers’ self-efficacy toward teaching. The analyses of this study showed that all of the variables were correlated and significant at less than .001 level. The findings suggested that students’ achievement and motivation are positively influenced by the teachers who are keen to the knowledge about the language they teach and student’s motivation.

Marangelli’s (2001) research investigated the correlation between attitudes motivational variables and achievement among students in grade six learning French. The research was conducted by using survey questions to examine motivational variables, including a French achievement test and final report grades for French Language Arts. This study also replied on the Gardner’s socio-educational model, which supported many of the relationship on the findings. The statistical tests composed of discriminant function analysis, correlational analysis, and regression analysis. There were four variables on this study comprising of desire to learn French, attitudes toward learning French, interest in foreign languages learning, and motivational intensity. All four variables aforementioned positively
correlated with the levels of achievement. As a result, the study suggested that determined teacher who helps foster creating interesting environment and situation highly influence students’ motivation that could lead to academic achievement.

Inngam and Eamoraphan’s (2014) research investigated the students’ motivation for learning English as a foreign language (EFL) in selected public and private schools in Bangkok. The purpose of this study was to find the levels of intrinsic and extrinsic motivation of students learning English in public and private schools, in Bangkok. The research was conducted by using survey questions to examine Grade 4 – Grade 6 students’ levels of intrinsic and extrinsic motivation in English language learning between public and private school. Inngam and Eamoraphan (2014) found that the intrinsic motivation of the student in public school had lower mean score when compared to the intrinsic motivation of the student’s motivation in Private school. As well, the extrinsic motivation of the students in Public school had lower mean score when compared to the extrinsic motivation of the student in Private school. The researcher suggested that teachers should not only focus on their extrinsic motivation, but also intrinsic motivation as high level of intrinsic motivation in students’ learning may be better than students who have high extrinsic motivation. Teachers should harmonize different activities in order to increase students’ motivation which will enhance their interest in language learning.

Hou and Lynch’s (2016) research investigated the relationship between Grades 4-6 students’ motivation and their perceptions of parental encouragement; the relationship between Grades 4-6 students’ perceptions of parental encouragement and their academic achievement in learning Chinese; the relationship between Grades 4-6 students’ motivation and their academic achievement in learning Chinese at Ladprao Bilingual School. Hou and Lynch (2016) found that the Grades 4-6 students in Ladprao Bilingual School had a relatively high level of learning motivation. According to learning motivation plays a crucial role in
language learning, motivation can be seen as the learner’s orientation to achieve the goal of learning a second language (Dörnyei, 1994; Gardner & Lambert, 1959). The researcher found that the Grades 4-6 students’ perception of parental encouragement was relatively high. Parental encouragement is another very important factor for students’ learning. Therefore, students are more likely to achieve their full potential when their parents actively encourage them to explore their interests. The study also found that there was a significant relationship between Grades 4-6 students’ motivation and their academic achievement in learning Chinese. The findings revealed that the students who had high motivation performed better than those who had low motivation.

**The Research Context**

This study was conducted at an International School in Bangkok, Thailand, a day and boarding school for students aged 3 – 18. The school offers the English National Curriculum from early years foundation, primary years as the first stage (EYFS) leading to Years 11-12 IGCSE (International General Certificate of Secondary Education) and IB (International Baccalaureate) Diploma Programme in the Sixth Form. The school was founded in 2000, and is a member of the Round Square, a worldwide association of high quality and like-minded schools. It also accredited by the International Baccalaureate Organization (IBO), the Council of International Schools, as well as the Thai Ministry of Education. The school provides English, Chinese and Thai languages through all year levels. By 2017, the school had 700 students across primary, secondary and IB program in high school (International Baccalaureate) Diploma Programme in the Sixth Form.

At the school, students go through an English National Curriculum. At the end of Year 11, students would enter for IGCSE examinations and could continue the International Baccalaureate Diploma Programme in Years 12 and 13. English is offered as a main language
throughout kindergarten and primary school (early Years to Year 6), along with Mandarin Chinese and Thai language as compulsory. Students spend approximately 70% of the school day in English classes and environment, 15% in Chinese lessons, and 15% in Thai lessons. As students move on to middle school, which are Years 7 to 9, students spend time learning Thai language, approximately three hours per week. Therefore, Thai language becomes an elective course, while English is the primal language of instruction for all other academic subject areas.

Approximately 70% of the student’s nationality at the school is Thai. For each year level, there are around 3 classes, with no more than 25 students in each class. Around 35% of the non-students have had approximately 1 year of Thai language immersion experience since primary school.

This chapter has shown the literature review and theories related to the topic of the research. In the next chapter, the researcher will describe the research design and research instrument used in the study.
CHAPTER III

RESEARCH METHODOLOGY

In the previous chapter, the researcher presented the literature review of the variables and theories involved in the study. In this chapter, the researcher will present the research design, population and sample, research instrument, data collection, data analysis and the summary of the research method.

Research Design

This study was a quantitative comparative study of Years 4 to 6 and 7 to 9 non-Thai students of an international school in Bangkok, Thailand studying Thai language as a second language. The instrument which was used to investigate the students' level of motivation toward learning Thai, students' attitude toward learning Thai, the level of motivational intensity to learn Thai, the level of desire to learn Thai, and one single variable which was the orientation of motivation for learning Thai was the motivation and orientation of motivation in learning Thai questionnaire (see Appendix A).

Descriptive statistics, means and standard deviations were used for Objective 1 with the three sub-objectives and Objective 2, while t-test independent samples was used for Objective 3 and Pearson's chi-squared test was used for Objective 4.
Population and Sample

The research population was Years 4 to 6 and Years 7 to 9 non-Thai students at an international school in Bangkok, Thailand, during the 2nd semester of academic year 2017-2018. Most of the non-Thai students at this school have studied Thai language for at least 1 year.

There were 29 Years 4 – 6 non-Thai students and 44 Years 7 – 9 non-Thai students during the 2nd semester of academic year 2017 - 2018. All 73 students participated in this study. Each year level had one class for non-Thai, with 12 – 17 students per class. Table 3 presents the number of students in non-Thai class in each year level.

Table 3

<table>
<thead>
<tr>
<th>Year</th>
<th>Beginners’ class 1</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 4</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td>Year 5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Year 6</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Year 8</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Year 9</td>
<td>19</td>
<td>44</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>73</td>
</tr>
</tbody>
</table>

Research Instrument

The motivation and orientation of motivation for learning Thai questionnaire (see Appendix A) was a set of research items which was used in this study. The instrument was used to measure the students’ level of motivation for learning Thai, and the orientation of students’ motivation for learning Thai.
Motivation and Orientation of Motivation for Learning Thai Questionnaire

The motivation and orientation of motivation for learning Thai questionnaire of the study was a modified version of the International Attitude/Motivation Test Battery (AMTB) for English as a foreign language (Gardner, 2004). The questionnaire contained three sections. The first section asked for the students’ demographic information. The second section assessed the students’ level of motivation and orientation of motivation for learning Thai. The last section of the questionnaire evaluated the orientation of the students’ motivation for learning Thai.

Section 1. The first section of the test asked for students’ demographic information: Year level and gender.

Section 2. The second section of the questionnaire was modified from the International AMTB. The International AMTB (Gardner, 2004) is a version of AMTB developed by Gardner and his colleagues to evaluate motivation of learners for learning English as a foreign language. The original instrument consists of 12 subscales, with a total of 103 items. However, only three subscales of this study were utilized by this research. The three subscales consist of attitudes toward learning English, motivational intensity, and desire to learn English. To make this instrument appropriate to the purpose of this study, some words in the items were slightly changed to measure motivation of the students for learning Thai. The word English in all items were changed into Thai. A 6-point Likert scale was used with these subscales. Table 4 presents the 6-point Likert scale that was used in the questionnaire.
Table 4

6 - Point Likert Scale of the Questionnaire

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Moderately disagree</th>
<th>Slightly disagree</th>
<th>Slightly agree</th>
<th>Moderately agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

*Attitudes toward learning Thai.* This subscale assessed the affect of the students for learning Thai language. It assessed how much students enjoy and obtain satisfaction in learning Thai language. It was assessed with 10 items, with 5 of which were positively keyed and 5 of which were negatively keyed items.

*Motivational intensity for learning Thai.* The motivation intensity subscale assessed the effort that a student put into learning Thai language. It was measured with 10 items, with five of which were positively keyed and five negatively keyed items that referred to the consistency, perseverance in focus and quantity of work done to learn Thai language.

*Desire to learn Thai.* This subscale measured the level of desire of the students to achieve proficiency in Thai language. It was measured with 10 items, with five of which are positively keyed and five negatively keyed items.

*Section 3.* The third section of the questionnaire consisted of one item taken from another version of AMTB (Gardner, 1985b). This item evaluated whether the orientation of students’ motivation for learning Thai was instrumental or integrative. Students were asked to choose one from the four choices. This item displayed four possible reasons for studying Thai. Two of the items emphasized on the language’s instrumental value and the other two emphasized on the integrative value.

*Orientation.* This subscale evaluated the orientation, instrumental or integrative, of students’ motivation. It was a dichotomous item.
Table 5 shows the subscales and item details included in the motivation and orientation of motivation for learning Thai questionnaire.

Table 5

<table>
<thead>
<tr>
<th>Subscales</th>
<th>Positively keyed items</th>
<th>Negatively keyed items</th>
<th>Total number of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitudes toward learning Thai</td>
<td>2, 8, 14, 20, 26</td>
<td>6, 12, 18, 24, 30</td>
<td>10</td>
</tr>
<tr>
<td>Motivational intensity for learning Thai</td>
<td>4, 10, 16, 22, 28</td>
<td>1, 7, 13, 19, 25</td>
<td>10</td>
</tr>
<tr>
<td>Desire to learn Thai</td>
<td>3, 9, 15, 21, 27</td>
<td>5, 11, 17, 23, 29</td>
<td>10</td>
</tr>
<tr>
<td>Orientation of motivation toward learning Thai</td>
<td>31</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>15</td>
<td>31</td>
</tr>
</tbody>
</table>

Validity and Reliability of the Attitude/Motivation Test Battery (AMTB)

The Attitude/Motivation Test Battery was standardized and validated on a great number of samples of Anglophone Canadian students in Grades 7-11 in 1977. These samples were drawn from seven regions in Canada, and there were around 1000 students at each grade level involved in the research (Gardner, 1985b). The AMTB has been accepted worldwide and been widely used by many researchers examining the affective elements of second language acquisition. It has been standardized and validated on a great number of samples of French Canadian students. These samples were induced from seven regions in Canada, and there were around 1000 students at each grade level involved in the test (Gardner, 1985b). The AMTB has appropriate construct validity as well as consistency and efficiency of data gathering, including association, data replicability, and potential to generalize data results to
broader population (Ushioda & Dörnyei, 2012). The construct validity of the instrument (AMTB) has been established in the demonstration of the convergent and discriminant validity of scale in Gardner's theories on his research (Gardner, 1985b). Additionally, considerable research has documented the predictive validity included in the AMTB, also provided information related to features of construct validity (Clement, Gardner, & Smythe, 1977; Gardner, 1985a; Gardner & MacIntyre, 1993).

It also has produced substantial internal consistency reliability scores as reported by Gardner and his associates (Gardner, 1985b, 2010, in press). The internal consistency reliability of the International AMTB was gained from a study of English learners across 8 countries around the world (Gardner, 2005, 2010, in press). The reliability data of the AMTB (Gardner, 1985b) and the International AMTB (Gardner, 2004) are presented in Table 6.

Table 6

Reliability Data of AMTB, International AMTB, the Attitudes and Motivation, and Orientation of Motivation for Learning Thai Questionnaire

<table>
<thead>
<tr>
<th>Scales</th>
<th>Number of items for each component</th>
<th>Cronbach's alpha of AMTB (Gardner, 1985b)</th>
<th>Cronbach's alpha of international AMTB (Gardner, 2004)</th>
<th>Cronbach's alpha of Murtagh's alpha values (2003)</th>
<th>Cronbach’s alpha of this study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitudes toward Learning the Language</td>
<td>10</td>
<td>.93</td>
<td>.90</td>
<td>.95</td>
<td>.88</td>
</tr>
<tr>
<td>Motivational Intensity</td>
<td>10</td>
<td>.82</td>
<td>.75</td>
<td>.75</td>
<td>.74</td>
</tr>
<tr>
<td>Desire to Learn the Language</td>
<td>10</td>
<td>.85</td>
<td>.83</td>
<td>.89</td>
<td>.86</td>
</tr>
<tr>
<td>Orientation of Motivation</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Interpretation and Scoring of the Questionnaire Results

The motivation and orientation of motivation for learning Thai questionnaire used a 6-point Likert scale as displayed in Table 4. The scoring of the questionnaire was shown in Table 7. The score of 4 was not included in order to assure an apparent interpretation of sum scores. The score of 4 refers to neutral score, then it was cut off as the researcher needed to ensure an apparent interpretation of sum scores. For the positively keyed items, the items' sum score resulted in high score for those students who had high levels of the characteristic in the question and low score for those who had low levels. For the negatively keyed items, the item scores were noted as presented in Table 7.

Table 7

<table>
<thead>
<tr>
<th>Subscales</th>
<th>Scores for positively worded items</th>
<th>Scores for negatively worded items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Slightly Agree</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Slightly Disagree</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>6</td>
</tr>
</tbody>
</table>

Motivation for learning Thai. The motivation for learning Thai variable was evaluated by three subscales in the questionnaire of the study: attitudes toward learning Thai, motivational intensity, and desire to learn Thai. Another single variable is the orientation of motivation toward learning Thai. The sum of these three subscales' scores was taken as an indicator of students' actual motivation for learning Thai. These subscales used a 6-point Likert scale. The scoring of the subscales, attitudes toward learning Thai, motivational intensity, and desire to learn Thai is as shown in Table 7. The highest conceivable score for
the motivation for learning Thai variable is 21, while the lowest score is 3. The interpretation scale of the motivation for learning Thai score is presented in Table 8.

Table 8

Score Interpretation for Motivation for Learning Thai, Motivational Intensity, Desire to Learn Thai, Attitudes Toward Learning Thai Subscales, and Orientation of Motivation Toward Learning Thai Subscales

<table>
<thead>
<tr>
<th>Interpretation</th>
<th>Very low</th>
<th>Moderately low</th>
<th>Slightly low</th>
<th>Slightly high</th>
<th>Moderately high</th>
<th>Very high</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation for learning Thai</td>
<td>3.00 - 6.00</td>
<td>6.01 - 9.00</td>
<td>9.01 - 12.00</td>
<td>12.01 - 15.00</td>
<td>15.01 - 18.00</td>
<td>18.01 - 21.00</td>
</tr>
<tr>
<td>Motivational Intensity</td>
<td>1.00 - 2.00</td>
<td>2.01 - 3.00</td>
<td>3.01 - 4.00</td>
<td>4.01 - 5.00</td>
<td>5.01 - 6.00</td>
<td>6.01 - 7.00</td>
</tr>
<tr>
<td>Desire to learn Thai</td>
<td>1.00 - 2.00</td>
<td>2.01 - 3.00</td>
<td>3.01 - 4.00</td>
<td>4.01 - 5.00</td>
<td>5.01 - 6.00</td>
<td>6.01 - 7.00</td>
</tr>
<tr>
<td>Attitudes toward learning Thai</td>
<td>1.00 - 2.00</td>
<td>2.01 - 3.00</td>
<td>3.01 - 4.00</td>
<td>4.01 - 5.00</td>
<td>5.01 - 6.00</td>
<td>6.01 - 7.00</td>
</tr>
</tbody>
</table>

Note. For the attitudes toward learning Thai, interpretation ranges from very negative to very positive.

Collection of Data

The researcher unofficially requested permission to conduct this study from the principal of the target school since March 2017. After initial permission was given, the researcher met with the homeroom teachers of each class to schedule a date to distribute the questionnaires.

Prior to the questionnaire administration, the researcher visited the classes with the homeroom teachers to explain the purpose of the survey, including the fact that it was not graded and there was no right or wrong answer. The researcher first read out loud the instructions and presented items practicing. Then, one sample item was discussed and answered as a trial question to check students’ understanding. After that, students completed
the questionnaires independently. The homeroom teachers collected and submitted them back to the researcher after students completed the questionnaire. The data was collected in the fourth week of November, then the first and the second weeks of December. Table 9 displays the schedule for data collection of this study.

Table 9

Data Collection Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Data collection process</th>
</tr>
</thead>
<tbody>
<tr>
<td>The third week of March, 2017</td>
<td>Requested permission from the Principal of an International School in Bangkok.</td>
</tr>
<tr>
<td>The fourth week of November, 2017</td>
<td>Distributed questionnaire to Years 4 to 6 students.</td>
</tr>
<tr>
<td>The first week of December, 2017</td>
<td>Distributed questionnaire to Year 7 to 9 students.</td>
</tr>
<tr>
<td>The second week of December, 2017</td>
<td>Collected questionnaire of students' Attitudes and Motivation toward learning Thai of Years 4 to 6 and Years 7 to 9.</td>
</tr>
</tbody>
</table>

Data Analysis

The collection of data was analyzed in accordance with the research objectives by using a statistical software package. For Objectives 1, 1.1, 1.2, 1.3, and 2, descriptive statistics involving means and standard deviations were used to measure non-Thai students' level of motivation for learning Thai, attitudes toward learning Thai, level of desire to learn Thai, level of motivational intensity to learn Thai, and orientation of motivation respectively.

For objective 3, t-Test was used to measure the difference of students' level of motivation for learning Thai between two groups of non-Thai students. For objective 4, Pearson's chi-squared test was used to determine the relationship between students'
motivation and orientation of motivation for learning Thai between two groups of non-Thai students. Table 10 displays the summary of research process of this study.

### Summary of the Research Process

The research process of this study is summarized in the Table 10.

Table 10

**Summary of the Research Process**

<table>
<thead>
<tr>
<th>Research objective</th>
<th>Source of data or sample</th>
<th>Data collection method or research instrument</th>
<th>Data analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) To determine students’ level of motivation toward learning Thai between Years 4 to 6 and Years 7 to 9 non-Thai students at an international school in Bangkok</td>
<td>A sample of 73 non-Thai students, Years 4 – 6 and Years 7 – 9 at an international school in Bangkok</td>
<td>The Motivation and Orientation of Motivation for Learning Thai Questionnaire</td>
<td>Descriptive statistics, means and standard deviations</td>
</tr>
<tr>
<td>1.1) To determine students’ attitude toward learning Thai between Years 4 to 6 and Years 7 to 9 non-Thai students at an international school in Bangkok</td>
<td>A sample of 73 non-Thai students, Years 4 – 6 and Years 7 – 9 at an international school in Bangkok</td>
<td>The Motivation and Orientation of Motivation for Learning Thai Questionnaire</td>
<td>Descriptive statistics, means and standard deviations</td>
</tr>
<tr>
<td>1.2) To determine the level of motivational intensity toward learning Thai between Years 4 to 6 and Years 7 to 9 non-Thai students at an international school in Bangkok</td>
<td>A sample of 73 non-Thai students, Years 4 – 6 and Years 7 – 9 at an international school in Bangkok</td>
<td>The Motivation and Orientation of Motivation for Learning Thai Questionnaire</td>
<td>Descriptive statistics, means and standard deviations</td>
</tr>
</tbody>
</table>

(continued)
(continued)

<table>
<thead>
<tr>
<th>Research objective</th>
<th>Source of data or sample</th>
<th>Data collection method or research instrument</th>
<th>Data analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3) To determine the level of desire toward learning Thai between Years 4 to 6 and Years 7 to 9 non-Thai students at an international school in Bangkok</td>
<td>A sample of 73 non-Thai students, Years 4 – 6 and Years 7 – 9 at an international school in Bangkok</td>
<td>The Motivation and Orientation of Motivation for Learning Thai Questionnaire</td>
<td>Descriptive statistics, means and standard deviations</td>
</tr>
<tr>
<td>2) To determine the orientation of motivation toward learning Thai between Years 4 to 6 and Years 7 to 9 non-Thai students at an international school in Bangkok</td>
<td>A sample of 73 non-Thai students, Years 4 – 6 and Years 7 – 9 at an international school in Bangkok</td>
<td>The Motivation and Orientation of Motivation for Learning Thai Questionnaire</td>
<td>Descriptive statistics, means and standard deviations</td>
</tr>
<tr>
<td>3) To determine if there is a significant difference between Years 4 to 6 and Years 7 to 9 non-Thai students’ level of motivation toward learning Thai at an international school in Bangkok</td>
<td>A sample of 73 non-Thai students, Years 4 – 6 and Years 7 – 9 at an international school in Bangkok</td>
<td>The Motivation and Orientation of Motivation for Learning Thai Questionnaire</td>
<td>Independent samples t-test</td>
</tr>
<tr>
<td>4) To determine if there is a significant relationship between Years 4 to 6 and Years 7 to non-Thai students’ orientation of motivation toward learning Thai at an international school in Bangkok</td>
<td>A sample of 73 non-Thai students, Years 4 – 6 and Years 7 – 9 at an international school in Bangkok</td>
<td>The Motivation and Orientation of Motivation for Learning Thai Questionnaire</td>
<td>Pearson's chi-square test</td>
</tr>
</tbody>
</table>
CHAPTER IV

RESEARCH FINDINGS

In the previous chapters, the researcher explained the purpose and importance of the study, reviewed the related literature, presented the research methodology that was used to accomplish the study, and discussed how this study was presented.

This study was a quantitative study that examined the difference between Years 4 to 6 and Years 7 to 9 non-Thai students’ motivation and orientation of motivation toward learning Thai at an international school in Bangkok, Thailand. The research instrument applied in this study was The Motivation and Orientation of Motivation for Learning Thai Questionnaire (see Appendix A), which was a modified version of the international Attitude/Motivation Test Battery (Gardner, 2004) that measures students’ motivation for learning Thai and their orientation of motivation for learning Thai. The questionnaire consisted of 31 items with four subscales: attitudes toward learning Thai, desire to learn Thai, motivational intensity to learn Thai, and orientation of motivation for learning Thai. There were two groups of students that were surveyed during December 2017. The first group was from Years 4 to 6, 29 non-Thai students. The second group was from Years 7 to 9, 44 non-Thai students.

In this chapter, the findings of this research will be presented according to the research objectives.
Findings

This section presents the findings of the four research objectives.

Research Objective 1

The first research objective was to determine the students’ level of motivation toward learning Thai of Years 4 to 6 and Years 7 to 9 non-Thai students at an international school in Bangkok. From this, three sub-objectives were derived for the proposed study:

1.1 To determine students’ attitude toward learning Thai between Years 4 to 6 and Years 7 to 9 non-Thai students at an international school in Bangkok.

1.2 To determine the level of motivational intensity toward learning Thai between Years 4 to 6 and Years 7 to 9 non-Thai students at an international school in Bangkok.

1.3 To determine the level of desire toward learning Thai between Years 4 to 6 and Years 7 to 9 non-Thai students at an international school in Bangkok.

Thirty-one items in the Motivation and Orientation of Motivation for Learning Thai Questionnaire determined the three aforementioned subscales with 10 items for each subscale (see Appendix A). Tables 11, 12, and 13 below display the findings for the three sub-objectives. Table 11 shows the students’ attitude toward learning Thai, Table 12 shows the level of motivational intensity toward learning Thai and Table 13 displays the level of desire toward learning Thai.

Years 4 to 6 and Years 7 to 9 non-Thai students’ attitude. Table 11 displays Years 4 to 6 and 7 to 9 non-Thai students’ mean scores and standard deviations for attitude toward learning Thai at an international school in Bangkok, Thailand.
Table 11 displays that Years 4 to 6 and 7 to 9 non-Thai students’ mean scores and standard deviations for attitude toward learning Thai was 4.08 and 3.68 respectively. The mean score of Years 4 to 6’s attitude subscale is interpreted as slightly positive attitude while Years 7 to 9’s attitude subscale is interpreted as slightly negative attitude (see Table 8).

Years 4 to 6 and Years 7 to 9 non-Thai students’ motivational intensity. Table 12 displays Years 4 to 6 and 7 to 9 non-Thai students’ mean scores and standard deviations for motivational intensity toward learning Thai at an international school in Bangkok, Thailand.

Table 12 displays that Years 4 to 6 and 7 to 9 non-Thai students’ mean scores and standard deviations for motivational intensity toward learning Thai is 3.81 and 3.55 respectively. The mean scores of both Years 4 to 6 and Years 7 to 9’s motivational intensity subscale are interpreted as slightly low (see Table 8).
Years 4 to 6 and Years 7 to 9 non-Thai students’ desire to learn. Table 13 displays Years 4 to 6 and 7 to 9 non-Thai students’ mean scores and standard deviations for desire toward learning Thai at an international school in Bangkok, Thailand.

Table 13

<table>
<thead>
<tr>
<th>Desire toward learning Thai</th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years 4 to 6</td>
<td>3.90</td>
<td>0.60</td>
<td>Slightly low</td>
</tr>
<tr>
<td>Years 7 to 9</td>
<td>3.64</td>
<td>0.60</td>
<td>Slightly low</td>
</tr>
</tbody>
</table>

Table 13 displays that Years 4 to 6 and 7 to 9 non-Thai students’ mean scores and standard deviation for desire toward learning Thai is 3.90 and 3.64 respectively. The mean scores of both Years 4 to 6 and Years 7 to 9’s desire to learn Thai subscale are interpreted as slightly low (see Table 8).

Years 4 to 6 non-Thai students’ level of motivation. Table 14 displays Years 4 to 6 non-Thai students’ mean scores and standard deviations for level of motivation toward learning Thai at an international school in Bangkok, Thailand.

Table 14

<table>
<thead>
<tr>
<th>Level of motivation toward learning Thai</th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude toward learning Thai</td>
<td>4.08</td>
<td>0.66</td>
<td>Slightly high</td>
</tr>
<tr>
<td>Motivational intensity to learn Thai</td>
<td>3.81</td>
<td>0.64</td>
<td>Slightly low</td>
</tr>
<tr>
<td>Desire to learn Thai</td>
<td>3.90</td>
<td>0.60</td>
<td>Slightly low</td>
</tr>
<tr>
<td>Motivation for learning Thai</td>
<td>11.79</td>
<td>1.90</td>
<td>Slightly low</td>
</tr>
</tbody>
</table>
Table 14 displays Years 4 to 6 non-Thai students’ mean scores and standard deviation for level of motivation toward learning Thai is 11.79. The mean scores of Years 4 to 6’s level of motivation scale is interpreted as slightly low (see Table 8).

**Years 7 to 9 non-Thai students’ level of motivation.** Table 14 displays Years 7 to 9 non-Thai students’ mean scores and standard deviations for level of motivation toward learning Thai at an international school in Bangkok, Thailand.

Table 15

Table 15 displays that Years 7 to 9 non-Thai students’ mean scores and standard deviation for level of motivation toward learning Thai is 11.79. The mean scores of Years 7 to 9’s level of motivation scale is interpreted as slightly low (see Table 8).

**Research Objective 2**

The second research objective of this study was to determine the orientation of motivation toward learning Thai between Years 4 to 6 and Years 7 to 9 non-Thai students at an international school in Bangkok. The data was collected from Item 31 of the research questionnaire (see Appendix A).
Years 4 to 6 non-Thai students’ orientation of motivation. Table 16 displays Years
4 to 6 non-Thai students’ frequencies and percentages of orientation of motivation toward
learning Thai at an international school in Bangkok, Thailand.

Table 16

<table>
<thead>
<tr>
<th>Orientation of motivation</th>
<th>Frequency</th>
<th>Total frequency</th>
<th>Percentage</th>
<th>Total percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrumental orientation</td>
<td>17</td>
<td>58.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• I think it will be useful in getting a good job.</td>
<td>6</td>
<td>20.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• A knowledge of two or more languages will make me a better educated person.</td>
<td>11</td>
<td>37.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrative orientation</td>
<td>12</td>
<td></td>
<td>41.4</td>
<td></td>
</tr>
<tr>
<td>• I think it will help me to better understand Thai people and way of life.</td>
<td>4</td>
<td>13.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• It will allow me to meet and converse with more and varied people.</td>
<td>8</td>
<td>27.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>29</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 16 displays that 58.6%, of Years 4 to 6 non-Thai students chose an instrumental
orientation of motivation for learning Thai. This indicates that the majority of the students
were learning Thai for practical reasons. 20.5% of the Years 4 to 6 non-Thai students
reported that they were learning Thai because they thought it would be useful for them in
having a good job in the future. 37.9% of them expected that learning Thai would make them
a more educated person. The remaining 41.4% of Years 4 to 6 non-Thai students chose an
integrative orientation of motivation for learning Thai. Thirteen point eight percent of the
non-Thai students were learning Thai in order to understand Thai culture and people better,
and 27.6% of the non-Thai students expected that learning Thai would allow them to be able to meet and converse with more diverse people.

**Years 7 to 9 non-Thai students’ orientation of motivation.** Table 17 displays Years 7 to 9 non-Thai students’ frequencies and percentages of orientation of motivation toward learning Thai at an international school in Bangkok, Thailand.

Table 17

*Years 7 to 9 Non-Thai Students’ Frequencies and Percentages of Orientation of Motivation Toward Learning Thai (n=73)*

<table>
<thead>
<tr>
<th>Orientation of motivation</th>
<th>Frequency</th>
<th>Total frequency</th>
<th>Percentage</th>
<th>Total percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instrumental orientation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• I think it will be useful in getting a good job.</td>
<td>12</td>
<td>24</td>
<td>27.3</td>
<td>54.6</td>
</tr>
<tr>
<td>• A knowledge of two or more languages will make me a better educated person.</td>
<td>12</td>
<td>27.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Integrative orientation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• I think it will help me to better understand Thai people and way of life.</td>
<td>15</td>
<td>20</td>
<td>34.0</td>
<td></td>
</tr>
<tr>
<td>• It will allow me to meet and converse with more and varied people.</td>
<td>5</td>
<td>11.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>44</td>
<td>44</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 17 displays that 54.6%, of Years 7 to 9 non-Thai students chose an instrumental orientation of motivation for learning Thai. This indicates that the majority of the students were learning Thai for practical reasons. 27.3 of the Years 7 to 9 non-Thai students reported that they were learning Thai because they thought it would be useful for them to having a good job in the future, while another 27.3% of them expected that learning Thai would make them a more educated person. The remaining 45.4% of Years 7 to 9 non-Thai students chose
an integrative orientation of motivation for learning Thai. Thirty-four percent of the non-Thai students were learning Thai in order to understand Thai culture and people better, and 11.4% of the non-Thai students expected that learning Thai would allow them to be able to meet and converse with more diverse people.

**Research Objective 3**

The third research objective of this study was to determine if there is a significant difference between Years 4 to 6 and Years 7 to 9 non-Thai students at an international school in Bangkok. The three motivational subscales with 10 items for each subscale (see Appendix A) were analyzed with *t*-test technique to determine the difference between the two groups of non-Thai students.

**Years 4 to 6 and Years 7 to 9 non-Thai students’ level of motivation comparing.**

Table 18 displays the mean scores and standard deviations of Years 4 to 6 and Years 7 to 9 non-Thai students’ level of motivation toward learning Thai at an international school in Bangkok, Thailand.

Table 18

<table>
<thead>
<tr>
<th>Year group</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>Df</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years 4 to 6 non-Thai students</td>
<td>29</td>
<td>3.93</td>
<td>.49</td>
<td>71</td>
<td>2.68</td>
<td>.62</td>
</tr>
<tr>
<td>Years 7 to 9 non-Thai students</td>
<td>44</td>
<td>3.62</td>
<td>.46</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 18 displays that between Years 4 to 6 and Years 7 to 9 non-Thai students’ level of motivation toward learning Thai. There was no statistically significant difference between Years 4 to 6 (*M* = 3.93, *SD* = 0.49) and Years 7 to 9 (*M* = 3.62, *SD* = 0.46) non-Thai students,
$t(71) = 2.68, p = .62$. Therefore, there was no significant difference between Years 4 to 6 and Years 7 to 9 non-Thai students' level of motivation toward learning Thai.

**Research Objective 4**

The fourth research objective of this study is to determine if there is a significant association between Years 4 to 6 and Years 7 to 9 non-Thai students and orientation of motivation toward learning Thai at an international school in Bangkok, Thailand. The data was collected from Item 31 of the research questionnaire (see Appendix A) and analyzed with Pearson's chi-square test to determine the association between the two independent variables and dependent variable.

**Years 4 to 6 and Years 7 to 9 non-Thai students.** Table 19 displays the association between the two variables, Years 4 to 6 and Years 7 to 9 non-Thai students and orientation of motivation toward learning Thai.

<table>
<thead>
<tr>
<th>Year group</th>
<th>Orientation of motivation toward learning Thai</th>
<th>$Df$</th>
<th>$\chi^2$</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years 4 to 6 non-Thai students</td>
<td>Instrumental: 17, Integrative: 12</td>
<td>1</td>
<td>.12</td>
<td>.73</td>
</tr>
<tr>
<td>Years 7 to 9 non-Thai students</td>
<td>Instrumental: 24, Integrative: 20</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 19 displays the results of the Pearson's chi-square test examining the associations between non-Thai students' orientation of motivation toward learning Thai and year groups. It shows that $\chi^2 (1, N = 73) = .12$, and the $p$-value (.73) was larger than the significance level of the hypothesis test (.05). Therefore, the researcher concluded that there
was no significant association between the orientation of motivation toward learning Thai and the year groups of Years 4 to 6 and Years 7 to 9 students.

In this chapter, the researcher presented the research findings of the study. From the main finding, the researcher showed the difference of the level of motivation and the relationship between the orientation of motivation and year groups of 73 students from Years 4 to 6 and Years 7 to 9 at an international school in Bangkok, Thailand. The motivation and orientation of motivation toward learning Thai questionnaire was conducted in this study (see Appendix A). This chapter presented the findings from the analyses utilized to examine the set of hypotheses in this study.

In the next chapter, the researcher will discuss the findings presented above and will show the conclusions, interpretations, and implications suggested by the results, as well as limitations, recommendations and suggestions for future research.
CHAPTER V

CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

This chapter will present a summary of the study. It will discuss the findings in relation to the research objectives. Recommendations for teachers, administrators and future researchers regarding students’ motivation and students’ orientation of motivation will also be presented.

Summary of the Study

This research was a quantitative study that investigated the difference between Years 4 to 6 and Years 7 to 9 non-Thai students’ motivation for learning Thai, and the association between Years 4 to 6 and Years 7 to 9 non-Thai students’ orientation of motivation toward learning Thai at an international school in Bangkok, Thailand. Twenty-nine non-Thai students from Years 4 to 6, and 44 non-Thai students from Years 7 to 9 were surveyed using the Motivation and Orientation of Motivation for Learning Thai Questionnaire (see Appendix A). To investigate the difference and the association among the variables, the researcher utilized a statistical software program to analyze the data based on the objectives.

The objectives and sub-objectives of this study were as follows.

1. To determine the level of motivation toward learning Thai between Years 4 to 6 and Years 7 to 9 non-Thai students at an international school in Bangkok.

1.1 To determine the attitude toward learning Thai between Years 4 to 6 and Years 7 to 9 non-Thai students at an international school in Bangkok.
1.2 To determine the level of motivational intensity toward learning Thai between Years 4 to 6 and Years 7 to 9 non-Thai students at an international school in Bangkok.

1.3 To determine the level of desire toward learning Thai between Years 4 to 6 and Years 7 to 9 non-Thai students at an international school in Bangkok.

2. To determine the orientation of motivation toward learning Thai between Years 4 to 6 and Years 7 to 9 non-Thai students at an international school in Bangkok.

3. To determine if there is a significant difference between Years 4 to 6 and Years 7 to 9 non-Thai students' level of motivation toward learning Thai at an international school in Bangkok.

4. To determine if there is a significant association between Years 4 to 6 and Years 7 to 9 non-Thai students' orientation of motivation toward learning Thai at an international school in Bangkok.

Based on the research objectives, there were two hypotheses.

1. There is a significant difference between Years 4 to 6 and Years 7 to 9 non-Thai students' level of motivation toward learning Thai at an international school in Bangkok at the level of .05.

2. There is a significant association between Years 4 to 6 and Years 7 to 9 non-Thai students' orientation of motivation toward learning Thai at an international school in Bangkok at the level of .05.

Summary of Findings

There were four main findings according to the research objectives.
Regarding Research Objective 1

Both of Years 4 to 6 and Year 7 to 9 non-Thai students had slightly low level of motivation.

Regarding Research Objective 1.1

Years 4 to 6 non-Thai students had slightly positive attitude while Years 7 to 9 non-Thai students had slightly negative attitude.

Regarding Research Objective 1.2

Both of Years 4 to 6 and Years 7 to 9's had slightly low level of motivational intensity.

Regarding Research Objective 1.3

Both of Years 4 to 6 and Years 7 to 9's had slightly low desire to learn Thai.

Regarding Research Objective 2

Both of Years 4 to 6 and Year 7 to 9 non-Thai students chose an instrumental orientation of motivation for learning Thai.

Regarding Research Objective 3

There was no significant difference between Years 4 to 6 and Years 7 to 9 non-Thai students’ level of motivation toward learning Thai.

Regarding Research Objective 4

There was no significant association between the orientation of motivation toward learning Thai and the year groups of Years 4 to 6 and Years 7 to 9 students.
Conclusions

The first objective of this study was to determine students' level of motivation toward learning Thai between Years 4 to 6 and Years 7 to 9 non-Thai students at an international school in Bangkok. The study found that both Years 4 to 6 and Years 7 to 9 non-Thai students' level of motivation toward learning Thai was slightly low. The findings indicated that both groups of non-Thai students at this international school in Thailand had slightly low motivation. This suggests that there may be a problem for some students in learning Thai language.

The second objective of this study was to determine the orientation of motivation toward learning Thai between Years 4 to 6 and Years 7 to 9 non-Thai students at an international school in Bangkok. It was found that the orientation of motivation toward learning Thai for the majority of both Years 4 to 6 and Years 7 to 9 non-Thai students was an instrumental orientation of motivation for learning Thai. According to the findings, it can be concluded that most of the students wanted to learn Thai for practical reasons.

The third objective of this study was to the determine if there was a significant difference in levels of motivation between Years 4 to 6 and Years 7 to 9 non-Thai students at an international school in Bangkok. It was found that there was no significant difference between Years 4 to 6 and Years 7 to 9 non-Thai students' level of motivation toward learning Thai. From this finding, it can be concluded that any of the following - age of the students, activities in class, and learning Thai as a compulsory subject - could affect students' levels of motivation in learning Thai language.

The fourth objective of this study was to the determine if there was a significant association between Years 4 to 6 and Years 7 to 9 non-Thai students and orientation of motivation toward learning Thai at an international school in Bangkok, Thailand. It was found that there was no significant association between the orientation of motivation and the
year groups of Years 4 to 6 and Years 7 to 9 students. From this finding, it can be concluded that regardless the difference of year groups, there is no significant associated in orientation of motivation toward learning Thai.

Discussion

The findings are discussed for 1) motivation toward learning Thai, and 2) orientation of motivation toward learning Thai.

Motivation Toward Learning Thai

The findings of this study showed that Years 4 to 6 and Years 7 to 9 non-Thai students’ overall level of motivation toward learning Thai were slightly low. The findings was in line with Marangelli (2001) which investigated the correlation between attitudes, motivational variables and achievement among students in grade six learning French. The research found that students with high levels of anxiety would have low motivation and low achievement. The motivation and achievement also relied on a determined teacher who could help foster students’ motivation that could lead to academic achievement by creating interesting environment and situation. The researcher also believed that according to the slightly high levels of anxiety could be one reason of students’ slightly low motivation. Hou and Lynch (2016) found that the Grades 4-6 students in Ladprao Bilingual School had a slightly high level of learning motivation. According to learning motivation plays a crucial role in language learning, motivation can be seen as the learner’s orientation to achieve the goal of learning a second language (Dörnyei, 1994; Gardner & Lambert, 1959). The researcher found that the Grades 4-6 students’ perception of parental encouragement was relatively high. Parental encouragement is another very important factor for students’ learning. Therefore, students are more likely to achieve their full potential when their parents
actively encourage them to explore their interests. The study also found that there was a significant relationship between Grades 4-6 students’ motivation and their academic achievement in learning Chinese. The findings revealed that the students who had high motivation performed better than those who had low motivation.

Learning Thai language and culture is a compulsory subject for non-Thai students at the target international school in Bangkok that all non-Thai students are required to learn since they were in kindergarten until Year 9. Since English is the primary language all students use at the target international school in Bangkok, there could be several factors of some students in this school having less interest in learning Thai. First, the lack of students’ interest in learning Thai may be owing to the topics which may not be engaging enough nor helpful to the students in applying Thai language in their daily lives. Second, the class activities that are applied in the classroom may not be interesting enough to engage students’ attention to participate Thai learning and classroom activities. Third, the complexities of the Thai language could be a challenge for non-Thai students, especially for new students who entered the school during the academic year as they may find difficulty in learning the complexities of the language structure and its pronunciation. Lastly, the number of hours of learning Thai per week was three hours which may be insufficient for students in mastering a language. All of these factors may be reasons have led some students to low motivation in learning Thai.

**Orientation of Motivation Toward Learning Thai.** The orientation of motivation of the majority of non-Thai students at the target international school in Bangkok was instrumental. It indicates that the students tend to be motivated to learn Thai language in order to be able to make the use of language learning for practical reasons such as being able to communicate when shopping or travelling in Thailand. This is similar to a study done by
Wong (2011) which investigated whether instrumental motivation or integrative motivation were stronger for third year Chinese students in their English learning. The findings indicated that the undergraduates were more likely to have a greater instrumental orientation in their second language learning. The students reported that they learnt the second language due to certain academic and professional reasons such as to meet the requirements for school, to pass an examination, or to apply for a well-paid job. Inngam and Eamoraphan (2014) found that the intrinsic motivation of the student in public school had lower mean score when compared to the intrinsic motivation of the student’s motivation in Private school. The researcher suggested that teachers should not only focus on their extrinsic motivation, but also intrinsic motivation as high level of intrinsic motivation in students’ learning may be better than students who have high extrinsic motivation. Teachers should harmonize different activities in order to increase students’ motivation which will enhance their interest in language learning. From the research findings, it was found that the majority of the Years 4 to 6 and Years 7 to 9 non-Thai students’ orientation of motivation had an instrumental orientation of motivation in learning Thai. It indicated that students learnt Thai language for more utilitarian value of living life in Thailand Rather than a desire in integrate into the Thai community. The majority of the students in this study came from families that are in Thailand for business reasons with no plans for staying long term in Thailand. Therefore, the students tend to learn Thai language for more instrumental, pragmatic reasons. Moreover, English is a primary language every student uses at the school. Hence, most of the non-Thai students rarely experience or practice Thai language with friends at school. However, the findings of this study also revealed an increase in the proportion of integrative orientation of motivation. Approximately 45% of the Years 7 to 9 non-Thai students reported that they were learning Thai because it would allow them to meet and converse with more and varied people, as well as help them to better understand Thai people and way of life. Since some of the non-Thai
students who studying at a target international school have been living in Thailand for more than three years. Therefore, this could be a reason some students had positive understanding toward Thai culture and language, which resulted in an integrative orientation of motivation in learning Thai.

**Recommendations**

According to the aforementioned findings of this research, the researcher wanted to present the following recommendations to school administrators, teachers, and future researchers.

**Recommendations for School Administrators**

The findings of this study indicated the importance of students' motivation in their Thai language learning. Thus, it is highly advocated that the stakeholders in school are aware of the concepts of learning motivation and its relation to success in studying Thai.

Administrators are one of the most important factors to lead school's direction. Administrators can support teachers' ideas in order to cultivate students' motivation in learning Thai. As motivation is one of the most important factors for being successful in language learning, administrators as well as curriculum developers are highly recommended to place importance on students' motivation and take it into account when imposing school policies and curriculums. Administrators can consider arranging teacher in-service sessions emphasizing on motivational strategies in teaching to help teachers foster students' motivation in learning Thai. Moreover, the researcher suggests that administrators and curriculum developers can also support ordering learning Thai language online programs to help increasing students' motivation to learn Thai in different ways and activities.
Recommendations for Teachers

It is highly recommended that teachers attach importance on students’ motivation and incorporate motivational teaching strategies such as promote an individualized learning or a learner-centered into lessons to encourage students’ enthusiasm, creativity, and engagement in learning Thai language. The teachers can also try different teaching techniques to cultivate more active and creative learning environments. Furthermore, the researcher suggested that relating lessons to students’ lives can be one of the teaching strategies that helps engaging students’ learning as well as increasing students’ motivation. Specific recommendations for teachers to help foster students’ motivation are as follows:

- Teachers should create a friendly atmosphere in the classroom where everyone feels safe and comfortable. This is one of the key factors in cultivating motivation and good attitude. It will make students feel recognized and valued after they know their teacher and their peers. This will also encourage students to feel more comfortable in participating classroom activities.

- Teachers should help and encourage students to the individualized classroom environment by providing students with a student-centered teaching to increase the friendly environment to help relaxing the students. This will enhance students’ desire and attitude to learn and improve their language learning. Students will demonstrate greater motivation and willing to take chances when they feel comfortable and secure.

- Teachers should create situations with a sense of accomplishment which is a great factor to motivate students in learning. Teachers can create situations with a sense of success by giving positive feedback and reinforcement. This technique can enhance students’ satisfaction and promote positive self-evaluation. Students will have a greater attitude to convey their own studies and learning outcomes when they
feel a sense of accomplishment. It is highly recommended for teachers to point out the good aspects of a student's work and providing a clear explanation of his or her mistakes. This efficacy feedback will encourage students to start self-assessing their own language learning progress.

- Teachers should promote pair and group activities. This technique can help develop students' confidence, enthusiasm, and engagement in the learning tasks, which affect class quality as an opportunity for students to learn. Pair work or a small group work can give an opportunity for quiet students to express their ideas and feelings on a topic as they may find it easier to speak to a partner or few members in a group than to an entire class. Pair and group activities can also allow students to work cooperatively which increases class integration and motivation.

- Teachers should connect students' interests outside of class to language learning. This technique can help students develop their language skills to be more relevant. For example, learning Thai language on the topic Going Shopping could help students use Thai language in a practical context that the students will recognize as important. As well, learning Thai language about transportation could be linked to real life transportation services in Thailand, especially taking a taxi which is also necessary for students to know basic Thai vocabulary to make their lives easier in Thailand. These motivational teaching strategies can increase positive attitude and students' motivation levels in language learning.

**Recommendations for Future Researchers**

Below are some recommendations.

- Future researchers could consider applying larger sample sizes in each year group of students to investigate the relationships between students' motivation in learning
second language acquisition. With larger samples, the results will be more reliable and generalizable.

- Future researchers could consider conducting longitudinal studies that implements with changes in students’ motivation for learning Thai throughout the school Years and into subsequent Years to explore the relationship between the changes of their motivation with their language achievement.

- Future researchers could compare the different grade levels of students’ motivation. This would locate the possible differences in motivation toward learning Thai develop in different grade levels.

- Future researchers could consider conducting mixed studies using both quantitative and qualitative methods to explore students’ motivation for learning Thai. Through the qualitative method, a more insightful perspective can be developed to understand the factors that influence students’ motivation for learning Thai.

- Future researchers could also include more subscales from the AMTB (attitudes toward the learning situation, integrativeness, language anxiety, and instrumentality). A thorough study will allow researchers to develop a more accurate understanding of the factors that influence students’ learning in Thai language, which will help the teachers and administrators in planning the curriculum and enhancing student learning ultimately.
REFERENCES


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Wong, Y. M. (2011). A study of instrumental and intergrative motivations as factors influencing UTAR third year Chinese undergraduates in learning ESL. Final Year Project, UTAR.
APPENDIX A

The Motivation and Orientation of Motivation for Learning Thai Questionnaire
Dear Students,

I am Kru June, the Thai Teacher from secondary department. I would like to ask for your help in completing this questionnaire. This questionnaire asks for your opinions about learning Thai language. You will be reading sentences and will be asked whether you agree or disagree with them. This is not a test and there is no right or wrong answers, and it will completely not effect on your grades. It is important that you answer on your own and answer honestly as the way you really think and feel. Your help is highly appreciated.

If you have any question about the questionnaire, please do not hesitate to ask me about it.

Sincerely yours,

Kru. June

(The researcher)
Questionnaire

Read the following items carefully. Circle the answer that best describes you.

Section 1: Demographics

Boy  Girl

Year 4  Year 5  Year 6  Year 7  Year 8  Year 9

Section 2: NAME

Please read the following items carefully. Circle the choice that describes your answer best. Which one you choose would indicate your own feeling based on everything you know and have heard. Note: there is no right or wrong answer.

Section 3: EXAMPLE

<table>
<thead>
<tr>
<th>Items</th>
<th>Strongly Disagree</th>
<th>Moderately Disagree</th>
<th>Slightly Disagree</th>
<th>Slightly Agree</th>
<th>Moderately Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I love to learn swimming.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
Please read the following items carefully. Circle the choice that describes your answer best. Which one you choose would indicate your own feeling based on everything you know and have heard. Note: there is no right or wrong answer.

<table>
<thead>
<tr>
<th>Items</th>
<th>Strongly Disagree</th>
<th>Moderately Disagree</th>
<th>Slightly Disagree</th>
<th>Slightly Agree</th>
<th>Moderately Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I don't pay much attention to the feedback I receive in my Thai class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2. Learning Thai is really great.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>3. I have a strong desire to know all about Thai.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>4. I make a point of trying to understand all the Thai I see and hear.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>5. Knowing Thai isn't really an important goal in my life.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>6. I don't like Thai.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7. I don't bother checking my assignments when I get them back from my Thai teacher.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>8. I really enjoy learning Thai.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>9. I would like to spend all of my time learning Thai.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>10. I keep up to date with Thai by working on it almost every day.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Items</td>
<td>Strongly Disagree</td>
<td>Moderately Disagree</td>
<td>Slightly Disagree</td>
<td>Slightly Agree</td>
<td>Moderately Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------------</td>
<td>---------------------</td>
<td>-------------------</td>
<td>---------------</td>
<td>------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>11. I sometimes daydream about giving up on Thai.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>12. I would rather spend my time on subjects other than Thai.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>13. I delay my Thai homework as much as possible.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>14. Thai is a very important part of the school program.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>15. I want to learn Thai so well that it will become natural to me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>16. When I have a problem understanding something in my Thai class, I always ask my teacher for help.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>17. I'm losing any desire I ever had to know Thai.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>18. Learning Thai is a waste of time.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>19. I tend to give up and not pay attention when I don’t understand my Thai teacher’s explanation of something.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>20. I plan to learn as much Thai as possible.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>21. I would like to learn Thai as much as possible.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Items</td>
<td>Strongly Disagree</td>
<td>Moderately Disagree</td>
<td>Slightly Disagree</td>
<td>Slightly Agree</td>
<td>Moderately Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------------</td>
<td>---------------------</td>
<td>-------------------</td>
<td>---------------</td>
<td>------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>22. I really work hard to learn Thai.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>23. To be honest, I really have no desire to learn Thai.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>24. I think that learning Thai is silly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>25. I can’t be bothered trying to understand the more complex aspects of Thai.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>26. I love learning Thai.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>27. I wish I were excellent in Thai.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>28. When I am studying Thai, I usually pay attention to my task.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>29. I don’t wish to learn more than the basics of Thai.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>30. When I leave school, I will give up the study of Thai because I am not interested in it.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

31. I am studying Thai language because:
   
a) I think it will someday be useful in getting a good job.
b) I think it will help me to better understand Thai people and way of life.
c) It will allow me to meet and converse with more and varied people.
d) A knowledge of two or more languages will make me a better educated person.
BIOGRAPHY

Sunida Wiriyanusorn is a Thai teacher at an international school in Bangkok, Thailand. She attained her primary and secondary education from well-established Institutions in Thailand. For her bachelor’s degree, she graduated from Khon Kaen University, major in Business English, and minor in Tourism.

She has had opportunities to work in teaching field since she was in fourth-year of university. This has made her found passion of teaching and would like to make it as a career for life. She also has had great experiences to work with young children and can be along with them very well. Besides, working experience in education sector requires much of teamwork skills to cooperate with colleagues which she has practiced her interpersonal skills.

She has been working as a Thai teacher at an international school in Bangkok, Thailand since 2016. To progress her knowledge and enhance her skills in teaching, she is currently pursuing a Master’s Degree in Education, major in Curriculum and Instruction. Therefore, studying master of education has given opportunities to experience in teaching field. She has gained such knowledge which is very useful for her to develop and create teaching techniques to be used in her own class in real workplace.