A CORRELATIONAL-COMPARATIVE STUDY OF MOTIVATION FOR

LEARNING ENGLISH AND ENGLISH ACADEMIC ACHIEVEMENT HELD BY

GRADE 10, GRADE 11 AND GRADE 12 STUDENTS AT BENCHAMARACHUTHIT

SCHOOL CHANTHABURI, THAILAND

Natthaphong Noenrimnong

I.D. No. 6219544

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

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BENCHAMARACHUTHIT SCHOOL CHANTHABURI, THAILAND

By: NATTHAPHONG NOENRIMNONG

Field of Study: CURRICULUM AND INSTRUCTION

Thesis Advisor: ASST. PROF. DR. ORLANDO RAFAEL GONZÁLEZ GONZÁLEZ

Accepted by the Graduate School of Human Sciences, Assumption University in Partial Fulfillment of the Requirements for the Master Degree in Education

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ABSTRACT

I.D. No.: 6219544

Key Words: MOTIVATION FOR LEARNING ENGLISH, ENGLISH ACADEMIC

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SECONDARY EDUCATION, ENGLISH LANGUAGE EDUCATION

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This study aimed to investigate the difference in motivation for learning English among

Grades 10-12 students at Benchamarachuthit School Chanthaburi, Thailand, and the

relationship between the motivation for learning English and English academic achievement

held by the same group of students at this school. The participants of this study were 219

students from Grades 10-12 students enrolled at Benchamarachuthit School Chanthaburi,

Thailand, during the academic year 2021. The study was designed as a quantitative

correlational-comparative one. Data on motivation were collected using the Motivation for

Learning English Questionnaire (MLEQ), which was adopted from the international version

of Gardner's (2010) Attitude/Motivation Test Battery (AMTB). The Fundamental English

Mid-Term Tests taken by the participants were used to collect information on their English

academic achievement. The collected data were analyzed through descriptive statistics (i.e.,

means and standard deviations), one-way analysis of variance (ANOVA), and correlational

analysis using Pearson product-moment correlation coefficient. The findings from the MLEQ

indicated that the students in this study were highly motivated for learning English. Moreover, the findings from the Fundamental English Mid-Term Tests also showed that Grades 10 and 11 students at the target school had a very good English academic achievement, while Grade 12 students were found to have a fairly good English academic achievement. The findings revealed that there was no statistically difference in motivation for learning English among Grades 10-12 students at Benchamarachuthit School Chanthaburi, Thailand. Furthermore, a significant, weak, and positive relationship was found between Grades 10 students' motivation for learning English and their English academic achievement, while a significant, moderately strong, and positive relationship was found between Grades 11 students' motivation for learning English and their English academic achievement. In contrast, there was no statistically significant relationship was found between Grades 12 students' motivation for learning English and their English academic achievement. Based on the results from this study, recommendations for students, teachers, parents, and future researchers are provided.

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

Graduate School of Human Sciences   **Advisor's signature** …………………..

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LIST OF ABBREVIATIONS

ALL   Attitudes Toward Learning the Language

AMTB   Attitude/Motivation Test Battery

ASEAN   Association of Southeast Asian Nations

DESIRE   Desire to Learn the Language

EFL   English as a Foreign Language

GAT   General Aptitude Test

O-NET   Ordinary National Educational Test

MI   Motivational Intensity

MLEQ   Motivation for Learning English Questionnaire

TEM   Test for English Majors

TOEFL   Test of English as a Foreign Language

CHAPTER I

INTRODUCTION

The following sections are introduced in this chapter: background of the study, statement of the problem, research questions, research objectives and research hypothesis, the theoretical framework, conceptual framework, scope of the study, definitions of terms and the significance of the study.

Background of the Study

Nowadays, English has become one of the most powerful languages in the world, because it has been serving as a lingua franca in many countries around the world for four hundred years (Kecskes, 2019). Moreover, English is currently one of the most important languages in the world in terms of international language for business and trade (Jenkins, 2006).

According to Crystal (2004), English has been included as a foreign language into the curriculum of many countries in the world, such as Thailand, China, Russia, Germany, Spain, Japan, Egypt and Brazil. In Thailand, English is very necessary to students who want to proceed to tertiary education, because they will be tested on their English language proficiency before attending the university. In fact, Thai students must be tested on their English language proficiency before attending schools in the primary and secondary levels, not only for their university entrance. For example, in Thailand, when students graduate from primary level, they must take an English test when they apply for secondary school to study at the secondary level. Furthermore, English is one of the subjects included in the General Aptitude Test (GAT) and the Ordinary National Educational Test (O-NET). These

assessment tools are very important standardized tests that have an impact on Thai students' life and future, because most of the universities in Thailand use the scores from those standardized tests to determine whether they will accept those particular students or not.

In Thailand, English also plays a significant role in the education because it was included in the curriculum as a main subject that every student must learn in their schools. According to the Ministry of Education of Thailand (2008), English was included into the core curriculum of Thai education as a foreign language learning while other foreign languages (e.g., Chinese, Japanese, French, Arabic, German, and Bali, among others languages) would be considered by discretion of the educational institutions. It means that Thai students must learn English since they are in kindergarten until they graduate the compulsory education at Grade 9. However, students studying in Grades 10-12 still need to learn English even after graduating from compulsory education because it is one of the main subjects in the curriculum. In the universities, institutes of technology or even vocational schools, English is also one of the main disciplines in the curriculum that students must learn. Thus, we could say that English subject is present in every level of Thai education.

According to Dörnyei (1998), most teachers and researchers agreed that motivation is one of the significant keys to succeed in second/foreign language learning. Ushioda (2013) stated that motivation is a significant factor to succeed in second or foreign language learning and might be one of the significant tools that can be used to distinguish the second language acquisition from the first language acquisition. Dörnyei (1998) stated that motivation can influence human behavior by reinforcing it and giving it direction. People would have their own goals but may not achieve them because they do not have the characteristics of a motivated person (Gardner, 2006). According to Gardner (1985b), human behavior can be controlled to behave in the particular way, stimulated and led by motivation. For example, among two groups of students studying English as a foreign language (EFL), the group with a

higher level of motivation is more likely to decide to practice on what they were learning than the other group having a lower level of motivation.

Academic achievement can be used as indicator of whether the students have reached comprehension on what they are learning or studying. Gardner (1985b) stated that many researchers have been provided various reasons to support that motivation can influence achievement in language. According to a study on the relationship between students' academic achievement and learning outcomes done by Arulmoly and Branavan (2017), the results revealed that students' level of motivation in both students with high motivation and those with low motivation has a significant relationship with their mathematic academic achievements. Gardner (2001) claimed that motivation is responsible for the academic achievement in second language and it also highly related to the academic achievement.

Statement of the Problem

According to Gardner (2010), in order to achieve our goals related to language acquisition, individuals should have characteristics of a motivated person, conversely, many people cannot achieve their goals because they lack those characteristics. A motivated person can be described as a goal-directed individual having particular characteristics that would push him or her to achieve their goals (Gardner, 2010). Gardner (2010) stated that a person motivated for learning English will express some of particular characteristics, such as effort in attaining their goals, persistence, strive on whatever help them reach their goals, strong need to obtain their goals, and enjoyment in participating important activities that might help them to achieve their goals. In contrast, from the researcher's observation, Grades 10-12 students studying in English Fundamental Class at Benchamarachuthit School Chanthaburi did not show those characteristics of a motivated person. Based on the researcher's observation, they did not put their effort in learning English in their English classes. They did

not enjoy participating activities in their English classes. These can be indicators that Grades 10-12 students at Benchamarachuthit School Chanthaburi have a low level of motivation for learning English as a foreign language.

Therefore, the researcher decided to investigate this particular group and school to address four main objectives. Firstly, to determine the level of motivation for learning English held by Grade 10, Grade 11 and Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand. Secondly, to determine the level of English academic achievement held by Grades 10-12 students at the target school. Thirdly, to determine if there was a significant difference in motivation for learning English among Grades 10-12 students at the target school. Finally, to determine if there was a significant relationship of motivation for learning English and English academic achievement held by Grades 10-12 students at Benchamarachuthit School Chanthaburi, Thailand.

Research Questions

The researcher aimed to answer the following questions.

1. What is the level of motivation for learning English held by Grade 10, Grade 11 and Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand?

2. What is the level of English academic achievement held by Grade 10, Grade 11 and Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand?

3. Is there a significant difference in motivation for learning English among Grade 10, Grade 11 and Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand?

4. Is there a significant relationship between the motivation for learning English and English academic achievement held by Grade 10, Grade 11 and Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand?

Research Objectives

This research addressed the following four objectives.

1. To determine the level of motivation for learning English held by Grade 10, Grade 11 and Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand.

2. To determine the level of English academic achievement held by Grade 10, Grade 11 and Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand.

3. To determine whether there is a significant difference in motivation for learning English among Grade 10, Grade 11 and Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand.

4. To determine whether there is a significant relationship between the motivation for learning English and English academic achievement held by Grade 10, Grade 11 and Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand.

Research Hypotheses

This research tested the following two hypotheses.

1. There is a significant difference in motivation for learning English among Grade 10, Grade 11 and Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand, at a significance level of .05.

2. There is a significant relationship between the motivation for learning English and English academic achievement held by Grade 10, Grade 11 and Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand, at a significance level of .05.

Theoretical Framework

Even though there are many theories trying to explain what motivation is and how it affects human behavior and mind, the researcher decided to adopt Gardner's (2010) socio-

educational model of second language acquisition as the guiding theory of the present study.

Gardner's (2010) Socio-Educational Model of Second Language Acquisition

Between the 1970s and 1980s, Gardner formulated and developed the socio-educational model of second language acquisition, trying to explain the relationship of some variables that can influence on second language acquisition in second/foreign language learning (Gardner, 2010). According to Gardner (2010), ability and motivation are two main significant factors that can affect English language achievement. This model attempts to show that students can obtain high levels of academic achievement by having high levels of both ability and motivation (Gardner, 2010). However, in the socio-educational model of second language acquisition, the term "motivation" consists of three components: motivational intensity, desire to learn the language, and attitude toward learning the language (Gardner, 2010).

Attitude/Motivation Test Battery (AMTB)

According to Gardner (1985a), the instrument named as AMTB is a research tool that was created by Gardner in the 1960s, which was then later developed in 1970s by Gardner and Lambert. This research instrument is responsible for measuring the variables identified in Gardner's (2010) socio-educational model of second language acquisition. There are totally 12 subscales in the AMTB with 104 items in total comprising this research tool (Gardner, 2010). Both positively- and negatively-worded items are included in the questions, except the integrative and instrumental orientation subscales. The current study adopted 30 items from three subscales from the AMTB questionnaire of the 2010 international version.

This study utilized only 3 out of 12 subscales of the AMTB, since they are related to the variable "motivation for learning English", which is a main research variable in this study. The 3 subscales are the following: motivational intensity (10 items), desire to learn English (10 items), and attitudes toward learning English (10 items). There are totally 30

items in this questionnaire, both positively worded and negatively worded ones, to determine the students' level of motivation for learning English as a foreign language. In this study, the 30 items from these three subscales were put together in a research instrument called the Motivation for Learning English Questionnaire (MLEQ).

Conceptual Framework

There were two major purposes in this research. First, to determine if there was a significant difference in motivation for learning English among Grade 10, Grade 11 and Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand. The second purpose was to determine if there was a significant relationship of motivation for learning English and English academic achievement held by Grades 10-12 students at Benchamarachuthit School Chanthaburi, Thailand. The MLEQ was utilized to measure the participants' level of motivation for learning language. While English academic achievement was measured by students' Fundamental English Mid-Term Test in their first semester of academic year 2021. Figure 1 illustrates the relationship among the study variables.

Figure 1

Conceptual Framework of This Study

Scope of the Study

The population of this study was limited to Grades 10-12 students enrolled in the academic year 2021 at Benchamarachuthit School Chanthaburi, Thailand. The sample of this study consisted of 77 students from three classes in Grade 10, 78 students from three classes Grade 11, and 64 students from three classes Grade 12. Therefore, the sample of this study was totally comprised of 219 students from nine classes of those three grades. Most importantly, the results coming from this research would be only applicable for Grades 10-12 students at Benchamarachuthit School Chanthaburi, Thailand, and to schools with a similar background and students' profile.

Gardner's (2010) socio-educational model of second language acquisition was adopted as the guiding theory for this study, in order to explain and measure motivation for learning English. The achievement in second language learning and motivation for learning are two main points of this theory. Therefore, the researcher decided to rely on this theory as a main supportive theory in this study.

In this study, the researcher investigated students' level of motivation for learning English by the means of a questionnaire. The questionnaire was used to measure students' level of motivation was adopted from 30 questions from 3 scales three subscales of the AMTB international version by Gardner (2010): motivational intensity, desire to learn the language, and attitude toward learning the language. The resulting instrument was renamed as the Motivation for Learning English Questionnaire (MLEQ). The original test was written in English, so the researcher translated it into Thai and check its correctness with an experienced translator.

The English academic achievement in this study was measured from the participants' Fundamental English Mid-Term Test of their first semester of the academic year 2021. This test was created by the English department of Benchamarachuthit School Chanthaburi. The

tests were different in each grade, but mainly focus on the same aspects: English vocabulary, English grammar, and English comprehension. All the tests were instructed to be finished within 1 hour.

The intent of the study was limited to investigate the difference in motivation for learning English and the relationship of motivation for learning English and English academic achievement held by Grades 10-12 students at Benchamarachuthit School Chanthaburi, Thailand.

Definitions of Terms

The following are some terms related to this study that need to be clearly explained to the reader, in order to clarify their scope and meaning.

Benchamarachuthit School Chanthaburi

Benchamarachuthit School is an extra big school located in Chanthaburi, Thailand. There are about 3000 students from Grades 7-12 studying there. The school is very famous and is highly demanded by parents and students, because of its academic reputation.

English Academic Achievement

The English academic achievement refers to the students' demonstration of comprehension and/or understanding of the instructional contents and skills learned in the Fundamental English class. This variable was measured by the Fundamental English Mid-Term Test created by the teachers at the English department at Benchamarachuthit School Chanthaburi in the first semester of the academic year 2021.

Grade 10, Grade 11 and Grade 12 Students

This group refers to students studying in the general program at Grades 10-12, who were enrolled in the first semester of academic year 2021 at Benchamarachuthit School Chanthaburi.

Motivation for Learning English

In terms of language learning, motivation is seen as effort, desire and attitude toward learning language that an individual have to help them achieve his/her goal in language learning (Gardner, 1985b). Moreover, the behaviors or characteristics such as putting their effort to achieve their goals, showing persistence in learning, focusing on the tasks that help them to obtain their goals, and showing their enjoyment participating in activities necessary to achieve their goals, are indicators of having a high level of motivation (Gardner, 2010). However, in this study, in order to measure motivation for learning English, the three variables related with motivation (i.e., motivational intensity, desire to learn language, and attitude toward learning language) must be considered. Therefore, the MLEQ was used to measure these three components. A total of 30 items in the MLEQ with both positively- and negatively-worded items were used to determine participants' level of motivation.

Motivational Intensity

Motivational intensity can be understood as the effort spent by an individual on learning English. It can be assessed by the number of accomplished tasks, perseverance, and invariability of focus. In this study, motivational intensity was measured by the MLEQ Items 1 to 10.

Desire to Learn English

It refers to the willingness held by an individual to learn English. It can be reflected by a strong need or ambition to learn and achieve success and proficiency in language learning. Items 11 to 20 in the MLEQ was utilized to determine the participants' desire to learn English.

Attitude Toward Learning English

It refers to a psychological and personal tendency or orientation toward learning English. It can be reflected by the pleasure and enjoyment associated with the process of

learning English. The attitude toward learning English was measured by MLEQ Items 21 to 30.

Significance of the Study

This research is considered significant to the following stakeholders: students, teachers, parents, and future researchers.

First of all, this study could help students if their motivation is determined to be low from the test which the researcher used to measure their level of motivation, so that the teachers or the parents will be aware of this problem and keep maintaining the motivation of their students or children in the high level.

Moreover, this study also helps the teachers when they know that their students' motivation is low so that they can find the way to motivate them to be enjoy with their learning again. From this point, it could help teacher to work easily because if the students have high motivation, the teacher will do not need to push them too much because they have a strong motivation to study.

Parents also get benefits from this study because, from this research, they will be aware of this problem and the importance of monitoring and checking if their children have the characteristics of motivated person in English language learning. After that, they can help their children to get motivated for learning or studying. For example, they may talk with their children and play some games or activities that encourage their learning and studying, let them feel they are enjoy with learning and want to learn more.

Finally, the future researchers who want to study about motivation and academic achievement in a foreign language learning context can use some of the information in this study to be one of their resources to carry out their own study or research.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents in detail the theory that this study relied on previous studies and researches related to this study, and information about the target school. This chapter divided into five sections: English language learning, development of the socio-educational model of second language acquisition, Gardner's (2010) socio-educational model of second language acquisition, previous studies on motivation and academic achievement, and Benchamarachuthit School Chanthaburi.

English Language Learning

Nowadays, it is very important to learn English because it takes various key aspects of our life; for example, travelling, communicating with foreigners, studying abroad, and getting a good job. Crystal (2000) stated that English language has the biggest number of speakers, about 1.5 billion of use as their first language, second language or foreign language, and lingua franca. Graddol (1997) mentioned that the colonialization might be the main reason of the spreading of using English as a lingual franca. Because of these reasons, many national curricula and schools around the world have English as one of the compulsory subjects that should be taught in schools. Furthermore, learning English is not only limited to students in school age, individuals may also learn English in several ways (e.g., watching movies, taking an online course or attending to tutorial schools).

English Language Learning in ASEAN Context

The Association of Southeast Asian Nations (ASEAN) is a regional federation of 10 countries in the Southeast Asian to address economic, security, and political issues. The

ASEAN includes 10 countries, namely Thailand, Myanmar, Cambodia, Laos, Vietnam, Indonesia, Malaysia, Philippines, Singapore, and Brunei. In this context, English language takes an important part as it is used to be the lingua franca of ASEAN. Even ASEAN has various cultures and linguistic diversity, English also has a vital role in this association. The impact of English language in ASEAN can be observed by educational curricula of those countries. Almost every member country of ASEAN has English as one of core subjects in their primary school curricula except Indonesia (Kirkpatrick, 2011). Also, Cheng (2012) stated that English served various roles in Asia, such as being the second-official language, major subject in the core curricula, and as the lingua franca. These can be considered distinct evidence that ASEAN emphasizes the importance of English language learning.

English Language Learning in Thailand Context

As the researcher mentioned before, English language is the official lingua franca within the ASEAN community, and Thailand is one of the members of ASEAN, so English is included in Thai educational curriculum as one of the core subjects. Students in Thailand spend 12 years studying English, since they start primary school at Grade 1 until they graduate from high school at Grade 12. In addition, English has been included in the national standardized tests (i.e., O-NET and GAT). Moreover, in the entrance examination of primary levels, secondary levels, and university levels English proficiency is also still one of the skills that students will be tested. Thus, it could be said that English language is one of the significant aspects of Thai education. However, even after spending around 12 years studying English at school, the majority of Thai students' English language proficiency is not satisfactory. According to Noomura (2013), the English proficiency of Thai people was placed at 116th out of 163 countries, based on the results from the Test of English as a Foreign Language (TOEFL) in 2010. It showed that learning English in Thailand does not succeed as it should be. Many public schools in Thailand employ foreigners that use English

as their first language to be English language teachers. However, from the fact that Thais' English proficiency is low, it is also common to see many business initiatives about teaching English language in Thailand, such as tutorial schools, online English courses or English language personal tutors.

English Language Leaning at the Target School

At the target school, English language learning still plays a significant role in the school since English is one of the core subject that all students must take. However, the situation of English language learning of each grades are different. In Grade 10, the learning situation is pretty active. As it can be seen from the behaviors such as asking and answering questions in a class, taking note while studying, and focusing on the lesson being taught in a class. The students in this grade seem to have high level of competition that may come from the entrance examination since this exam has English as one of the subjects that students must be tested. Therefore, English language learning in this grade is full of a high-competition environment. Conversely, in Grade 11, the learning situation seem not as active as in Grade 10. Students in this grade may not often ask question in a class but they still show behaviors of enthusiastic person such as taking note while studying, and focusing on the lesson being taught in a class. On the other hand, Grade 12 students' English learning situation are so extreme. The one that already got acceptance a university do not care about learning English in a class while the other who have not got a seat in a university, still stay focus on an English lesson being taught in a class.

Development of the Socio-Educational Model of Second Language Acquisition

When Gardner and Smythe founded the Language Research Group at the University of Western Ontario, between the 1970s and1980s, they formulated a theoretical model called the socio-educational model of second language acquisition (Gardner, 2010). The objective

of this model is to explain the role of attitude and motivation in second language acquisition (Gardner, 2010). The first version of the model was firstly presented in 1974 by Gardner, Smythe, Kirby and Bramwell, during their final grant report (Gardner, 1985b). However, Gardner (1985b) stated that this version of the model has never been formally published, but it was reproduced in an article by Schumann (1975).

In this first version of the model, they basically categorized elements related to language acquisition into four classes of variables: group specific attitudes, course related characteristics, motivational indices, and generalized attitudes (see Figure 2).

Figure 2

The Original Socio-Educational Model

Note. Adapted from *Motivation and Second Language Acquisition* (p. 81), by R. C. Gardner, 2010, Peter Lang Publishing.

After that, it was slightly developed and adapted by Gardner in 1979 to present the roles of ability variables (such as language aptitude and intelligence) and affective variable (such as anxiety and motivation) on acquisition of a second language (Gardner, 2010). Most importantly, while the process of developing this version of the model, Gardner found that different context can be influenced differently by these variables. Those contexts can be classified into two situations. The first situation called formal contexts which refers to the specific places where there is training in the language such as in the class room. The other situation is informal contexts. It refers to wherever individuals can use or practice languages such as playing computer games, talking with foreigners on street, watching international movies, etc. Furthermore, Gardner also found that language learning outcome can be reached in two ways: linguistic and non-linguistic outcomes, depends on the language learning contexts (Gardner, 2010). Linguistic outcomes refer to four skills of language outcomes includes listening skills, reading skills, speaking skills, and writing skills. Moreover, the basic knowledge about the language also one of the linguistic outcomes. Conversely, the language learning also produce other products such as, anxiety, self-confidence, pride or even superciliousness, which is called linguistic outcomes. Moreover, Gardner (1985b) stated that the main idea of this model is that a particular cultural context will result a particular second language acquisition. Figure 3 depicts the slightly adapted version of the socio-educational model by Gardner in 1979.

Figure 3

The Slightly Adapted Version of the Socio-Educational Model

Note. Adapted from *Motivation and Second Language Acquisition* (p. 83), by R. C. Gardner, 2010, Peter Lang Publishing.

Then, the model was improved again in 2006 by Gardner. In this version, Gardner claimed that individual's differences in both ability and motivation can affect their acquisition in learning a second language (Gardner, 2006). Moreover, Gardner (2010) said that there are two key components that can influence on language achievement: motivation and language aptitude. This version also shows the broken line linking between instrumentality and motivation, which means that motivation could be reinforced by instrumentality as well in some circumstances (Gardner, 2006). The model also shows that language anxiety and language achievement can affect each other. Importantly, in this version, components of the measurement from AMTB were demonstrated in the model as a research tool to assess all variable in this model (Gardner, 2010).

Gardner's (2010) Socio-Educational Model of Second Language Acquisition

The model attempts to explain the responsibility of motivation and attitude in second language acquisition (Gardner, 2010). In addition, the model is made for learning language in both situations as a second language and a foreign language. Gardner (2010) stated that motivation and ability can be resulted in students' language learning outcomes.

Five suppositions were made when the socio-educational model of second language acquisition was built (Gardner, 2006). Firstly, improving a second language skills allowed individual to be able to verbally interact with people of the particular language, and it must take a lot of time and high demand (Gardner, 2006). Secondly, motivation and ability are the two significant factors that can influence on individual's achievement. Third, environmental factors such as the different background of an individual in their culture, social or education can influence and support the levels of their motivation. Fourth, language acquisition can be obtained in two situations: formal context and informal context. Formal contexts refer to the particular place where the language training is occurred such as in the classroom. While informal contexts refer to places that allow someone to practice or experience the language such as language club, house, foreign country, computer game, television, the internet, etc. Finally, the outcomes of language learning will be divided into two aspects: linguistic and non-linguistic outcomes. Linguistic outcomes refer to four skills of language outcomes including speaking, listening, reading, and writing. Moreover, the basic knowledge about the language also one of the linguistic outcomes. Conversely, the language learning also produce other products such as anxiety, self-confidence, pride or even superciliousness, which is called non-linguistic outcomes.

This model mainly emphasizes on motivation and the other related components which affect the motivation. Gardner (1985b) defined motivation as a driving engine to learn L2 which includes the three elements such as expending effort, wants, and enjoy. Gardner (2001)

stated that, when someone is motivated, he or she must show their persistence and consistency to put their effort in L2 learning in many ways such as doing extra work and seeking out opportunities to learn more. In addition, motivated people tend to express their desires to succeed and find the way to achieve their goals (Gardner, 2010). Besides, they will enjoy their process of learning and think of learning as fun and challenging (Gardner, 2010). Thus, an individual can be determined whether he or she is motivated or not by observing the aforementioned habits and behaviors.

According to Gardner (2010), the model focuses on two fundamental individual differences for language learning: ability and motivation. Gardner (2006), claimed that level of the ability will determine who will have more possibility in language learning success. The more level of ability will bring about the more possibility in language learning success. As well as when it comes to motivation, learners with high levels of motivation would get a better result than the other one with poor levels of motivation in term of language learning achievement. The results of the study also showed that motivational and cognitive variables were related to student academic achievement and performance (Pintrich & De Groot, 1990). Most importantly, ability and motivation are not related to each other because a student who have high ability may be indicated as having low motivation, and another with high motivation may be not rich of ability (Gardner, 2001). Figure 4 demonstrates Gardner's (2010) the socio-educational model of second language acquisition.

Figure 4

Gardner's (2010) Socio-Educational Model

Note. Adapted from *Motivation and Second Language Acquisition* (p. 81), by R. C. Gardner, 2010, Peter Lang Publishing

Importantly, Gardner's (2010) socio-educational model is similar to the 2006 version, but it has more explanations about the model for more comprehension about the model (Gardner, 2010). As can be seen from Figure 4, there are three factors in this model that can influence motivation namely; attitudes to learning situation, integrativeness, and instrumentality. According to Gardner (2010), attitudes to learning situation refers to an individual reaction toward the atmosphere of the classroom such , the instructor, the course, the topic being taught or even their friends. Secondly, integrativeness refers to someone's interest and willingness to become a part of the community by learning the characteristics and culture of that community (Gardner, 2010). Thirdly, instrumentality refers to the situations where the language learners were forced to study by any external factors such as for passing

examinations, obtaining a better career, external reward and many others reasons. As can be seen from the figure, integrativeness is linked to attitudes toward the learning situation by the bidirectional arrow, which means they are seen as having positive relationship with each other. Moreover, from this model, not only intergrativeness and attitudes toward the learning situation determined as having positive relationship with each other but also integrativeness and instrumentality. It means that if someone has a high level of integrativeness, he or she supposes to have a positive attitudes toward the learning situation. Similarly, individuals with a high level of integrativeness would be predicted as having high level of instrumentality. Figure 4 also shows an arrow with one head. It means that the factor at the head of the arrow is supported by the other factor at the tail of the arrow. For example, according to the model, attitudes toward learning situation can reinforce motivation, that is indicated by the directional arrow linked the attitudes toward learning situation to motivation. Therefore, from this figure, it will be understood that there are two factors that can influance on motivation: attitudes toward the learning situation and integrativeness. Moreover, this model also shows a broken line linking instrumentality to motivation, which means that motivation could probably be supported by instrumentality in some situations. According to the model, there are two directional arrows between language achievement and language anxiety. It means that language achievement can be influenced by language anxiety and language anxiety can also be influenced language achievement influence. Gardner (2006), language achievement can be influenced by the language experience, for instance, if someone has different experience in the language learning context, he or she will be different in their results (i.e., language achievement). Moreover, the language anxiety can also be affected from that situation. For example, if a student has a bad experience with the language learning, he or she will probably be reinforcing their anxiety in relation to the language learning, and it will definitely result on affecting their levels of language achievement. According to Gardner

(2006), "it becomes difficult to disentangle the cause-effect relationships in any set of data"

(p. 245).

The Attitude/Motivation Test Battery (AMTB)

The AMTB is a research tool that was developed to assess the various components

and variables from the socio-educational model of second language acquisition, developed by

Gardner (Gardner, 2005). Gardner (2010) stated that so many versions of the AMTB were

created, according to their different context. In this research, the researcher described the

international AMTB that is applicable for use with learning English as a foreign language.

This version consisted of 104 Likert-scaled items from 12 scales: attitude toward English

people, integrative orientation, English teacher evaluation, motivational intensity, desire to

learn English, English course evaluation, attitude toward learning English, interest in foreign

languages, language class anxiety, language use anxiety, parental encouragement, and

instrumental orientation. The AMTB allows researchers to measure the scales identified in

Gardner's (2010) socio-educational model, which are depicted in Figure 4.

It is noticeable that the Figure 4 does not show the parental encouragement, even it is

one of those 12 scales and was hypothesized as a factor that can influence individual's

motivation (Gardner, 2010). However, as can be seen in Figure 4, to measure the variable

motivation, three subscales can be used: MI (motivational intensity), DESIRE (desire to learn

the language), and ALL (attitudes toward learning the language).

Motivational Intensity

This term refers to the efforts that the individual learner put to develop proficiency in

second language learning (Gardner, 2010). Gardner (2010), stated that without the

appropriate amount of effort, a person would learn just a little. The questions from the MLEQ

that used to assess the motivational intensity is made up of 10 items, including five

positively- and five negatively-worded items. Those questions refer to students' amount of

work done, persistence, and consistency in focus.

Desire to Learn the Language

Gardner (2010) claimed that effort is necessary but not sufficient enough to indicate levels of motivation because of various reasons. For example, someone put an effort just for impressing others and some are forced to do that because of the pressure from the environment. Therefore, the desire (willingness) to learn the language must be added to assess the levels of motivation. Importantly, both effort and desire cannot be used to measure motivation separately, there must be effort so that the learning will take place (Gardner, 2010). This scale composed of 10 items, including five positively- and five negatively-worded items.

Attitudes Toward Learning the Language

The last component of motivation is attitudes toward learning the language. It refers to the positive feeling such as enjoyment or pleasure that can be observed while individual participate in the learning process. According to Gardner (2010), this component is significant to assess motivation but not sufficient enough to assess individual motivation itself. In order to measure a person's levels of motivation, attitude toward learning the language must be assessed along with other two components: desire to learn the language and motivational intensity. However, this scale was measured by 10 items from the MLEQ, including five positively- and five negatively-worded items.

Previous Studies on Motivation and Academic Achievement in Learning Language

There are numerous studies that have focused on academic achievement and motivation in the field of language learning over the decades. In this section, some of those relevant studies are summarized.

In 1993, Gardner and MacIntyre studied about the validity of the AMTB. The study was conducted on 92 students from a target university in France. This sample group was

comprised of students from two elementary French courses. The purpose of this study was to answer four questions from the hypotheses. Firstly, to determine the connecting validity of the subtest from the AMTB. The second question emphasizes on the relationships among the numerous subtests of the AMTB. Next, the study concern with the impacts of the measurement tactics onto the correlation of achievement and affective measures. The last question was emphasized on the evaluation of instrumental and integrative orientation. According to Gardner and MacIntyre (1993), the findings revealed that the AMTB has accurately measured what they need to test (construct validity). Besides, the result from this study also showed that the validity of the AMTB was good, because it correlated significantly with the measures of second language achievement.

Ali, Khan, and Hamid (2010) investigated the relationship between students' motivation and academic performance in Pakistan. A total of 342 students from various universities in Pakistan participated in this study as the research sample. This study employed as its research tool a questionnaire, created by Neill in 2004, to check the level of students' motivation. The last part of the questionnaire was employed to be an indicator of students' academic performance. At the end of the study, they concluded that there was a significant, positive and mutually causal relationship between students' motivation and their academic achievement. Moreover, this study also showed that the relationship between these two variables is reciprocal, which means that students with more motivation will have better achievement and students with better achievement will have more motivation. Finally, the study demonstrated that the intrinsic motivation can positively influence on the academic achievement, meanwhile it also can be negatively affected by extrinsic motivation.

Gholami, Allahyar and Galea (2012) conducted a research on "Integrative Motivation as an Essential Determinant of Achievement: A Case of EFL High School Students." The academic achievement of 95 Iranian EFL students studying at the third grade of the particular

high school was the main focus of this study. The researchers firstly wanted to know what the most powerful motivation type among the students was, then checked the type of motivation existing in those students who have a high achievement. Secondly, in order to test the hypothesis, the scores from the Fundamental English mid-term test was used to determine students' achievement in this study. The cluster sampling method was employed for collecting data from the sample. The motivation type in this study was concluded by a standard motivation test. At the end of this study, the conclusion from the data showed that the instrumental orientation was the most abundant motivation type of the students in this study (58.9%); while the most popular motivation type of high achievers in this study was integrative motivation (92.9%). Moreover, this study also found that students integratively motivated had a better academic achievement than those instrumentally motivated.

Li and Pan (2009) studied about motivation and achievement and its relationship of students studying in English major at Qingdao Agricultural University, China. There were 65 junior students from two classes joined this study as a research sample. In order to test the hypotheses, students are divided into three groups according to their grades from their TEM-4 (Test for English Majors), which is a criterion-referenced English language test for Chinese university undergraduates majoring in English Language and Literature. The Gao Yihong's Motivation Questionnaire was adapted to carry out this study. From this study, instrumental motivation was reported as having important responsibilities in learning languages. Students with high achievement have high level of instrumental motivation. On the other hand, students who has low instrumental motivation always have the lower achievement comparing to those who have higher instrumental motivation. Furthermore, because of lacking in motivation, students will not persevere in learning language and frequently fail the exam.

Arulmoly and Branavan (2017) investigated the relationship between academic achievement and motivation of junior secondary students studying mathematics in Sri Lanka.

The 300 junior secondary students studying at the target school were randomly selected to be the research sample. The study reported that there was a significant relationship between motivation and the students' mathematics academic achievement. In addition, the findings of this study also indicated that there was a significant relationship between the students' mathematics academic achievements and their level of motivation in both highly motivated and lowly motivated ones.

Benchamarachuthit School Chanthaburi

Benchamajachuthit School Chanthaburi is the most popular school in Chanthaburi, Thailand, based on the number of candidate students from everywhere applying to study there every academic year. This school have a good reputation since most of students have won many academic competitions in the past. The school has been open for over a century, since the school was built by the order of King Rama V and was finished in 1913, under supervision of King Rama VI. Nowadays, the school has around 3,000 students from Grades 7-12. There are many education programs created in this school, such as the English program, the Math-Science program, the Arts program, the Health Care program, the Accounting program, and the Computer program. Those programs will help students to find themselves what they like or what they do not like as a career choice. For example, in the Health Care program, students will have one class to learn basic knowledge about how to help people with their illnesses, and students also have a chance to use their knowledge to help people who come to the first aid room in the school under super vision of a nurse.

In the Fundamental English classes, the main teachers responsible for the class are Thai teachers with a license for teaching English as a foreign language. The number of students in the class is 30 students. This class requires 60 minutes for one period and needs two periods per week. The teaching methods of this class are both teacher-centered and

student-centered. The curriculum of the class is different in each grade, according to the Basic Education Core Curriculum (2008) created by the Ministry of Education of Thailand.

In relation to the English language learning at the target school, it plays a significant role in the school since English is one of the core subjects that all students must take. However, the situation of English language learning of each grades is different. In Grade 10, the learning situation is pretty active. As it can be seen from the behaviors such as asking and answering questions in a class, taking note while studying, and focusing on the lesson being taught in a class. The students in this grade seem to have high level of competition that may come from the entrance examination since this exam has English as one of the subjects that students must be tested. Therefore, English language learning in this grade is full of a high-competition environment. Conversely, in Grade 11, the learning situation seem not as active as in Grade 10. Students in this grade may not often ask question in a class but they still show behaviors of enthusiastic person such as taking note while studying, and focusing on the lesson being taught in a class. On the other hand, Grade 12 students' English learning situation are so extreme. The one that already got acceptance a university do not care about learning English in a class while the other who have not got a seat in a university, still stay focus on an English lesson being taught in a class.

In Grade 10, students learn how to read signs and labels, model verbs, direct/indirect speech, conjunction, abbreviation, how to search information on Internet, the usage of dictionary, and pronunciation. At this grade, students also need to learn how to accurately read aloud sentences or paragraphs from various sources by observing the principles of reading. Students have to learn the techniques such as skimming, scanning, guessing, and context clue to be able to catch main idea, analyze, and summarize a short and long paragraph by using those techniques. Moreover, they have to study about types of sentence and English grammar such as if clause, infinitive pronouns, and tenses.

In Grade 11, students learn conversations in various situations such as greeting, introducing, apologizing, inviting, and complimenting. Students also have to learn to write their personal background, experience, and the interesting situation in their society. A lot of phrases about asking for help, offering help, accepting to help, and refusing to help were taught at this grade. The goal of this grade is to help students to be able to demonstrate their opinions toward various situations that they have been read and heard thought learning vocabulary, phases, and sentences.

In Grade 12, students were taught to present their information by writing and speaking. Moreover, students also were taught to understand the levels of the language that come from the politeness, tone of voice or even gestures. At this grade, students learn how explain and compare the differences things. Learning the similarities and the differences of the people in this world to live together happily also one of the crucial topics in this grade.

The environment and learning tool supporting their learning provided by the school of those grades from observation are quite the same. Every room has efficient learning tools and sufficient facilities such as white board, markers, microphone, speakers, tables, chairs, and projector. Therefore, except from the teachers themselves and the instructional content, the overall environment of those three grades seem to be not different.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher describes the methodology that was employed to measure the research variables and test the hypotheses of this study. This chapter is organized into the following sections: the research design, the population and sample of the participants, the research instruments, the data collection process, the data analysis and a brief summary of the whole research process.

Research Design

This research was designed as a correlational-comparative study. There were two main purposes in this study. Firstly, it was to determine if there was a significant difference in the motivation for learning English held by Grades 10-12 students at Benchamarachuthit School Chanthaburi, Thailand. Secondly, it was to determine whether there was a significant relationship between motivation for learning English and English academic achievement held by Grades 10-12 students at Benchamarachuthit School Chanthaburi, Thailand.

The researcher utilized the Motivation for Learning English Questionnaire (MLEQ) as a research instrument to collect data on participants' motivation for learning English. This questionnaire was adopted from the Attitude/Motivation Test Battery (AMTB) by Gardner (2010). The MLEQ is divided into three parts: motivational intensity, desire to learn the language, and attitude toward learning the language. There are 10 items for each part in the MLEQ, Items 1-10 for motivational intensity, Items 11-20 for desire to learn the language, and Items 21-30 for attitude toward learning the language. Therefore, there are a total of 30 items comprising the MLEQ, with 15 positively- and 15 negatively-worded items using a 6-

point Likert scale, ranging from 1 (*strongly disagree*) to 6 (*strongly agree*).

The participants' English academic achievement, one of the variables in this study, was measured by the score from the Fundamental English Mid-Term Test for Grades 10, 11, and 12. The test was created by the teachers at the English department of Benchamarachuthit School Chanthaburi. This test was checked its correctness by experienced teachers working in the target school, in order to ensure its content and construct validity. The tests are different for each grade, but they focus mostly on the same aspects, which are English vocabulary, grammar and English comprehension. Students have 1 hour to finish the test, then the scores from this test were converted to percentage form to interpret their meanings.

The collected data were analyzed through descriptive statistics (means and standard deviations), a one-way analysis of variance (ANOVA), and correlational analysis (using Pearson product-moment correlation coefficient).

Population

The population of this research was composed of the Grade 10, Grade 11 and Grade 12 students who were enrolled in the academic year 2021 at Benchamarachuthit School Chanthaburi, Thailand. There were totally 10 classes in each grade and 30 students in each class. Thus, there were 300 students in Grade 10, 300 students in Grade 11, and 300 students in Grade 12. Therefore, the population of this study was comprised of the 900 students enrolled in Grades 10-12 at Benchamarachuthit School Chanthaburi, Thailand, during the academic year 2021.

Sample

From the population, a convenience sample, comprised of 219 students chosen from three classes in each grade, was recruited for this study. Those three classes from each grade

were chosen because the teachers of such classes were willing to support this study. In addition, these three classes were chosen from the Math-Science program of the target school. Thus, the total number of participants in this study was 219 students from Grades 10-12 at Benchamarachuthit School Chanthaburi, Thailand. Table 1 illustrates the sample sizes of the participants in this study.

Table 1

Sample Size Numbers of Grades 10-12 Students at Benchamarachuthit School Chanthaburi, Thailand

Grade level	Population size	Sample size
Grade 10	300	77
Grade 11	300	78
Grade 12	300	64

Research Instruments

In this study, the researcher employed two research instruments: the Motivation for Learning English Questionnaire (MLEQ) and the Fundamental English Mid-Term Tests at Benchamarachuthit School Chanthaburi, Thailand.

Motivation for Learning English Questionnaire (MLEQ)

The Motivation for Learning English Questionnaire (MLEQ) is the research instrument that was used to measure participants' level of motivation for learning English. The MLEQ adopted the three subscales comprising motivation in the Attitude/Motivation Test Battery (AMTB) by Gardner (2010). In this study, the researcher utilized the most recent revised international version of the AMTB, developed by Gardner in 2010. Originally, there are totally six factors with 12 sub-scales in the AMTB, but in the MLEQ the researcher utilized only one factor: motivation. This factor is comprised of three subscales: motivational

intensity, desire to learn English, and attitudes toward learning English. These three sub-scales were used together to measure participants' level of motivation for learning English. The first part, motivational intensity, consists of 10 items (Items 1-10). The second part, desire to learn English, consists of 10 items (Items 11-20). The last part, attitudes toward learning English, also consists of 10 items (Items 21-30). Each part has five positively- and five negatively-worded items. Therefore, a total of 30 items, with 15 positively- and 15 negatively-worded items, were used in this study to determine students' level of motivation for learning English. Table 2 describes the subscales and numbers of items in MLEQ that were utilized in this research study.

Table 2

Sub-Scales and Numbers of Items in the MLEQ

Sub-scales	Item numbers for each component	Total number of items for each component
Motivational intensity	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	10
Positively-worded	1, 2, 3, 4, 5	5
Negatively-worded	6, 7, 8, 9, 10	5
Desire to learn English	11, 12, 13, 14, 15, 16, 17, 18, 19, 20	10
Positively-worded	11, 12, 13, 14, 15	5
Negatively-worded	16, 17, 18, 19, 20	5
Attitudes toward learning English	21, 22, 23, 24, 25, 26, 27, 28, 29, 30	10
Positively-worded	21, 22, 23, 24, 25	5
Negatively-worded	26, 27, 28, 29, 30	5
Total	1-30	30

A 6-point Likert scale (1 = *strongly disagree*, 2 = *moderately disagree*, 3 = *slightly disagree*, 4 = *slightly agree*, 5 = *moderately agree*, 6 = *strongly agree*) was used to collect data on participants' level of motivation for learning English. The questionnaire is composed by both positively- and negatively-worded items. However, in this study, all negatively-

worded items (i.e., Items 6-10, 16-20, and 26-30) were reverse coded for data analysis, in order to standardize the directionality of the interpretation. Table 3 illustrates a summary of the interpretation of scores for the MLEQ, showing only a positively-worded interpretation of the scores and mean scores.

Table 3

Scores and Interpretations for Items of the MLEQ

Agreement level	Score	Mean score	Interpretation			
			Motivational intensity	Desire to learn English	Attitudes toward learning English	Motivation for learning English
Strongly agree	6	5.51-6.00	Very high	Very high	Very positive	Very high
Moderately agree	5	4.51-5.50	High	High	Positive	High
Slightly agree	4	3.51-4.50	Slightly high	Slightly high	Slightly positive	Slightly high
Slightly disagree	3	2.51-3.50	Slightly low	Slightly low	Slightly negative	Slightly low
Moderately disagree	2	1.51-2.50	Low	Low	Negative	Low
Strongly disagree	1	1.00-1.50	Very low	Very low	Very negative	Very low

Validity and Reliability of the MLEQ

Since the MLEQ is a questionnaire adopted from the AMTB, so the validity of the MLEQ relied on the validity of the AMTB. Ushioda and Dörnyei (2012) reported that the AMTB has been using in a variety of second language learning context and it has a satisfied validity in both construct and content. Gardner (1985a) stated that the development of AMTB follows more than 20 years of research and it was standardized and rectified on samples of Anglophone Canadian students in Grades 7 to 11 as reported in the Technical Report on the AMTB. Moreover, since the instrument was administered in Thai and the original version of

the items was in English, the validity of translation was examined by a professional translator, using the forward and backward translation method (see Appendix D).

As well as the validity, the reliability of the MLEQ will be demonstrated by showing the reliability of the AMTB. Previous studies conducted in Croatia, Poland, Romania, and Spain by Gardner reported the levels of internal consistency (Cronbach's alpha) ranging from .59 to .92 (Gardner, 2006). Table 4 illustrates the reliability statistics of the three subscales chosen for this study from the AMTB in previous studies and the current study.

Table 4

Reliability Statistics of Three Sub-Scales from AMTB in Previous Studies and the Current Study

Sub-scales	Number of items per subscale	Cronbach's alpha values				
		Gardner (2006; Croatia)	Gardner (2006; Poland)	Gardner (2006; Romania)	Gardner (2006; Spain)	Current study
Motivational intensity	10	.81	.59	.68	.77	.81
Desire to learn English	10	.81	.81	.79	.90	.85
Attitudes toward learning English	10	.90	.88	.80	.92	.88
Total	30	.84	.76	.75	.86	.85

Fundamental English Mid-Term Tests

In this study, the English academic achievement was measured by the Fundamental English Mid-Term Tests from the target English classes. The tests were created by the teachers working at the Department of English at Benchamarachuthit School Chanthaburi. Each grade had a different test, but each test focused on the same aspects: vocabulary, grammar and English comprehension.

For Grade 10, the test was divided into four parts; vocabulary, grammar, conversation, and reading (see Appendix C). The test worth totally 30 points from 30 questions (1 point: 1

question). It composed of 30 items of multiple choice questions from those parts; 10

questions for vocabulary, 10 questions for grammar, 5 questions for conversation, and 5

questions for reading. Students must complete this test within 1 hour.

For Grade 11, the test was divided into three parts; conversation, grammar, and

vocabulary (see Appendix C). The test totally 40 points from 40 questions (1 point: 1

question). All of the questions were designed as multiple-choice questions. The conversation

part consists of 10 items of multiple-choice questions. Next, the grammar part is made up of

15 items of multiple-choice questions. Finally, the vocabulary includes 15 items of multiple-

choice questions.

For Grade 12, the test was divided into three parts; conversation, grammar and

structure, and reading (see Appendix C). The test worth 50 points from 50 questions (1 point:

1 question). It composed of 46 multiple-choice questions and 4 true-false questions. The total

number of 46 multiple choice questions came from conversation part 8 items, grammar and

structure part 19 items, and reading part 19 items. Then, the 4 true-false questions were

included in the reading part. Students were given 1 hour to finish this test.

Table 5 illustrates a summary of the interpretation of scores from the mid-term test in

the Fundamental English Classes.

Table 5

Interpretation Scale of the Fundamental English Mid-Term Test

Score (percentage)	Interpretation
90-100	Excellent
80-89	Very good
70-79	Fairly good
60-69	Satisfactory
< 60	Recommendation for English language support

Validity and Reliability of the Fundamental English Mid-Term Test

Regarding to the validity of the test, the test was created from experienced English language teachers who have been working in the field of English teaching for more than 10 years. Furthermore, the test was revised and checked many times by all teachers in the Department of English at the target school. Therefore, the construct and content validity of the tests were checked carefully before the school used them to measure students' English knowledge. Therefore, these validated instruments were used as the research instrument to measure students' English academic achievement in this study.

Regarding to the reliability of the test, the format and question types used in the Fundamental English Mid-Term Test meet the standards that have been used for more than three years in this school, and have received positive feedback from teachers and students (e.g., the test can actually evaluate the English knowledge and English comprehension of students, the test is very strongly related with what they learn in their classes). Thus, the the researcher decided to use this test as a research instrument to measure students' English academic achievement.

Collection of Data

In order to be able to collect data for this study, the researcher contacted the school and asked permission from the principal of Benchamarachuthit School Chanthaburi before collecting data, which was granted. As it was mentioned in the Research Instruments section, the Motivation for Learning English Questionnaire (MLEQ) was used to collect data in order to determine the level of motivation for learning English. Meanwhile, the students' mid-term scores from the Fundamental English classes were collected in this period to determine the level of English academic achievement.

The survey questionnaire was uploaded on a Google site on August 16th 2021 for

Grade 10, Grade 11 and Grade 12 students at Benchamarachuthit School Chanthaburi,

Thailand, to complete the questionnaire. The link to this questionnaire was valid only one

week for the students to complete it. In order to ensure that students clearly understand how

to do the questionnaire, the researcher provided an explanation at the beginning of the

questionnaire. Table 6 presents the summary of data collection process in this study.

Table 6

Data Collection Process for This Study

Date	Data collection process
January-May, 2021	Write the first three chapters of the Master thesis
July 20, 2021	Do the thesis proposal defense
July 31, 2021	Ask and receive permission for data collection from the principal of Benchamarachuthit School Chanthaburi, Thailand
August 16, 2021	Distribute the link to the MLEQ to the teachers of the target classes
August 23, 2021	Check the result from the Google site
September 15, 2021	Collect the scores from the Fundamental English Mid-Term Test of the target classes
December 1, 2021	Finish Chapters IV and V
December 21, 2021	Do the thesis final defense

Data Analysis

The researcher used a statistical software program to analyze the collected data from

Grades 10-12 students at Benchamarachuthit School Chanthaburi, Thailand. The statistical

techniques that were used to process the data according to the research objectives are shown

below.

For Research Objective 1, descriptive statistics (means and standard deviations) were

utilized to determine the level of motivation for learning English held by Grade 10, Grade 11

and Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand.

For Research Objective 2, descriptive statistics (means and standard deviations) were

utilized to determine the level of English academic achievement held by Grade 10, Grade 11

and Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand.

For Research Objective 3, a one-way analysis of variance (ANOVA) was utilized to compare students' motivation for learning English among Grade 10, Grade 11 and Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand, and Scheffe post-hoc multiple comparison test was utilized when needed.

For Research Objective 4, correlational analysis (using Pearson product-moment correlation coefficient) was used to determine if there was a significant relationship between motivation for learning English and English academic achievement held by Grade 10, Grade 11 and Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand.

Summary of the Research Process

Table 7 shows the summary of the research process in this study.

Table 7

Summary of the Research Process

Research objective	Source of data or sample	Data collection method or research instrument	Method of data analysis
1. To determine the level of motivation for learning English held by Grade 10, Grade 11 and Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand	A convenience sample of 219 students from Grades 10-12 students at Benchamarachuthit School Chanthaburi, Thailand	Motivation for Learning Questionnaire (MLEQ)	Descriptive statistics (means and standard deviations)
2. To determine the level of English academic achievement held by Grade 10, Grade 11 and Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand	Grade 10 (N=77) Grade 11 (N=78) Grade 12 (N=64)	Fundamental English Mid-Term Test	Descriptive statistics (means and standard deviations)

(continued)

(continued)

Research objective	Source of data or sample	Data collection method or research instrument	Method of data analysis
3. To determine whether there is a significant difference in the motivation for learning English held by Grade 10, Grade 11 and Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand	A convenience sample of 219 students from Grades 10-12 students at Benchamarachuthit School Chanthaburi, Thailand	Motivation for Learning Questionnaire (MLEQ)	One-way analysis of variance (ANOVA; Scheffe post-hoc multiple comparison test when needed)
4. To determine whether there is a significant relationship of motivation for learning English and English academic achievement held by Grade 10, Grade 11 and Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand	Grade 10 (N=77) Grade 11 (N=78) Grade 12 (N=64)	Motivation for Learning Questionnaire (MLEQ) and the Fundamental English Classes Mid-Term Test	Correlational analysis (Pearson product-moment correlation coefficient)

CHAPTER IV

RESEARCH FINDINGS

This chapter demonstrates the results from data analysis of this study. The following sections reviews the findings from the Research Objectives 1, 2, 3, and 4 of this study.

Research Findings

In the following sections, the findings obtained from addressing the research objectives of the current research are presented in detail.

Findings From Research Objective 1

Research Objective 1 was to determine the level of motivation for learning English held by Grade 10, Grade 11 and Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand. In order to determine the level of motivation for learning English of the target students, the MLEQ (see Appendix A) was used as an instrument. The MLEQ is divided into three parts, since motivation is composed of three subscales (Gardner, 2010): motivational intensity, desire to learn the language, and attitude toward learning the language. Each part contains 10 items, including positively and negatively worded items. Thus, there are totally 30 items in this questionnaire with a 6-point Likert scale (1= *strongly disagree*, 2= *moderately disagree*, 3= *slightly disagree*, 4= *slightly agree*, 5= *moderately agree*, 6= *strongly agree*).

Table 8 displays the overall mean scores, standard deviations, and interpretation for motivation for learning English held by Grades 10-12 students at Benchamarachuthit School Chanthaburi, Thailand. Details on the overall values shown in Table 8 are presented in Tables

9, 10, and 11 for Grade 10, Tables 12, 13, and 14 for Grade 11, and Tables 15, 16, and 17 for

Grade 12.

Table 8

Mean Scores, Standard Deviations, and Interpretations for Motivation for Learning English

Held by Grades 10-12 Students at Benchamarachuthit School Chanthaburi, Thailand

Variable	Grade 10			Grade 11			Grade 12		
	M	*SD*	*I*	*M*	*SD*	*I*	*M*	*SD*	*I*
Motivation for learning English	4.70	1.22	H	4.71	1.25	H	4.53	1.27	H
Motivational Intensity	4.68	1.23	H	4.48	1.28	SH	4.39	1.25	SH
Desire to learn English	4.67	1.29	H	4.90	1.23	H	4.63	1.32	H
Attitude toward learning English	4.76	1.14	P	4.78	1.24	P	4.57	1.23	P

Note. See Table 3 (p.33) for the interpretation table. *I* stands for "Interpretation"; *SH* stands

for "Slightly high"; *H* stands for "High"; *P* stands for "Positive".

Table 8 shows the overall mean scores (*M*), standard deviations (*SD*), and

interpretations (*I*) of the level of motivation for learning English and its three subscales for

each grade. According to the Table 8, the level of motivation for learning English held by

Grades 10-12 students at Benchamarachuthit School Chanthaburi, Thailand, was found to be

high. However, some differences were found in the levels of the subscales.

For Grade 10, the results show that the level of students' motivational intensity had a

mean score of *M* = 4.68 (*SD* = 1.22), which was interpreted as a high level of motivational

intensity. Moreover, the findings also reviewed the level of students' desire to learn English

had a mean score of *M* = 4.67 (*SD* = 1.29), that indicated that they had a high level of desire

to learn English. Meanwhile the results also show that students had a positive attitude toward

learning English with a mean score of *M* = 4.76 (*SD* = 1.14). However, the Table 8 showed

that motivation for learning English of Grade 10 students at the target school was high

because the overall mean score of the questionnaire was *M* = 4.70 and the standard deviation

was $SD = 1.22$.

For Grade 11, the results showed that the level of students' motivational intensity had a mean score of $M = 4.48$ ($SD = 1.28$), which were interpreted as a slightly high level of motivational intensity. Moreover, the findings also showed that the level of students' desire to learn English had a mean score of $M = 4.90$ ($SD = 1.23$), indicated that they had a high level of desire to learn English. Meanwhile the results also showed that students had a positive attitude toward learning English with a mean score of $M = 4.78$ ($SD = 1.24$). However, the Table 8 showed that motivation for learning English of Grade 11 students at the target school was high because the overall mean score of the questionnaire was $M = 4.71$ and the standard deviation was $SD = 1.25$.

For Grade 12, the results showed that the level of students' motivational intensity had a mean score of $M = 4.39$ ($SD = 1.25$), which were interpreted as a slightly high level of motivational intensity. Moreover, the findings also showed that the level of students' desire to learn English had a mean score of $M = 4.63$ ($SD = 1.32$), indicated that they had a high level of desire to learn English. Meanwhile the results also showed that students had a positive attitude toward learning English with a mean score of $M = 4.57$ ($SD = 1.23$). However, the Table 8 showed that motivation for learning English of Grade 10 students at the target school was high because the overall mean score of the questionnaire was $M = 4.53$ and the standard deviation was $SD = 1.27$.

For the purpose of presenting in detail the findings from Research Objective 1, this research objective was broken down into three subsections, according to the participants' grade levels. In the following sections, motivation for learning English is reported in detail, by focusing on its subscales: motivational intensity, desire to learn English, and attitudes toward learning English.

Grade 10

In this subsection, the details of the findings from Grade 10 students' level of motivation for learning English including the three subscales (i.e., motivational intensity, desire to learn English, and attitudes toward learning English) are shown. The findings are displayed in the following Tables 9, 10, and 11, corresponding to the three subscales of motivation for learning English (Gardner, 2010).

Motivational Intensity. Table 9 depicts the mean scores, standard deviations, and interpretations for the motivational intensity held by Grade 10 students at Benchamarachuthit School Chanthaburi, Thailand. In this table, all negatively worded items (i.e., Items 6, 7, 8, 9, and 10) were reversed coded, in order to standardize the directionality of the interpretation.

Table 9

Mean Scores, Standard Deviations, and Interpretations for Motivational Intensity Held by Grade 10 Students at Benchamarachuthit School Chanthaburi, Thailand

Item No.	Item statement	*M*	*SD*	Interpretation
1	I make a point of trying to understand all the English I see and hear	5.26	.83	High
2	I keep up to date with English by working on it almost every day	4.71	1.07	High
3	When I have a problem understanding something in English class, I always ask my teacher for help	4.03	1.35	Slightly high
4	I really work hard to learn English	4.60	1.14	High
5	When I am studying English, I ignore distractions and pay attention to my task	4.44	.91	Slightly high
6	I do not pay much attention to the feedback I receive in my English class	5.12	.95	High
7	I do not bother checking my assignments when I get them back from my English teacher	4.91	1.42	High

(continued)

(continued)

Item No.	Item statement	*M*	*SD*	Interpretation
8	I put off my English homework as much as possible	4.68	1.33	High
9	I tend to give up and not pay attention when I do not understand my English teacher's explanation of something	4.27	1.64	Slightly high
10	I cannot be bothered trying to understand the more complex aspects of English	4.48	1.41	High
	Overall	4.68	1.23	High

Note. See Table 3 (p.33) for interpretation table.

According to the Table 9, the level of motivational intensity for learning English held by Grade 10 students at the target school was found to be high in relation to seven statements of the subscale, stated in Items 1, 2, 4, 6, 7, 8, and 10 (e.g., "I make a point of trying to understand all the English I see and hear" [Item 1], "I really work hard to learn English" [Item 4], "I do not pay much attention to the feedback I receive in my English class" [Item 6], and "I cannot be bothered trying to understand the more complex aspects of English" [Item 10]). Furthermore, a slightly high motivational intensity was found in relation to three statements of the subscale, stated in Items 3 ("When I have a problem understanding something in English class, I always ask my teacher for help"), Item 5 ("When I am studying English, I ignore distractions and pay attention to my task"), and Item 9 ("I tend to give up and not pay attention when I do not understand my English teacher's explanation of something").

However, the mean score of students' motivational intensity of this grade was *M* = 4.68, which is interpreted as being high. Thus, it can be concluded that Grade 10 students at Benchamarachuthit School Chanthaburi, Thailand, have a high level of motivational intensity.

Desire to Learn English. Table 10 depicts the mean scores, standard deviations, and interpretation for desire to learn English held by Grade 10 students at Benchamarachuthit

School Chanthaburi, Thailand. In this table, all negatively worded items (i.e., Items 16, 17, 18, 19, and 20) were reversed coded, in order to standardize the directionality of the interpretation.

Table 10

Mean Scores, Standard Deviations, and Interpretations for Desire to Learn English Held by Grade 10 Students at Benchamarachuthit School Chanthaburi, Thailand

Item No.	Item statement	*M*	*SD*	Interpretation
11	I have a strong desire to know all aspects of English	4.65	1.37	High
12	If it were up to me, I would spend all of my time learning English	3.49	1.36	Slightly high
13	I want to learn English so well that it will become natural to me	5.61	.73	Very high
14	I would like to learn as much English as possible	4.90	1.15	High
15	I wish I were fluent in English	5.65	.68	Very high
16	Knowing English isn't really an important goal in my life	3.90	1.61	Slightly high
17	I sometimes daydream about dropping English	4.25	1.48	Slightly high
18	I'm losing any desire I ever had to know English	4.31	1.62	Slightly high
19	To be honest, I really have no desire to learn English	5.34	.93	High
20	I haven't any great wish to learn more than the basics of English	4.58	1.49	High
	Overall	4.67	1.29	High

Note. See Table 3 (p.33) for interpretation table.

According to the Table 10, the level of desire to learn English of Grade 10 students at the target school was found to be very high in relation to two statements of the subscale, stated in Items 13 ("I want to learn English so well that it will become natural to me"), and Item 15 ("I wish I were fluent in English"). Moreover, a high level of desire to learn English was also found in relation to four statements of the subscale, stated in Items 11, 14, 19, and

20 (e.g., "I have a strong desire to know all aspects of English" [Item 11], "To be honest, I really have no desire to learn English" [Item 19], and "I haven't any great wish to learn more than the basics of English" [Item 20]). Furthermore, a slightly high desire to learn English was found in relation to four statements of the subscale, stated in Items 12, 16, 17, and 18 (e.g., "If it were up to me, I would spend all of my time learning English" [Item 12], "I sometimes daydream about dropping English" [Item 17], and "I'm losing any desire I ever had to know English" [Item 18]).

However, the mean score of students' desire to learn English of this grade was $M =$ 4.67, which is interpreted as being high. Thus, it can be concluded that Grade 10 students at Benchamarachuthit School Chanthaburi, Thailand, have a high level of desire to learn English.

Attitudes Toward Learning English. Table 11 depicts the mean scores, standard deviations, and interpretation for attitudes toward learning English held by Grade 10 students at Benchamarachuthit School Chanthaburi, Thailand. In this table, all negatively worded items (i.e., Items 26, 27, 28, 29, and 30) were reversed coded, in order to standardize the directionality of the interpretation.

Table 11

Mean Scores, Standard Deviations, and Interpretations for Attitudes Toward Learning English Held by Grade 10 Students at Benchamarachuthit School Chanthaburi, Thailand

Item No.	Item statement	*M*	*SD*	Interpretation
21	Learning English is really great	4.35	1.20	Slightly positive
22	I really enjoy learning English	4.68	1.08	Positive
23	English is a very important part of the school program	5.29	1.06	Positive
24	I plan to learn as much English as possible	4.58	1.15	Positive

(continued)

(continued)

Item No.	Item statement	*M*	*SD*	Interpretation
25	I love learning English	4.49	1.12	Slightly positive
26	I hate English	5.09	1.22	Positive
27	I would rather spend my time on subjects other than English	3.36	1.36	Slightly positive
28	Learning English is a waste of time	5.64	.81	Very positive
29	I think that learning English is dull	4.83	1.26	Positive
30	When I leave school, I will give up the study of English because I am not interested in it	5.30	1.03	Positive
	Overall	4.76	1.14	Positive

Note. See Table 3 (p.33) for interpretation table.

According to the Table 11, the attitudes toward learning English held by Grade 10 students at the target school was found to be very positive in relation to one statement of the subscale, stated in Items 28 (i.e., "Learning English is a waste of time"). Next, a positive attitude toward learning English was found in relation to six statements of the subscale, stated in Item 22, 23, 24, 26, 29, and 30 (e.g., "I really enjoy learning English" [Item 22], "I plan to learn as much English as possible" [Item 24], and "When I leave school, I will give up the study of English because I am not interested in it" [Item 30]). Furthermore, a slightly positive attitude toward learning English was found in relation to three statements of the subscale, stated in Items 21 ("Learning English is really great"), Item 25 ("I love learning English"), and Item 27 ("I would rather spend my time on subjects other than English").

However, the mean score of students' attitudes toward learning English of this grade was *M* = 4.76 which is interpreted as being positive. Therefore, it can be concluded that Grade 10 students at Benchamarachuthit School Chanthaburi, Thailand have a positive attitude toward leaning English.

Grade 11

In this subsection, the details of the findings from Grade 11 students' level of motivation for learning English including the three subscales (i.e., motivational intensity, desire to learn English, and attitudes toward learning English) are shown. The findings are displayed in the following Tables 12, 13, and 14, corresponding to the three subscales of motivation for learning English (Gardner, 2010).

Motivational Intensity. Table 12 depicts mean scores, standard deviations, and interpretation for motivational intensity held by Grade 11 students at Benchamarachuthit School Chanthaburi, Thailand. In this table, all negatively worded items (i.e., Items 6, 7, 8, 9, and 10) were reversed coded, in order to standardize the directionality of the interpretation.

Table 12

Mean Scores, Standard Deviations, and Interpretations for Motivational Intensity Held by Grade 11 Students at Benchamarachuthit School Chanthaburi, Thailand

Item No.	Item statement	*M*	*SD*	Interpretation
1	I make a point of trying to understand all the English I see and hear	5.30	.54	High
2	I keep up to date with English by working on it almost every day	4.83	.93	High
3	When I have a problem understanding something in English class, I always ask my teacher for help	3.96	1.28	Slightly high
4	I really work hard to learn English	4.72	.99	High
5	When I am studying English, I ignore distractions and pay attention to my task	4.15	1.15	Slightly high
6	I do not pay much attention to the feedback I receive in my English class	4.54	1.36	High
7	I do not bother checking my assignments when I get them back from my English teacher	4.40	1.59	Slightly high

(continued)

(continued)

Item No.	Item statement	*M*	*SD*	Interpretation
8	I put off my English homework as much as possible	4.24	1.57	Slightly high
9	I tend to give up and not pay attention when I do not understand my English teacher's explanation of something	3.86	1.83	Slightly high
10	I cannot be bothered trying to understand the more complex aspects of English	4.79	1.34	High
	Overall	4.48	1.28	Slightly high

Note. See Table 3 (p.33) for interpretation table.

According to the Table 12, the level of motivational intensity for learning English held by Grade 10 students at the target school was found to be high in relation to five statements of the subscale, stated in Items 1, 2, 4, 6, and 10 (e.g., "I make a point of trying to understand all the English I see and hear" [Item 1], "I really work hard to learn English" [Item 4], and "I cannot be bothered trying to understand the more complex aspects of English" [Item 10]). Furthermore, a slightly high motivational intensity was found in relation to five statements of the subscale, stated in Items 3, 5, 7, 8, and 9 (e.g., "When I have a problem understanding something in English class, I always ask my teacher for help" [Item 3], "When I am studying English, I ignore distractions and pay attention to my task" [Item 5], and "I tend to give up and not pay attention when I do not understand my English teacher's explanation of something" [Item 9]).

However, the mean score of students' motivational intensity of this grade was *M* = 4.48, which is interpreted as being slightly high. Thus, it can be concluded that Grade 11 students at Benchamarachuthit School Chanthaburi, Thailand, have a slightly high level of motivational intensity.

Desire to Learn English. Table 13 depicts the mean scores, standard deviations, and interpretation for desire to learn English held by Grade 11 students at Benchamarachuthit School Chanthaburi, Thailand. In this table, all negatively worded items (i.e., Items 16, 17,

18, 19, and 20) were reversed coded, in order to standardize the directionality of the

interpretation.

Table 13

Mean Scores, Standard Deviations, and Interpretations for Desire to Learn English Held by

Grade 11 Students at Benchamarachuthit School Chanthaburi, Thailand

Item No.	Item statement	*M*	*SD*	Interpretation
11	I have a strong desire to know all aspects of English	5.05	1.02	High
12	If it were up to me, I would spend all of my time learning English	3.97	1.28	Slightly high
13	I want to learn English so well that it will become natural to me	5.62	.74	Very high
14	I would like to learn as much English as possible	5.03	1.18	High
15	I wish I were fluent in English	5.74	.57	Very high
16	Knowing English isn't really an important goal in my life	4.67	1.45	High
17	I sometimes daydream about dropping English	4.51	1.55	High
18	I'm losing any desire I ever had to know English	4.45	1.48	Slightly high
19	To be honest, I really have no desire to learn English	5.12	1.32	High
20	I haven't any great wish to learn more than the basics of English	4.83	1.30	High
	Overall	4.90	1.23	High

Note. See Table 3 (p.33) for interpretation table.

According to the Table 13, the level of desire to learn English of Grade 11 students at

the target school was found to be very high in relation to two statements of the subscale,

stated in Items 13 ("I want to learn English so well that it will become natural to me"), and

Item 15 ("I wish I were fluent in English"). Moreover, a high level of desire to learn English

was also found in relation to six statements of the subscale, stated in Items 11, 14, 16, 17,19,

and 20 (e.g., "I have a strong desire to know all aspects of English" [Item 11], "To be honest,

I really have no desire to learn English" [Item 19], and "I haven't any great wish to learn

more than the basics of English" [Item 20]). Furthermore, a slightly high desire to learn English was found in relation to two statements of the subscale, stated in Items 12 ("If it were up to me, I would spend all of my time learning English") and Item 18 ("I'm losing any desire I ever had to know English").

However, the mean score of students' desire to learn English of this grade was $M =$ 4.90, which is interpreted as being high. Therefore, it can be concluded that Grade 11 students at Benchamarachuthit School Chanthaburi, Thailand, have a high level of desire to learn English.

Attitudes Toward Learning English. Table 14 depicts the mean scores, standard deviations, and interpretation for the attitudes toward learning English held by Grade 11 students at Benchamarachuthit School Chanthaburi, Thailand. In this table, all negatively worded items (i.e., Items 26, 27, 28, 29, and 30) were reversed coded, in order to standardize the directionality of the interpretation.

Table 14

Mean Scores, Standard Deviations, and Interpretations for Attitudes Toward Learning

English Held by Grade 11 Students at Benchamarachuthit School Chanthaburi, Thailand

Item No.	Item statement	M	SD	Interpretation
21	Learning English is really great	4.58	1.18	Positive
22	I really enjoy learning English	4.58	1.11	Positive
23	English is a very important part of the school program	5.14	1.12	Positive
24	I plan to learn as much English as possible	4.65	1.41	Positive
25	I love learning English	4.49	1.10	Slightly positive

(continued)

(continued)

Item No.	Item statement	*M*	*SD*	Interpretation
26	I hate English	4.96	1.33	Positive
27	I would rather spend my time on subjects other than English	3.69	1.40	Slightly negative
28	Learning English is a waste of time	5.42	1.15	Positive
29	I think that learning English is dull	4.79	1.32	Positive
30	When I leave school, I will give up the study of English because I am not interested in it	5.22	1.19	Positive
	Overall	4.75	1.24	Positive

Note. See Table 3 (p.33) for interpretation table.

According to the Table 14, the attitudes toward learning English held by Grade 11 students at the target school was found to be positive in relation to eight statements of the subscale, stated in Items 21, 22, 23, 24, 26, 28, 29, and 30 (e.g., "English is a very important part of the school program" [Item 23], "Learning English is a waste of time" [Item 28], and "When I leave school, I will give up the study of English because I am not interested in it" [Item 30]). Next, a slightly positive attitude toward learning English was found in relation to one statement of the subscale, stated in Item 25 (i.e., "I love learning English"). Meanwhile, a slightly negative attitude toward learning English was also found in relation to one statement of the subscale, stated in Items 27 (i.e., "I would rather spend my time on subjects other than English").

However, the mean score of students' attitudes toward learning English of this grade was *M* = 4.75, which is interpreted as being positive. Therefore, it can be concluded that Grade 11 students at Benchamarachuthit School Chanthaburi, Thailand, have a positive attitude toward leaning English.

Grade 12

In this subsection, the details of the findings from Grade 12 students' level of motivation for learning English including the three subscales (i.e., motivational intensity, desire to learn English, and attitudes toward learning English) are shown. The findings are displayed in the following Tables 15, 16, and 17, corresponding to the three subscales of motivation for learning English (Gardner, 2010).

Motivational Intensity. Table 15 depicts the mean scores, standard deviations, and interpretation for motivational intensity held by Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand. In this table, all negatively worded items (i.e., Items 6, 7, 8, 9, and 10) were reversed coded, in order to standardize the directionality of the interpretation.

Table 15

Mean Scores, Standard Deviations, and Interpretations for Motivational Intensity Held by Grade 12 Students at Benchamarachuthit School Chanthaburi, Thailand

Item No.	Item statement	*M*	*SD*	Interpretation
1	I make a point of trying to understand all the English I see and hear	5.00	.94	High
2	I keep up to date with English by working on it almost every day	4.59	1.00	High
3	When I have a problem understanding something in English class, I always ask my teacher for help	3.83	1.27	Slightly high
4	I really work hard to learn English	4.61	1.08	High
5	When I am studying English, I ignore distractions and pay attention to my task	4.28	.97	Slightly high
6	I do not pay much attention to the feedback I receive in my English class	4.36	.96	High
7	I do not bother checking my assignments when I get them back from my English teacher	4.52	1.40	High
8	I put off my English homework as much as possible	4.13	1.42	Slightly high

(continued)

(continued)

Item No.	Item statement	M	SD	Interpretation
9	I tend to give up and not pay attention when I do not understand my English teacher's explanation of something	3.89	1.61	Slightly high
10	I cannot be bothered trying to understand the more complex aspects of English	4.22	1.59	Slightly high
	Overall	4.39	1.25	Slightly high

Note. See Table 3 (p.33) for interpretation table.

According to the Table 15, the level of motivational intensity for learning English held by Grade 12 students at the target school was found to be high in relation to five statements of the subscale, stated in Items 1, 2, 4, 6, and 7 (e.g., "I make a point of trying to understand all the English I see and hear" [Item 1], "I really work hard to learn English" [Item 4], and "I do not bother checking my assignments when I get them back from my English teacher" [Item 7]). Furthermore, a slightly high motivational intensity was found in relation to five statements of the subscale, stated in Items 3, 5, 8, 9, and 10 (e.g., "When I have a problem understanding something in English class, I always ask my teacher for help" [Item 3], "When I am studying English, I ignore distractions and pay attention to my task" [Item 5], and "I cannot be bothered trying to understand the more complex aspects of English" [Item 10]).

However, the mean score of students' motivational intensity of this grade was $M =$ 4.39, which is interpreted as being slightly high. Thus, it can be concluded that Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand, have a slightly high level of motivational intensity.

Desire to Learn English. Table 16 depicts the mean scores, standard deviations, and interpretation for the desire to learn English held by Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand. In this table, all negatively worded items (i.e., Items 16, 17, 18, 19, and 20) were reversed coded, in order to standardize the directionality of the

interpretation.

Table 16

Mean Scores, Standard Deviations, and Interpretations for Desire to Learn English Held by

Grade 12 Students at Benchamarachuthit School Chanthaburi, Thailand

Item No.	Item statement	M	SD	Interpretation
11	I have a strong desire to know all aspects of English	4.61	1.32	High
12	If it were up to me, I would spend all of my time learning English	3.72	1.36	Slightly high
13	I want to learn English so well that it will become natural to me	5.39	1.08	High
14	I would like to learn as much English as possible	4.72	1.19	High
15	I wish I were fluent in English	5.77	.58	Very high
16	Knowing English isn't really an important goal in my life	4.44	1.51	Slightly high
17	I sometimes daydream about dropping English	4.38	1.50	Slightly high
18	I'm losing any desire I ever had to know English	4.05	1.48	Slightly high
19	To be honest, I really have no desire to learn English	4.97	1.10	High
20	I haven't any great wish to learn more than the basics of English	4.23	1.73	Slightly high
	Overall	4.63	1.32	High

Note. See Table 3 (p.33) for interpretation table.

According to the Table 16, the level of desire to learn English of Grade 12 students at

the target school was found to be very high in relation to one statement of the subscale, stated

in Items 15 (i.e., "I wish I were fluent in English"). Moreover, a high level of desire to learn

English was also found in relation to four statements of the subscale, stated in Items 11, 13,

14, and 19 (e.g., "I have a strong desire to know all aspects of English" [Item 11], "I want to

learn English so well that it will become natural to me" [Item 13], and "To be honest, I really

have no desire to learn English" [Item 19]). Furthermore, a slightly high desire to learn

English was found in relation to five statements of the subscale, stated in Items 12, 16, 17, 18, and 20 (e.g., "If it were up to me, I would spend all of my time learning English" [Item 12], "Knowing English isn't really an important goal in my life" [Item 16], and "I'm losing any desire I ever had to know English" [Item 18]).

However, the mean score of students' desire to learn English of this grade was $M = 4.63$, which is interpreted as being high. Therefore, it can be concluded that Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand, have a high level of desire to learn English.

Attitudes Toward Learning English. Table 17 depicts the mean scores, standard deviations, and interpretation for the attitudes toward learning English held by Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand. In this table, all negatively worded items (i.e., Items 26, 27, 28, 29, and 30) were reversed coded, in order to standardize the directionality of the interpretation.

Table 17

Mean Scores, Standard Deviations, and Interpretations for Attitudes Toward Learning

English Held by Grade 12 Students at Benchamarachuthit School Chanthaburi, Thailand

Item No.	Item statement	M	SD	Interpretation
21	Learning English is really great	4.53	1.21	Positive
22	I really enjoy learning English	4.28	1.15	Slightly positive
23	English is a very important part of the school program	5.13	.97	Positive
24	I plan to learn as much English as possible	4.56	1.32	Positive
25	I love learning English	4.31	1.22	Slightly positive
26	I hate English	4.63	1.41	Positive

(continued)

(continued)

Item No.	Item statement	*M*	*SD*	Interpretation
27	I would rather spend my time on subjects other than English	3.42	1.42	Slightly negative
28	Learning English is a waste of time	5.39	.95	Positive
29	I think that learning English is dull	4.58	1.32	Positive
30	When I leave school, I will give up the study of English because I am not interested in it	4.91	1.26	Positive
	Overall	4.57	1.23	Positive

Note. See Table 3 (p.33) for interpretation table.

According to the Table 17, the attitudes toward learning English held by Grade 12 students at the target school was found to be positive in relation to seven statements of the subscale, stated in Items 21, 23, 24, 26, 28, 29, and 30 (e.g., "English is a very important part of the school program" [Item 23], "Learning English is a waste of time" [Item 28], and "When I leave school, I will give up the study of English because I am not interested in it" [Item 30]). Next, a slightly positive attitude toward learning English was found in relation to two statements of the subscale, stated in Item 22, ("I really enjoy learning English"), and Item 25 ("I love learning English"). Meanwhile, a slightly negative attitude toward learning English was also found in relation to one statement of the subscale, stated in Items 27 (i.e., "I would rather spend my time on subjects other than English").

However, the mean score of students' attitudes toward learning English of this grade was *M* = 4.57, which is interpreted as being positive. Therefore, it can be concluded that Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand, have a positive attitude toward leaning English.

Findings From Research Objective 2

Research Objective 2 was to determine the level of English academic achievement held by Grade 10, Grade 11 and Grade 12 students at Benchamarachuthit School

Chanthaburi, Thailand.

In order to check the level of English academic achievement held by Grades 10-12 students, the Fundamental English mid-term tests for Grades 10, 11, and 12 were used as a measurement (see Appendix C). Descriptive statistics were used to determine the findings of Research Objective 2. The findings are reported in the following table.

Table 18

Overall Mean Scores, Standard Deviations, and Interpretations of Grades 10-12 Students' English Academic Achievement From the Fundamental English Mid-Term Test

Grade	N	Minimum	Maximum	M	SD	Interpretation
10	77	50	100	81.17	11.35	Very good
11	78	65	100	89.23	7.07	Very good
12	64	46	100	78.31	11.54	Fairly good

Note. See Table 5 (p.36) for the interpretation table.

Table 18 shows the overall mean scores, standard deviations, and interpretations for each grade. Moreover, the details about the number of participants, minimum scores, and maximum scores are also shown in the table.

In Grade 10, the scores from the Fundamental English Mid-Term Test of this grade ranged from 50-100. The overall mean score was $M = 81.17$, which was interpreted as being very good, in terms of English academic achievement. While the standard deviation of the scores obtained by the participants was $SD = 11.35$, which means that the scores fluctuated 11.35 points on average from the mean. However, the Table 18 showed that the level of English academic achievement held by Grade 10 students at Benchamarachuthit School Chanthaburi, Thailand, was very good.

In Grade 11, the scores from the Fundamental English Mid-Term Test of this grade ranged from 65-100. The overall mean score was $M = 89.29$, which was interpreted as being very good, in terms of, English academic achievement. The standard deviation was $SD =$

7.07, which mean that the scores fluctuated 7.07 points on average from the mean. However, the Table 18 showed that the level of English academic achievement held by Grade 11 students at Benchamarachuthit School Chanthaburi, Thailand, was very good.

In Grade 12, the scores from the Fundamental English Mid-Term Test of this grade ranged from 46-100. The overall mean score was $M = 78.31$, which was interpreted as being fairly good, in terms of, English academic achievement. The standard deviation was $SD = 11.54$, which means that the scores fluctuated 11.54 points on average from the mean. However, the Table 18 showed that the level of English academic achievement held by Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand, was fairly good.

Findings From Research Objective 3

Research Objective 3 was to determine whether there was a significant difference in motivation for learning English among Grade 10, Grade 11 and Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand.

For Research Objective 3, a one-way ANOVA test was utilized in order to identify the differences in motivation for learning English among Grades 10-12 students at Benchamarachuthit School Chanthaburi, Thailand. Table 19 presents the findings for Research Objective 3.

Table 19

One-Way ANOVA Analysis of Grades 10-12 Students' Level of Motivation for Learning English at Benchamarachuthit School Chanthaburi, Thailand

Grade	N	M	SD	dfs		F	p
				Between groups	Within groups		
10	77	4.70	1.22	2	216	1.28	.280
11	78	4.71	1.25				
12	64	4.53	1.27				

Note. The significance level of the test was set at .05 (two-tailed).

According to Table 19, the data shows that the significance value was $p = .280$, which means that there was no statistically significant difference in motivation for learning English among these three grades because the p value was higher than the .05; $p = .280$. Therefore, it can be concluded that there was no statistically difference in motivation for learning English among Grades 10-12 students at Benchamarachuthit School Chanthaburi, Thailand.

Findings From Research Objective 4

Research Objective 4 was to determine whether there was a significant relationship between the motivation for learning English and English academic achievement held by Grade 10, Grade 11 and Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand.

For the purpose of presenting in detail the findings from Research Objective 4, this research objective was broken down into three subsections, according to the participants' grade levels. In the following sections, correlational analysis using Pearson product-moment correlation coefficient was used to examine the bivariate correlations between the motivation for learning English and the English academic achievement held by Grades 10-12 students at Benchamarachuthit School Chanthaburi, Thailand.

Grade 10

In this subsection, the details of the findings from Grade 10 students on the relationship between the motivation for learning English and English academic achievement are shown. Table 20 displays the findings regarding this subsection.

Table 20

Bivariate Correlations Between the Motivation for Learning English and English Academic Achievement Held by Grades 10 Students at Benchamarachuthit School Chanthaburi, Thailand

Variable	1	2
1. Motivation for learning English	_	
2. English academic achievement	.29** (.010)	_

Note. ** denotes a statistically significant relationship (significance level set at $p = .05$, two-tailed). *p*-value appears within parentheses below the correlation coefficient.

Table 20 indicates that there was a weak, positive, and significant relationship between Grades 10 students' motivation for learning English and English academic achievement at ($r = .29, p = .010$) at a significant level of 0.05. Moreover, the coefficient of determination (r^2) for this association was .08, which means that 8% of the variance in Grade 10 students' motivation for learning English could be accounted by their English academic achievement, and vice versa.

Grade 11

In this subsection, the details of the findings from Grade 11 students on the relationship between the motivation for learning English and English academic achievement are shown. Table 21 displays the findings regarding to this subsection.

Table 21

Bivariate Correlations Between the Motivation for Learning English and English Academic Achievement Held by Grades 11 Students at Benchamarachuthit School Chanthaburi, Thailand

Variable	1	2
1. Motivation for learning English	—	
2. English academic achievement	.47** (< .001)	—

Note. ** denotes a statistically significant relationship (significance level set at p = .05, two-tailed). *p*-value appears within parentheses below the correlation coefficient.

Table 21 shows that there was a moderately strong, positive, and significant relationship between Grades 11 students' motivation for learning English and English academic achievement (r = .47, p < .001) at a significant level at the .05. Moreover, the coefficient of determination (r^2) for this association was .22, which mean that 22% of the variance in Grade 11 students' motivation for learning English could be accounted by their English academic achievement, and vice versa.

Grade 12

In this subsection, the details of the findings from Grade 12 students on the relationship between the motivation for learning English and English academic achievement were demonstrated. Table 22 displays the findings regarding to this subsection.

Table 22

Bivariate Correlations Between the Motivation for Learning English and English Academic

Achievement Held by Grades 12 Students at Benchamarachuthit School Chanthaburi,

Thailand

Variable	1	2
1. Motivation for learning English	–	
2. English academic achievement	.20 (.115)	–

Note. ** denotes a statistically significant relationship (significance level set at $p = .05$, two-tailed). *p*-value appears within parentheses below the correlation coefficient.

Table 22 shows that there was a no significant relationship between Grades 12 students' motivation for learning English and English academic achievement, since the significance probability was higher than .05 ($r = .20$, $p = .115$).

In this chapter, the researcher reported the research findings to answer the research objectives. In the following Chapter V, the researcher will summarize the findings of this study, provide the conclusion of the findings, discuss the findings with the link to previous studies, and recommendations for students, teachers, administrators, and the future researchers.

CHAPTER V

CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

In this chapter, the researcher provides a brief summary of the study and the findings from the hypothesis testing. Furthermore, the researcher also provides some conclusions of the findings, discussions about the important findings and recommendations for students, teachers, administrators and future researchers.

Summary of the Study

The purpose of this research was twofold: to examine the difference in motivation for learning English among Grades 10-12 students at Benchamarachuthit School Chanthaburi, Thailand, and to examine the relationship between the motivation for learning English and English academic achievement held by Grades 10-12 students at Benchamarachuthit School Chanthaburi, Thailand. In order to do that, the researcher employed Gardner's (2010) socio-educational model of second language acquisition to frame and carry out this study, which was conducted on a total of 219 participants, consisting of 77 students from Grade 10, 78 students from Grade 11, and 64 students from Grade 12. The researcher collected the data from 6th-13th September 2021, using an online questionnaire because of the pandemic of COVID-19 in Thailand. Data on participants' English academic achievement were collected from the Fundamental English Mid-Term Tests in each grade (see Appendix C). The tests were conducted from the English language teachers responsible for those students in each grade. The researcher was allowed by the school principal to collect all the data used in this study.

This research was designed as a quantitative correlational-comparative study. The

following research objectives were addressed in this study.

1. To determine the level of motivation for learning English held by Grade 10, Grade 11 and Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand.

2. To determine the level of English academic achievement held by Grade 10, Grade 11 and Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand.

3. To determine whether there was a significant difference in motivation for learning English among Grade 10, Grade 11 and Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand.

4. To determine whether there was a significant relationship between the motivation for learning English and English academic achievement held by Grade 10, Grade 11 and Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand.

The Motivation for Learning English Questionnaire (MLEQ) was used as a research instrument to collect data on participants' motivation for learning English. This questionnaire was adopted from the Attitude/Motivation Test Battery (AMTB) by Gardner (2010). The MLEQ was divided into two parts. The first part was demographic data, which included students' grade, gender and, students' number. The second part is the motivation questionnaire, which was divided into three sections: motivational intensity, desire to learn the language, and attitude toward learning the language. There are 10 items for each section in the MLEQ, Items 1-10 for motivational intensity, Items 11-20 for desire to learn the language, and Items 21-30 for attitude toward learning the language. Therefore, there are a total of 30 items comprising the MLEQ, with 15 positively- and 15 negatively-worded items using a 6-point Likert scale, ranging from 1 (*strongly disagree*) to 6 (*strongly agree*).

The collected data were analyzed through descriptive statistics (means and standard deviations), one-way analysis of variance (ANOVA), and correlational analysis (using Pearson product-moment correlation coefficient).

Summary of the Findings

This section presents the findings obtained from data collection and analysis. The research findings are presented by objectives as follows.

Research Objective 1

Regarding to Research Objective 1, the following findings were obtained.

- For Grade 10, the results showed that the level of students' motivation for learning English of Grade 10 students at Benchamarachuthit School Chanthaburi, Thailand, was interpreted as high. From the mean scores of the individual subscales of motivation for learning English, (i.e., motivational intensity, desire to learn English, and attitude toward learning English). The results revealed that motivational intensity was interpreted as high, desire to learn English was interpreted as high, and the attitude toward learning English was interpreted as positive.

- For Grade 11, the results showed that the level of students' motivation for learning English of Grade 11 students at Benchamarachuthit School Chanthaburi, Thailand, was interpreted as high. From the mean scores of the individual subscales of motivation for learning English (i.e., motivational intensity, desire to learn English, and attitude toward learning English). The results revealed that motivational intensity was interpreted as slightly high, desire to learn English was interpreted as high, and the attitude toward learning English was interpreted as positive.

- For Grade 12, the results showed that the level of students' motivation for learning English of Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand, was interpreted as high. From the mean scores of the individual subscales of motivation for learning English (i.e., motivational intensity, desire to

learn English, and attitude toward learning English). The results revealed that motivational intensity was interpreted as slightly high, desire to learn English was interpreted as high, and the attitude toward learning English was interpreted as positive.

Research Objective 2

Regarding to Research Objective 2, the following findings were obtained.

- For Grade 10, the results from the Fundamental English Mid-Term Tests showed that the level of English academic achievement held by Grade 10 students at Benchamarachuthit School Chanthaburi, Thailand, was very good.

- For Grade 11, the results from the Fundamental English Mid-Term Tests showed that the level of English academic achievement held by Grade 11 students at Benchamarachuthit School Chanthaburi, Thailand, was very good.

- For Grade 12, the results from the Fundamental English Mid-Term Tests showed that the level of English academic achievement held by Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand, was fairly good.

Research Objective 3

Regarding to Research Objective 3, the following finding was obtained.

- The results showed that there was no significant difference in motivation for learning English among Grades 10-12 students at Benchamarachuthit School Chanthaburi, Thailand.

Research Objective 4

Regarding to Research Objective 4, the following findings were obtained.

- For Grade 10, the results showed that there was a significant, weak, and positive relationship between Grades 10 students' motivation for learning English and

English academic achievement.

- For Grade 11, the results showed that there was a significant, moderately strong, and positive relationship between Grades 11 students' motivation for learning English and English academic achievement.

- For Grade 12, the results showed that there was no statistically significant relationship between Grades 12 students' motivation for learning English and English academic achievement.

Conclusions

The following conclusions were drawn from the findings derived by the data analysis of this study.

Research Objective 1

The findings from Research Objective 1 revealed the following about the students' motivation for learning English.

- For Grade 10, as indicated in the findings as having a high level of motivational intensity, it can be concluded that Grade 10 students put a high efforts in learning English which can be seen from the high number of accomplished tasks, perseverance, and invariability of focus of the students. The findings also showed that Grade 10 students' the desire to learn English was interpreted as high, which can be concluded that Grade 10 students highly willing to learn English reflected through the high strong need and ambition to learn and achieve success and proficiency in English language learning. Moreover, since Grade 10 students' the attitude toward learning English was interpreted as positive, it can be concluded Grade 10 students highly enjoy the process that associated with learning English. Therefore, in conclusion, the level of Grade 10 students' motivation for learning

English at Benchamarachuthit School Chanthaburi, Thailand, was high.

- For Grade 11, as indicated in the findings as having a slightly high level of motivational intensity, it can be concluded that Grade 11 students put a slightly high efforts in learning English which can be seen from the high number of accomplished tasks, perseverance, and invariability of focus of the students. The findings also showed that Grade 11 students' the desire to learn English was interpreted as high, which can be concluded that Grade 11 students highly willing to learn English reflected through the high strong need and ambition to learn and achieve success and proficiency in English language learning. Moreover, since Grade 11 students' the attitude toward learning English was interpreted as positive, it can be concluded Grade 11 students highly enjoy the process that associated with learning English. Therefore, in conclusion, the level of Grade 11 students' motivation for learning English at Benchamarachuthit School Chanthaburi, Thailand, was high.

- For Grade 12, as indicated in the findings as having a slightly high level of motivational intensity, it can be concluded that Grade 12 students put a slightly high efforts in learning English which can be seen from the high number of accomplished tasks, perseverance, and invariability of focus of the students. The findings also showed that Grade 12 students' the desire to learn English was interpreted as high, which can be concluded that Grade 12 students highly willing to learn English reflected through the high strong need and ambition to learn and achieve success and proficiency in English language learning. Moreover, since Grade 12 students' the attitude toward learning English was interpreted as positive, it can be concluded Grade 12 students highly enjoy the process that associated with learning English. Therefore, in conclusion, the level of Grade 12

students' motivation for learning English at Benchamarachuthit School Chanthaburi, Thailand, was high.

Research Objective 2

The findings from Research Objective 2 revealed the following about the students' English academic achievement.

- For Grade 10, the results from the Fundamental English Mid-Term Test showed that the level of English academic achievement held by Grade 10 students at Benchamarachuthit School Chanthaburi, Thailand, was very good. Therefore, it can be concluded that students have a very good comprehension and/or understanding of the instructional contents and skills learned in the class.

- For Grade 11, the results from the Fundamental English Mid-Term Test showed that the level of English academic achievement held by Grade 11 students at Benchamarachuthit School Chanthaburi, Thailand, was very good. Therefore, it concluded that students have a very good comprehension and/or understanding of the instructional contents and skills learned in the class.

- For Grade 12, the results from the Fundamental English Mid-Term Test showed that the level of English academic achievement held by Grade 11 students at Benchamarachuthit School Chanthaburi, Thailand, was fairly good. Therefore, it can be concluded that students have a fairly good comprehension and/or understanding of the instructional contents and skills learned in the class.

Research Objective 3

The finding from Research Objective 3 revealed the difference in motivation for learning English among Grade 10, Grade 11 and Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand.

- As indicated in the findings that there was no difference in motivation for learning

English among Grades 10-12 students at Benchamarachuthit School Chanthaburi, Thailand, it can be concluded that the motivation for learning English held by the students participating in this study was independent of the grade that students were enrolled in. Therefore, the grade in which the participants were enrolled in appears to have no significant statistical effect on their motivation for learning English.

Research Objective 4

The findings from Research Objective 4 revealed the following about the relationship between students' motivation for learning English and English academic achievement held by Grade 10, Grade 11 and Grade 12 students at Benchamarachuthit School Chanthaburi, Thailand.

- For Grade 10, the results showed that students' motivation for learning English had a weak explanatory and predictive power for the English academic achievement. Therefore, it can be concluded that Grade 10 students' motivation for learning English was a factor having a weak and positive influence on the English academic achievement held by Grade 10 students at Benchamarachuthit School Chanthaburi, Thailand.

- For Grade 11, the results showed that students' motivation for learning English had a moderately strong explanatory and predictive power for the English academic achievement. Therefore, it can be concluded that Grade 11 students' motivation for learning English was a factor having a moderately strong and positive influence on the English academic achievement held by Grade 11 students at Benchamarachuthit School Chanthaburi, Thailand.

- For Grade 12, the results showed that students' motivation for learning English did not have an explanatory and predictive power for the English academic

achievement. Therefore, it can be concluded that Grade 12 students' motivation

for learning English was not a factor that can significantly influence on the

English academic achievement held by Grade 12 students at Benchamarachuthit

School Chanthaburi, Thailand.

Discussion

In this section, the researcher discusses about the main variables of this study. Then,

the researcher will compare the results of this study with previous researches.

Motivation for Learning English

The results of this study showed that the participants' level of motivational intensity

of those three grades was slightly high except for Grade 10, which was found to be high. It

might be related with the behaviors of students that can be observed in the classroom (e.g.,

putting their efforts in learning English, focusing while learning English constantly, and

enthusiasm for learning English). One of the factors that could be a reason for this level of

participants' motivational intensity is that students in Grade 10 are the freshmen senior high

school students who just passed the examination test of the school, so that the competition

might still have some effects on their motivation and behaviors. In contrast, the results from

MLEQ revealed that students in Grades 11 and 12 had the tendency to lose their motivation

when they do not know what they are learning and they are too afraid to ask in the class.

Thus, the teacher may probably be one of the factors that can resulted in the level of students'

motivation for learning English. However, the interpretations from the MLEQ revealed that

students in Grades 10 had a high level of motivational intensity while Grades 11 and 12 were

slightly high.

Moreover, the findings revealed that the level of desire to learn English for the three

grades was high. It is very important to someone who want to learn language to have a high

level of desire to learn that particular language. Gardner (1985b) claimed that students with strong desire to learn the language and positive attitudes toward the learning situation put more effort and efficiently in learning the language. The results from the MLEQ showed that students participating in this study wanted to be fluent in English. In addition, they wanted to be excellent in English so that it become natural to them. As it can be seen from their behaviors such as asking question when they do not understand or participating in the classroom. Therefore, these can be reasons why students in these three grades had a high desire to learn English.

Furthermore, the results also showed that the attitude toward learning English of these three grades was positive. If you have a negative attitude toward learning English you will have a low level of motivation for learning English as a result because it is one dimension of the motivation (Gardner, 2010). A possible reason why the students studying in these three grades have a positive attitude toward learning English might be because of the importance of English toward students' future, when they are searching for a job or when they are applying for a university. Another possible reason might be that the environment forces them to use English in various ways through different interfaces (e.g., news from internet or television, video games, books, and songs). As it can be seen from the MLEQ results, students make a point of trying to understand all the English they see and hear. Moreover, it also showed that students will not give up the study of English when they leave school because they interested in learning English. It can be said that they realized the importance of learning English for their future and they were really interested in it, so they wanted to keep learning English even after they left school. Therefore, from the reasons mentioned earlier, it can be concluded that all the aforementioned reasons can lead students to have a positive attitude toward learning English. Students had their own reasons to learn English which also made them had a positive attitude toward learning English in the same time.

From combining the data of the three subscales (i.e., motivational intensity, desire to learn English, and attitude toward learning English), the results indicated that the level of motivation for learning English held by Grade 10-12 students at Benchamarachuthit School Chanthaburi, Thailand was high. Similarly, many previous studies also revealed that students were highly motivated to learn English (Arulmoly & Branavan, 2017; Li & Pan, 2009). Arulmoly and Branavan (2017) had investigated 300 junior secondary students studying mathematics in Sri Lanka and reported that participants in this study were highly motivated to learn mathematics (Arulmoly & Branavan, 2017). Li & Pan (2009) investigated 65 junior students studying in English major at Qingdao Agricultural University, China, reported that students had a high level of instrumental motivation.

English Academic Achievement

Academic achievement is one of the indicators of how successful an individual can reach his/her learning goals in terms of education. In this study, the Fundamental English Mid-Term Tests was used to collect data on the English academic achievement of the sample (see Appendix C). The Fundamental English Mid-Term Tests were created to examine the following literacy skills: vocabulary, grammar, conversation, and reading. However, the test focuses on reading and writing skills of the students. Therefore, these tests may not be appropriate enough for being an effective measurement of students' English academic achievement. However, the researcher believes that it is good enough to be a preliminary indicator of students' English academic achievement. According to the results of this study, the data showed that Grade 11 students had a highest mean scores on the English academic achievement, while Grade 12 had the lowest one. It means that Grade 11 students had the better English reading and writing skills compare with the other grades. Meanwhile, Grade 10 students had the better English reading and writing skills compare with Grade 12 students. Thus, Grade 12 students had the worst English reading and writing skills compare with the

other grades. In addition, one of the possible reasons that might be a key for their very good

level of English academic achievement is that English is a powerful subject that can have a

huge impact on their life. As it was previously mentioned, students may have realized the

importance of learning English to their life, so that most of them studied hard to reach their

own goals for being good and proficient in English.

Therefore, as can be seen from Table 20, the results of this study revealed that the

level of English academic achievement held by Grades 10-12 students at Benchamarachuthit

School Chanthaburi, Thailand, was very good. Similarly, many previous studies also revealed

that students had high achievement in English language learning (Gholami et al., 2010; Li &

Pan, 2009). Gholami et al. (2010) had investigated 95 Iranian high school students on

integrative motivation as an essential determinant of achievement, reported a high English

academic achievement from the participants in this study.

Comparison of Motivation for Learning English Among Grades 10-12 Students at

Benchamarachuthit School Chanthaburi, Thailand

One purpose of this study was to determine whether there was a significant difference

in motivation for learning English among Grades 10-12 students at Benchamarachuthit

School Chanthaburi, Thailand or not. Eventually, the findings of this study showed that there

was no significant difference in motivation for learning English among Grades 10-12 students

at Benchamarachuthit School Chanthaburi, Thailand (see Table 21). From this finding, it is

interesting how the school can maintain the students' level of motivation for learning English

at the high level in these three grades. One of the possible reasons might be the good quality

of English language leaning system in the school, which includes teachers and curriculum.

Regarding teachers, it can be seen from some items in the MLEQ that when students have a

problem understanding something in English class, they always ask their teachers for help.

Moreover, it also showed that students pay much attention to the feedback they receive in

their English class and they do not bother checking their assignments when get them back from their English teachers. Furthermore, the results from MLEQ showed that students tend to give up and not pay attention when they do not understand their English teachers' explanation of something. It means that teachers play a pivotal role in students' level of motivation for learning English. As can be seen from the MLEQ results, students would give up in learning English when they face with the more complex aspects of English. All this could be interpreted as indicators that the target school's English curriculum, which is in line with students' nature and preference, can also affect students' level of motivation for learning English.

Moreover, the researcher assume the school policy and belief also might be a possible reason why students' level of motivation for learning English of those three grades was high. The researcher believes that indirect impact of school policy on students' motivation for learning English may be built by changing school stakeholders' actions toward improving the school learning environment and teaching practice. In another word, we could probably say that the school policy and belief controlled teachers and English learning environment, then they would be resulted in students' level of motivation for learning English.

All of the reasons mentioned above pointed that the good quality of English language leaning system in the school is probably a main reason that keep the level of motivation for learning English of Grades 10-12 students at Benchamarachuthit School Chanthaburi, Thailand, at the high level. This finding is different from a previous studies reported in the literature, such as the one conducted by Inngam and Eamoraphan (2014), who found that there were significant differences in both intrinsic and extrinsic motivation for learning English as a foreign language (EFL) between students from public and private schools in Bangkok, Prawate District.

Relationship Between Motivation for Learning English and Academic Achievement for Grades 10-12 Students at Benchamarachuthit School Chanthaburi, Thailand

According to Gardner (2010), people who have a high motivation for learning English show some characteristics such as putting their effort to achieve their goals, showing persistence in learning, focusing on the tasks that help them to obtain their goals, showing their enjoyment participating in activities necessary to achieve their goals and so on. These characteristics has been clearly shown through answers conducted from the MLEQ which indicated that the level of motivation held by Grades 10-12 students at Benchamarachuthit School Chanthaburi, Thailand was high (see Tables 11, 15, and 19). In addition, the findings also showed that the level of English academic achievement held by Grades 10-11 students at Benchamarachuthit School Chanthaburi, Thailand, was very good, while it was fairly good for Grade 12 students (see Table 20).

However, the findings of this study revealed that there was a significant relationship between motivation for learning English and English academic achievement held by Grades 10-11 students at Benchamarachuthit School Chanthaburi, Thailand. These findings are in line with a previous research done by Ali, Hamid and Khan (2010), which concluded that there was a significant, positive and mutually causal relationship between undergraduate students' motivation and their academic achievement in Pakistan (Ali et al., 2010). Similarly, a study investigated 65 junior students studying in English major at Qingdao Agricultural University, China, also found that students with high achievement have high level of instrumental motivation while students who has low instrumental motivation always have the lower achievement comparing to those who have higher instrumental motivation (Li & Pan, 2009).

On the other hand, another finding of this study revealed that there was no significant relationship between motivation for learning English and English academic achievement held

by Grades 12 students at Benchamarachuthit School Chanthaburi, Thailand. In addition, the reason why the relationship between motivation for learning English and English academic achievement held by Grades 12 students at Benchamarachuthit School Chanthaburi, Thailand, was not significant might be because of the uncertainty responses of the MLEQ from the students in this grade. Importantly, one of the informal comments that the researcher received from the Grade 12 students showed that students were slightly confused with the level of agreement in the rating scale of the MLEQ whether their chosen option was appropriate. This confusion may come from the stress that students were going through to take the university entrance examination soon. Moreover, some of the students had already successfully got acceptance from universities, so they tend to lose their motivation for learning English, since it cannot affect their further education anymore. Meanwhile, Grade 12 students' English academic achievement also tend to decrease a little bit compare to the other two grades. Therefore, these reasons mentioned earlier could be a reason why the findings indicated that there was no significant relationship between motivation for learning English and English academic achievement held by Grades 12 students at Benchamarachuthit School Chanthaburi, Thailand. However, this finding was different from a previous research done by Arulmoly and Branavan (2017), which found that there was a significant relationship between the students' mathematics academic achievement and their level of motivation in both highly motivated and lowly motivated ones held by 300 junior secondary students studying mathematics in Sri Lanka.

Recommendations

Regarding to this research findings, the researcher would like to provide some recommendations for students, teachers, parents, and future researchers.

Recommendations for Students

According to the results of this study, it should be considered for English language learners that motivation is one of significant keys to succeed in learning English. Students who might want to achieve a high level of language academic achievement may have to maintain their level of motivation at the high level. Moreover, regarding to the findings, the desire to learn English is the crucial problem for Grades 10 students, since it got the lowest mean scores compared to the other two subscales (motivational intensity, and attitudes toward learning English). Thus, it is recommended that Grade 10 students should find something to motivate themselves to have a strong desire to learn English. For example, students may set a challenging mission for themselves of setting a good score in an English test, they will give themselves a reward such as a short vacation in a weekend or even just a delicious meal in a beautiful restaurant. While the motivational intensity is the highest difficulty for Grades 11-12 students because it got the lowest mean scores compared to the other two subscales (desire to learn English, and attitudes toward learning English). Thus, it is recommended that Grades 11-12 students should think seriously about the reason why they want to learn English and how English is important to them. At the end, if they can find the reason for themselves, they will be able to increase the motivational intensity which can be reflected through the effort they spend on learning English. In contrast, unfortunately, if students cannot find the reason for learning English, just do your best since English is one of the core subjects that can affect your future when you are applying for a job or when you applying for the university.

Recommendations for Teachers

The findings of this study revealed that the students' motivation and English academic achievement were significantly related to each other. It is the reason that teacher who is

responsible for teaching English to students may have to be aware of their students' level of motivation. Moreover, the findings of this study showed that teacher was a huge factor that can have impact on students' motivation. According to the MLEQ results obtained by this study, when students have a problem understanding something in English class, they have the tendency to always ask their teachers for help and they tend to give up and not pay attention when they do not understand my English teachers' explanation of something. Therefore, the researcher would like to recommend teachers to make themselves easy to approach by smiling or just asking students about English-spoken movie or song they like to reduce the gap between you and your students. By doing this, I believe that students will be more comfortable to talk to their teachers when they are struggling with a problem in their lessons. I also would like to recommend teachers to prepare their lesson plans carefully before they are going to teach, because it can help you to clearly sure what you are going to teach and how you are going to explain that lesson. Furthermore, teachers should ask their students while they are teaching to check if the students understand or not. Teachers is one of the people who may notice when students lose their motivation. From this reason, apart from teaching the subject matter, teachers should be careful to check their students' behavior. One way that can help to determine the level of motivation is through observing behaviors. Thus, I would like to recommend teachers to regularly observe students' behavior, because it can be a sign of having a high or low level of motivation for learning English.

Recommendations for Parents

As it was mentioned above, the desire to learn English is a significant problem for Grade 10 students and the motivational intensity for Grades 11-12 students. The results from the MLEQ showed that students are more likely to spend all of their time to something else not for learning English and students would rather spend their time on subjects other than English. All this indicates that students seem to have a problem with learning English and

they may lack motivation for learning English. In this case, I would like to recommend parents to talk with their children regularly about what they like or what they want to do, so that you can figure it out how to solve these problems. For example, if parents know that their children like watching action movies, they may ask them to watch together a kind of those movies with the original sound track (which it could be English in this case for improving their interest in English) on a weekend. By doing this, I believe that parents will be able to incorporate English in their children's daily life easily and happily.

Recommendations for Future Researchers

This study may be a guideline for the future researchers who may be interested in conduct studies on motivation and academic achievement in language learning. However, it should be realized that the findings of this study were conducted on Grades 10-12 students at Benchamarachuthit School Chanthaburi, Thailand, and may not be generalized to other schools. Importantly, the researcher would like to recommend the future researchers to conduct large scale studies similar to this one. The sample in this study represented more than 30% of the population, but this study was limited because of the situation of the COVID-19 pandemic. Therefore, it is recommended that the future researchers should conduct studies on larger sample for more representative findings. Moreover, while conducting this study, I informally received feedback from the students who participated in this study, expressing that there were too many items in the MLEQ, so they felt bored and tried to do it. From this reason, I would like to recommend the future researchers who may be interested in motivation and academic achievement in language learning to consider about this issue and separate the administration of the MLEQ into three parts, according to its subscales, and distributes to the participants one part per day. By doing this, future researchers can decrease the fatigue of participants and researchers from doing research questionnaire while collecting data.

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APPENDICES

APPENDIX A

Motivation for Learning Questionnaire (English Version)

Dear students,

I am inviting you to take part in this brief survey which is designed to acquire information about your motivation for learning English. There are totally two main parts in this survey.

Part I consists of demographic questions such as gender and your current grade level. Part II is the survey items about your motivation for learning English. On this occasion, I would like to acknowledge your cooperation. The survey does not require your name so that your answers will be kept strictly confidential.

Therefore, please read carefully and answer each item honestly. There is no right or wrong answer for each item. If you need more information regarding this survey, please let me know.

Thank you very much for your cooperation.

Yours sincerely,

Natthaphong

Part I: General Information

Directions: Please circle the correct answer for each item and identify your student number.

Grade Level: 10   11   12

Gender: Male   Female

Student No: _____

Part II: Motivation for Learning English as a Foreign Language Questionnaire

Directions: Please put a check (✓) under the option that better express the level of your

agreement or disagreement with each of the statements. There are no right or wrong answers.

No.	Items	Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
1.	I make a point of trying to understand all the English I see and hear						
2.	I keep up to date with English by working on it almost every day						
3.	When I have a problem understanding something in English class, I always ask my teacher for help						
4.	I really work hard to learn English						
5.	When I am studying English, I ignore distractions and pay attention to my task						
6.	I do not pay much attention to the feedback I receive in my English class						
7.	I do not bother checking my assignments when I get them back from my English teacher						
8.	I put off my English homework as much as possible						
9.	I tend to give up and not pay attention when I do not understand my English teacher's explanation of something						
10.	I cannot be bothered trying to understanding the more complex aspects of English						

No.	Items	Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
11.	I have a strong desire to know all aspects of English						
12.	If it were up to me, I would spend all of my time learning English						
13.	I want to learn English so well that it will become natural to me						
14.	I would like to learn as much English as possible						
15.	I wish I were fluent in English						
16.	Knowing English isn't really an important goal in my life						
17.	I sometimes daydream about dropping English						
18.	I'm losing any desire I ever had to know English						
19.	To be honest, I really have no desire to learn English						
20.	I haven't any great wish to learn more than the basics of English						

No.	Items	Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
21.	Learning English is really great						
22.	I really enjoy learning English						
23.	English is a very important part of the school program						
24.	I plan to learn as much English as possible						
25.	I love learning English						
26.	I hate English						
27.	I would rather spend my time on subjects other than English						
28.	Learning English is a waste of time						
29.	I think that learning English is dull						
30.	When I leave school, I will give up the study of English because I am not interested in it						

APPENDIX B

Motivation for Learning Questionnaire (Thai Version)

ถึงนักเรียนทุกคน

ฉันขอเชิญคุณเข้าร่วมตอบแบบสอบถามสั้นๆนี้ ซึ่งออกแบบมาเพื่อสอบถามข้อมูลเกี่ยวกับแรงจูงใจในการเรียนภาษาอังกฤษของคุณ ซึ่งมีทั้งหมดสองส่วนหลัก

ส่วนแรกเป็นส่วนของข้อมูลเกี่ยวกับประชากรศาสตร์เช่น เพศ อายุ และระดับชั้นการศึกษา ส่วนที่สองเป็นแบบสอบถามเกี่ยวกับแรงจูงใจในการเรียนภาษาอังกฤษของคุณ ในโอกาสนี้ฉันขอขอบคุณสำหรับการให้ความร่วมมือของนักเรียนทุกคน แบบสอบถามนี้ไม่ต้องระบุชื่อของผู้ทำแบบสอบถามดังนั้นคำตอบของคุณจะถูกเก็บไว้เป็นความลับอย่างดี

ดังนั้นแล้วฉันหวังเป็นอย่างยิ่งว่า นักเรียนทุกคนจะใช้วิจารณญาณในการตอบแบบสอบถามอย่างรอบคอบและซื่อตรง เพราะแบบสอบถามนี้ไม่มีคำตอบที่ผิดหรือถูก และถ้าหากคุณมีข้อสงสัยหรือคำถามเกี่ยวกับแบบสอบถามนี้คุณสามารถสอบถามฉันได้

ขอบคุณล่วงหน้าสำหรับความร่วมมือ

ด้วยความเคารพ

ณัฐพงษ์ เนินริมหนอง

ส่วนที่1: ข้อมูลทั่วไป

คำชี้แจง: วงกลมข้อมูลที่ถูกต้องเกี่ยวกับตัวคุณพร้อมทั้งระบุเลขที่ของนักเรียน

ระดับชั้น: ม.4   ม.5   ม.6

เพศ: ชาย   หญิง   อื่นๆ

เลขที่:   _____

ส่วนที่ 2: แรงจูงใจในการเรียนภาษาอังกฤษในบริบทของของภาษาต่างประเทศ

คำชี้แจง: ใส่เครื่องหมาย (✔) ลงในช่องว่างว่าคุณเห็นด้วยหรือไม่เห็นด้วยกับข้อความดังกล่าวตามความระดับความรู้สึกขงคุณ

คำตอบไม่มีทั้งผิดและถูก

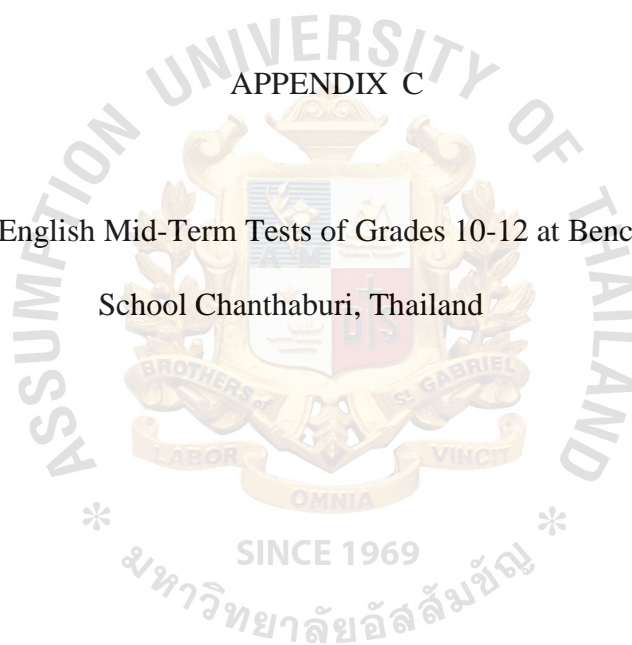| ลำดับ	ข้อความ	ไม่เห็นด้วยอย่างมาก	ไม่เห็นด้วยปานกลาง	ไม่เห็นด้วยเล็กน้อย	เห็นด้วยเล็กน้อย	เห็นด้วยปานกลาง	เห็นด้วยอย่างมาก
1.	ฉันทำความเข้าใจภาษาอังกฤษที่ฉันได้พบเห็นหรือได้ยิน						
2.	ฉันหาความรู้ใหม่ๆเกี่ยวกับภาษาอังกฤษอยู่เสมอด้วยการใช้ภาษาอังกฤษเกือบทุกๆวัน						
3.	เมื่อฉันมีปัญหาหรือไม่เข้าใจภาษาอังกฤษในห้องเรียน ฉันจะขอความช่วยเหลือจากครูเสมอ						
4.	ฉันทุ่มเทอย่างมากในการเรียนภาษาอังกฤษ						
5.	ขณะเรียนภาษาอังกฤษ ฉันจะตั้งใจเรียนและไม่สนใจสิ่งรอบข้าง						
6.	ฉันไม่สนใจข้อเสนอแนะที่ได้รับในชั้นเรียนภาษาอังกฤษ						
7.	ฉันไม่ได้พยายามที่จะตรวจดูการบ้านของฉันเวลาที่ได้รับงานคืนมาจากครูภาษาอังกฤษ						
8.	ฉันเลื่อนเวลาในการทำการบ้านภาษาอังกฤษออกไปไว้ก่อนเท่าที่จะสามารถทำได้						
9.	ฉันมักจะรู้สึกเบื่อหน่ายและไม่อยากที่จะเรียนเมื่อไม่เข้าใจคำอธิบายของครูภาษาอังกฤษ						
10.	ฉันจะไม่พยายามทำความเข้าใจกับภาษาอังกฤษที่ยากและซับซ้อน						

ลำดับ	ข้อความ	ไม่เห็นด้วยอย่างมาก	ไม่เห็นด้วยปานกลาง	ไม่เห็นด้วยเล็กน้อย	เห็นด้วยเล็กน้อย	เห็นด้วยปานกลาง	เห็นด้วยอย่างมาก
11.	ฉันอยากที่จะรู้ทุกๆอย่างเกี่ยวกับภาษาอังกฤษ						
12.	ถ้าฉันสามารถทำได้ ฉันอยากจะใช้เวลาทั้งหมดให้กับการเรียนภาษาอังกฤษ						
13.	ฉันอยากเรียนภาษาอังกฤษให้เก่งจนภาษาอังกฤษกลายเป็นเรื่องธรรมดาสำหรับฉัน						
14.	ฉันอยากเรียนภาษาอังกฤษให้มากที่สุดเท่าที่จะทำได้						
15.	ฉันอยากที่จะเก่งภาษาอังกฤษ						
16.	การรู้ภาษาอังกฤษไม่ใช่เป้าหมายที่สำคัญในชีวิตของฉัน						
17.	บางครั้งฉันก็คิดอยากที่จะหยุดเรียนภาษาอังกฤษ						
18.	ความต้องการที่จะเรียนรู้ภาษาอังกฤษของฉันที่เคยมีกำลังหมดไป						
19.	ฉันไม่มีความปรารถนาที่จะเรียนภาษาอังกฤษแล้วจริงๆ						
20.	ฉันอยากเรียนแค่ภาษาอังกฤษเบื้องต้นเท่านั้น						

ลำดับ	ข้อความ	ไม่เห็นด้วยอย่างมาก	ไม่เห็นด้วยปานกลาง	ไม่เห็นด้วยเล็กน้อย	เห็นด้วยเล็กน้อย	เห็นด้วยปานกลาง	เห็นด้วยอย่างมาก
21.	การเรียนภาษาอังกฤษเป็นสิ่งที่ดีที่สุด						
22.	ฉันรู้สึกสนุกกับการเรียนภาษาอังกฤษ						
23.	ภาษาอังกฤษเป็นวิชาที่สำคัญมากในหลักสูตรของโรงเรียน						
24.	ฉันวางแผนที่จะเรียนภาษาอังกฤษให้มากที่สุดเท่าที่จะทำได้						
25.	ฉันรักการเรียนภาษาอังกฤษ						
26.	ฉันเกลียดภาษาอังกฤษ						
27.	ฉันอยากที่จะใช้เวลาเรียนกับวิชาอื่นๆมากกว่าการเรียนภาษาอังกฤษ						
28.	การเรียนภาษาอังกฤษเป็นการเสียเวลาโดยเปล่าประโยชน์						
29.	ฉันคิดว่าการเรียนภาษาอังกฤษเป็นเรื่องน่าเบื่อหน่าย						
30.	เมื่อฉันเรียนจบแล้ว ฉันก็จะเลิกเรียนภาษาอังกฤษทันที เพราะฉันไม่ได้สนใจในการเรียนภาษาอังกฤษ						

APPENDIX C

The Fundamental English Mid-Term Tests of Grades 10-12 at Benchamarachuthit

School Chanthaburi, Thailand

The Fundamental English Mid-Term Tests of Grades 10-12 at Benchamarachuthit School Chanthaburi, Thailand

Grade 10

Part 1: Vocabulary (Items 1-10)

1. He couldn't give and _____ for his bad performance in the exams.

A. explanation

B. examination

C. unexplored

D. exploration

2. I have a _____ for sweet rather than spicy food.

A. prefer

B. preference

C. perforation

D. plenty of

3. He can do lots of different things and he's really _____.

A. multi-talented

B. multi-colored

C. self-esteem

D. self-confidence

4. We forgot our _____ so we were really cold in the tent at night.

A. shopping bags

B. sleeping bags

C. life jacket

D. camping stove

5. The students have to perform a few _____ on the computer to pass the exam.

A. grant

B. marks

C. task

D. points

6. We had the _____ to give our opinions after the talk.

A. combination

B. recomendation

C. involvement

D. achivement

7. We heard a snake moving in the _____.

A. undergrowth

B. undertaken

C. unexplored

D. unbelievable

8. When the _____ comes in, the sea covers the beach.

A. tide

B. range

C. dune

D. hill

9. Criteria are _____ that can help us to make decisions.

A. lists

B. levels of quality

C. friends

D. field

10. Which adjective is the opposite of "freezing"?

A. solo

B. escape

C. scorching

D. hardship

Part 2: Grammar (Items 11-20)

11. Over the years I have _____ good at painting.

A. become

B. became

C. being become

D. been become

12. We had been working hard for an hour when he _____.

A. arrives

B. arrived

C. was arrived

D. were arrived

13. The film must _____ because the cinema is already dark.

A. have started

B. have been started

C. had started

D. had been started

14. We're _____ a month in Paris at a hotel.

A. going to spending

B. going to spent

C. going to spend

D. going to France

15. Andy will _____ aboard for six months in March.

A. have been lived

B. had lived

C. have been living

D. had had living

16. Sam _____ to play for the national team.

A. has be chosen

B. had chosen

C. has chosen

D. has been chosen

17. Dad is having his office painted and a new computer _____.

A. installing

B. installed

C. installs

D. to install

18. The ship _____ an iceberg.

A. had hit

B. had been hitting

C. had been hit

D. has been hit

19. Ben's finger was bleeding because he _____ it.

A. cut

B. had cut

C. was cut

D. were cut

20. I bought this computer on a friend's recommend_____ .

A. ation

B. ence

C. ment

D. able

Part 3: Conversation (Items 21-25)

Matt: Sean, I thought you said you were going to the city library.

Sean: I was, but there are traffic jams and it's raining, so (21.) _____ computer.

Matt: I think (22.) _____. it can take ages.

Sean: I know. And sitting in front of a computer makes me feel sleepy. (23.) _____

as soon as I find something useful, I'm going to sprint it out and switch the

computer off.

Matt: I thought you spent all your time in front of the computer. Aren't you always

socializing with your friends on Facebook?

Sean: No, I'm not! I organize camping trips at the weekends. For example,

(24.) _____ because four of us are going to Devon on Friday.

Matt: That sounds fun, but (25.) _____ because they say it's going to rain.

Sean: I always take them. With the English climate you can always expect rain!

21.

A. it's really time-consuming trying to find a good website.

B. we need a big tent to sleep in.

C. I decide to browse website on a school.

D. don't forget to take your waterproofs.

E. I'm half-sleep now!

22.

A. it's really time-consuming trying to find a good website.

B. we need a big tent to sleep in.

C. I decide to browse website on a school.

D. don't forget to take your waterproofs.

E. I'm half-sleep now!

23.

A. it's really time-consuming trying to find a good website.

B. we need a big tent to sleep in.

C. I decide to browse website on a school.

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24.

A. it's really time-consuming trying to find a good website.

B. we need a big tent to sleep in.

C. I decide to browse website on a school.

D. don't forget to take your waterproofs.

E. I'm half-sleep now!

25.

A. it's really time-consuming trying to find a good website.

B. we need a big tent to sleep in.

C. I decide to browse website on a school.

D. don't forget to take your waterproofs.

E. I'm half-sleep now!

Part 4: Reading (Items 26-30)

Home education

Home education is completely legal throughout the UK, and currently around 87,000 children between the ages of five and 16 are being home educated. Some British parents home educate their children from the start, but others take their children out of school because of bullying. In this case, parents need to notify the school in writing, but their only need permission from the education department if the child has any special educational needs. Home educations do not have to be trained teachers, not do they have to follow the national curriculum, but they do have the obligation of providing their children with an education appropriate for their age and ability. Many maintain that their children are happier, more sociable and more independent than those who spend large amounts of time in school. On the downside, home educators have to make a great sacrifice in terms of time and money. There are no government funds available for home education and if one parent has to give up his or her job, there are high costs in the form of lost earnings.

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26. Parents in the UK _____ educate their children at home.

A. aren't supposed to

B. are allowed to

C. can't to

D. would to

27. Nearly 90,000 _____ children are being taught at home.

A. college

B. primary school

C. secondary school

D. school age

28. Parents of children with special needs have to _____ before removing their children from school.

A. get special permission

B. ask the headmaster

C. examined

D. see a doctor

29. Children who learn at home must _____.

A. follow a set syllabus.

B. have a lot of money.

C. receive an education.

D. have qualified teachers.

30. Home educators do not _____.

A. receive a salary.

B. enjoy their job.

C. spend any money.

D. have vacation.

Grade 11

Part 1: Conversation (10 Items)

1. You are meeting a friend at Suvarnabhumi Airport. The first thing you say is?

A. Good afternoon. Did you fly?

B. Let's find a way to go to town.

C. I've waited for a long time to meet you.

D. Hi! Did you have a good flight?

2. You go to a restaurant with your American friend. What would you say if you want to recommend him the special dish of that restaurant?

A. what would you like to have?

B. what would you like to recommend?

C. Must I recommend spicy soup with prawn?

D. Would you like to try spicy soup with prawn?

3. At the end of an examination, a teacher wants all of her students to stop writing so she says, _____ your pencils.

A. Keep

B. Put down

C. Stop

D. Throw away

4. Leo had just won a lot of money in a lottery. He shouts _____.

A. Hurray!

B. Hush!

C. Yummy!

D. Nasty!

5. Your friend from Paris has just eaten the durian you gave him to try. You ask _____?

A. How was it?

B. What was it?

C. How did you take it?

D. What did you take for it?

6. Lisa invited you to her house for dinner. You enjoyed the food she had prepared. You said

_____.

A. Make yourself at home.

B. Wonderful! You are a great cook.

C. Well. It looks good, but I'm on diet.

D. I like you drees, you really look gorgeous in it.

7. Your friend tells you that she is going to have an interview for a new job next Monday.

You'd like to bless her so you say, _____.

A. It's not a big deal, isn't it?

B. It's not the end of the world.

C. I'll keep my fingers crossed.

D. Make hay while the sun shines.

8. Last week you went to the concert, but you were despondent with the band. Today at

school, you tell your friend _____.

A. It was wonderful.

B. Have a great time.

C. It didn't come up to my expectation.

D. I didn't like it. It was too crowded.

9. Salesgirl: Good morning. May I help you?

   Customer: _____. Have you got a tennis racket?

A. Welcome

B. You're welcome

C. Yes, please

D. I can manage

10. Kai: Do you mind if I turn off the radio? No one is listening to it.

   Amy: _____.

A. No, please do.

B. Yes, please do.

C. No, thanks.

D. Yes, please.

Part 2: Grammar (15 Items)

11. Jenny often helps other people. I _____ she is a good girl.

A. am thinking

B. has been thinking

C. had been thinking

D. think

12. I _____ about this project since last summer.

A. thought

B. am thinking

C. have been thinking

D. think

13. Is that Jack over there? He _____ old and tired. Is he sick?

A. look

B. is looking

C. looked

D. looks

14. This creamy, low carb, hearty and wonderful cozy soup _____ good. I really like it.

A. taste

B. tastes

C. is tasting

D. has been tasting

15. Which sentence is incorrect?

A. I can't talk to you right now. I see the doctor, I am in consultation room.

B. It's just my opinion, but I think this holiday package is too expensive.

C. The grocer is weighing my vegetables now and then I'll be ready to pay and leave.

D. Jane isn't at home right now. She is seeing the doctor.

16. Which sentence is incorrect?

A. She prefers holiday at the beach, but she is having great fun in the city this time.

B. Hurry up! I see the train on the platform!

C. As my father ages, he forgets more and more.

D. Jenny tastes the soup now just to check if it needs more salt.

17. Which tense describes trends that are occurring now and might change in the future?

A. present simple

B. present continuous

C. past continuous

D. present perfect continuous

18. Which tense describes trends that started in the past and are still happening or important now?

A. present simple

B. present continuous

C. past continuous

D. present perfect continuous

19. The number of rail passengers _____ slowly at the end of 1990s.

A. was increasing

B. is increasing

C. has increased

D. have increased

20. Which sentence is correct?

A. I was wondering, you have any change?

B. She was hoping to visit Jane while she's here.

C. I wondered if you have any change.

D. John and I were wanting to do some traveling.

21. Which sentence uses past tense for distancing?

A. Did you have a great time on a trip to Japan last year?

B. We didn't have a reservation so we had to leave.

C. We want that to go to the new pizzeria but it was too busy.

D. I was wondering if you are applying for any other jobs?

22. Which sentence uses past tense for talking about a past?

A. I wanted that to reserve a table for five at 9 p.m.

B. Good afternoon, sir. Did you have a reservation?

C. Did you have a good memory on a trip last year?

D. She wanted to book a round-trip ticket

23. Which model verb is used to make statements more tentative and commands less direct?

A. have, has

B. is, am, are

C. should

D. would

24. Which two tenses are often used to make questions and requests in more formal situations?

A. past simple and past continuous

B. present simple and present continuous

C. present perfect simple and past continuous

D. past perfect and past continuous

25. Which one is a request sentence?

A. Would you pass the salt?

B. Would you like another piece of cake?

C. I would think you'd like a cup of tea after your work.

D. Might you prefer the fish?

Part 3: Vocabulary (15 Items)

26. The villagers were very _____ to anyone who passed through.

A. rustling

B. hospitable

C. surpass

D. predator

27. A _____ hunts and kills other animals

A. vantage points

B. holiday maker

C. meteorology

D. predator

28. Which one refers to a large number of people or things?

A. multitude

B. marvel

C. comedian

D. shimmer

29. Hundreds of people _____ to the football match.

A. surpassed

B. shimmered

C. rustled

D. flocked

30. Rustling is the sound that _____ things make when moving.

A. wet

B. dry

C. metal

D. hot

31. Her unhappiness was _____ to everyone.

A. brainstorming

B. ingenuity

C. apparent

D. finite

32. Which word means creativity or inventiveness?

A. innovative

B. inspiration

C. ingenuity

D. intriguing

33. Which word is a synonym for coin?

A. predict

B. protect

C. invent

D. income

34. Which word is a synonym for pass away?

A. happen

B. die

C. document

D. prevent

35. Which word mean to start or cause to happen?

A. brainstorm

B. inspiration

C. originate

D. unconventional

36. Something is colossal is very _____.

A. small

B. big

C. near

D. far

37. Something finite has _____.

A. a limit

B. no end

C. a bad end

D. a good end

38. If something intriguing, it is _____.

A. boring

B. interesting

C. exciting

D. irritating

39. If you crave something, you really _____ it.

A. hate

B. want

C. don't care

D. believe

40. To surpass expectations means to do something _____ than expected.

A. worse

B. better

C. slower

D. faster

Grade 12

Conversation

Choose the best alternative to complete the conversation. (Items 1 – 8)

Anna : Are you going to wear that dress ____1____ to Carol's party?

Kate : No, I'm going to wear the jacket ____2____.

Anna : Will Jerry be there? He's someone ____3____.

Kate : I don't know. He said something she didn't like. I don't think they're friends anymore.

---

1. a. showing to me the other day   b. it was shown to me the other day

    c. you showed me the other day   d. you showed it to me the other day

2. a. buying last week   b. I bought last week

    c. last week I bought   d. I bought it last week

3. a. I haven't seen for ages   b. that hasn't seen for ages

    c. hasn't seen me for ages   d. I haven't seen him for ages

---

Woman : Can you help me? My bag ____4____. Someone took it while I was in a shop. I

____5____ by an assistant and suddenly it ____6____ by someone.

Officer : OK. Can you wait here? In a few minutes you'll meet one of my colleagues. You

____7____ to give a description of this person.

Woman : I don't know what he looked like and the incident ____8____ by anyone else. The thief

simply appeared and then he ran away.

Officer : OK. My colleague will help you and you might remember more than you think.

---

4. a. has stolen   b. has been stolen

    c. have been stolen   d. is being stolen

5. a. was serving   b. am being served

    c. have been served   d. was being served

6. a. is grabbed   b. was grabbing

    c. was grabbed   d. grabbed

7. a. will be asked   b. are being asked

    c. were asked   d. will ask

8. a. didn't seen   b. hasn't been seen

    c. isn't seen   d. wasn't seen

Grammar and Structure

Choose the best alternative to complete the passage. (Items 9 – 27)

Elizabeth Taylor

Elizabeth Taylor, ___9___ was born in England in 1932, was a very beautiful child,

with black hair and violet-blue eyes. In 1939, she and her family moved to America, ___10___

film makers soon noticed her beauty. She became a child star at the age of nine, and appeared

in the films Lassie and National Velvet. Elizabeth Taylor, ___11___ private life has not been as

successful as her career in films, has been married eight times. Her first marriage, ___12___

was when she was eighteen, ended after one year; her third husband, Mike Todd, was killed in

an air crash; her fifth and sixed marriages were to the same man, Richard Burton, ___13___

she probably loved most

---

12. a. which   b. when   c. where   d. that

13. a. whom   b. which   c. that   d. whose

14. a. which   b. whose   c. whom   d. who

15. a. of which   b. who   c. whom   d. whose

16. a. when   b. where   c. which   d. of which

17. a. which   b. who   c. whom   d. whose

18. a. at that   b. when   c. where   d. which

Olympic

The first Olympic Games ___21___ in Athens in 1896. They ___22___ by the International Olympic Committee, founded by the French Barron Pierre de Coubertin. At the first games, athletes from just 13 countries ___23___ to take part in 42 events. Since then, the summer games ___24___ by a different city every four years (except during the World Wars) and their popularity has grown and grown. The 2000 Games in Sydney, Australia, which ___25___ by more than 10,000 athletes from almost 200 countries, ___26___ to have been the biggest and the best yet. It ___27___ that the event will be even more successful in the years to come.

19. a. when   b. where   c. which   d. who
20. a. where   b. which   c. when   d. that
21. a. are held   b. was held
    c. were held   d. hold
22. a. organized   b. were organized
    c. reorganized   d. have been organized
23. a. have been invited   b. are invited
    c. invited   d. reinvited
24. a. have been hosted   b. are being hosted
    c. were hosted   d. host
25. a. attended   b. were attended
    c. are attended   d. were being attended
26. a. thinks   b. thought
    c. is thought   d. was thought
27. a. is hoped   b. hopes
    c. was hoped   d. hoped

Reading

Read the text and decide if each sentence is true or false. Choose a for true and choose b for false. (Items 28 – 31)

The Lost City of Atlantis

According to legend, around 3,500 years ago, there was once a great civilization called Atlantis. Accounts of Atlantis can be found in the writings of the Greek philosopher, Plato. Plato wrote that Atlantis was a kind of magical paradise. It was located on a huge continent in the Atlantic Ocean. The people of Atlantis lived in peace and happiness for thousands of years, until one day when their entire world was swallowed up by the ocean.

Stories of Atlantis can also be found throughout ancient Egyptian writing. And, during the fifteenth century, the age of exploration, European explorers searched tirelessly for Atlantis. Map-makers even included it on the maps they created, bases on the legend.

So, is the legend of Atlantis fact or fiction? Most historians today do not believe that Atlantis ever existed. Instead, they think that Plato created the civilization to include in his stories. But, the question remains, is it possible that the ocean could swallow up an entire continent? Some scientists have speculated: Yes, it is possible. One theory is that if a giant volcano erupted violently, it could cause the earth below and around the volcano to collapse. This would form a gigantic crater, or hole, that the ocean would pour into, thus burying an entire continent under the ocean.

---

28. It has been proven that Atlantis once existed.

29. During the age of exploration, Atlantis was found by European explorers.

30. Atlantis was a great civilization where people lived under the water in the ocean.

31. There is a theory that explains how Atlantis might have been swallowed up by the ocean.

The Mystery of the Great Stone Balls of Costa Rica

In the 1940s, some workmen were cutting and burning their way through the thick jungle of Costa Rica, trying to clear an area for a banana plantation. They were deep in the jungle when they stumbled upon some incredible objects: dozens of stone balls. The balls were made of solid stone and many of them were perfectly round. They varied in size from as small as a tennis ball to almost 30 feet (9 meters) across, and weighed anywhere from just a few pounds (1-2 kilograms) up to 16 tons (15,000 kilograms). The workmen were puzzled and brought the balls to the attention of others. The stone balls raised many questions: What on earth were these balls? Who made them? And, if humans made them, how did they form such perfect circles out of stone?

Since their discovery, archaeologist and historians have tried to piece together the mystery of these great stone balls. There appear to be hundreds, if not thousands, of these balls in the Diquis Delta region of Costa Rica. They have been found all over the region, sometimes placed alone and sometimes placed in a group. The balls are made of local rock, and they appear to have been created over a period of hundreds of years. Archaeologists have dated the stone balls according to other artifacts that were found with them. The oldest of them date back more than 12,000 years, to around 200 B.C.E while the most recent ones appear to have been created in the sixteenth century.

Some people speculate that the stone balls were used to mark sacred locations, such as burial grounds and ritual sites. And many balls can be found in the homes and yards of locals who believe they contain magical properties. But, in truth, the original reason that the balls were created may never be known.

Choose the best answer according to the text. (Items 32 – 50)

32. Why did the workmen cut and burn their way through the jungle?

a. They wanted to find the stone balls.

b. They wanted to collect stones for making balls.

c. They wanted an area for building their houses.

d. They wanted to clear some land for growing bananas.

33. Which is not true about the stone balls?

a. They were all made of solid stone.

b. The largest weighed 15,000 kilograms.

c. They were all made at the same size.

d. The smallest were the same size as a tennis ball.

34. What did the workmen do with the stone balls?

a. They hid them in the thick jungle.

b. They brought them to the attention of others.

c. They stumbled upon them incredibly.

d. They raised many questions to the attention of others.

35. Which is not true about the stone balls found in the Diquis Delta region of Costa Rica?

a. They were all made at the same time.

b. The newest balls were made in the sixteenth century.

c. They were made over hundreds years ago.

d. The oldest balls are estimated to be over 12,000 years old.

36. "Since their discovery, archaeologists and historians tried to piece together the mystery of these great stone balls." The word 'piece together' means _____.

a. group the ball together in one spot

b. put pieces of stone balls together to form a whole one

c. take apart the balls for further study

d. put pieces of evidence together to understand the whole picture

37. Why have people placed the stone balls in their home?

a. Because they want to mark locations.

b. Because they know what the balls were used for.

c. Because they believe the balls will bring good luck.

d. Because they believe the balls will make their homes bright.

Language Development in Children and Adults

Throughout history, there has been much debate over which language was the "first" language. An ancient Egyptian pharaoh named Psammetichus I once tried to prove that all humans had one natural language that they would speak if no other language was taught to them. Supposedly, he even conducted an experiment to discover which language children would speak naturally, without any instruction. According to legend, he gave two newborn babies to a shepherd. The shepherd was told never to speak to the babies, but to care for them and listen closely to hear what their first word would be. The babies spent their first year tending sheep with the shepherd, but the shepherd never spoke to them. One day, one of the babies cried out, "becos" – not surprisingly, a sound similar to the sound a sheep makes. However this sound was also similar to the word for bread in the Phyrgian language. Thus, Psammetichus I concluded that the Phyrgian language must be the oldest and most natural language. Phyrigia was an ancient civilization, located in what is now the country of Turkey.

Today, linguists know that there is not any one language that is natural for humans to speak. A child will learn any language easily and naturally when he or she is exposed to the language at an early age. Linguists have studied language development thoroughly over the years. They would like to find out how children seem to acquire language so quickly and easily, yet for an adult, learning a new language is often a much more difficult and lengthy process. If adults could imitate the way that children learn a language, the language-learning process might become a lot easier!

38. What is the main idea of the passage?

    a. Some languages are easier to learn than others.

    b. Adults do not learn language as easily as children do.

c. There is one language that is the most natural for people to learn to speak.

d. There is not one language that is more natural or better than other languages.

39. The first word one of the babies cried out was _____.

   a. the Phyrgian word for milk

   b. similar to the sound a sheep makes

   c. the Phyrgian word for sheep

   d. similar to the sound all babies make

40. Psammetichus I concluded that _____.

   a. no language was more natural

   b. the Phyrgian language was the most natural

   c. sheep could speak the Phyrgian language

   d. the Egyptian language was the most natural

41. A linguist is probably a person _____.

   a. that studies children

   b. that studies only ancient languages

   c. that studies shepherds

   d. that studies languages and language development

42. What do some linguists think would make language learning easier for adults?

   a. If they could learn an easy language.

   b. If they could learn language the way that children do.

   c. If they could learn language from children.

   d. If they were not exposed to any language as children.

Color Me Pink

Red, white, pink, purple – what is your favorite color? We are all sensitive to color. There are some colors we like a lot and some we don't like at all. Some colors soothe us, others excite us, some make us happy, and others make us sad. People are affected by color more than they realize because color is tied to all aspects of our lives.

Experts in colorgenics, the study of the language of color, believe that the colors we wear say a lot about us. Do you know why you select a shirt or dress of a certain color when you look through your clothes in the morning? Colorgenics experts say that we subconsciously choose to wear certain colors in order to communicate our desires, emotions, and needs.

Colorgenics experts claim that our clothes send messages to others about our mood, personality, and desires. For these experts, pink expresses the peace and contentment of the wearer and awakens love and kindness. People who often wear pink are supposed to be warm and understanding. The message is that you would like to share your peace and happiness with others. Red garments, on the other hand, indicate a high level of physical energy. People who wear red like to live life at a fast pace. Brown is the color of wealth, and it shows a need for independence. Wearers of green have a love of nature and enjoy peaceful moments. They often like to be left alone with their thoughts.

Although colorgenics may be a recent area of study, associating colors with emotions is not new. Colors have always been used in phrases to describe not only our feelings, but also our physical health and attitudes. Red with rage describes anger; in the pink means to be in good health; feeling blue is a sad way to feel; and green with envy indicates a jealous attitude.

Color is used symbolically in all cultures, and it plays an important role in ceremonies and festivities. Yellow is a symbol of luck in Peru, and it can be seen just about everywhere during New Year celebrations – in flowers, clothing, and decorations. Some Peruvians say, "The more yellow you have around you, the luckier you will be in the New Year." Yellow is also an important color to the Vietnamese, who use it at weddings and also on their flag, where it represents courage, victory, and sacrifice. In many cultures, white symbolizes purity, which is why brides often wear white wedding

gowns. Black, on the other hand, symbolizes death, and it is often the color people wear to funerals.

Colorgenics experts also say that colors are not only a mirror of ourselves, but they have an effect on us as well. Blue is calming, while red is stimulating and exciting. It's no coincidence that racing cars are often painted in red. Yellow is a happy color that makes us feel good about life. Pink awakens love and kindness.

Some experts are so convinced that colors have a strong effect on us that they believe colors can be used to heal. They say that by concentrating our thoughts on certain colors, we can cause energy to go to the parts of the body that need treatment. White light is said to be cleansing, and it can balance the body's entire system. Yellow stimulates the mind and creates a positive attitude, so it can help against depression. Green, which has a calming and restful effect, is supposed to be good for heart conditions. Books are now available that teach people how to heal with color. These books provide long lists of ailments and the colors that can heal them.

Some psychologists and physicians also use color to help them treat patients with emotional and psychological problems. By giving patients what is called the Luscher Color Test, in which they select the colors they like and dislike, doctors can learn many things about patients' personalities.

In conclusion, the study of color can help us to understand ourselves and to improve our lives. It offers an alternative way to heal the body and spirit, and it can help us understand what others are trying to communicate. We can then respond to their needs and achieve a new level of understanding.

43. Learning about color can help us to _____.

    a. feel happy

    b. express our ideas more clearly

c. control our desires

d. understand ourselves and others

44. Some experts believe that _____.

 a. olors can be used to heal

 b. most colors have a calming effect on us

 c. colors can influence our personality

 d. associating colors with emotions is something new

45. What does the word 'colorgenics' mean?

 a. The study of the power of color.

 b. The study of the language of color.

 c. The study of the effects of color.

 d. The people who study how color communicates.

46. According to colorgenics experts, a person who likes to wear pink is_____.

 a. kind and wealthy

 b. healthy and happy

 c. warm and understanding

 d. independent and peaceful

47. According to colorgenics experts, red make us feel _____.

 a. good and strong

 b. angry and envious

 c. calm and positive

 d. stimulated and excited

48. According to some experts, green is a color of healing. What part of the body do they think it is good for?

 a. Green is good for heart conditions.

 b. Green is good for brain conditions.

 c. Green is good for mind conditions.

 d. Green is good for body's entire system.

49. Which is true according to the text?

 a. Colors are used to influence others.

 b. Colors are not often used in a symbolic way.

c. Colors say something about our personality.

d. Colors have similar meanings around the world.

50. Which is not true according to the text?

a. Blue makes us feel jealous.

b. Yellow is a symbol of luck in Peru.

c. Yellow is used at weddings in Vietnam.

d. White symbolizes purity in many cultures.

APPENDIX D

Questionnaire Translation Approval Form

Questionnaire Translation Approval Form

1. What do you think about the translation of the particular questionnaire? (Is the translation understandable for Thai to understand the questions with no doubt?)

- The translation is understandable for Thai participants to understand the statements in the questionnaire.

2. Does the translation in Thai version of the questionnaire keep the original meaning of the primitive version?

- Yes, it does.

3. Do you have any suggestion regarding translation in this questionnaire?

- Some statements are changed to keep the original meaning in English version.

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Approver's information

Name: Dr. Chayada Thanavisuth   Education: Doctorate Degree

Field of Study: Linguistics   Occupation: University Lecturer

Chayada Thanavisuth

(Dr. Chayada Thanavisuth)

28/7/21

BIOGRAPHY

PERSONAL PROFILE

Name:	Natthaphong Noenrimnong
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EDUCATION

2021	M.Ed. (Curriculum and Instruction), Assumption University of Thailand, Bangkok, Thailand.
2017	BA (English), Bangkok University, Thailand.
2012	High School Certificate, Benchamarachuthit School Chanthaburi, Thailand.