



MOTIVATION AND LANGUAGE LEARNING AMONG
THAI STUDENTS: A CASE STUDY OF THE TYPE OF
MOTIVATION THAT INFLUENCES STUDENTS OF
ENGLISH AS A FOREIGN LANGUAGE

NIPAPORN CHALERMNIRUNDORN

MA IN ELT THESIS

INSTITUTE FOR ENGLISH LANGUAGE EDUCATION
ASSUMPTION UNIVERSITY OF THAILAND

MARCH, 2002

MOTIVATION AND LANGUAGE LEARNING AMONG
THAI STUDENTS: A CASE STUDY OF THE TYPE OF
MOTIVATION THAT INFLUENCES STUDENTS OF
ENGLISH AS A FOREIGN LANGUAGE

NIPAPORN CHALERMNIRUNDORN



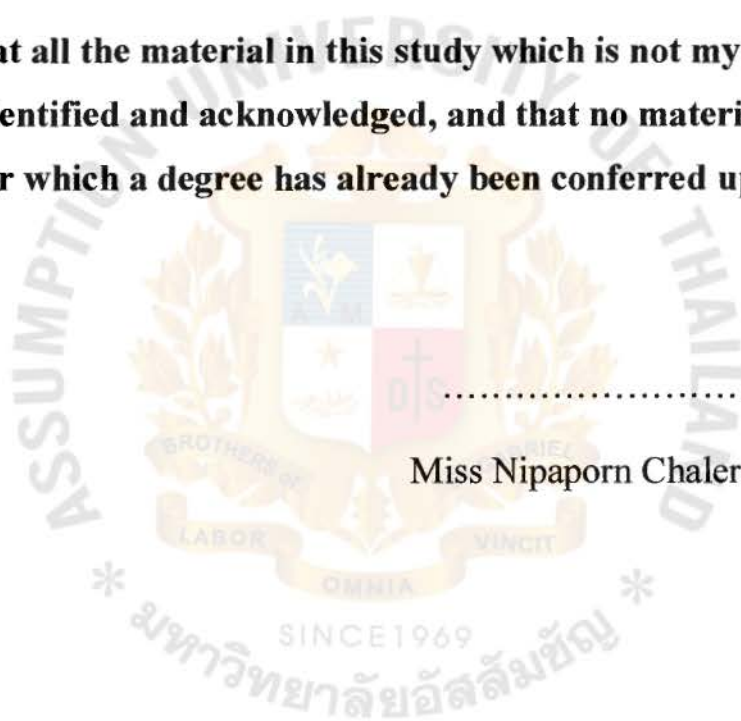
MA IN ELT THESIS

INSTITUTE FOR ENGLISH LANGUAGE EDUCATION
ASSUMPTION UNIVERSITY OF THAILAND

MARCH, 2002

I certify that all the material in this study which is not my own work has been identified and acknowledged, and that no material is included for which a degree has already been conferred upon me.

.....
Miss Nipaporn Chalermnirundorn



Acknowledgements

Many people have helped me and have made their special contribution at different stages of study. I am most grateful for the following people.

First of all, I would like to show my gratitude to all the teachers and staff of MA (ELT). Also, I would like to thank Dr. Mario Saraceni, my supervisor, for his guidance, comments and support throughout the entire process. I must acknowledge the support and effort of Professor Alan Maley, who has offered much of his knowledge, suggestions and experience in the development of this study.

Special thanks are due to the following individuals:

To Dr. Melinda Tan my advisor, who has given me a very useful advice for preparing the thesis proposal, to my friends, Miss Piyachat Dhephasadin Na Ayudhaya and Mr. Sutas Wongsuksiri, who have helped me with statistical analysis and their assistance with computer work.

Finally, I am indebted to all my family members, without whose invaluable support, motivation and encouragement, I would not have been able to complete my thesis.

Abstract

Motivation of students appears to be one of the very important factors that can influence success and failure in language learning. There are various types and orientations of motivation in foreign language learning. Gardner & Lambert (1972) and Gardner (1985), however, argue that there are two basic types of motivation: instrumental and integrative motivation. Instrumental motivation drives the students to learn or acquire another language for functional, practical purposes. Integrative motivation, on the other hand, is related to the desire to learn language in order to integrate or identify with the culture or community that speaks the language.

This research hypothesizes that instrumental motivation plays a more important role than integrative motivation in learning English as a foreign language for Thai students in secondary levels. A questionnaire is developed, based on motivation in learning English as a foreign language, and is administered to collect the data from 250 female Thai secondary students in a private school in Bangkok. Some important variables such as Levels of study, Proficiency of English and Experience abroad are also examined in relation to motivation in learning English. The findings show that the majority of the subjects appear to be more instrumentally motivated than integratively motivated in learning English as a foreign language. They tend to agree that for them English is more important for economic, educational and/or social advancement than for gaining access to the culture of the world.

Table of Contents

1. Introduction	1
1.1 The Aims of the Research	1
1.2 Rationale.....	2
1.3 Outline of the Study	3
1.4 Research Design and Procedure.....	4
1.4.1 <i>Design</i>	4
1.4.2 <i>Procedures and Data Collection</i>	5
2. Literature Review	6
2.1 Historical Perspective and Theory of Motivation.....	7
2.1.1 <i>Behavioral Theories and Cognitive Theories</i>	7
2.1.2 <i>Freud's theory</i>	8
2.1.3 <i>Conditioning Theories</i>	8
2.1.4 <i>Drive Theories</i>	10
2.1.5 <i>Purposive Behaviorism</i>	11
2.1.6 <i>Arousal Theories</i>	11
2.1.7 <i>Field Theory</i>	12
2.1.8 <i>Cognitive Consistency Theories</i>	12
2.1.9 <i>Trait and Humanistic Theories</i>	13
2.2 Motivation for Learning a Second/ Foreign Language.....	13
2.3 Intrinsic Motivation and Extrinsic Motivation.....	16
2.4 Instrumental Motivation and Integrative Motivation	18
2.5 Influences of Instrumental & Integrative Motivation on Learning English as a Second/Foreign Language	22
3. Presentation of Data	25
3.1 Overview of the Analysis	25
3.2 Results	25
3.2.1 <i>Demographic Data</i>	25
3.2.2 <i>Subjects' Reasons for Studying English</i>	28
3.2.3 <i>Agreement about the Importance of English</i>	30

3.2.4 <i>Factors/ Variables that affect Subjects' Agreement about the Importance of English</i>	31
3.2.5 <i>Subjects' Motivation Rating Scores</i>	35
3.2.6 <i>Factors/Variables that affect Subjects' Motivation Rating Scores</i>	36
3.2.7 <i>Subjects' Self-Perceived Reasons for Learning English as a Foreign Language</i>	39
3.2.8 <i>Factors/Variables that affect Subjects' Reasons for Learning English</i>	41
4. Discussion and Implications for Teaching	46
4.1 Discussion	46
4.2 Implications for Teaching.....	50
5. Conclusion	53
5.1 Limitations of the Research	53
5.2 Suggestions for Further Research	54
References	55
Appendices	
Appendix A Data Analysis.....	I
Appendix B Questionnaire English-Version	XIII
Appendix C Questionnaire Thai-Translation Version.	XVI

1. Introduction

1.1 The Aims of the Research

- a) to investigate the attitudes and perceptions of Thai students in secondary levels towards learning English as a foreign language
- b) to ascertain whether instrumental motivation plays a more important role than integrative motivation in learning English as a foreign language for Thai students in secondary levels

Motivation is relevant to learning because learning is an active process requiring conscious and deliberate activity. Even the most able students will not learn unless they pay attention and exert some effort. If students are to benefit maximally from the educational curriculum, educators must provide a learning context that motivates students to engage in learning activities. (Stipek, 1988)

Motivation can affect learning and the performance of learned skills, strategies and behaviors (Pintrich & Schunk, 1996). There is a high correlation between motivation and successful learning and motivation appears to have important implications for schooling (ibid.).

In an early study of motivation in second/foreign language learning, Gardner and Lambert (1972) suggest that learners' motivation to learn an L2 or foreign language can be sustained by the goals and/or attitudes towards the target language. These authors identify two classes of motivation orientation: **instrumental and integrative** motivation. Instrumental motivation refers to a desire to learn the target language to achieve some practical goal or functional purpose such as job advancement, etc. (Noels et. al, 2000). Integrative motivation refers to a desire to learn the target language to make a contact with and/or identify with members of the target community (ibid.). In other words, integrative motivation means learning the language for cultural enrichment, personal growth and linguistic integration.

Nevertheless, motivation in learning a second/foreign language cannot be a matter of a forced choice between these two orientations. A great many studies and

researches have been carried out to investigate their importance and roles. Some researchers claim that instrumental motivation is more prominent than integrative motivation in learning English as a second/foreign language (ESL/EFL) since most ESL/EFL learners seem to rarely have sufficient experience with the target culture and community (Dörnyei, 1990a, 1990b). By contrast, a number of researchers agree that integrative motivation is much more meaningful for L2/foreign language learners, especially those who must live in the new culture or communicate in the target language culture.

In this thesis, the study is carried out to examine which type of motivation, instrumental or integrative, plays a more important role in EFL learning, especially for Thai students in secondary levels.

1.2 Rationale

In Thailand, all students have to learn English as a required course. English in Thailand is a foreign language and it is not used as a medium of ordinary communication. Most of the Thai students seem to receive input in English only in the classroom or by rather artificial means (Oxford, 1996). In order to have a place in a good university, Thai students have to take the English Entrance Exam. In 1998, 800,441* Thai students at higher educational level (e.g. secondary schools) enrolled in universities, both public and private. This indicates that students in Thailand might study English to pass an exam and have a place in a university. In addition, due to the country's geographical position, most Thai students appear to rarely have sufficient experience with the English speaking people and community. As learners of EFL, Thai students also seem to be separated in space and attitude from the English-speaking cultures (Cook, 1991). In addition, most of the teaching styles in the English class in Thailand tend to be mainly focussed on drilling-based teaching and grammar translation. Since most of the English language teachers in Thailand assume that the students may learn English mainly for passing an exam or for having a place in a good

* The Statistics are taken from Report on Higher Education Public Institutions (1998) by Office of the Department Secretary for University Affairs, Ministry of University Affairs.

university, this may imply that Thai learners could be motivated more by instrumental motivation than integrative motivation.

On the other hand, this impressionistic evidence is insufficient to draw any firm conclusions. It could be possible that some Thai learners might learn English for cultural integration and/or enrichment, since individual students seem to be different in needs for achievement and attitudes in terms of responsibility, ability and effort (McDonough, 1981). Some students may wish to become translators, interpreters, to get prestigious jobs; to take part in other courses taught in English, and to identify with English speaking community in some parts of the world (ibid.).

Any research on the motivation of Thai students for learning English as a foreign language could be useful, since on the basis of results, teachers may select teaching styles, materials and activities which are appropriate, interesting and perceived as relevant to the students' needs and purposes of learning. The students would then make more effort for better and greater success in learning.

1.3 Outline of the Study

The study is conducted to investigate whether instrumental motivation plays a more prominent role in learning English as a foreign language than integrative motivation for Thai students in secondary levels. The beginning section of the thesis includes a Literature Review to provide the background knowledge of motivation and its influence on language learning, especially on ESL/EFL learning. In the next section, the data, which are collected from a group of subjects who are studying in secondary levels, is analyzed to prove the hypothesis. Then, the results of the data are discussed in relation to motivation for learning English. Based on the data collected, the implications for teaching are presented in the next section of the thesis. The conclusion of the study is provided in the last section.

1.4 Research Design and Procedure

1.4.1 Design

Setting

Khema Siri Memorial School, a private school for girls, was founded in 1932 inside the palace of the ancestor of the 'Kasemsri' Royal family. At its inception, the school offered classes from elementary to lower secondary level (M.3 equivalent). Finishing courses were later added as part of its vocational curriculum, followed by teacher training courses in 1939. The school became fully accredited in the following year, 1940.

The finishing courses and teaching program were later terminated, and since then the school has offered a full range of curriculum (12-year curriculum) from elementary (grade 1-6 or prathom1-6) to higher secondary level 7-12 or mathayom1-6) for day and boarding students. In the academic year of 2001, there are altogether 2,970 students studying in this school.

Subjects

The total subjects in this research consist of 250 female Thai secondary students. All the subjects are studying in the same school. For the grading system, like the students in other Thai schools, the students in this research are graded in 5 grades 0, 1, 2, 3 and 4 according to their performance in each course. Each grade can be identified as follows:

Grade 4 = 80-100 % of the total score

Grade 3 = 70-79 % of the total score

Grade 2 = 60-69% of the total score

Grade 1 = 50-59% of the total score

Grade 0 = below 50 % of the total score

The subjects in this research are all studying English as a required course. The same English language teacher teaches all of the subjects with the same teaching materials and methodology.

Instrument

A set of questionnaire is developed for this study

The questionnaire is administered in Thai but a preliminary version of questionnaire items is initially formulated in English. Each question is, then, carefully translated into Thai in order to ensure that all questions are phrased in a way that is suitable and natural. The English version of the questionnaire is found in Appendix B and for the Thai-translation version, see Appendix C.

The questionnaire consists of nine questions to elicit both qualitative and quantitative data regarding students' demographic data, attitudes, perceptions and motivation towards learning English as a foreign language.

An informal pilot questionnaire is distributed prior to the final version to a small group of students (40). They are randomly chosen from the real sample group of subjects. The pilot questionnaire provides information about students' background, perceptions of learning English, reasons and motivation in English language learning. Both qualitative and quantitative data are then analyzed with descriptive and inferential statistical procedures (Detaramani & Chan, 1999). The information of the pilot questionnaire is finally polished, revised and serves as useful input for the construction of the real questionnaire.

1.4.2 Procedures and Data Collection

The researcher distributes the questionnaires in class, during regular class time. Subjects are asked to complete the questionnaire without a time limit and to answer the questions honestly according to their attitudes, perceptions and feelings, regarding motivation in English language learning at the present time. The researcher gives the subjects an assurance that the information, which they provide in the questionnaire, will be used only for research purposes. Their names are not required. In other words, their responses would remain confidential and no information relating to individual responses is available to school staff.

2. Literature Review

(Definitions of motivation are varied and numerous and there is much disagreement over the precise nature of motivation (Pintrich & Schunk, 1996:4). ✓ However, motivation can be defined as something that gets human beings going, keeps them going and helps get the job done and involves goals that provide impetus for and action to learning (ibid.). Generally, motivation is perceived as

inner drive, impulse, emotion or desire that moves one to particular action. People make choices as to what experiences or goals they will approach or avoid, and the degree of effort they exert in that respect (Keller, 1983:99, cited in Brown, 2000:152). ✓

Some psychologists give a definition of motivation in terms of needs and drives. Ausubel (1968: 368-379) identifies six needs, which are related to the construct of motivation:

- *the need for **exploration** : for probing the unknown*
- *the need for **manipulation** : for operating or causing change*
- *the need for **activity** : for movement and exercise, both physical and mental*
- *the need for **stimulation** : the need to be stimulated by the environment e.g. other people, ideas, feelings, etc.*
- *the need for **knowledge** : the need to process and internalize the results of exploration, manipulation, activity and stimulation, to resolve contradiction and problems*
- *the need for **ego enhancement** : for the self to be known, accepted and approved by others*

2.1 Historical Perspective and Theory of Motivation

In order to achieve a better grasp of the concepts underlying human motivation, and how theoretical principles are derived, understanding some general assumptions about theories would be helpful. The study of motivation basically focuses on the process whereby motivation occurs.

2.1.1 Behavioral Theories and Cognitive Theories

According to Pintrich & Schunk (1996), theories of motivation are classified as behavioral and cognitive theories.

- **Behavioral theories** perceive motivation as frequency of occurrence, a change in rate or behavior form (responses) as a function of stimuli and environmental events. A response is likely to occur when it is paired with the stimulus.

‘Punishing consequences make the behavior less likely to occur whereas reinforcing consequences make it more likely in the future’ (Skinner, 1953, cited in Pintrich & Schunk, 1996:26).

From a behavioral viewpoint, motivation is nothing more than a high rate of responsive behavior.

- **Cognitive theories** place more emphasis on mental structures, beliefs and information processing. From a cognitive standpoint, motivation is an internal process and cannot be observed directly. Cognitive theorists appear to believe in the importance of mental processes in motivation, however, they disagree about which specific processes are important. Some of the processes indicated by cognitive theories of motivation are goals, values, affects, attributions, and perceptions of competence and social comparisons.

Nonetheless, many historical views of motivation tend to be behavioral and explain motivation as observable phenomena. These explanations do not include feelings and thoughts; rather what motivates human beings lies in the environment.

At the beginning of the 20th century, motivation falls under the newly emerging discipline of psychology and a number of theories of motivation can be categorized as follows:

2.1.2 Freud's theory

(Freud, 1966; Heidbreder, 1993; Weiner, 1985)

This early theory of behavior is relevant to motivation and conceives of motivation as psychical energy. The psychical energy occurs in the *id* (personality structure devoted to attainment of basic needs). Each person has a constant amount of energy, which develops when needs exist. Needs, then, are satisfied by channeling energy into behaviors that reduce needs. Need reduction is pleasurable because built-up energy is unpleasant (Pintrich & Schunk, 1996). Freud (1966) believes that forces within human beings are responsible for behavior. Nonetheless, Freud's theory seems to be rather extensive and it makes little sense to ask if it is correct. Some aspects are shown to be valid while others are not and have received no support (Weiner, 1985). This theory seems to be vague and difficult to verify empirically since it does not emphasize the importance of personal cognition and environmental factors, which are educationally significant. In the field of motivation in education, it is necessary to know students' goals, interests and values in order to improve their motivation. However, Freud's theory offers no guidance on these important points.

2.1.3 Conditioning Theories

In the early of 20th century, conditioning theories appear to be dominant in psychology. These include:

- the theories of Thorndike (connectionism)
- Pavlov (classical conditioning)
- Skinner (operant conditioning)

All of these theories are behavioral theories, which focus on the association of stimuli & response as the mechanism for behavior change. These theories are relevant to the study of motivation because at the behavioral level, motivation involves the rate or probability of responding (Pintrich & Schunk, 1996).

Connectionism

Thorndike (1913, 1932) presents a view of behavior and learning according to which learning and behavior occur by trial and error. In certain problem situations where people attempt to reach a goal or find a solution, they select one of various responses, perform it, and experience the consequences.

At this point, learning occurs; successful/rewarding responses are accepted and established and unsuccessful/punishing ones are abandoned.

In addition to the consequences of rewards and punishments, motivation also involves the law of readiness, which can be applied to learning behavior. This means a student who is ready to learn, is satisfied and performs better learning than one who is not ready. In other words, when the student is forced to learn, he/she is not ready and becomes annoyed with learning.

In this theory, an important implication for education is that students can be motivated when they are ready to learn, work or do an activity and when the consequences of outcomes of engagement are desirable and pleasurable.

Classical Conditioning

Classical conditioning theory is important in the field of learning and can be applied to motivation (Pavlov, 1927, 1928). Conditioning involves presenting an unconditioned stimulus (UCS) to elicit an unconditioned response (UCR), and a conditioned stimulus (CS) to elicit a conditioned response (CR). Pavlov's theory has many ideas of interest in education, however, it does not offer a complete account and has a limited applicability to education. It exhibits a passive view of learning and motivation (Pintrich & Schunk, 1996). This means that when conditions are right, conditioning can occur regardless of what people do (ibid.). Nonetheless, conditioning is never automatic because learners tend to be more mentally active to exert much personal control over their learning and motivation.

Operant Conditioning

Operant conditioning (Skinner, 1953) is an influential conditioning theory for motivation, particularly in the educational field. The basic model of operant conditioning is

Stimulus- Response-Consequence

A stimulus provides the occasion for a response to be emitted, followed by a consequence. The consequence, then, is any stimulus, which can affect the future responding rate or the probability of it. A positive reinforcer is a stimulus that helps increase the rate of responding whereas a negative reinforcer is a stimulus that decreases the likelihood of the response. In this theory, internal processes (e.g. needs, drives, cognition, and emotions) are not necessary to explain behavior. Motivated behavior is thought of as continued responding produced by effective contingencies of reinforcement (Skinner, 1968). People display motivated behavior because they previously have been encouraged or because there are effective stimuli available in the environment.

2.1.4 Drive Theories

The study of motivation has long been dominated by the concept of drive (McDonough, 1981). Drive is an energy directed toward a given goal (Weiner, 1972). This energy arises from the difference between the body's actual internal state and the optimal state of bodily mechanisms, 'homeostasis'. A drive is activated when an organism experiences a need because of deprivation of an essential element (e.g. food, air). Whenever the need is satisfied or the element is obtained, drive, then, is reduced. Commonly, drive theories are likely to emphasize overt behavior but explain it in terms of inner needs (Pintrich & Schunk, 1996).

2.1.5 Purposive Behaviorism

Tolman's theory (1932) of purposive behavior focuses on the goal directedness of behavior. In order to understand people's actions, environmental stimuli as means of goal attainment should be studied in the context of behavioral sequences. Tolman states that behaviors of human beings and animals are goal-oriented. They pursue goals and select means for goal attainment. In other words, behavior appears to be interpreted in relation to goals, which are the internal processes of organisms (Pintrich & Schunk, 1996).

Many purposive behaviorists believe that motivation is relevant to learning and can affect it in many ways. Although they also offer significant insights of motivation in learning, these insights appear not to fully capture the complexity of influences on motivation (Pintrich & Schunk, 1996).

2.1.6 Arousal Theories

Arousal theories (Arnold, 1968; Russel, 1970; Petri, 1986; Mook, 1987) are relevant to motivation in terms of a level of emotional arousal. These deal with behaviors, emotional and internal mechanisms. In other words, these theories are neither entirely cognitive nor behavioral in nature. All arousal theories claim that motivation depends on affective processes, which play an important role in learning and motivation. By applying arousal theories in the classroom, teachers should be concerned with arousal as an important factor for motivation and maintain an optimal or at least moderate level of students' arousal by avoiding boredom and anxiety, developing students' positive emotions about learning, etc.

2.1.7 Field Theory

Another early cognitive view of motivation, **Field** theory, refers to:

A dynamic view that identifies forces on behavior and postulates that behavior represents a mechanism for preserving or resorting homeostasis in psychological and physical needs (Lewin, 1935, cited in Pintrich & Schunk, 1996:48).

Field theory emphasizes the interaction of people with their environment and the conflicting forces in people's lives. Field theory also shows that it is necessary to understand all the factors acting on the individual in order to understand his/her behavior. By applying this theory to the educational field, teachers should try to understand all aspects of their students' lives, not isolated elements, in order to better understand motivation in students (Pintrich & Schunk, 1996).

2.1.8 Cognitive Consistency Theories

Cognitive consistency theories are developed as a psychological view of behavior. These theories stress people's cognition and how this cognition affects their behavior. In addition, the cognitive consistency theorists commonly assume that motivation can result from the relations between behavior and cognition. However, cognitive consistency theories seem to be cognitive rather than behavioral since they emphasize people's attempts to restore internal balance. Nevertheless, they appear not to take into account how this happens and neither do they define the importance of imbalanced relationships. As a view of cognitive motivation, this theory seems to be incomplete (Pintrich & Schunk, 1996).

2.1.9 Trait and Humanistic Theories

Trait and humanistic theories (Allport, 1937; Murray, 1938; Rogers, 1963) deal directly with behavioral views of motivation and offer insights into why people act the way they do. These theories focus on qualitative differences in psychological processes, which stem from people's experiences and development. Rogers (1963) believes that the motivating forces in human life are the actualizing tendency, or the ongoing process of personal growth and achieving wholeness.

Teachers might use this theory in the classroom with their students by investigating how regard and self-regard can be improved and how it affects behavior (Pintrich & Schunk, 1996). In order to use humanistic theories in the classroom, the teachers should:

- *show positive regard for the students*
- *separate them from their actions by accepting them for who they are rather than how they act*
- *offer students choices and opportunities to create and initiate learning activities and establish goals*
- *give students opportunities to evaluate their learning*
- *provide students with adequate resources and encouragement*

(adapted from Pintrich & Schunk, 1996:56-7)

✓2.2 Motivation for Learning a Second/ Foreign Language

Many teachers today are likely to perceive and describe good students as the ones who are motivated and exhibit qualities such as being interested, hard working, etc. The motivation of the students tends to be an important factor, which may influence their success and failure in learning a language and also affect the performance of learned skills, strategies, and behaviors that has important implications for schooling (Pintrich & Schunk, 1996:4). Carroll's (1962) definition of motivation is

related to the time or the amount of time that the learners are prepared to spend on learning tasks. Although many people associated with education agree that motivation is important, it seems to be difficult to find a clear definition of the concept.

(Generally, motivation does not appear to influence students' learning a first language (L1) because [they just use L1 as one means to fulfil their everyday needs. Conversely, learning a second language (L2) or foreign language might be perceived as a superfluous thing for many language learners.] In this case, motivation would play a vital role in the L2 class and the learning of an L2.)

(Motivation in second/foreign language learning is a complex phenomenon, it refers to long-term, fairly stable attitudes in the students' minds (Cook, 1991). In addition, motivation can also be defined in the terms put forward by Crookes and Schmidt (1991, cited in Peacock, 1997:145) as:

interest in and enthusiasm for the materials used in class; persistence with the learning task, as indicated by levels of attention or action for an extended duration; and levels of concentration and enjoyment.)

There is a great deal of research on the role of attitudes and motivation in second language learning. The overall findings show that '*positive attitudes and motivation are related to success in second/foreign language learning*' (Gardner, 1985, cited in Lightbown & Spada, 1999:56). According to Lightbown and Spada, motivated students seem to participate actively in a class, express interest in the subject matter and study a great deal. (It is possible to claim that a second language learner will succeed with the proper motivation (Brown, 1994:152).)

The authors of a study of successful language learning (Naiman et. al., 1978) propose that most successful language learners appear to be ones who exhibit certain characteristics, which are mostly associated with motivation. Some of these characteristics can be defined as follows:

- **Ego-involvement:** *The learners perceive that it is important to be successful in learning a language in order to promote and maintain their own positive self-image.*
- **Positive task orientation:** *The learners are willing and have confidence to tackle tasks and challenges successfully.*

- **High aspirations:** *The learners are ambitious to achieve high proficiency in the language, top grades and demand for challenges.*
- **Need for achievement:** *The learners feel the need for achievement and success in what they set out to do.*
- **Goal orientation:** *the learners have the goals of learning and direct their efforts to achieve those goals.*
- **Perseverance:** *the learners consistently put a high/sufficient level of effort into learning and are not demotivated by apparent lack of progress or any setbacks.*
- **Tolerance of ambiguity:** *the learners are patient and not disturbed by situations involving confusion or a lack of understanding. They have the confidence that understanding will come later.*

(adapted from Ur, 1996:275)

According to Brown (1987) motivation is something like self-esteem, be it global, situational or task-oriented. He claims that learning a foreign/second language clearly requires some of these three orientations. The first one, *global* orientation, is the overall orientation of the learner towards the learning of a second/foreign language. *Situational* orientation has to do with the context of learning (classroom, total environment) and *task-oriented* motivation deals with the way the learner approaches the specific task in hand. Global motivation is likely to be determined by previous education and social factors. Task motivation is closely related to the investment of learner's effort in practice to succeed and achieve the goals or purpose of learning.

Motivation, in the perspective of second/foreign language learning, can be examined in terms of an intrinsic and extrinsic motivation orientation. Learners who learn a second/foreign language for their own self-perceived needs and goals, are intrinsically oriented whereas those who pursue goals only to achieve or receive an external reward from someone else are likely to be extrinsically motivated (Brown, 1994). In addition, studies of motivation in second/foreign language learning or acquisition are also relevant to the distinction between integrative and instrumental orientations of learners.

2.3 Intrinsic Motivation and Extrinsic Motivation

The degree to which language learners are intrinsically or extrinsically motivated to succeed in a task can probably be the most powerful dimension of the whole motivation construct in general. Deci (1975:23) defined intrinsic motivation as:

Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward.... Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination.

Intrinsic motivation, thus, refers to motivation to engage in an activity for its own sake rather than for an external reward (Pintrich & Schunk, 1996). This is associated with what is termed 'cognitive drive' (ibid.). Intrinsic motivation tends to be typical of young children and deteriorates with age (Ur, 1996).

Extrinsic motivation, in contrast, is motivation to engage in activity as a means to an end (Pintrich & Schunk, 1996). Extrinsically motivated behaviors tend to be performed beyond the self and in anticipation of reward from outside. In other words, extrinsic motivation derives from the influence of some kind of external incentive (Ur, 1996:277). The learners who are extrinsically motivated work on the task or exhibit a certain behavior because of the belief that participation can result in desired outcomes e.g. teacher praise, grades, avoidance of punishment, etc.

Extrinsically motivated individuals appear to engage in activities either for the rewards that such engagement is likely to bring, or because they face the prospect of being punished if they do not do the task (Nunan & Lamb, 1996).

The important reason learners have for learning language might be extrinsic and/or intrinsic in nature. Bany and Johnson (1975 cited in Detaramani & Chan, 1999:193-194) define extrinsic and intrinsic motivation as follows:

Intrinsic motivation occurs when mastery of the learning task itself satisfies a need, or causes a resolution of tension. In a sense, intrinsic motivation is self-motivation. Extrinsic motivation refers to working on a task or pursuing some objective for reasons that lie outside of it. A person performs the activity because it leads to some external rewards.

Which form of motivation, intrinsic or extrinsic, is more powerful?

Many researchers and theorists of motivation studies strongly favor intrinsic orientations (Maslow, 1970; Brown, 1990; Ramage, 1990; Crookes & Schmidt, 1991). Maslow (1970) claims that intrinsic motivation is superior to the extrinsic type. People are motivated to achieve 'self-actualization' when the basic physical and community needs are met. He also asserts that no matter what extrinsic rewards are present or absent, people are still striving for self-esteem and fulfillment. There is also evidence that intrinsic motivation facilitates learning and achievement (Gottfield, 1985). The learners who are intrinsically motivated appear to attend to instruction, organize knowledge, relate the knowledge to what they already know and apply skills and knowledge in various contexts.

Brown (1992:143, cited in Nunan & Lamb, 1996: 211) offers data and suggests that

the introduction of extrinsic rewards into an intrinsically motivating situation may decrease the intrinsic motivation. He also claims that the only extrinsic reward that enhances intrinsic motivation is the provision of positive feedback: sincerely delivered positive feedback in a classroom, seen by students as a validation of their own personal autonomy, critical thinking ability, and self-fulfillment, can increase or maintain intrinsic motivation (ibid.).

It would be tempting to think of intrinsic and extrinsic motivation as two ends of a continuum: with extrinsic motivation at the lower end and intrinsic motivation at the higher end. For any given activity or task, an individual learner may be high, low or medium on both; high on one and medium on the other and so forth. It might be more accurate to think of intrinsic and extrinsic motivation as separate continua, each ranging from high to low (Pintrich & Schunk, 1996).

Brown (1994) proposes that the intrinsic-extrinsic continuum in motivation is applicable to foreign language learning and classrooms around the world. He also claims that regardless of culture, beliefs and attitudes of learners, intrinsic and extrinsic motivation can be more easily identified than other continua in motivation.

2.4 Instrumental Motivation and Integrative Motivation

For several decades, researchers in education and psychology have recognized and been interested in the importance of motivation for successful second language (L2) learning. In foreign language teaching, motivation as a critical variable was placed on the agenda by Robert Gardner and Wallace Lambert (1959, 1972). They suggest that an individual's motivation to learn an L2 is supported by both the goals and orientations and attitudes towards the L2 community, sought through the acquisition of the L2. They carried out one of the best-known studies of motivation in second language learning. They investigated how attitudinal and motivational factors affect language learning success. In their study, motivation is examined as a factor of a number of various kinds of motivation. Two basic types of favorable motivation are labeled: *instrumental and integrative motivation* (Gardner & Lambert, 1972; Gardner, 1985). The instrumental-integrative distinction is similar to the extrinsic-intrinsic distinction, but not identical (Oxford, 1996). Both instrumental motivation and integrative motivation are seen as subtypes of extrinsic motivation since both are concerned with goals and outcomes (ibid.).

Instrumental motivation refers to motivation to learn a language as a means for some functional, practical reasons or advantages of learning a language and for attending to instrumental goals such as reading technical material, furthering a career and so on (Cook, 1991; Brown, 1994). Instrumentally-motivated learners tend to learn language for an ulterior motive, not related to its use by native speakers – to get a better job, to earn more money, to pass an examination, to enter a better school, and so forth. In some learning contexts, instrumental motivation appears to be dominant and displays a major force in determining success in learning of a second/foreign language, especially in settings where learners are motivated to learn because it opens

up economic and educational opportunities for them (Ellis, 1997). In addition, instrumental motivation also involves the desire to learn the language as a means of improving one's status. From this point of view, it could be stated that instrumental motivation results from recognition of the practical advantages of language learning and is identified when the learners want to learn the target language for educational purposes, course credit, economic, career or social advancement and achievement. Dörnyei (1996) claims that instrumental motivation is often not too relevant to school kids but for secondary students, instrumental motivation appears to be necessary for them to prepare for a bright career and is also related to getting a higher qualification in the future.

An instrumental motivation orientation can be demonstrated by the statements that indicate learners' reasons for learning second/foreign language. The following statements can be taken as indicative of instrumental motivation:

The study of second/foreign language can be important to me because:

- *It can enable me to finish high school.*
- *It can enable me to have a better chance of employment, status and financial reward in the job market.*
- *It can enable me to communicate with people in an international language, both at home and while travelling in other countries.*
- *It can enable me to read a wide range of the target language sources, especially for study purposes.*
- *It can enable me to merit social recognition.*

(adapted from Jakobovits, 1970: 270-1; Hedge, 2000: 22)

These statements all indicate the success of various kinds within the learners' own community. It could be claimed that the learners who strongly agree with these statements might be instrumentally motivated and also exhibit high achievement motivation (McDonough, 1981).

In terms of **integrative motivation**, language learners appear to learn a second/foreign language because they are interested in the people and culture represented by the target language group. When contrasted with instrumental motivation orientation, integrative motivation orientation deals with the desire of learners to identify with and integrate into the target language culture, though not necessarily integrating fully with that culture. In other words, it is relevant to the individual's desire to learn the language out of sheer interest and for cultural and linguistic integration. Integrative motivation can reflect a sincere and personal interest in the target culture or people and indicate whether the learners identify with or reject them.

Cook (1991) states that

the more a student admires the target culture – reads its literature, looks for opportunity to practice the language, and so on – the more successful the student can be in learning the target language.

Integrative motivation might be more meaningful for second/foreign language learners who live in the new culture and have to communicate fluently in the target culture (Gardner & Smythe, 1975; Oxford, 1996:5, Niederhauser, 1997). In contrast, integrative motivation tends to be less dominant for language learners who are separated in space and attitude from the target culture and who rarely surpass intermediate language proficiency (ibid.).

The following list of statements represents the reasons given by second/foreign language learners who seem to be integratively motivated.

The study of second/foreign language can be important to me because:

- *It can enable me to participate successfully in the target-language community.*
- *It can enable me to gain good friends more easily among people in the target language community.*
- *It can enable me to think and behave like people in the target-language community do.*

- *It can enable me to understand better people in the target-language community and their way of life.*
- *It can enable me to meet and converse with more and varied people.*

(adapted from Jakobovits, 1970:270-1; Gardner & Lambert, 1972:48)

These statements can be considered as indicative of integrative motivation. Some of these statements contain a strong belief that learning a second/foreign language may in some sense allow the individual learner to acquire psychological characteristics of the community of the target language (Hedge, 2000). Argyle (1967) claims that integrative motivation involves the development of various skills aimed at maximizing social contact.

A number of studies have been carried out to investigate which kind of motivation, instrumental or integrative, plays a more important role in second/foreign language learning.

In the studies of Lambert (1972) and Spolsky (1969), integrative motivation may be an important requirement for successful language learning. They also assert that integrative motivation is absolutely essential for success in second/foreign language learning. Gardner and Lambert (1972) carried out a study of motivation in learning a second language and claim that integrative motivation is more influential among learners of French in Canada. The work in Canada shows that integratively motivated learners, who wish to learn in order to relate better and integrate with the people in the target culture, appear to be more active, demonstrate greater motivational effort, making more correct responses, volunteering more in class and also do better than instrumentally motivated learners and, thus, achieve greater L2 competence (Gardner et. al., 1976). Gardner originally held that, with some exceptions, an integrative motivation is needed for successful language learning (ibid.). Gardner (1985:10) suggests that:

Motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language. That is, motivation to learn a second language is seen as referring to the extent to which the individual works or strives to learn the language because of a desire to do

so and the satisfaction experienced in this activity. Effort alone does not signify motivation. The motivated individual expends effort towards the goal, but the individual expending effort is not necessarily motivated. Many attributes of the individual such as compulsiveness, desire to please a teacher or parent, a high need to achieve might produce effort, as would social pressures, such as a demanding teacher, impending examinations, or the promise of a new bicycle.

However, the empirical studies show that in some settings successful language learning is more associated with the instrumental orientation. In the face of counter claims about integrative motivation, Dörnyei (1990a, 1990b) suggests that instrumental motivation might be more important than integrative motivation for foreign language learners. According to Dörnyei, foreign language learners rarely have adequate experience with the target language community and, therefore, are uncommitted to integrating with that group.

2.5 Influences of Instrumental & Integrative Motivation on Learning English as a Second/Foreign Language

Is Motivation important to second/foreign language learning?

The answer is that *'motivation is one of the main determining factors in success in developing a second or foreign language'* (Gardner, 1985; Scarcella & Oxford, 1992, cited in Oxford, 1996). Motivation also determines the learners' levels of active, personal involvement in learning. This may imply that unmotivated learners might insufficiently involve and develop their second/foreign language efficiency (Oxford, 1996).

Niederhauser (1997) examines Korean students' attitudes toward foreign language and culture. She claims that integrative motivation has a dominant role in students' EFL (English as a foreign language) learning and it is important to teach cultural skills as well as language skills in the language class. In other words, bringing cultural content into the language class seems to be one of the best ways of increasing motivation.

Nevertheless, the idea that integrative motivation plays a predominant role in ESL/EFL learning has been questioned. Lukmani (1972) demonstrates that Marathi-speaking Indian students who are learning English in India appear to be highly instrumentally-motivated. In addition, Egyptian adult learners also demonstrate positive attitudes toward English as well as instrumental motivation. They mainly learn the language with the purposes of emigrating to Western countries and with the belief that being able to communicate in English fluently can bring a better life in Egypt (Kassabgy, 1976, cited in Oxford, 1996:10). In other countries, for instance, in the Philippines, learners of English tend to be instrumentally motivated as well (Gardner, 1985).

Yet, motivation for language learning should not be considered as a forced choice between the two motivations: instrumental and integrative. It is impossible to make a clear distinction between these two kinds of motivation and there is no single right way of learning a second/foreign language (Brown, 1994). A language learner might learn an L2 equally well with either instrumental or integrative motivation or with both. In other words, some learners in some contexts might be more successful in learning if they are integratively motivated and others in other contexts could take more advantage from an instrumental orientation. Both instrumental and integrative motivation might be equally important and play a dominant role in ESL/EFL learning. For example, Chinese people learning English in the United States for academic purposes could have a desire to learn English both for academic (instrumental) purposes and to understand or integrate with the culture and people in the United States. Brown (1994) asserts that second/foreign language learning is rarely motivated by exclusively instrumental or exclusively integrative attitudes. Learning situations probably involve a mixture of both types of motivation.

Brown (1992:139, cited in Nunan & Lamb, 1996) reports that

Perhaps because of its simplicity, the integrative/instrumental dichotomy has tempted many to believe that it captures "everything you always wanted to know" about motivation. Motivation to learn a foreign language is, of course, much too complex to be explained through one dichotomy, as criticisms of Gardner's works have shown (see Au, 1988). It is especially problematic to do so as second languages are increasingly being learned outside of what once were closely allied cultural

contexts. English as an International Language (EIL), for example, may be learned and used extensively without reference to a particular native culture. Rather, learners become highly proficient in the language in order to carry out specific purposes and/or to communicate almost exclusively with other nonnative speakers of English.

Up to this point, it could be said that motivation is important in learning English as a second/foreign language and it is essential and crucial to understand what students' motivations are. It can influence how well the learners do on curriculum-related achievement tests, how much their need to interact with native speakers of English, how much input they receive in the language being learned (English), and also how long they persevere and maintain second/foreign language skills after language study is over (Ely, 1986a, 1986b; Scarcella & Oxford, 1992, cited in Oxford, 1996). Motivation, therefore, is clearly an important factor for success and development in learning a second/foreign language.



3. Presentation of Data

3.1 Overview of the Analysis

The questionnaire consists of nine questions, questions 1-4 and question 8 deal with the subjects' demographic data. Questions 5, 6, 7 and 9 concern directly their motivation and perception of learning English as a foreign language. Since one of the purposes of this research is to investigate and prove the hypothesis that an instrumental motivation orientation plays a more important role than an integrative motivation orientation in learning English for Thai secondary-school students, the questions are obviously based on these two motivational orientations. In the questionnaires, the subjects are asked to fill out both quantitative and qualitative data in order to obtain the most valid data. The data has been analysed on the basis of descriptive statistics, rather than estimative statistics. Therefore, the results should not be taken as conclusive, but as indicative of possible patterns. A confirmation of such patterns can only come from a larger scale investigation.

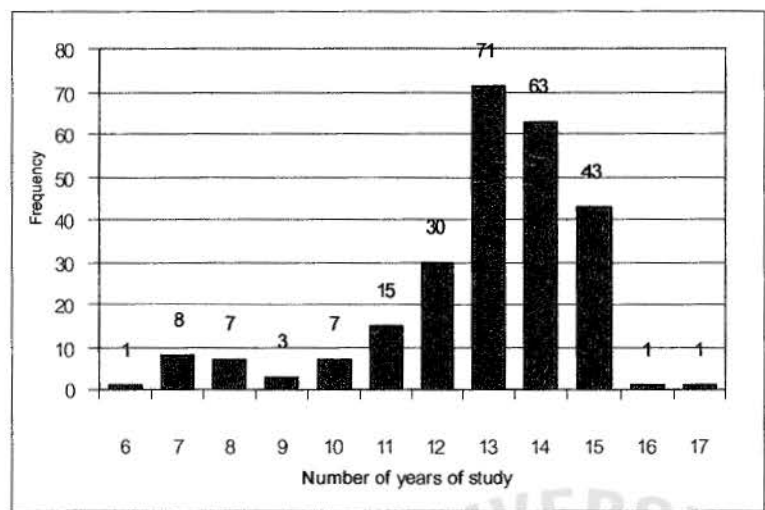
3.2 Results

3.2.1 Demographic Data

According to the subjects' responses to Questions 1 to 4 in the questionnaire, as can be seen in Appendix A (Table 1), all the subjects are students who range in age from 15 to 18 years old, but more than 50% are 16 years old and 36% of them are 17 years old. Thus, it could be indicated that there is no wide difference in the age of the subjects.

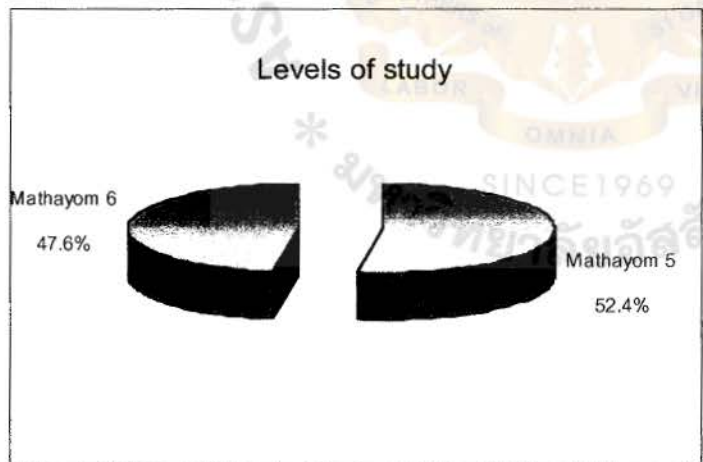
The length of time that they have spent learning English ranges from 6 to 17 years with a mean length of 12.89 years (See Appendix A, Table 2). Nevertheless, the majority of the subjects (89.6%) have been learning English for more than 10 years. Figure 1 shows how long the subjects have spent learning English as a foreign language.

Figure 1:



In this research, the subjects can be divided into 2 levels, mathayom5 and mathayom6. Students in mathayom4 and other levels are not included in this study since it was not possible to have an access in those levels. Figure 2 shows the levels that the subjects are studying at the present time.

Figure 2:



In Question 4, the subjects are asked to indicate how often they travel or go abroad. About sixty-three percent of the subjects have never had a chance to go abroad, 33.2% go abroad once a year and the remaining 3.6% have a chance to go abroad more than once a year. The aim of asking this question is to find out whether subjects' chances to go and have any experience abroad can have an influence on their motivation in learning English or not. It might be assumed that the subjects who go

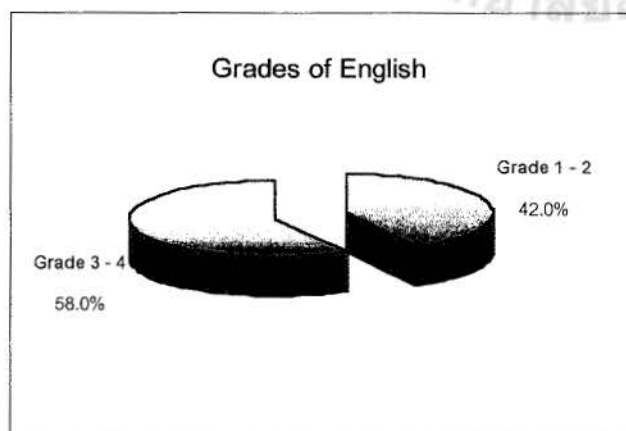
abroad or have any experience regarding foreign culture might be more motivated in learning English than those who never go or travel abroad.

In addition, if the subjects have visited foreign countries before, they could be more integratively motivated in English language learning. This means that they may be learning English with the desire to identify with and integrate with English-speaking culture rather than for some other functional, practical or instrumental purposes.

Based on the subjects' responses to Question 8, they completed the grades they got in English courses in the latest semester. This question could be useful to elicit data and shows if there is any correlation between subjects' performance in English and their motivational levels. Before analyzing the data, it would be possible to assume that generally the subjects who get good grades probably feel that they are more motivated in learning English than the ones who get low grades.

As can be seen in Appendix A, Table 7, 90 out of 250 subjects got Grade 3; 76 got Grades 2; 55 got Grades 4 and the remaining 29 of them got Grade 1, respectively. Figure 3 shows that 58% of the subjects are good at English since they got Grades 3 and 4 in this subject whereas 42% of them are weaker in English since they got only Grades 2 and 1.

Figure 3:



3.2.2 Subjects' Reasons for Studying English

In Question 5, the subjects are asked to complete the reasons for studying English at the present time. This elicits qualitative data, which could be very useful and make the data of the research more valid. The subjects wrote down their reasons in Thai. The information was then translated into English in order to obtain data as accurate and valid as possible. These are some examples:

	<i>'Why do you study English?'</i>
Student 1:	<i>'I can use English in daily life and for my career. Especially, I like English language'</i>
Student 2:	<i>'I have fun when I learn English. I feel interested in communicating with foreigners for my future career'</i>
Student 4:	<i>'English is a required course in my school. I learn English for Entrance exam and for going on studying abroad.'</i>
Student 9:	<i>'I learn English just for grade. If I learn it, I will be able to use it for Entrance exam.'</i>
Student 10:	<i>'English is an international language, which can be used all over the world. Therefore, it is necessary to know English for communicate with foreigners.'</i>

After analyzing all of the responses, given in Question 5, it could be concluded that the majority of the subjects study for:

- *taking an Entrance exam*
- *using it in daily life*
- *communication with foreigners*
- *future career and doing business with foreigners*
- *further education and overseas studies*

Additionally, a number of the subjects also provide the reasons to study English as follows:

- *to graduate from school*
- *for grades*
- *to enhance general knowledge*
- *for using when travelling or visiting other countries*

Only a few subjects give responses as follows:

- *like English language and people*
- *to have fun*
- *for entertainment*
- *to use the internet*
- *like western people*
- *want to be like foreigners*

From these responses stated above, it could be said that for the majority of the subjects, the reasons for learning English at the present time appear to deal mainly and obviously with instrumental motivation rather than with integrative motivation orientation. They are learning English for some functional, practical advantages; educational, economic, career and social advancement. Dörnyei (1996) states that instrumental motivation for language learning is often more relevant to, and seems to be more necessary for, the secondary students than elementary school children. Since all the subjects in this research are studying in secondary levels, they could probably be more instrumentally motivated than integratively motivated in learning English. This means that English language learning might be important and necessary for them in order to prepare themselves for a bright career and to get a higher qualification in the future.

3.2.3 Agreement about the Importance of English

Question 6 tries to investigate the subjects' agreement about the importance of English. They are asked to choose either of the two statements, which are given in Sentence A and Sentence B.

- **Sentence A:**

'English is important for economic, social and/or educational advancement.'

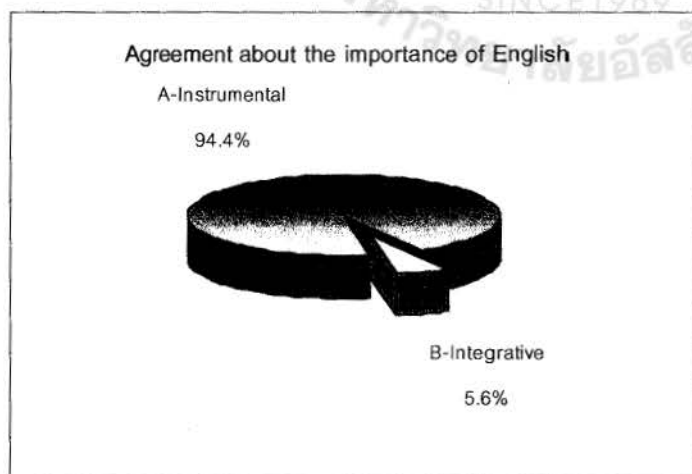
- **Sentence B:**

'English is important because it enables one to gain access to the culture of the world.'

The subjects select only one of these two statements; the one they most agree with. Sentence A is concerned directly with instrumental motivation whereas Sentence B is concerned with integrative motivation orientation.

Based on the results (See Figure 4 below and Appendix A. Table 5), the subjects' responses to this question show that 94.4% (N=236) select Sentence A while only 5.6% (N=14) select Sentence B.

Figure 4:



This, then, indicates that most of the subjects agree to Sentence A, which deals directly with instrumental motivation. This data tends to support the hypothesis of this

study that secondary students in Thailand could be more instrumentally motivated than integratively motivated to learn English as a foreign language. They agree that English is important for economic, social and educational advancement or achievement. Only a small number of the subjects agree that English is important to gain access to the culture of the world.

Yet, as found in the subject's responses to question 5 and 6, it is noticeable that even though there are 14 subjects who agree to Sentence B (integrative motivation), most of their answers given in question 5 appear to be rather relevant to an instrumental motivation point of view. Students 70, 126 and 156 for instance, are subjects who chose Sentence B in Question 6 but their answers in Question 5 are:

Student 70: *'I learn English for studying abroad, listening to English music, future career and for my social status.'*

Student 126: *'I want to learn English for using in daily life and for future career.'*

Student 156: *'English is a required course. It is used for general communication more than Thai. English is also useful for future career.'*

From the examples of the subjects' responses above, it could be claimed that even though they agree that English is important to enable one to access the culture of the world, their personal reasons and purposes for learning English at the present time appear to be relevant to instrumental motivation rather than integrative motivation.

3.2.4 Factors/ Variables that affect Subjects' Agreement about the Importance of English

In this part, the data are analyzed in greater detail in order to find a correlation between the subjects' agreement about the importance of English and the other variables e.g. Subjects' levels of study, Frequency of going abroad and Grades of English.

Table 5.1 (Appendix A) shows that whether the subjects are studying in mathayom5 or mathayom6, they appear to agree that English is important for economic, social and/or educational advancement rather than for gaining access to the culture of the world. As shown in Figure 5.1 and 5.2 below, 94.7% of the subjects in mathayom5, select Sentence A, not B (See Appendix B, Question 6) and 94.1% of the subjects in mathayom6 likewise agree with the importance of English.

Figure 5.1:

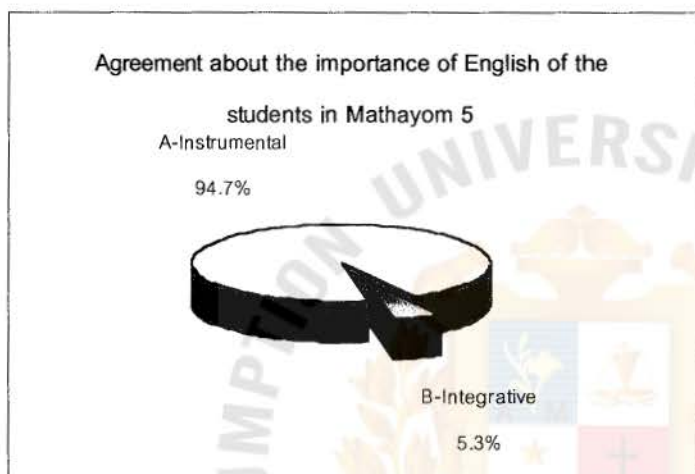
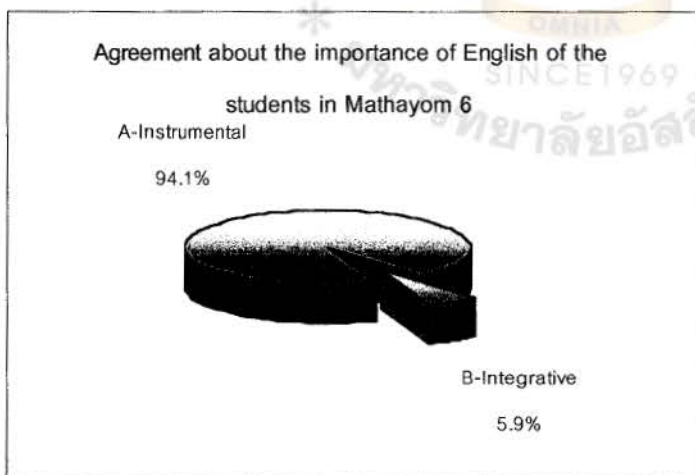


Figure 5.2:



These results, then, could be used to confirm that the majority of the subjects of this research are probably studying English for instrumental purposes rather than integrative ones.

Before getting the results of the correlation between the subjects' agreement and their frequency of going abroad, it might have been assumed that the subjects who have more chances to go abroad would rather agree with Sentence B; '*English is important because it enables one to gain access to the culture of the world*' than Sentence A; '*English is important for economic, social and/or educational advancement*'. However, as can be seen in Appendix A, Table 5.2 and Figure 6.1, 6.2 and 6.3 below, the findings show that whether the subjects have been abroad or not, most of them again agree to Sentence A rather than Sentence B. Furthermore, all subjects who have chances to go abroad more than once per year select only Sentence A. None of them agree that English is important because it enables one to gain access to the culture of the world. From these results, it might be claimed that the subjects' frequency of going abroad or having experience in other cultures might not influence their agreement of the importance of English, regarding the integration with English-speaking culture. This is mildly surprising.

Figure 6.1:



Figure 6.2:

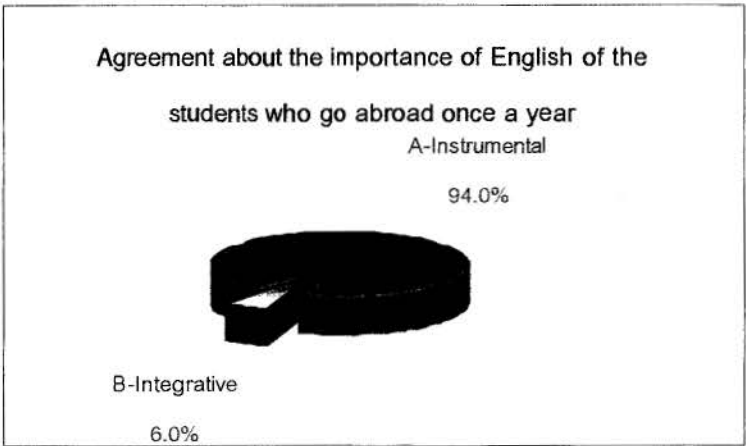
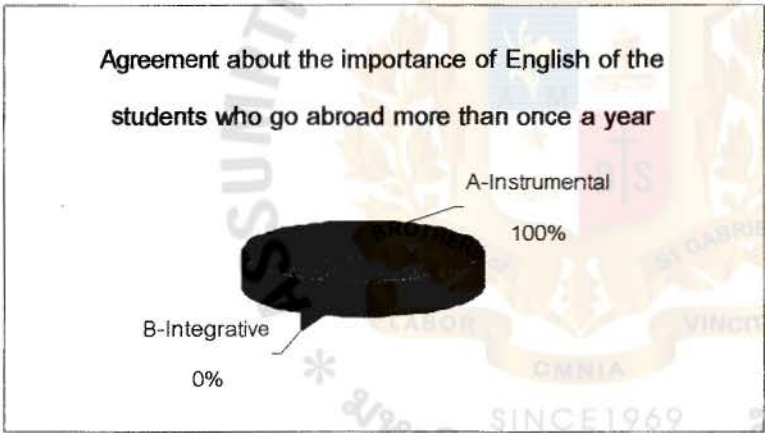
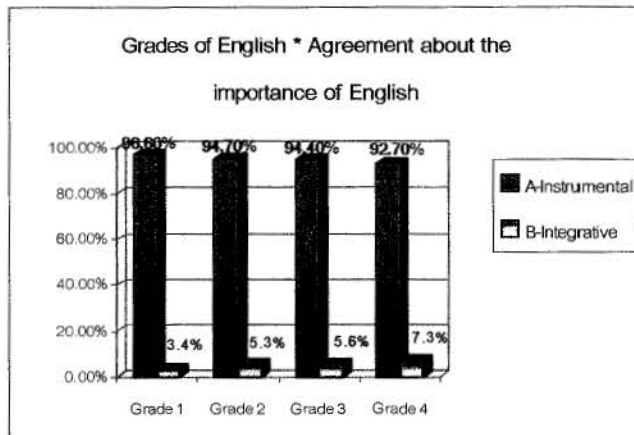


Figure 6.3:



The analysis is, then, done in order to investigate the correlation between the subjects' agreement of the importance of English and their English grades. Table 5.3 in Appendix A and Figure 7 below, indicate that the majority of the subjects, either weak or good students, agree that English is important for practical or instrumental purposes (Sentence A). However, as seen in the graph, the percentages of the subjects who select Sentence B are gradually increasing by grades. In other words, the better at English the groups are, the more of them will agree that English is important for cultural/integrative purposes.

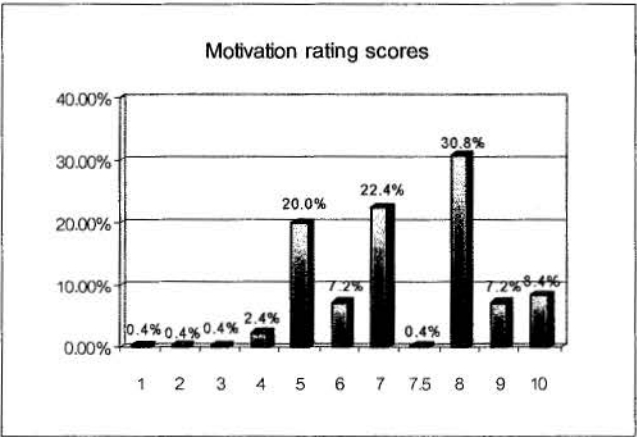
Figure 7:

3.2.5 Subjects' Motivation Rating Scores

According to Question 7, the subjects are asked to indicate the degree to which they feel they are motivated in learning English. They can use a scale from 1 to 10 (1=not motivated...10=very motivated). In this case, the subjects will indicate score 1 if they feel that they are not motivated at all in learning English, whereas the others may give score 10 when they feel they are very motivated to learn English.

Based on the results obtained from the questionnaire, (See Appendix A, Table 6) the subjects rate the scores of their motivation in learning English differently, ranging from 1 to 10. As seen in Figure 8, 30.8% of the subjects rate the score at 8 and 22.4% at 7.

Figure 8:

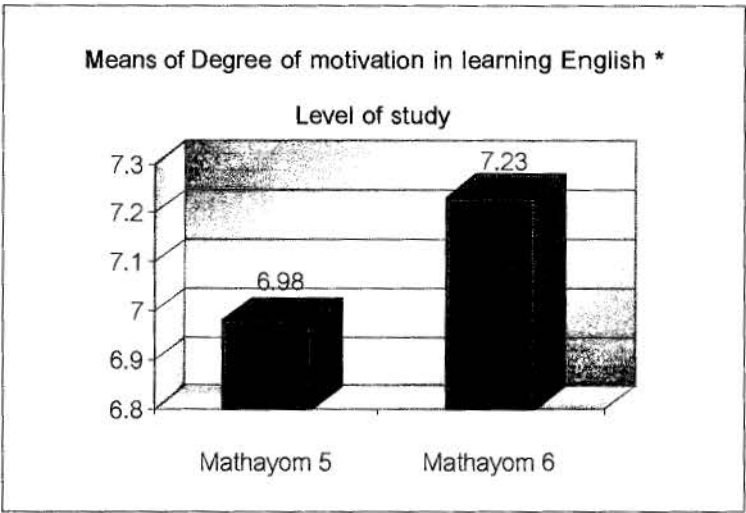


The overall data in this question clearly show that more than 50% of the subjects indicate scores of 5 and above (76.4%). The majority of the subjects, therefore, appear to feel that they are well motivated in learning English. In addition, almost 50% of the subjects (46.4%) rate the scores from 8 to 10. These subjects, then, probably feel that they are very motivated in learning English at the present time.

3.2.6 Factors/Variables that affect Subjects’ Motivation Rating Scores

By analyzing the data in more detail, it can be observed that the mean score of motivation, rated by the subjects in mathayom6 is a little higher than the mean score, rated by the subjects in mathayom5. As can be seen in Appendix A, Table 6.1 and Figure 9 below, the mean rating score of the subjects in mathayom6 is 7.23 while the mean of the subjects in mathayom5 is 6.98. Nevertheless, there is not much difference between these two mean scores.

Figure 9:

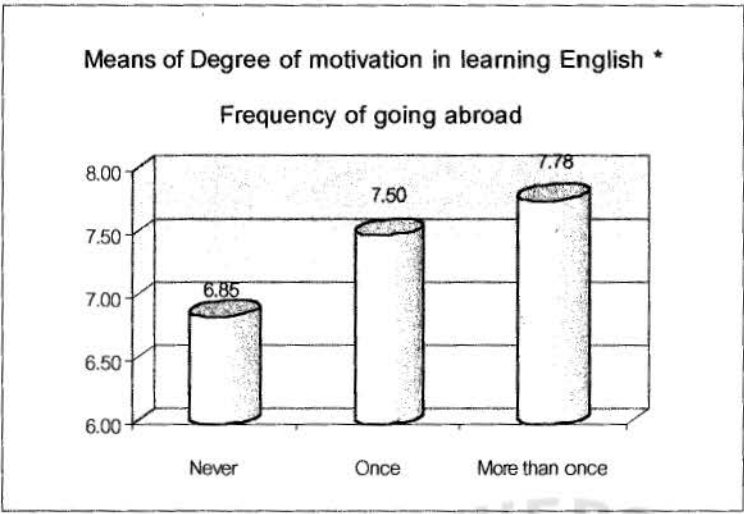


It is not possible, therefore, to prove that students in mathayom6 are more highly motivated in learning English than the students in mathayom5. In other words, the subjects in both levels rate almost the same degrees of feeling that they are motivated in learning English as a foreign language. The levels of study, then, may not influence the subject's motivation in learning English. One reason might be that the same teacher teaches the subjects in both levels and they also have the same or almost the same educational background. So, what the teacher teaches in the class and her teaching styles or techniques may not be so different in both levels. Therefore, in Question 7, the subjects in both mathayom5 and mathayom6 indicate almost the same degree of feeling that they are motivated in learning English at the present time.

By examining another variable, it could be assumed that the frequency of going abroad might influence the subjects' motivation rating scores. The assumption can be stated that subjects who go abroad would indicate higher scores than the ones who never have a chance to go abroad. Additionally, it might also be claimed that the more chances the subjects have to go abroad, the more they might feel they are motivated in learning English, since when going abroad, they can have more opportunity to use English and they may perceive that English is very important and necessary to them.

As seen in Appendix A, Table 6.2, the motivation rating mean score of the subjects who never go abroad; have a chance to go abroad once a year and have a chance to go more than once a year are 6.85, 7.50 and 7.78, respectively. Figure 10 shows a clearer picture of these data.

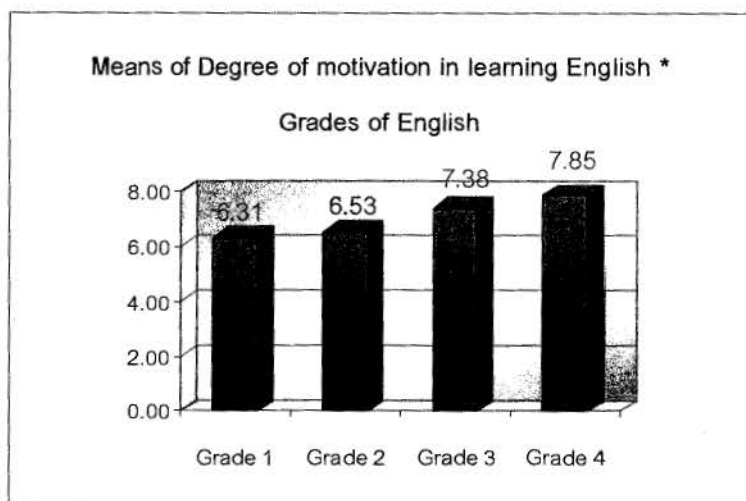
Figure 10:



These data could suggest that the more the subjects have a chance to go abroad, the more they feel that they are motivated in learning English. From this point of view, it might be possible to claim that the frequency of going abroad can influence the subjects' motivation in learning English as a foreign language.

When analyzing whether the subjects' English grades can influence their motivation of learning English or not, the results of the analysis show that the good students feel that they are more motivated in learning English than weak students do. By comparing subjects who get Grade 4 and those who get Grade 1 in the English course, we find that the motivation rating mean score of the first group is 1.54 higher than the mean score of the other group (See Appendix A, Table 6.3). This means that the subjects who get a good grade feel more motivated than those who get a lower grade. As seen in Table 6.3 (Appendix A) and Figure 11 below, the mean score also increases according to the grades.

Figure 11:



As the grades increase, so does motivation. From these data, it could be assumed that subjects' grades in English have an influence or are associated with their motivation in learning English.

3.2.7 Subjects' Self-Perceived Reasons for Learning English as a Foreign Language

Question 9 tries to investigate the students' perceptions about learning English as a foreign language. In this question, there are twelve items; each item contains a reason statement for learning English as a foreign language. The subjects are asked to grade the importance of the proposed reasons which they have for learning English at the present time. Every reason statement is rated on a scale of 0-3 in ascending order of importance. In other words, under each reason statement, the subjects have to indicate the scale-anchored at one end by 0 = lowest importance and at the other end by 3 = highest importance-according to their reasons of learning English.

All items in this question are categorized into two main groups, concerning two different motivation orientations in language learning: Instrumental motivation and Integrative motivation. Each group consists of six reason statements and both groups are then randomly ordered throughout the same list in order to elicit most valid data from the subjects. The subjects' rating scores for each reason statement can be seen in Appendix A, Table 8.1-8.12.

As can be seen in Figure 12 below, the ranking of mean scores of all items is shown from highest score to lowest score. In this figure, the group of reason statements concerning instrumental motivation is represented in blue whereas the ones concerning integrative motivation, are represented in yellow.

Figure12:

Ranking	Mean	Reason Statements
1	2.82	9.11) Enhance my career prospects
2	2.76	9.2) Pass the entrance Exam
3	2.60	9.1) Graduate from school
4	2.36	9.12) Enjoy English language media
5	2.35	9.6) Communicate in English in daily life
6	2.21	9.10) Enrich my knowledge of the world
7	1.92	9.4) To go on to study abroad
8	1.69	9.7) Have foreign friends
9	1.67	9.8) Visit / emigrate to a country in which English is spoken
10	1.57	9.3) Like the country(s) where English is used
11	1.53	9.9) Understand people from other countries and cultures
12	0.64	9.5) Behave like people from English speaking countries

From the figure, the subjects rated the top three highest scores to the reason statements that are directly related to an instrumental motivation orientation. They perceived that English is very important for them in order to enhance their career prospects, to pass the Entrance exam and to graduate from school.

The mean scores of statements 9.6 and 9.12 are almost the same (mean score = 2.35, 2.36, respectively). Learning English is important to the subjects because they want to communicate in English in their daily life as well as to enjoy English language media. In other words, these two reasons for learning English are almost equally important for the subjects.

In addition, it is noticeable that only a few subjects rate high scores to the reason statement 9.5, '*Behave like people in English speaking-countries*' (mean score = 0.64). It could be assumed that the subjects do not want to imitate or to be like foreigners who have different cultures and lifestyles. Nevertheless, this does not mean that they do not like foreigners at all. The mean score of reason statement 9.7 '*Have*

foreign friends', is relatively high if compared to the mean score of statement 9.5. Therefore, it might be indicated that even though to behave like English-speaking people is not an important reason for the subjects to learn English, they might learn English for having friends and this reason might be quite important for them at the present time.

Yet, the overall picture of the results in Question 9 seems to indicate that the subjects give higher scores to the reasons that directly concern instrumental motivation rather than an integrative motivation orientation.

3.2.8 Factors/Variables that affect Subjects' Reasons for Learning English

The subjects' responses in Question 9 are, then, analyzed in more detail to investigate the correlation between the subjects' rating scores of importance of learning English and other variables such as English Grades, Levels of study and Frequency of going abroad.

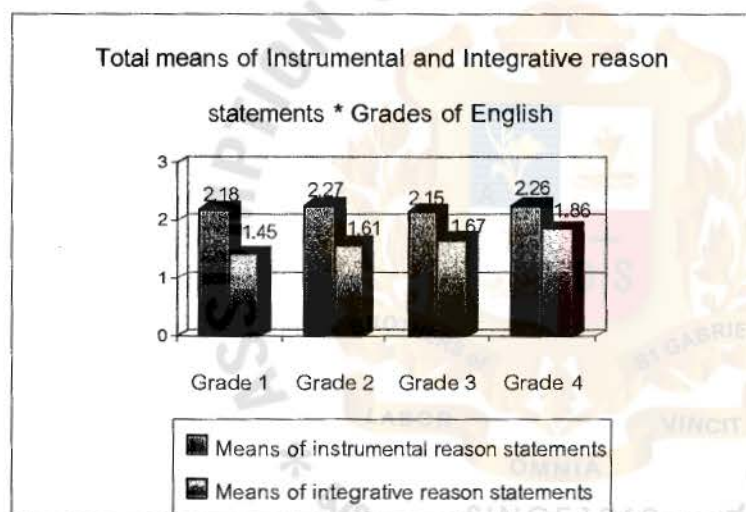
As seen in Appendix A, Table 9A and 9C, it is noticeable that the subjects who get Grade 4 in English give higher scores to the reason statements which concern integrative motivation than the subjects who get lower grades. Comparing the mean score of each statement in Table 9A, rated by the groups of the subjects who get Grade 4 and Grade 1 shows that the mean score, rated by the first group of subjects is relatively higher than the mean score rated by the second group. It is, therefore, possible that good students might be more aware that learning English is important for them to achieve integrative and cultural purposes than the weak students. These findings are, then, confirmed by the data represented in Table 5.3 (See Appendix A). This shows that the subjects who are better in English (who get Grades 4&3) appear to agree more that English is important to gain access to the culture of the world than the subjects who are weaker in English (who got Grades 1& 2).

On the face of it, it would appear that the results, shown in Table 5.3 and 9A conform to each other. In other words, these findings could, therefore, be valid.

The data shown in Table 9B and 9C (Appendix A) seem to suggest that there is no wide difference among the groups of subjects who get different grades in their

rating of the instrumental reason statements. In other words, they indicate almost the same scores for the importance of instrumental reasons for learning English. However, it is obvious that the better students, who get Grade 4, appear to indicate higher scores to statements 9.1, 9.4 and 9.8 (mean score = 2.73, 2.72 and 2.36, respectively) than the weaker students who get Grade 1 (mean score = 2.38, 1.79 and 1.45, respectively). This might indicate that good students are more aware that the study of English is very important for them to graduate, to go for study abroad and to visit/emigrate to a country in which English is spoken than are weak students. Figure 13 below gives a clearer picture of how this variable can affect the subjects' reasons for learning English.

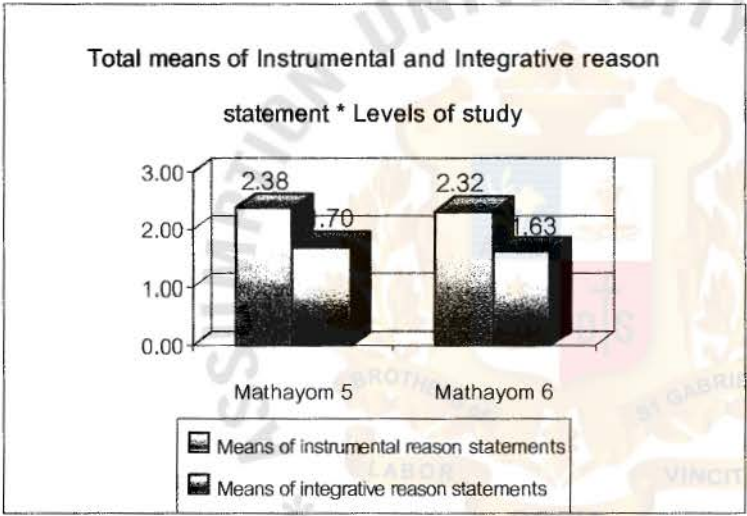
Figure 13:



The data is, then, analyzed to investigate the correlation between subjects' rating scores of importance of learning English and their levels of study. In this step, the purpose of the analysis is to find out whether there is any difference in rating scores of the importance of English of the subjects in mathayom5 and 6. In Appendix A, Table 10A, 10B and 10C, the analysis indicates that the subjects in both levels indicate almost the same grades to the reason statements that concern either integrative motivation or instrumental motivation orientations. As shown in Table 10C, the mean scores of both instrumental and integrative reason statements, rated by the subjects in both levels (statement 9.1-9.12) are almost the same.

Referring back to Question 6, the data shows that whether the subjects are studying in mathayom5 or 6, the majority of them (about 94%) perceive that English is important for functional, practical or instrumental purposes. As can be seen in Table 5.1 (Appendix A), the percentages of the subjects who select Sentence A or Sentence B (See Appendix B, Question 6) are almost the same in both mathayom5 and 6 (Sentence A: 94.7% and 94.1%, respectively; Sentence B: 5.3% and 5.9 %, respectively). From these findings, there appears to be no difference in the perception of the importance of learning English as a foreign language between the subjects who are studying in mathayom5 or 6. (See Figure 14)

Figure 14:



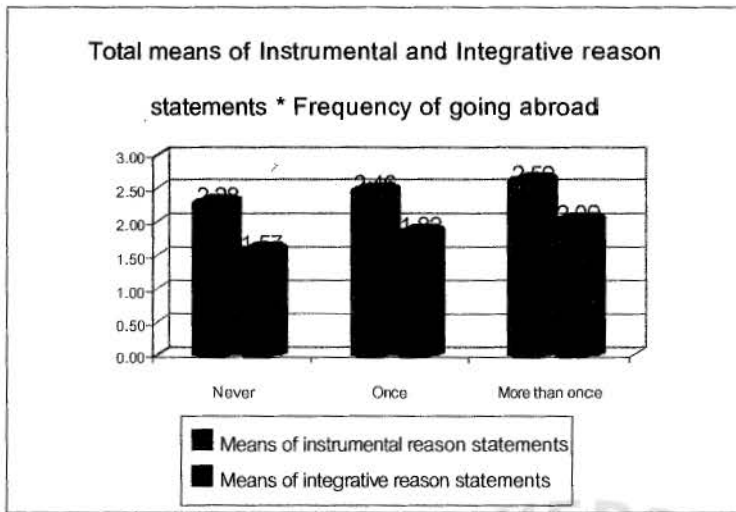
The last correlation is between the subjects' rating scores of the importance of learning English and the frequency with which they go abroad. It might be assumed that the subjects who have a chance to go abroad might give higher grades to the reason statements in Question 9 which concern directly integrative motivation than the subjects who never go abroad. This group of subjects would have some experience of foreign countries and other cultures. Particularly if they have a good experience or positive impressions of people in those cultures, they might be more motivated to learn English for cultural or integrative purposes. In other words, they could prefer to learn English to gain access to the culture of the world or to integrate themselves as a part of the English-speaking culture.

From Appendix A, Table 11A and 11C, the results of this correlation show that the subjects who have a chance to go abroad do give higher scores to the reason statements that deal with integrative motivation orientation. It also shows that the more frequently the subjects go abroad, the higher the grades they give to the integrative reason statements.

In reason statement 9.5 - *'Behave like people from English-speaking countries'*-, for instance, the mean score, rated by the subjects who go abroad more than once a year, is relatively higher than the mean score, graded by the subjects who have a chance to go abroad only once a year or have never been (mean score = 1.22, 0.69 and 0.59, respectively). The subjects who go abroad more than once a year might have more experience with foreigners in other countries and also have a good impression of those people. This group of subjects may, therefore, be assumed to want to learn English in order to behave like people in English-speaking countries. If they can speak English, they will be more like those people. From these findings, this group of the subjects could be more integratively motivated to learn English as a foreign language.

The results in Table 11B (Appendix A) show that there is no wide difference among the mean scores of the instrumental reason statements, graded by these 3 groups of subjects. Furthermore, the subjects who have a chance to go abroad (once or more than once a year) indicate almost the same scores to the reason statements, which are relevant to instrumental motivation. Nevertheless, in statement 9.4 - *'To go on study abroad'* and 9.8 - *'Visit/emigrate to a country in which English is spoken'*, it is noticeable that the subjects who go abroad grade relatively higher scores than the ones who never go abroad.

From Table 11C (Appendix A) and Figure 15 below, the mean scores of both groups of reason statements show an increase according to the subjects' frequency of going abroad. This means that the more frequently the subjects go abroad, the higher grades they will give to these two groups of reason statements. Since they have had an experience with foreign countries and culture, they are more likely to study English in order to go on study abroad, visit or emigrate to a country in which English is spoken and/or to integrate themselves with English-speaking countries and culture.

Figure 15:

As mentioned before, the results in Appendix A Table 5.2 also show that there is no correlation between the subjects' perception of the importance of English and their frequency of going abroad. No matter how frequently the subjects go abroad, the majority of them perceive that English is important for functional or instrumental purposes.

From Figure 15 above, all subjects give higher scores to the reason statement, concerning instrumental motivation. However, the results of Table 11A and 11C show that subjects who have more chances to go abroad appear to be more integratively motivated in learning English since they indicate higher grades to integrative reason statements than subjects who never go abroad.

4. Discussion and Implications for Teaching

4.1 Discussion

In this research, the collection of data was undertaken by questionnaire. The results of the analyses suggest that the motivation in learning English of Thai secondary students can be assessed using the instrumental and integrative motivation subtypes outlined by Gardner & Lambert (1972) and Gardner (1985).

The subjects' motivation was investigated through a questionnaire, which required them to reveal their perceptions and attitudes toward learning English as a foreign language. The findings show that the subjects appear to be more instrumentally-motivated than integratively motivated in learning English. In order to give a clearer picture of the results, some in-depth profiles of the subjects are included in an effort to show the relationship between factors e.g. subjects' levels of study, frequency of going abroad and grades of English course and their types of goals/reasons as well as motivation for learning English.

In this research, the subjects can be categorized into 3 main groups:

- subjects who are good at English (who get Grades 3 or 4) or who are weak at English (who get Grade 1 or 2)
- subjects who are studying in mathayom5 or mathayom6
- subjects who have never been abroad, who go abroad once a year, or go abroad more than once a year
- **the Subjects who are good and weak at English**

The subjects in this research can be categorized according to their most recent grades in the English course. The results of an analysis show that the better the grades the subjects get in the English course, the more they feel motivated in learning English. The good grades could be reinforcing stimuli that motivate them to learn more and put more effort in learning in the future. In other words, the subjects' grades in English can influence their motivation for learning.

Referring back to Table 5.3 in Appendix A, most of the subjects (both good and weak at English) agree that English is more important for economic, social and/or educational advancement. Nevertheless, it is noticeable that the subjects who are better at English appear to agree more that English is important because it enables one to gain access to the culture of the world. This result, then, could be confirmed by the data in Appendix A, Table 9A and 9C. The subjects who get good grades seem to indicate higher scores to the reason statements which concern integrative motivation orientation than the subjects who get low grades. This group of subjects might be more aware the importance of English, regarding to cultural aspects and their purposes of learning English at the present time could be rather relevant to integrative motivation orientation. However, both good and weak students tend to award high scores to the reason statements which indicate instrumental motivation orientation (See Appendix A, Table 9A, 9B and 9C).

From these findings, it is clear that both groups of subjects perceive that English is more important for practical, functional or instrumental purposes than for cultural or integrative ones. In other words, it could be claimed that they are more instrumentally motivated than integratively motivated in learning English as a foreign language.

- **the Subjects in mathayom5 and mathayom6**

The findings show that, whether the subjects are studying in mathayom5 or mathayom6, they appear to agree more that English is important for economic, social and/or educational advancement rather than for gaining access to the culture of the world. The subjects in both levels also feel that they are relatively well-motivated in learning English (motivation rating mean score = 7.23 in mathayom6 and 6.98 in mathayom5). Since there is not much difference between the mean scores, rated in Question 7 (See Appendix A, Table 6.1) by the subjects in both, there is no significant difference between them. One reason for this could be that the subjects in both levels are taught by the same teacher and also have the same or almost the same educational background. So, what the teacher teaches in the class and her teaching style may be one factor that influences the students' motivation. Therefore, in Question 7, the subjects in mathayom5 and mathayom6 indicate almost the same degree of feeling that they are motivated in learning English at the present time.

As can be seen in Appendix A, Table 10A, 10B and 10C, subjects in both mathayom5 and 6 indicate almost the same scores to the reason statements which concern either integrative motivation or instrumental motivation orientations. They tend to indicate higher scores to the reason statements related to instrumental motivation orientations.

It appears, therefore, that whether the subjects are studying in mathayom5 or mathayom6, the majority of them seem to be studying English for instrumental rather than integrative purposes.

- **the Subjects who have never been abroad/go abroad once a year/go abroad more than once a year**

An analysis was also carried out in more detail to see whether the subjects' chance to go or have any experience abroad could influence their motivation in learning English or not.

The findings show that the subjects' experience abroad can affect their motivation in learning English at the present time. Referring back to the data in Appendix A, Table 6.2, the more chances the subjects have to go abroad, the more they feel that they are motivated in learning English. This is probably because they might be more aware that English is essential and necessary for them especially during the period in which they are abroad. Therefore, they could be more motivated to learn English than the students who have never been abroad.

The subjects who have never been abroad, or go abroad very rarely, tend to agree less that English is important for gaining access to the culture of the world. However, from Appendix A, Table 5.2, all of the subjects who go abroad more than once a year agree that English is important for economic, social and/or educational advancement. From these results, it might be claimed that even if the subjects have been abroad or have an experience of other cultures, they still tend to agree more that English is important for instrumental, practical or functional than integrative or cultural purposes.

One of the purposes of this research is to investigate and ascertain whether instrumental motivation plays a more important role than integrative motivation in learning English as a foreign language for Thai secondary students. The data from the research of the subjects' motivation suggests that the majority of Thai students in

secondary levels might learn English for more than one reason/purpose. As Chrisman, Wrigley and Ewen (1993:50, cited in Sylvester & Carlo, 1998:1) state:

Although most ESL students say that they come to class simply to learn English, closer questioning and even rudimentary tracking of their careers indicates that their motivations are more complex than that. They want to learn English for some purpose: to survive in a strange land, to get a better job, to help their children, to get into college, and so forth. Their goal is not just to get better at English language and literacy; it is to achieve one or more of these goals. Beyond a certain point, simply getting better loses its charm, unless the purposes are achieved.

In this research, the subjects are mainly asked to indicate their attitudes and perceptions as well as motivation for learning English as a foreign language at the present time. The subjects in this research seem not to be a very diverse group. There is not much difference or contrast between them. They share the same age, language, social and educational background.

The majority of the subjects appear to be more instrumentally motivated in learning English. They perceive English as an important tool for economic, social and/or educational advancement. They want to learn English in connection with gaining access to some of the academic and economic benefits, such as taking an Entrance exam, communication, future career, doing business, graduating from school, etc. Many of the subjects, regardless of their levels of study, English proficiency, or any experience abroad, are aware of the potential power of English. They indicate that English can also be very useful in their daily life and in accomplishing some other specific goals such as traveling to/visiting other countries, for entertainment, for overseas studies. Nevertheless, only a few subjects seem to be truly integratively motivated in learning English. These subjects agree that English is an essential tool to enable them to gain access to the culture of the world. Some of them learn English because they like English people and want to be like foreigners.

4.2 Implications for Teaching

This research demonstrates that Thai students studying at secondary level appear to be more instrumentally-motivated in learning English as a foreign language. The majority of the subjects are studying English in order to get prestigious jobs in future, to take an Entrance exam, to communicate in daily life, etc. whereas only some of them are studying in order to gain world knowledge, for entertainment, or to identify with another language community.

Although the students surveyed display few differences in their reasons for learning English, these differences are especially important in developing curriculum, creating programs and advising the students how to reach their educational, economic and/or social goals (Sylvester & Carlo, 1998).

To maximize English language learning in the classroom, teachers can use a number of desirable strategies, activities that engage and enhance students' motivation. Before selecting any specific course of action, teachers should take time to know and understand them individually. The teachers should assist the students to connect their personal goals to language learning. This might be a good way for teachers to begin addressing the motivation issue in the classroom. (Niederhauser, 1997).

Since this investigation shows that the students are learning English mainly for functional, practical and instrumental purposes, teachers may attract the students to programs that are congruent with their needs and interests and which can motivate them to learn (Schmidt, et. al., 1996). The teacher can use pedagogical techniques that reinforce and develop their motivation.

At the beginning of the class, the teachers should take time to explain the teaching and learning approach to the students and get them to understand the reasoning behind each activity so that they can reduce performance anxiety and also increase confidence in learning. Motivation levels drop and anxiety levels go up when students are unsure about how or why they should perform certain activities (Niederhauser, 1997). Thus, whenever undertaking any activities in class, teachers should introduce all new activities carefully and explain how they can help the students achieve their learning purposes.

Most secondary schools in Thailand seem to still focus primarily on grammar analysis in language learning and also on aesthetic appreciation in the study of literature. Those institutions should adopt a more content-based approach to language teaching and learning as well as select appropriate texts and activities for the students. To develop courses that are relevant to the students' needs and interests could be one important way of enhancing motivation. In class, teachers can involve the students in the decision-making process of what and how to learn and also encourage them to take responsibility for their own learning. Classroom tasks and activities should be interesting and help the students bring a great deal of experiences and world knowledge into the classroom.

The following is a summary of practical implications for teachers of English as a foreign language, adapted from Oxford & Shearin (1996). These implications and recommendations are based on the theories of motivation discussed in this study.

First, teachers should be able to identify why students are studying English, whether for integrative or instrumental reasons, since their possible reasons are many and varied. Teachers can find out what students' actual motivations are by undertaking a survey or discussing their motivations at the beginning of the course. Nevertheless, the teachers should be aware that students' motivations might change over time in both kind and degree. Therefore, to ask them periodically would be a good idea. In addition, teachers should also determine which parts of English language learning are valuable to the students and, then, plan activities and tasks that include those aspects. This is one possible way to encourage students' motivation.

Secondly, teachers should help students to set realistic but challenging goals. The teachers, then, may help them achieve those goals through training in goal-setting and self-assessment. However, it would be most important for the teachers to learn and know how to accept varied goals and provide the students appropriate feedback on those goals. Since the students' goals appear to be variable, a variety of instructional content, materials and strategies should be encouraged and used in the classes.

Thirdly, it seems to be essential for English language teachers to make the classroom a welcoming place and try to minimize the language anxiety of students. The teachers should provide appropriate instructional features and learning tasks, which can be perceived as relevant, realistic and valuable. In other words, they can offer stimulation of learning by recreating realistic situations via learning tasks or activities, where use of the language is essential and goes beyond survival communication, such as inviting native speakers to participate in class discussions, information-gap activities, simulations, etc. (Oxford & Shearin, 1996).

Lastly, one important and efficient way for teachers to heighten students' motivation is to demonstrate that English is exciting, challenging, a career enhancer, and a stimulus for cultural awareness and friendship. The teachers can provide evidence that the benefits of English language learning are worth the effort (Oxford & Shearin, 1996).



5. Conclusion

The hypothesis of this research was that instrumental motivation plays a more important role than integrative motivation in learning English for Thai students at secondary level. The results validate the hypothesis; the majority of the students appear to be more instrumentally-motivated than integratively-motivated.

The data indicate that, at the present time, the students are studying English as a foreign language predominantly for instrumental, practical and functional purposes, rather than for integrative or cultural ones. They tend to be of the opinion that English is important for economic, social and/or educational advancement, rather than gaining access to the culture of the world. In addition, the students' levels of study, proficiency of English and any experience in other countries or culture seem to have much influence on their motivation for learning English.

English language teachers should be aware of the students' tendency to be more motivated by instrumental or more practical/functional goals. As one of the important elements in classroom learning, teachers should try their best to understand their students' motivations and plan and manage instruction accordingly. It is my belief that this research can make it possible for English language teachers to offer curricula, programs, classrooms, tasks and activities that use students' goals, purposes, experience and most of all learning motivation as a starting point for meaningful learning and successful outcomes.

5.1 Limitations of the Research

This research was conducted in only one school, with subjects who are all girls and studying only in mathayom5 and mathayom6. It may be possible that different groups of students (e.g. mixed-sex from different schools, students in mathayom4, etc.) might provide different results.

In the case of gender differences in the language classroom, for example, the attitudes of girls towards language learning and lessons (e.g. French) and their achievement in language learning, tend to be consistently more favorable and higher than boys (Burstall, 1975). Learning a language does not conflict with a society's norms for educated girls, whereas achievement in mathematics or engineering might

(McDonough, 1981). Since in this research there are no comparable data on gender differences in patterns of motivation in English language learning, a study which include both genders is still wanted.

5.2 Suggestions for Further Research

Students' motivation can be affected by a cluster of variable factors, associated with language learning (Niederhauser, 1997). Research on learning motivation should be conducted over time for the same individuals. Since this research focuses on investigating and describing motivation only at a given point of time, it does not include how motivation changes with time or what pattern of motivational sequences can energize long-lasting learning process (Dörnyei, 1996). Before a conclusion can be revealed with complete confidence, future longitudinal research, which provides adequate data on which to make general statements regarding alterations in students' motivation, is still needed.

There is a danger, in assessing learning motivation on the basis of questionnaires, of expecting actual behavior to be entirely predictable from expressed attitudes (McDonough, 1981). Motivation includes a number of distinct concepts, different effects and requires different classroom treatment (ibid.). Research in and outside the field of second language learning also indicates that motivation involves a number of variables (Niederhauser, 1997). Any investigation or research in motivation in language learning should involve a multifactorial view of motivation. However, it might be worth looking at motivation from the point of view of the students (Nunan&Lamb, 1996). It can be rewarding to collect data and investigate the students' motivation not only through questionnaires but also through observation, diaries and informal/formal interviews.

In addition, future research, which deals with learning strategies, teaching methodology, in connection to motivation in learning English seems to be an area worthy of further exploration.

References

- Allport, G. W. (1937) *Personality: A Psychological Interpretation*, New York: Henry Holt.
- Argyle, M. (1967) *The Psychology of Interpersonal Behavior*, Harmondsworth: Penguin.
- Arnold, M. B. (1968) *The Nature of Emotion*, Middlesex, England: Penguin.
- Au, S. Y. (1988) 'A critical appraisal of Gardner's socio-psychological theory of second-language (L2) learning', *Language Learning*, 38, 75-100.
- Ausubel, D. (1968) *Educational Psychology: A Cognitive View*, New York: Holt, Rinehart & Winston.
- Bany, M.A. and Johnson, L.V. (1975) *Educational Social Psychology*, New York: Macmillan Publishing Co.
- Brown, H. D. (1987) *Principles of Language Learning and Teaching*, (2nd edition), Englewood Cliffs, New Jersey: Prentice Hall, Inc.
- Brown, H. D. (1990) 'M & Ms for language classrooms? Another look at motivation', in Alatis, J., *Georgetown University Round Table on Language and Linguistics*, Washington, DC: Georgetown University Press, 383-393.
- Brown, H. D. (1992) 'Toward a new understanding of the role of motivation in your English language classroom', in Kral, T., L. Morkpring, S. Tanewong, A. Wongsothorn, S. Tiancharoen, D. Chulasai and P. Navarat, *Exploitation and Innovation in ELT Methodology*, Bangkok: Chulalongkorn University Language Institute.
- Brown, H. D. (1994) *Principles of Language Learning and Teaching*, New Jersey: Prentice Hall, Inc.
- Brown, H. D. (2000) *Teaching by Principles: An Interactive Approach to Second Language Pedagogy*, New York: Longman, Inc.
- Burstall, C. (1975) *Primary French in the Balance*, Windsor: National foundation for Educational Research.
- Carroll, B. (1962) 'The prediction of success in intensive foreign language training', in Glaser, R., *Training Research and Education*, Pittsburgh: the University of Pittsburgh Press.

- Chrisman, F. P., H. S. Wrigley and D. T. Ewen (1993) *ESL and the American Dream*, Washington, DC: Southport Institute for Policy Analysis.
- Cook, V. (1991) *Second Language Learning and Language Teaching*, London: Arnold, a member of the Hodder Headline Group.
- Crookes, G. and R. Schmidt (1991) 'Motivation: Reopening the research agenda', *Language Learning*, 41, 469-512.
- Deci, E. (1975) *Intrinsic Motivation*, New York: Plenum Press.
- Detaramani, C. and Irene Shuk Im Chan (1999) 'Learners'needs, attitudes and motivation towards the self-access mode of language learning', *RELC Journal*, 30(2), 124-157.
- Dörnyei, Z. (1990a) 'Conceptualizing motivation in Foreign-language learning', *Language Learning*, 40, 45-78.
- Dörnyei, Z. (1990b, April) *Analysis of Motivation Components in Foreign Language Learning*, Paper presented at the 9th World Congress of Applied Linguistics, Thessaloniki-Halkidiki, Greece. (ERIC Document Reproduction Service No. ED 323 810).
- Dörnyei, Z (1996) 'Moving language learning motivation to a larger platform for theory and practice', in Oxford, R., *Language Learning Motivation: Pathways to the New Century*, Honolulu: University of Hawaii, Second Language Teaching & Curriculum Center.
- Ellis, R. (1997) *Second Language Acquisition*, Oxford: Oxford University Press.
- Ely, C. (1986a) 'An analysis of discomfort, risktaking, sociability, and motivation in the L2 classroom', *Language Learning*, 36, 1-25.
- Ely, C. (1986b) 'Language learning motivation: A descriptive and causal analysis', *Modern language Journal*, 70, 28-35.
- Freud, S. (1966) *The Complete Introductory Lectures on Psychoanalysis*, New York: Norton.
- Gardner, R. (1985) *Social Psychology and Second Language Learning: the Role of Attitude and Motivation*, London: Edward Arnold.
- Gardner, R. and P. Smythe (1975) 'Motivation and second-language acquisition', *Canadian Modern Language Review*, 3, 218-233.
- Gardner, R. and P. Smythe, R. Clement and L. Glicksman (1976) 'Second Language Learning: a social-psychological perspective', *Canadian Modern language Journal*, 32, 198-213.

- Gardner, R. and W. Lambert (1959) 'Motivational variables in second language acquisition', *Canadian Journal of Psychology*, 13, 226-272.
- Gardner, R. and W. Lambert (1972) *Attitudes and Motivation in Second Language Learning*, Rowley, MA: Newbury House.
- Gottfield, A. E. (1985) 'Academic intrinsic motivation in elementary and junior high school students' *Journal of Educational Psychology*, 77, 631-645.
- Hedge, T. (2000) *Teaching and Learning in the Language Classroom*, New York: OUP.
- Heidbreder, E. (1993) *Seven Psychologies*, New Jersey: Prentice Hall, Inc.
- Jakobovits, L. A. (1970) *Foreign Language Learning*, Rowley, Mass: Newbury House.
- Kassabgy, O. (1976) *Attitudes and Motivation in Foreign Language Learning: A Study Made on a Sample of Egyptian Adult Learners*, Unpublished master's thesis, The American University in Cairo, Cairo, Egypt.
- Keller, J. M. (1983) 'Motivational design of instruction', in Reigeluth, C., *Instructional Design Theories and Models*, Hillsdale, New Jersey: Erlbaum.
- Lambert, W. (1972) *Language, Psychology and Culture: Essays by Wallace E. Lambert*, Stanford, CA: Stanford university Press.
- Lewin, K. (1935) *A Dynamic Theory of Personality: Selected Papers* (D.K. Adams & K.E. Zemer, Trans.), New York: McGraw-Hill.
- Lightbown, P. M. and N. Spada (1999) *How Languages are Learned*, New York: OUP.
- Lukmani, Y. (1972) 'Motivation to learn and language proficiency', *Language Learning*, 22, 261-274.
- Maslow, A. H. (1970) *Motivation and Personality*, Second Edition, New York: Harper & Row.
- McDonough, H.S. (1981) *Psychology in Foreign Language Teaching*, London: George Allen & Unwin Ltd.
- Mook, D.G. (1987) *Motivation: the Organization of Action*, New York: Norton.
- Murray, H.A. (1938) *Explorations in Personality*, New York: OUP.
- Naiman, N., M. Froelich, H. Stern and A. Tedesco (1978) 'The Good Language Learner', *Research in Education Series*, no.7, Toronto: Ontario Institute for Studies in Education.

- Niederhauser, J. S. (1997) *Principles of Language Learning and Teaching*, Englewood Cliffs, New Jersey: Prentice Hall, Inc.
- Noels, K., L. Pelletier, R. Clement and R. Vallerand (2000) 'Why Are You Learning a Second Language? Motivation Orientations and Self-Determination Theory', *Language Learning*, 50(1), 57-85.
- Nunan, D. and C. Lamb (1996) *The Self-Directed Teacher: Managing the Learning Process*, New York: CUP.
- Oxford, R. (ed) (1996) *Language Learning Motivation: Pathways to the New Century*, Honolulu: University of Hawaii, Second Language Teaching & Curriculum Center.
- Oxford, R. and J. Shearin (1996) 'Language learning motivation in a new key', in Oxford, R., *Learning Language Motivation: Pathways to the New Century*, Honolulu: University of Hawaii, Second Language Teaching & Curriculum Center.
- Pavlov, I. P. (1927) *Conditioned Reflexes* (G.V. Anrep, Trans.), London: OUP.
- Pavlov, I. P. (1928) *Lectures on Conditioned Reflexes* (W.H. Gantt, Trans.), New York: International Publishers.
- Peacock, M. (1997) 'The effect of authentic materials on the motivation of EFL learners', *ELT Journal*, 51(2), 144-156.
- Petri, H. I. (1986) *Motivation: Theory and Research* (2nd ed.) Belmont, CA: Wadsworth.
- Pintrich, P. and D. Schunk (1996) *Motivation in Education: Theory, Research and Application*, New Jersey: Prentice Hall, Inc.
- Ramage, K. (1990) 'Motivation factors and persistence in foreign language study', *Language Learning*, 40, 189-219.
- Rogers, C.R. (1963) 'The actualizing tendency in relation to motive and to consciousness', in Jones, J., *Nebraska Symposium on Motivation*, 11, 1-24, Lincoln: University of Nebraska Press.
- Russell, W. A. (1970) *Milestones in motivation: Contributions to the Psychology of Drive and Purpose*, New York: Appleton-Century-Crofts.
- Scarcella, R. and R. Oxford (1992) *The Tapestry of Language Learning: The Individual in the Communicative Classroom*, Boston: Heinle & Heinle.

- Schmidt, R., D. Boraie and O. Kassabgy (1996) 'Foreign language motivation: Internal structure and external connections', in Oxford, R., *Learning Language Motivation: Pathways to the New Century*, Honolulu: University of Hawaii, Second Language Teaching & Curriculum Center.
- Skinner, B. F. (1953) *Science and Human Behavior*, New York: Free Press.
- Skinner, B.F. (1968) *The Technology of Teaching*, New York: Appleton-Century-Crofts.
- Spolsky, B. (1969) 'Attitudinal aspects of second language learning', *Language Learning*, 19, 271-283.
- Stipek, D (1988) *Motivation to Learn: from Theory to Practice*, Massachusetts: A Division of Simon & Schuster.
- Sylvester, E. S. and M. S. Carlo (1998) 'I want to learn English: Examining the Goals and Motivations of Adult ESL Students in Three Philadelphia Learning Sites', *NCAL Technical Report TR98-08*: Pennsylvania: University of Pennsylvania, National Center on Adult Literacy Graduate School of Education.
- Thorndike, E.L. (1913) 'Education psychology: vol. 2', *The Psychology of Learning*, New York: Teachers College Press.
- Thorndike, E.L. (1932) *The Fundamentals of Learning*, New York: Teachers College Press.
- Tolman, E.C. (1932) *Purposive Behavior in Animals and Men*, New York: Appleton-Century-Croft (Reprinted 1949, 1951, University of California Press, Berkeley).
- Ur, P. (1996) *A Course in Language Teaching: Practice and Theory*, Cambridge: CUP.
- Weiner, B. (1972) *Theories of Motivation: From Mechanism to Cognition*: Chicago: Markham.
- Weiner, B. (1985) *Human Motivation*, New York: Springer-Verlag.

APPENDIX A

DATA



TABLE 1
Age of Subjects

Age		Frequency	Percent
Valid	15.00	18	7.2
	16.00	131	52.4
	17.00	90	36.0
	18.00	11	4.4
	Total	250	100.0

TABLE 2
Number of Years of Study English

	Frequency	Percent
6.00	1	.4
7.00	8	3.2
8.00	7	2.8
9.00	3	1.2
10.00	7	2.8
11.00	15	6.0
12.00	30	12.0
13.00	71	28.4
14.00	63	25.2
15.00	43	17.2
16.00	1	.4
17.00	1	.4
Total	250	100.0

Descriptive Statistics

	N	Mean
Number of years of study English	250	12.89

TABLE 3
Levels of Study

	Frequency	Percent
Valid Mathayom 5	131	52.4
Mathayom 6	119	47.6
Total	250	100.0

TABLE 4
Frequency of Going Abroad

	Frequency	Percent
Valid Never	158	63.2
Once	83	33.2
More than once	9	3.6
Total	250	100.0

TABLE 5
Agreement about the Importance of English

	Frequency	Percent
Valid A-Instumental	236	94.4
B-Integrative	14	5.6
Total	250	100.0

TABLE 5.1
Level of Study * Agreement about the Importance of English

		Motivation Orientation		Total
		Instrumental	Integrative	
Level Mathayom 5		124	7	131
		94.7%	5.3%	100.0%
Mathayom 6		112	7	119
		94.1%	5.9%	100.0%
Total		236	14	250
		94.4%	5.6%	100.0%

TABLE 5.2
Frequency of Going abroad * Agreement about the Importance of English

		Motivation Orientation		Total
		Instrumental	Integrative	
Going Abroad	Never	149	9	158
		94.3%	5.7%	100.0%
	Once	78	5	83
		94.0%	6.0%	100.0%
	More than once	9		9
		100.0%		100.0%
Total		236	14	250
		94.4%	5.6%	100.0%

TABLE 5.3
Grades of English * Agreement about the Importance of English

		Motivation Orientation		Total
		Instrumental	Integrative	
English Grade	1.00	28 96.6%	1 3.4%	29 100.0%
	2.00	72 94.7%	4 5.3%	76 100.0%
	3.00	85 94.4%	5 5.6%	90 100.0%
	4.00	51 92.7%	4 7.3%	55 100.0%
Total		236 94.4%	14 5.6%	250 100.0%

TABLE 6
Degree of Motivation in Learning English

	Frequency	Percent
1.00	1	.4
2.00	1	.4
3.00	1	.4
4.00	6	2.4
5.00	50	20.0
6.00	18	7.2
7.00	56	22.4
7.50	1	.4
8.00	77	30.8
9.00	18	7.2
10.00	21	8.4
Total	250	100.0

TABLE 6.1
Means of Degree of Motivation in Learning English * Level of Study

Report		
Motivation		
Level	Mean	N
Mathayom 5	6.98	131
Mathayom 6	7.23	119
Total	7.01	250

TABLE 6.2
Means of Degree of Motivation in Learning English * Frequency of Going Abroad

Report		
Motivation		
Going Abroad	Mean	N
Never	6.85	158.00
Once	7.50	83.00
More than once	7.78	9.00
Total	7.10	250.00

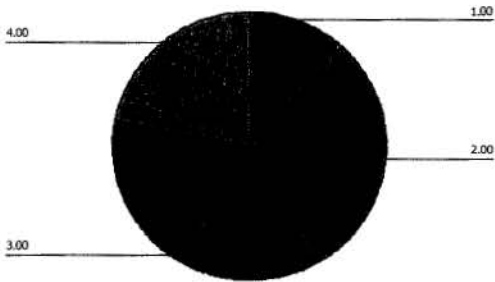
TABLE 6.3
Means of Degree of Motivation in Learning English * Grades of English

Report		
Motivation		
English Grades	Mean	N
1.00	6.31	29.00
2.00	6.53	76.00
3.00	7.38	90.00
4.00	7.85	55.00
Total	7.10	250.00

TABLE 7
Grades of English

		Frequency	Percent
Valid	1.00	29	11.6
	2.00	76	30.4
	3.00	90	36.0
	4.00	55	22.0
Total		250	100.0

English Grades



Data of Question 9 (Instrumental Motivation)**Grades of the Importance****TABLE 8.1**Graduate from school

		Frequency	Percent
Valid	0.00	5	2.0
	1.00	7	2.8
	2.00	71	28.4
	3.00	167	66.8
	Total	250	100.0

TABLE 8.2Pass the Entrance exam and have a place in a good university

		Frequency	Percent
Valid	1.00	6	2.4
	2.00	47	18.8
	3.00	197	78.8
	Total	250	100.0

TABLE 8.3To go on to study abroad

		Frequency	Percent
Valid	0.00	26	10.4
	1.00	56	22.4
	2.00	81	32.4
	3.00	87	34.8
	Total	250	100.0

TABLE 8.4Communicate in English in daily life

		Frequency	Percent
Valid	0.00	9	3.6
	1.00	30	12.0
	2.00	76	30.4
	3.00	135	54.0
	Total	250	100.0

TABLE 8.5**Visit / emigrate to a country in which English is spoken**

		Frequency	Percent
Valid	0.00	36	14.4
	1.00	66	26.4
	2.00	93	37.2
	3.00	55	22.0
	Total	250	100.0

TABLE 8.6**Enhance my career prospects**

		Frequency	Percent
Valid	0.00	2	.8
	1.00	6	2.4
	2.00	28	11.2
	3.00	214	85.6
	Total	250	100.0

Data of Question 9 (Integrative Motivation)**Grades of the Importance****TABLE 8.7****Like country(s) where English is used**

		Frequency	Percent
Valid	0.00	38	15.2
	1.00	78	31.2
	2.00	88	35.2
	3.00	46	18.4
	Total	250	100.0

TABLE 8.8**Behave like people from English-speaking countries**

		Frequency	Percent
Valid	0.00	136	54.4
	1.00	77	30.8
	2.00	27	10.8
	3.00	10	4.0
	Total	250	100.0

TABLE 8.9**Have foreign friends**

		Frequency	Percent
Valid	0.00	27	10.8
	1.00	80	32.0
	2.00	87	34.8
	3.00	56	22.4
	Total	250	100.0

TABLE 8.10**Understand people from other countries and cultures**

		Frequency	Percent
Valid	0.00	23	9.2
	1.00	98	39.2
	2.00	103	41.2
	3.00	26	10.4
	Total	250	100.0

TABLE 8.11**Enrich my knowledge of the world**

		Frequency	Percent
Valid	0.00	7	2.8
	1.00	34	13.6
	2.00	109	43.6
	3.00	100	40.0
	Total	250	100.0

TABLE 8.12**Enjoy English language media (films, music, magazines, books, etc) for pleasure**

		Frequency	Percent
Valid	0.00	2	.8
	1.00	26	10.4
	2.00	101	40.4
	3.00	121	48.4
	Total	250	100.0

TABLE 9 A**Means of Integrative reason statements * Grades of English**

	English Grade				
	1.00	2.00	3.00	4.00	Total
9.3) Like country(s) where English is used	1.00	1.42	1.63	1.96	1.57
9.5) Behave like people from English-speaking countries	.76	.57	.59	.78	.64
9.7) Have foreign friends	1.45	1.63	1.66	1.95	1.69
9.9) To understand people from other countries and cultures	1.34	1.55	1.51	1.62	1.53
9.10) Enrich my knowledge of the world	2.10	2.22	2.18	2.29	2.21
9.12) Enjoy English language media for pleasure	2.07	2.26	2.43	2.55	2.36

TABLE 9 B**Means of Instrumental reason statements * Grades of English**

	English Grade				
	1.00	2.00	3.00	4.00	Total
9.1) Graduate from school	2.38	2.62	2.58	2.73	2.60
9.2) Pass the Entrance exam and have a place in a good university	2.72	2.72	2.38	2.62	2.76
9.4) To go on to study abroad	1.79	1.55	2.72	2.72	1.92
9.6) Communicate in English in daily life	2.00	2.36	1.79	1.55	2.35
9.8) Visit/emigrate to a country in which English is spoken	1.45	1.59	2.00	2.36	1.67
9.11) Enhance my career prospects	2.72	2.79	1.45	1.59	2.82

TABLE 9 C**Total means of Instrumental and Integrative reason statements * Grades of English**

	Grade 1	Grade 2	Grade 3	Grade 4
Means of instrumental reason statements	2.18	2.27	2.15	2.26
Means of integrative reason statements	1.45	1.61	1.67	1.86

TABLE 10 A**Means of Integrative reason statements * Levels of Study****Report***Mean*

	Level		
	Mathayom 5	Mathayom 6	Total
9.3) Like country(s) where English is used	1.56	1.58	1.57
9.5) Behave like people from English-speaking countries	.71	.57	.64
9.7) Have foreign friends	1.73	1.64	1.69
9.9) To understand people from other countries and cultures	1.63	1.41	1.53
9.10) Enrich my knowledge of the world	2.25	2.16	2.21
9.12) Enjoy English language media for pleasure	2.34	2.39	2.36

TABLE 10 B**Means of Instrumental reason statements * Levels of Study****Report***Mean*

	Level		
	Mathayom 5	Mathayom 6	Total
9.1) Graduate from school	2.54	2.66	2.60
9.2) Pass the Entrance exam and have a place in a good university	2.79	2.74	2.76
9.4) To go on to study abroad	1.95	1.87	1.92
9.6) Communicate in English in daily life	2.42	2.27	2.35
9.8) Visit/emigrate to a country in which English is spoken	1.76	1.56	1.67
9.11) Enhance my career prospects	2.82	2.82	2.82

TABLE 10 C**Total means of Instrumental and Integrative reason statements *Levels of Study**

	Mathayom 5	Mathayom 6
Means of instrumental reason statements	2.38	2.32
Means of integrative reason statements	1.70	1.63

TABLE 11 A**Means of Integrative reason statements * Frequency of Going Abroad****Report***Mean*

	Going Abroad			
	Never	Once	More than once	Total
9.3) Like country(s) where English is used	1.39	1.89	1.67	1.57
9.5) Behave like people from English-speaking countries	.59	.69	1.22	.64
9.7) Have foreign friends	1.58	1.84	2.11	1.69
9.9) To understand people from other countries and cultures	1.45	1.66	1.67	1.53
9.10) Enrich my knowledge of the world	2.15	2.28	2.67	2.21
9.12) Enjoy English language media for pleasure	2.26	2.53	2.67	2.36

TABLE 11 B**Means of Instrumental reason statements * Frequency of Going Abroad****Report***Mean*

	Going Abroad			
	Never	Once	More than once	Total
9.1) Graduate from school	2.61	2.57	2.78	2.60
9.2) Pass the Entrance exam and have a place in a good university	2.75	2.77	2.89	2.76
9.4) To go on to study abroad	1.77	2.14	2.33	1.92
9.6) Communicate in English in daily life	2.23	2.58	2.33	2.35
9.8) Visit/emigrate to a country in which English is spoken	1.57	1.80	2.22	1.67
9.11) Enhance my career prospects	2.77	2.89	3.00	2.82

TABLE 11 C**Total means of Instrumental and Integrative reason statements * Frequency of Going Abroad**

	Never	Once	More than once
Means of instrumental reason statements	2.28	2.46	2.59
Means of integrative reason statements	1.57	1.82	2.00

TABLE 12**Total means of Instrumental and Integrative reason statements**

Ranking	Mean	Reason Statements
1	2.82	9.11) Enhance my career prospects
2	2.76	9.2) Pass the entrance Exam
3	2.60	9.1) Graduate from school
4	2.36	9.12) Enjoy English language media
5	2.35	9.6) Communicate in English in daily life
6	2.21	9.10) Enrich my knowledge of the world
7	1.92	9.4) To go on to study abroad
8	1.69	9.7) Have foreign friends
9	1.67	9.8) Visit / emigrate to a country in which English is spoken
10	1.57	9.3) Like the country(s) where English is used
11	1.53	9.9) Understand people from other countries and cultures
12	0.64	9.5) Behave like people from English speaking countries



APPENDIX B

Questionnaire

English-Version



**Questionnaire for motivation in learning English as a foreign
language of Thai students in secondary levels.**

**The information entered on this form will be handled in the strict confidence and will not
be released to unauthorized personnel**

1. Age: _____ years old
2. How long have you been studying English? _____ years
3. At which level are you studying right now?
____ Mathayom5
____ Mathayom6
4. How often do you travel abroad?
____ Never ____ Once a year ____ More than once a year
5. Why do you study English?

6. Please check the statement (only one) with which most you agree.
____ A. English is important for economic, social and/or
educational advancement.
____ B. English is important because it enables one to gain
access to the culture of the world.

7. Please indicate the degree that you feel you are motivated in learning English at the present time.

(1 = not motivated, 10 = very motivated) _____

8. Which grade did you get in English in the latest semester?

___ 4 ___ 3 ___ 2 ___ 1 ___ 0

9. Please grade the importance that, according to you, the following reasons have for learning English as a foreign language at the present time.

(0-3, 0 = lowest importance, 3 = highest importance)

- ___ 9.1 Graduate from school
- ___ 9.2 Pass the Entrance exam and have a place in a good university
- ___ 9.3 Like the country(s) where English is used
- ___ 9.4 To go on to study abroad
- ___ 9.5 Behave like people from English-speaking countries
- ___ 9.6 Communicate in English in daily life
- ___ 9.7 Have foreign friends
- ___ 9.8 Visit/emigrate to a country in which English is spoken
- ___ 9.9 Understand people from other countries and cultures
- ___ 9.10 Enrich my knowledge of the world
- ___ 9.11 Enhance my career prospects
- ___ 9.12 Enjoy English language media (films, music, magazines, books, etc.) for pleasure

APPENDIX C

Questionnaire

Thai-Translation

Version

แบบสอบถามข้อมูลเกี่ยวกับแรงเสริม (Motivation)

ในการเรียนภาษาอังกฤษของนักเรียนไทยในระดับชั้นมัธยมศึกษา

*(กรุณาตอบแบบสอบถามตามลำดับข้อ และตรงตามความเป็นจริงมากที่สุดเพื่อเป็นประโยชน์ต่อการวิจัย) ☺

1. ขณะนี้คุณมีอายุ ____ ปี

2. จนถึงปัจจุบันคุณเรียนภาษาอังกฤษมาแล้วเป็นเวลารวมทั้งสิ้น ____ ปี

3. ขณะนี้คุณกำลังศึกษาอยู่ในชั้น?

มัธยมศึกษาปีที่ 5 ____ มัธยมศึกษาปีที่ 6 ____

4. คุณได้ไปต่างประเทศบ่อยแค่ไหน

ไม่เคยไป ____ 1 ครั้ง/ปี ____ มากกว่า 1 ครั้ง /ปี ____

5. คุณเรียนภาษาอังกฤษเพราะเหตุใดและเพื่อประโยชน์อันใด?

6. คุณเห็นด้วยกับประโยคต่อไปนี้หรือไม่? กรุณาเลือกและใส่เครื่องหมาย(□)หน้าประโยคที่คุณเห็นด้วยและตรงกับความรู้สึกของคุณมากที่สุดเพียงหนึ่งข้อเท่านั้น!!!

____ A. ภาษาอังกฤษมีความสำคัญต่อความเจริญก้าวหน้าทางด้านเศรษฐกิจ สังคม และ การศึกษา

____ B. ภาษาอังกฤษมีความสำคัญเพราะจะช่วยให้เข้าใจถึงวัฒนธรรมต่างๆทั่วโลก

7. คุณรู้สึกว่าคุณได้รับแรงเสริมหรือแรงกระตุ้นในการเรียนภาษาอังกฤษมากหรือน้อยแค่ไหน? กรุณาเลือกใส่หมายเลข

1ถึง10 เพียงหมายเลขเดียวลงในช่องว่าง (1=ไม่เคยได้รับแรงกระตุ้นหรือแรงเสริมเลย..... 10=ได้รับแรงกระตุ้นหรือแรงเสริมมากที่สุด) _____

8. คุณได้เกรดอะไรในวิชาภาษาอังกฤษในเทอมที่ผ่านมา?

4 3 2 1 0

9. กรุณาให้คะแนนแต่ละเหตุผลดังต่อไปนี้ ตั้งแต่ 0 ถึง 3 โดยใช้เหตุผลและวัตถุประสงค์ของการเรียนภาษาอังกฤษ
ของคุณในขณะนี้เป็นหลัก

(0=มีความสำคัญน้อยที่สุด.....3=มีความสำคัญมากที่สุด)

๙ ฉันเรียนภาษาอังกฤษเพื่อ.....

- 9.1 ____ เพื่อสำเร็จการศึกษาในโรงเรียนที่กำลังศึกษาอยู่ในปัจจุบัน
- 9.2 ____ เพื่อสอบเอนทรานซ์ (Entrance Exam) และสามารถเข้าศึกษาต่อในสถาบันอุดมศึกษาที่ต้องการ
- 9.3 ____ เพราะชอบประเทศที่ใช้ภาษาอังกฤษเป็นภาษาหลัก
- 9.4 ____ เพื่อต้องการศึกษาต่อในต่างประเทศ
- 9.5 ____ เพื่อต้องการมีพฤติกรรมเช่นเดียวกับคนในประเทศที่ใช้ภาษาอังกฤษเป็นภาษาหลัก
- 9.6 ____ เพื่อใช้ในการติดต่อและสื่อสารในชีวิตประจำวัน
- 9.7 ____ เพื่อต้องการมีเพื่อนเป็นชาวต่างชาติ
- 9.8 ____ เพื่อไปเที่ยวหรือย้ายไปอาศัยอยู่ในประเทศที่ใช้ภาษาอังกฤษเป็นภาษาหลัก
- 9.9 ____ เพื่อต้องการรู้และเข้าใจเกี่ยวกับคนในประเทศอื่นๆซึ่งมีวัฒนธรรมที่แตกต่าง
- 9.10 ____ เพื่อเพิ่มและพัฒนาความรู้เกี่ยวกับสิ่งต่างๆในโลก
- 9.11 ____ เพื่อประโยชน์ในการหางานและการทำงานในอนาคต
- 9.12 ____ เพื่อหาความบันเทิงจากสื่อภาษาอังกฤษชนิดต่างๆ เช่น ภาพยนตร์ เพลง นิตยสาร หนังสือ ฯลฯ

ขอบคุณมาก ค่ะ ๙

