A COMPARISON OF STUDENTS' MOTIVATION FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE IN SELECTED PUBLIC AND PRIVATE SCHOOLS IN BANGKOK

Patthira Inngam

A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of
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I.D. No. 5419520

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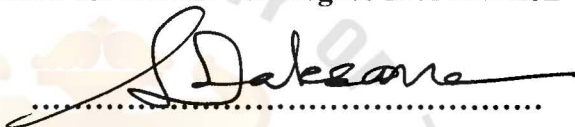ASSUMPTION UNIVERSITY OF THAILAND

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By: PATTHIRA INNGAM

Field of Study: CURRICULUM AND INSTRUCTION

Thesis Advisor: ASSOCIATE PROFESSOR DR. SUWATTANA EAMORAPHAN

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

....

(Dr. Sangob Laksana)

Dean of the Graduate School of Education

Thesis Examination Committee

.... Chair

(Asst. Prof. Dr. Richard Lynch)
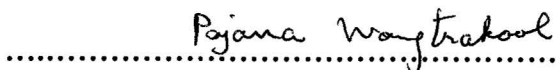
.... Advisor

(Assoc. Prof. Dr. Suwattana Eamoraphan)

.... Faculty Member

(Dr. Sangob Laksana)

.... External Expert

(Dr. Pojana Wongtrakool)

ABSTRACT

I.D. No.: 5419520

Key Words: INTRINSIC AND EXTRINSIC MOTIVATION, MOTIVATION, LEARNING ENGLISH AS A FOREIGN LANGUAGE, ATTITUDE, INTERGRATIVE ORIENTATION, INSTRUMENTAL ORIENTATION, PUBLIC SCHOOL, PRIVATE SCHOOL, BANGKOK

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This study tried to find the students' motivation for learning English as a foreign language (EFL) in selected public and private schools in Bangkok, Prawate district. It sought to ascertain the level of students' intrinsic and extrinsic motivation in language learning; examine the motivational patterns of Thai elementary school students studying English as a foreign language; and the motivation important for the student learning English. The high motivation of students in English language learning in both public and private schools bring them to a successful in their language learning. This study looked at a population of 486 Grade 4 - Grade 6 students from one public school and one private school in Prawate district and gave them a survey which checked for students' motivation in learning English as foreign

language. The researcher had a hypothesis that there exists a significant difference, for both intrinsic and extrinsic levels of motivation, between those students in public schools and those in private schools. The study looked at comparison between findings from public and private school settings. The study had four objectives which were to 1) to identify the level of intrinsic motivation to learn English for students in public and private school , 2) identify the level of extrinsic motivation to learn English for students in public and private schools, 3) to compare the difference in intrinsic motivation to learn English between students in public school and private school, and 4) to compare the difference in extrinsic motivation to learn English between students in Public Schools and Private Schools. The study's findings were 1) the levels of intrinsic motivation to learn English of students in public and private Schools was high; 2) the levels of extrinsic motivation to learn English of students in Public and Private School was high; 3) there were significant levels differences between intrinsic motivation Public School and Private School; and 4) there were significant levels differences extrinsic motivation between public school and private school.

Field of Study: Curriculum and Instruction   **Student's signature**..................
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Academic Year 2013

ACKNOWLEDGMENT

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CHAPTER I

INTRODUCTION

The English language is becoming an increasingly important subject in Thailand. Students are expected to have a firm grasp of it, placing it as the highest priority in their learning, in order to compete with the outside world and advance. This chapter consists of the background of study, statement of the problem, research questions, research objectives, research hypotheses, theoretical framework, conceptual framework, scope of the study, definitions of terms, and significance of the study.

Background of the Study

The researcher assumed that every learner had different levels of intrinsic and extrinsic motivation in their learning of English as a foreign language (EFL), as observed from the students in her language classroom. There are some students who seem to progress easily in grasping grammar rules and achieving excellent grammar, pronunciation and speaking skills during the elementary level. On the contrary, some students seem to encounter difficulties in their language learning when they are first learning, many struggling to construct sentences properly. In many years of teaching, the researcher has also observed that students have different reasons for attending English classes.

The researcher realized that her own motivation to learn English was a combination of being surrounded by English-speaking foreigners in her workplace and a personal enjoyment for the knowledge of a new language. From her interactions

and teaching experiences with students from Public and Private schools at her language school, this researcher began to wonder if there was any difference between the level of intrinsic and extrinsic motivation and how students succeed in learning English. Students in her language class come from Public and Private school. She wondered if the levels of intrinsic and extrinsic motivation differ in Public and Private school settings and if these motivations are significant in predicting successful of student learning.

In order to best characterize the motivation of Thai students from Public and Private school that are learning English as a foreign language, the researcher chose to use a major model of intrinsic and extrinsic motivation, the Gardner's Motivation Theory (1985), to ascertain the motivations of students in selected public and private schools when it comes to learning English. This research attempts to investigate the intrinsic and extrinsic motivations of learning English as a foreign language for students in selected public and private elementary schools in Prawate, Bangkok.

Thai Education Curriculum

English language learning curriculum in Thailand 2008 was to improve the learners' quality of education in all school to meet a common learning standard of language proficiency in Thailand. The goal was to encourage all schools to provide a high quality of education at every level so that Thai students meet the acquisition of essential knowledge and skills. These higher learning standards encourage and affect the learners' lives in the long run and it will bring change to the society. Learners will

also be able to acquire the knowledge and skills for continuous lifelong self-development for their furfure education (Wongsawat, 2008).

The Basic Education Curriculum 2001 was provided as the core curriculum for national education in Thailand. The curriculum contains goals and learning standards that are required in every school. It also provides a framework and orientation for enhancing the quality of life for learners to gain wisdom, as well as the capacity to maintain Thailand's competitive position in the world community (Wongsawat, 2008). The strength of the Basic Education Curriculum 2001 is that it requires teachers from all schools to ensure that a curriculum is prepared to meet the real needs of all learners. The clear concepts and principles show the development of the students. Most schools in Thailand were ambitious in applying the content in order to develop their school (Ministry of Education, 2004).

In the present time, learning English has taken off in global society. English is very important in daily life in many ways. In Thailand, foreign languages especially English, have taken on an important role for communication, and learners must be aware of the global language to use in everyday life. As students learn English as a foreign language and become proficient in using it, it will give them more opportunities to be successful. Thai students would be able to communicate with English speaking students, students gain a deeper knowledge base learning a new language have opportunities in their future career as Thailand joins the ASEAN Community in 2015. There are many reasons for students to learn English, and for those who have a positive attitude toward foreign languages, it will help them to

communicate better, as well as to pursue education at higher tertiary levels

(Wongsawat, 2008).

In a foreign language classroom, students learn all four skills of language

learning, and create interpersonal relationships appropriately (Ministry of Education,

2001). Learning a foreign language creates unity between different languages and

cultures (Wongsawat, 2008).

Language learning links knowledge with other learning areas, creating the

basis for further development and an expanding of the learner's worldviews.

Language learning at the Elementary level in public and private schools requires the

learner to be able to hear and read accurately according to their level, They should be

able to write and talk about themselves and exchange data with others, know how to

pronounce the words accurately., They are required to explain, compare, and tell the

difference between two sentences. When they encounter real life situations, learners

should be able to skillfully utilize the language to communicate and be able to create

compound and complex sentences to communicate meaning in both formal and

informal conversations (Wongsawat, 2008).

Statement of the Problem

Thailand is going to join in the ASEAN community in 2015, and one

major problem among the Thai students concerns the English language. Students

studying English as a Foreign language (EFL) are concerned because they don't have

a chance to speak in the classroom, and they may think that English is too advanced for them to learn and use in their everyday life (Pawapatcharaudom, 2007).

In order to improve teaching and to see an effective learning of English, instructors must understand the student attitude and challenge their students to learn actively, while also motivating their students to participate in activities by drawing their attention with fun activities. In this way, their learning English through each activity will motivate them both intrinsically and extrinsically very actively in the classroom affects the students' motivation and attitude towards learning English (Ushida, 2005).

The researcher has observed through her language classroom that some of her students have negative attitude toward learning English, which gives them no motivation to learn it. This may deter language learners to study intensively. The language classroom should be full of fun activities that draw student's attention. Once they have fun in language class, they will not have a negative attitude toward the English language, and may even be motivated to learn English. Consequently, the language classroom will be more effective in creating an environment that motivates students, both intrinsically and extrinsically, as effective learners in the language.

Therefore, whenever students have a positive attitude about language learning, they will be draw to learn effectively and will be motivated intrinsically.

Research Questions

1. What are the levels of intrinsic motivation for students to learn English in public and private schools?

2. What are the levels of extrinsic motivation for students to learn English in public and private schools?

3. Is there any significant difference in intrinsic motivation between public and private schools?

4. Is there any significant difference in extrinsic motivation between public and private schools?

Research Objectives

1. To identify the levels of intrinsic motivation to learn English of students in public and private schools.

2. To identify the levels of extrinsic motivation to learn English of students in public and private schools.

3. To compare the difference in intrinsic motivation to learn English between students in public school and private school.

4. To compare the difference in extrinsic motivation to learn English between student in public school and private school.

Research Hypothesis

1. There is a significant difference in intrinsic motivation to learn English of students in public and private schools.

2. There is a significant difference in extrinsic motivation to learn English of students in public and private schools.

Theoretical Framework

The goal of this study is to find the levels of intrinsic and extrinsic motivation of students learning English in public and private schools, in Bangkok. This study used the theory developed as part of educational psychology and has been applied to language learning – Socio –Educational model by Robert Gardner (1985). Gardner and Lambert developed in a social Psychological motivation of L2 (English as a second language), they suggested that individuals' motivation to learn an L2 is nurtured by attitudes toward the L2 community and goals, or orientations, sought through the acquisition through these researchers identified to integrative motivation refers to a desire to learn the L2 when it has to social with community of the L2. This orientation can be contrasted with the instrumental orientation, which refers to a desire to learn the L2 to achieve some practical goal, such as a higher grade or better job. According to Gardner and Lambert (1972), the motivation can be divided into two types: integrative and instrumental. Motivation referring to positive attitudes and feelings toward the language target group, and instrumental motivation is referring to the potential utilitarian gains of second language (L2) or the foreign language (EFL)

proficiency, such as studying English to enter a University (Lucas, 2010). Dornyei's Process Model of motivation for foreign language learning (EFL), Ryan & Deci's Self- Determination Theory on intrinsic and extrinsic motivation have been included in this study (Carreira, 2006).

According to SDT of Ryan and Deci's Theory, human motivation and personality development are important. For example, students who choose to learn a language simply for the enjoyment and interest of learning that language will draw out their motivation to learn and be successful in language learning (Lucas, 2010).

Intrinsic Motivation

Intrinsic motivation can be doing something for the enjoyment experienced from learning as would like to go to various foreign countries and like to make a lot of foreign friends or like to live abroad or to accomplish-which is doing something for the enjoyment of accomplishing something as looking forward to learn English and try to use it; and like to know more about the foreign countries to be stimulated-which is doing something to experience stimulation (Deci & Ryan, 1985)

Extrinsic Motivation

Extrinsic motivation can be identified in the person doing something because one believes it is valuable and important as learning because people around the learners feel that language is important and the person has somewhat the reasons for doing something as people in family hoping that English will be proficient and external which when the person does something because of external reasons, such as rewards, or the threat of punishment. The Self-Determination Theory (Deci &

Ryan, 1985) depends on what reason or goal the student had for learning.

Therefore, intrinsic motivation refers to doing something because it is interesting or enjoyable to do it. Extrinsic motivation refers to doing something because it leads to a separate outcome. It is now known that performance can differ clearly when the student has intrinsic versus extrinsic motivation (Ryan & Deci, 1985).

Conceptual Framework

Public School ————————————→ **Intrinsic motivation**

Private School

Public School ————————————→ **Extrinsic motivation**
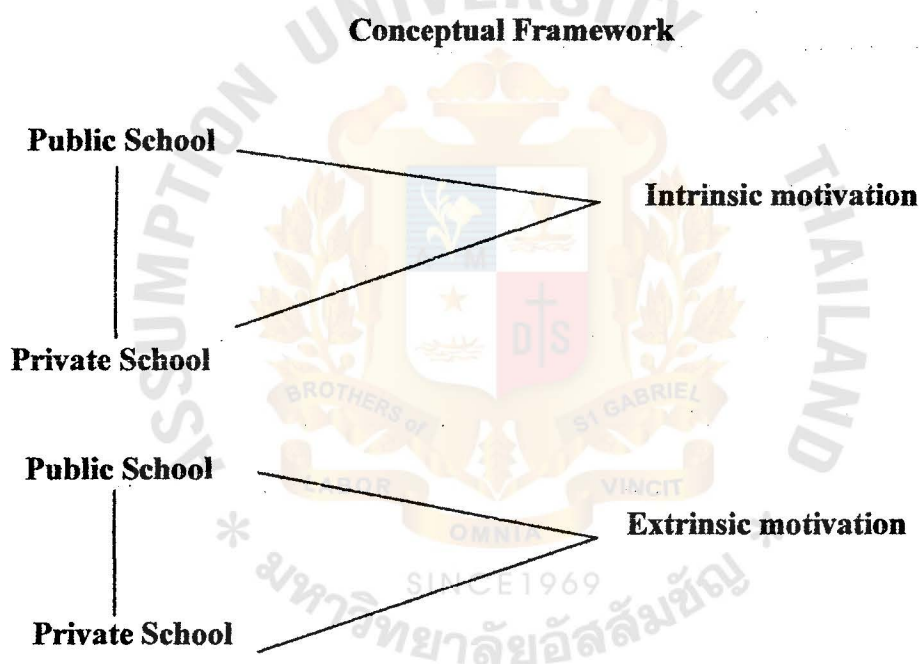
Private School

Figure 1. Conceptual Framework of this study

The Figure looks for the levels of intrinsic motivation of students in public and private school and looks for extrinsic motivation of students in public and private school.

Scope of the Study

The researcher limited the population of this study to elementary level students studying English In public and private schools. The research was done during the academic year of 2012 at public and private schools.

The coverage of this study was limited to the intrinsic and extrinsic motivation among learners learning English as a foreign language in public and private school, as well as the comparison between the Public and Private student's motivation to learn English. The intrinsic motivation covers interest in foreign countries and anxiety, and extrinsic motivation covers caregiver's encouragement and instrumental motivation.

In terms of theory, the motivation in second and foreign language learning by Gardner and Lambert (1959) and Ryan & Decei's Self – Determination Theory (SDT) was chosen by the researcher since it was developed especially for English as a Second Language (ESL) and English as a Foreign Language (EFL) learning contexts.

Definitions of Terms

Attitude The attitude referring to the feeling, and opinion of students in Public and Private School learning English as a foreign language using the theory of Gardner.

Anxiety Students the anxiety referring to the feeling, and the worrying of student in Public and Private School's anxiety towards learning English as a foreign language.

Caregiver The caregiver in this study referring to the parents and instructors of the students in Klongpaklak and Supakorn Wittaya school.

Environment The environment referring to the family and school of students in Public and Private School and their parents and teacher caregiver.

English as a Foreign Language (EFL)

This term refers to non-native speakers who are learning the English language in a non-native English environment, for example, Thai, Koreans, Chinese and Japanese learning English in their country. This can be contrasted to ESL.

English as a Second Language (ESL)

This is referring to non-native speakers who are learning the English language in an English language environment, for example, immigrants to the United kingdom, Canada, or the United State of America.

Language Classroom The language classroom referring to English as a foreign language class of students in Public and Private Schools.

Motivation

The motivation in intrinsic and extrinsic learning of students. learning English in public and private schools.

Intrinsic Motivation

Motivation in learning that comes from a sense or an internal feeling that compels the student's interest in foreign countries and anxiety while learning.

Extrinsic Motivation

Motivation from things in their learning environment and its effect on their learning outcome, such as a care-giver's encouragement and instrumental motivation to affect the students' learning. These are externally administered and may inhibit their learning.

Integrative and instrumental motivation

The former dichotomy is psychological and later is social (Gardner was a social psychologist.

Integrative

The twelve items to find out how much the learners learned English with a genuine interest in the target language, culture ,community, students way of life, literature, etc.

Instrumental

The seven items and the respondents are asked to measure students utilitarian reason for learning English.

Public school

In this research the public school is Klongpaklak School in Prawate district, Grade 4 – Grade 6.

Private school

In this research the private school is Supakorn Wittaya School in Prawate district, Grade 4 – Grade 6.

Significance of the Study

This study will benefit students studying English in public and private schools to find the level of their intrinsic and extrinsic motivation to motivate learning.

This will help English teachers in both public and private schools to have a deeper understanding of developing their own ways to be more effective in teaching and learning strategies, materials, curriculum as well as applying different levels of intrinsic and extrinsic motivation in learning a language and to meet the students individual needs.

This will also help other researchers foster intrinsic and extrinsic motivation in learners as well as to use these ideas for more effective teaching in EFL classroom.

This chapter presented the objectives of the research and the importance of this research on intrinsic and extrinsic motivation in English language learning. In the following literature review, the researcher will further discuss the concepts of intrinsic and extrinsic motivation in language learning. Also, English language learning as well as English learners in public and private schools will be examined.

CHAPTER II

REVIEW OF RELATED LITERATURE

In the previous chapter, the researcher presented the objectives and the importance of the study. In this chapter, reviews of related concepts have been organized into seven parts as follows: First motivation and foreign language learning, Second motivation of students learning foreign language, Third intrinsic and extrinsic motivation, Fourth intrinsic motivation in learning English as a foreign language, Fifth extrinsic motivation in learning English as a foreign language, Sixth English language learning in Thailand and Seventh private and public schools in Thailand.

Motivation and Foreign Language Learning

Motivation can be specified in many ways; when referring to teaching and learning it can be referred to as a student's reasoning for doing something, and in this study as a reason for applying learning English as a Foreign Language (EFL). Most educators in the past generally mentioned motivation as external and internal. Intrinsic motivation is referred to as engaging in activities that students are able to appreciate and find satisfaction in doing something, whereas extrinsic motivation is referred to as actions that are carried out in order to receive achievement in learning. For instance, when students have the freedom to choose their activity they will seek the interesting situations where they can advance in challenges that as Conttia (2007) mentioned. It can be a personal characteristic of the learners seeking to know, and teacher knowing their student's characteristic can be more effective in student's learning and passion, or a student willing to achieve a specific purpose

(Brezinova, 2009). Motivation toward English language learning is important in the decision of learners to study English as a foreign language; fostering motivation and attitude toward learning is one of the most important decisions in language learning. If it is important to influence language learning in general, students will be highly significant of learning the four language skills – speaking, reading, listening and writing (Tahainen, 2013).

Teachers should always challenge the environment of the classroom to keep the learner's motivation at a high level at all times. The teacher should think of each student's different interests and expectations, this will increase the language learners' external motivation and bring success in the language classroom. It is also necessary to create a friendly classroom that will make the learner feel comfortable and motivate them to learn and join in all activities (TESOL international association, 2008).

Motivation of Students Learning a Foreign Language

Student motivation is a concept that seems complicated; what encourages young learners to achieve may not affect the learners' decision to study a foreign language. These following are influences in motivation: controlling and choosing, challenging, interacting with others especially family. As flowing research showed, an intrinsic EFL learning motivation includes instrumental motivation, enjoyment, and interest in foreign countries, and would like to live in abroad

(Carreira, 2010). Teachers can motivate students if they know the need of their student and understand the combination of motivations in each student.

Importantly, the learners must have a high external motivation as well as intrinsic motivation, which will help them to enjoy their learning. The lively language, anxiety-free language classroom, as well as positive comments from teacher will impact their language acquisition and learning, while also building their confidence (TESOL, 2008).

The goal of this study is to shed new light on ways to motivate students on the concept of EFL learning among Thai elementary public and private school students.

English language teachers are key in providing motivation for language learning success. It is motivation that helps a student participate and be passionate about learning. EFL students have less motivation and the only source of EFL language input is the teacher. If students have less chances of practicing conversational with the other as they don't have thing to motivate them such as want to have a foreign friend or to go to the other countries or to use academic English in them are really extremely limited . The expert on motivation for learning English as a second language, Gardner (1985), developed a socio-educational model to investigate language learners' motivation and to identify learning behaviors and achievement in learning. Whenever students with integrative motivation have interest in, and a positive attitude towards, the target language, instrumental motivation brings students

to have a desire to get instrumental values such as a better grade, higher education, or a higher salary job (Gardner, 2005).

Gardner's socio-educational model shows a learners' integrative and instrumental orientation as the reason behind their specific learning behaviors and motivation. Gardner also claimed that it is good for students to have an integrative orientation, meaning they accept and adopt the attitudes, culture, values and beliefs of the target language's people. They are more likely to have positive thoughts, feelings, and actions toward learning the new language, and thus better language learning. Put another way, learners' attitudes affect their motivation and achievement in language learning (Gardner, 2002).

When the only reason for learning a foreign language is to gain something outside the activities itself such as going to a foreign country, traveling to another country, receiving a higher education, getting a job or pleasing another person the motivation is likely to be extrinsically motivated. However, when the learner's goal is to communicate with the members of a specific language community, this motivation is considered to be intrinsic (Harter, 1981).

Intrinsic and Extrinsic Motivation

There has been some research on intrinsic and extrinsic motivation of students as they develop, including Harter (1981), who looked at intrinsic and extrinsic motivation in four states, in the US. Over 3,000 pupils (third through ninth

graders) participated and she discovered that intrinsic motivation declines between the third and ninth grades.

However, even though there was much research completed on the motivation of young children and adults in foreign language learning, there is a lot left to be done in researching the motivation of elementary students in foreign language learning. Children have their own ways of expression that are different from adults on many levels, such as cognitive skill and maturity.

Nikolov (1999) conducted a study in Hungary between the years 1977 and 1995 on EFL motivation of 6 to 14 year old children. In his research, three groups of children were asked the same six open-ended questions through their first 8 years of school. Nikolov found several trends in EFL learning motivation through these groups of the students. he also found that the 8 to 11 year olds had more external reasons to learn English than the 6 to 8 year olds and tended to look ahead into the future more. The 11 to 14 year olds had more reasons than the younger children (Carreira, 2006). Nikolov's study has shown that some developmental trends of the motivation for learning EFL are very informative. The researcher agrees with this study in that the younger ages find more external reasons for learning than the older age, who had more internal reasons and expectations. The researcher also asked of two different ages in her language classroom, and in the elementary group some of them did not know their future goals. They come to class because their parents want them to come, but in the University level or in high school level, they have already set their future goal for their future career.

Even with these results it, cannot be assumed that it is the same fit for students in Thailand, because not all learners are the same. EFL learning opportunities, societal values, and government education requirements differ from those of Hungary. Also, a small population size was used for the research. Thus, although the research conducted by Nikolov is useful, it might not be directly applicable to Thailand.

According to SDT theory by Deci and Ryan, most activities people do are not completely the extrinsic motivation is a construct that fits in whenever an activity is done in order to reach some separable outcome. Extrinsic motivation differs from intrinsic motivation, which refers to people doing an activity simply for the enjoyment of activity itself (Deci & Ryan, 1985).

The researcher chose to use Gardner's motivation in second and foreign language learning theory and the Motivation and Attitude toward Learning English Scale for Children (MALESC) instrument. The researcher would like to see the levels of intrinsic and extrinsic motivation in Thai students' motivation in public and private schools. The researcher used a MALESC questionnaire that records interest in foreign countries and anxiety to see the intrinsic motivation of the students' learning English. This MALESC designed by Donyei (2003), was to use to determine the motivation of elementary students learning English as a foreign language.

Intrinsic Motivation in Learning English as a Foreign Language

Interest in Foreign Countries

International experiences in foreign language learning are becoming requires in curriculum for graduation, and people around the world are learning English for their higher education or to go abroad. There are many reasons for learning English: some want to communicate well with the native speakers, some want to go and study in other countries, some want to get an international job and live in other countries, and some want to travel to other countries (McCarthy, 2009).

When the learners have a positive attitude about the other country, it will motivate them to learn the language as the researcher has observed in her classroom. Those of who are willing to visit abroad or have a relative abroad, especially western countries, put more effort into learning the language. Consequently, their language skills improve quickly as they have a positive attitude and interest in going there. Some of the adult students have a goal to go and work abroad in English speaking countries, and it motivates them to learn effectively. The interest in a foreign country can give them a positive attitude and motivate them to learn the language for their future career, or to go study in those countries.

Most students and some working people in the researcher's classroom are excited about the Association of Southeast Asian Nations (ASEAN) community that Thailand will join in the year 2015, and want to eagerly learn English and improve their speaking skills before this event, Many Thai students want to travel to other countries and use their English skills, which was revealed when the researcher asked

students in her classes. Every school in the ASEAN community, which includes ten countries, placed in their curriculum an opportunity for students to learn between the understand the differences and between the cultures of each country. Students, as they learn, become interested in going to many different countries as they can practice speaking the English language. When ASEAN Community arrives in 2015, the people in all the ten countries can go from country to country more easily. Also, people would like to work in countries that use English, as English is the main language for communication in the ASEAN countries. The ten countries are Indonesia, Malaysia, Philippines, Singapore, Thailand, Brunei, Vietnam, Myanmar, Cambodia and Laos (ASEAN, 2012).

Anxiety in Language Learning

There are many types of anxiety, many of which have been discussed in foreign language learning research in the past. The two main categories of anxiety are: trait anxiety, where a person is nervous or feels tension regardless of the particular Circumstances; and situational, where a person is nervous or feels tension at a particular moment because of some outside stimulus according to MacIntyre (1996). One type of situational anxiety, for example, is communication anxiety and may be found when people interact verbally. Another type of fear is fear of negative evaluation, which happens when people worry about what others think of them (Horwitz, 2001).

Although anxiety can be observed in any kind of class, research suggests that some characteristics unique to formal foreign language learning can cause anxiety

in learners. For example, in a foreign language classroom, a student is unable to present his or her ideas and opinions as well as he or she can in their target language, because of their inability to pronounce words correctly or use correct grammar, and cause students to think negatively. These cause the student anxiety and make them get bored in language learning. Also, a student who cannot understand in the classroom, including instructions, may draw them into having a negative motivation (Horwitz, 2001).

In the researcher's language classroom, some students said that they don't like the English subject because in the English class at their school the teacher mostly teaches grammar and gives them work to do in the class or gives a lot of homework. Students also do not have a chance to communicate or to use what they have learned. These things created their anxiety and it affects their attitude in language learning. The researcher suggested that the English teacher should create an atmosphere where students feel positive about learning should point out good aspects of student's work, and provide a clear explanation to lead the student to achieve a higher level of language competency, These changes will motivate them to learn and all the learners will achieve success in their language class without anxiety (TESOL, 2008).

The researcher assumed that anxiety stops the motivation for students to learn. Some example are when students get worried about doing worse than a classmate, when they think that English is hard, when they get nervous to give answers, or when they give a presentation in class.

Extrinsic Motivation in Learning English as a Foreign Language

Instrumental Motivation in language learning

There are two types of research on orientation: integrative and instrumental in Gardner and Lambert's (1972) theories. Integrative orientation is when the student desires to be like the people in, and to enter into, the target language community. student set a goal in order to make English easier in a high level of the education. whereas instrumental orientation is when the student desires to meet a concrete goal for academics or get a job according to Gardner & Lambert (1972) theory as students think that to study English because it will be necessary for them to know when they become an adult or the future job after finishing the University level.

Also the concept of instrumental orientation have been thoroughly researched and have heavily influenced research on foreign language learning motivation; however, the main emphasis of these concepts has been "on general motivation components grounded in the social milieu rather than in the foreign language classroom" page 39 (Dornyei, 2001). Integrative and instrumental orientation might better fit environments in which students gain from the people surrounding them that would give student confident in learning the language, through the support from the family this way give student joyful and encouragement in language learning without any anxiety in the English language learning through an exciting environment surrounding students and it motivates them to learn more. Students gain more opportunities to integrate into the target language community, rather than a classroom, where opportunities to use the target language in daily life

may not be available. For this reason, this study will not be confined to the concepts of integrative and instrumental orientation.

When the student has a good attitude is looking for a better life as expected in a better education, and this will bring a good career in the coming future or student having positive attitude of the future goal can see themselves in the next level of their studies. This will motivate and bring the success to the learners in the language class.

Caregiver's encouragement in language learning

The students' home and school environment play a very important role in nurturing the child's ability and interest in learning a new language. Teachers and parents are the most important people a child can rely on to increase their English speaking, listening, reading and writing skills. However, some caregivers unknowingly limit the English language exposure their children get (daily communication, reading story books, TV programs , singing, etc.) because of the lack of confidence in their own English skills. It is very important to have caregiver's participation in increasing students' English language exposure in order to increase motivation and the student's learning rate (National Institute for Literacy, 2012). These help motivate students learning language and also built up their confidence to explore in their learning.

One of the best ways that caregivers can help children develop their oral language skills is simply through having conversations with them. Reading a book with them is also a great way to help them. These language interactions help build

children's understanding of a large number of words, which is critical in their continuing English language education (National Institute for Literacy, 2012).

Caregivers should use a rich, yet age-appropriate, vocabulary, provide multiple definitions and examples, and connect words with previously learned concepts to give the child a deeper understanding of the words (National Institute for Literacy, 2012).

English Language Learning in Thailand

The use of English language in Thailand is far from being as developed as other surrounding countries; the government has long realized the importance of English language as a core subject in schools. The progress of English language learning education in Thailand has been endorsed by a strong economic tie because English is a worldwide language and it opens up more opportunities for students to learn actively both inside and outside the classroom through the support environment of teachers and parents. English is also a bridge for students to experience in the uniqueness of the culture. Many things involve the use of the English language.

Earlier at a conference in Pattaya, Thailand formulated a policy and framework for action on education for all in the 1992 National Education Scheme in compliance with the World Declaration on Education for All (EFA) by all UNESCO Member States during the World Conference on Education for All in March, 1990 . The scheme aims at guiding all related agencies to implement the activities (UNESCO, 2000).

Continuing from the year of 1990-2010, the six EFA goals are progressing and then brought the sharper focus to move the significant progress to meet in 2015 and challenge all the countries to scale up to tackle key education issue between now and 2015(UNESCO,2011). This means that the Education in Thailand is growing and expanding as the six goal of EFA are progressing.

The use of English in Thailand is far from being as developed as other surrounding countries; however, the government has long realized the importance of the English language as a core subject in schools, and it has been a compulsory subject at varying levels for several decades. Since 2005 schools have been encouraged to establish bilingual departments, where the core subjects are taught in English, and to offer intensive English language programs.

The standard of correct English in the school is now the lowest in Southeast Asia. In 1997, Thailand was still in the upper half, but by 2001 Laos and Vietnam had caught up, and by mid-2006, were clearly ahead.

Therefore the education in Thailand is still a concern. An estimated 900,000 primary-school aged children are either not in school or might not be enrolled in school at the right age, and more children are missing out on a secondary school education. For children who are in school, there are serious concerns over the quality of the education they receive and whether it is relevant to their needs now and in later life. These concerns are particularly acute for the children of minority groups, who live in the most remote and most deprived areas and who may require bilingual education to benefit fully from schooling (UNICEF Thailand, 2004). The Thai

government is discussing about raising the extension of education from six years to nine years, although Thailand's literacy rate is one of the highest in Southeast Asia at almost 95% (Asian Education, 2010).

Therefore schools in Thailand are trying to develop to meet the standard and to give a good education to all students equally. The government is also encouraging all the teachers to develop the skills in the area they are teaching to give more benefits to students.

Public and Private School in Thailand

Public school

Education in Thailand is compulsory for all Thai children from ages six to fifteen. It is not compulsory for preschool children to attend school, however, there are facilities for children aged three to five to attend nursery and preschool (Angloinfo,2013). Government or public schools are free for Thai nationals. Children that have at least one Thai parent are considered Thai national if their birth was registered in Thailand by the Thai parent. As a Thai national, they are able to register in a Thai public school and receive all of the educational benefits allocated to a Thai national. The only documents required when registering are a birth certificate and House Registration Document. Parents are required to pay a nominal fee for books and necessities. They are also required to buy a school uniform (Angloinfo, 2013).

Many Public schools run an English-language program that may be available for the students, but there are fees for this. The program varies from extra English

language classes to a completely separate school within a school where 50 percent or more of the classes are carried out in English with native English speakers. These programs are considerably cheaper than an international school, but class sizes will be bigger and the method of teaching may be more learning by rote (Angloinfo, 2013).

Private school

The facilities and quality of teaching in private schools are usually of a very high standard and the class sizes are small. There are 734 private schools in Bangkok (Top Ten Center, 2013). The curriculum of the language learning may vary between schools, although most follow either the American or British curriculum (Angloinfo, 2013)

All schools have to be externally accredited by law to ensure they follow set procedures and meet standards of Ministry of Education (MOE). Typically, teachers in this school are both Thai and native speaker (Angloinfor, 2013).

The present education system in Thailand includes six years of primary school followed by three years of lower secondary education and three years of upper secondary education. Government guidelines on curricula and syllabi are followed in all schools, both public and private, although foreign language instruction is more widely available in private schools than in public ones. All secondary schools whether public or private, have their own entrance exams in addition to the examination that students must take at the end of grade six. All private schools are strictly supervised

by the government through the office of the private education commission (Jimenez & Lockheed, 1995).

Information about the school

Public school

Klongpaklak School has 1,307 students which run from k1-grade 12 and has 52 teachers. The teachers who are teaching English in each grade level are graduated English majors. They have 2 Filipino teachers teach in some English classes. The parents of these students in this school come from the worker family and up to middle class.

Private School

Supakorn Wittaya School has 800 students from k1-Grade 12 and has 40 teachers. The teachers who are teaching in each Grade level are graduated English major. Accepted grade 1-3 teachers are not majored in teaching English. This school has a Filipino teacher to teach in some English classes. The parents of the students in this school come from the worker family up to the middle class.

CHAPTER III

RESEARCH METHODOLOGY

In the previous chapter, the researcher presented a literature review related to Motivation in English language learning in public and private schools. In this chapter, the researcher explained the methods and procedures of the study. The main objective of this study was to find out the intrinsic and extrinsic motivation in learning English as a foreign language in Public and Private schools. In addition, a comparison was made of the level of students' intrinsic and extrinsic motivation between Public and Private schools.

The research was quantitative by the use of a survey on the sample of students in both of the Schools in Prawate district. The researcher tried to find the difference in the level of intrinsic and extrinsic motivation in students' learning English between public and private school.

Research Design

This quantitative statistic research questionnaire study was selected to investigate the following objectives:

1. To identify the level of intrinsic motivation to learn English of students in public and private schools.

2. To identify the level of extrinsic motivation to learn English of students in public and private schools.

3. To compare the difference of intrinsic motivation to learn English between students in public and private school.

4. To compare the difference of extrinsic motivation to learn English between students in public and private school.

Population

The Bangkok area had 599 public schools and 734 private schools (Top Ten Center, 2013). The populations of this study were students in one Public School and one Private School in Prawate district of both schools: Klongpaklak Public School and Supakorn Wittaya Private School at the Elementary level from Grade 4- Grade 6.

Sample

The researcher choose students who were studying the English language in Klongpaklak Public and Sapakorn Wittaya Private Elementary Schools: 241 students from the private school and 245 students from the public school, in the academic year 2012. Selected students were studying in Grade 4 – Grade 6. The researcher chose these two schools because they were located in the same area and the numbers of students in both schools were almost the same size. Therefore, the researcher chose every student from each class to fill in the questionnaires.

Table 1

Grade Levels and Numbers of Students in Klongpaklak School (public school) and

Supakorn Wittaya (private school)

Grade	Klongpaklak School	Supakorn Wittaya School
4	78	81
5	73	80
6	90	84
Total	**241**	**245**

All students are Thai. Their English language skills, especially listening and

speaking skills as well as vocabulary, were almost the same level according to the

observations of English teachers who had taught them. Therefore, they were included

in the sample of this study. Students from both schools had studied English since they

were in Kindergarten. In the secondary level, students from both schools had three

days a week of English classes, 50 minutes each.

Research Instrument

This study employed a survey research design using a questionnaire. The

researcher used the questionnaire that Carreira (2006) used to research Japanese

students' motivation. The questionnaire used was Motivation and Attitude toward

Learning English Scale for Children (MALESC), based on research by Carreira

(2006), and Gardner (1985). The 19 items on the questionnaire include items about motivation to learn English, interest in foreign countries, caregivers' encouragement, and anxiety (see Appendix A). Carreira's studied, as well as this researcher's, used a four-point Likert scale so that respondents could not choose a middle category. The four options were assigned a number for scoring purposes: Strongly agree, agree, disagree, and strongly disagree (Carreira, 2006).

Surveys were handed out to students in both the schools and questions were asked to compare the students' level of intrinsic and extrinsic motivation in learning English as a foreign language.

The intrinsic motivation survey questions were 1-12, which asked for students' intrinsic motivation of language learning using interest in foreign countries and anxiety. The extrinsic motivation survey questions were 13-19, which asked for caregivers' encouragement and instrumental motivation. These details were summarized in table 2.

Table 2

Breakdown of Intrinsic and Extrinsic Survey Questions 1-19

Intrinsic/Extrinsic	Survey Questions
Intrinsic -Interest in Foreign Countries -Anxiety	1-12
Extrinsic -Caregiver's Encouragement -Instrumental Motivation	13-19

An example of this survey can be found in Appendix A . The survey was MALESC designed by Donyei (2003) to use in determining motivation of elementary students learning English as a foreign language. In this study the researcher used MALESC questionnaires, Questions 1-19, to find out the intrinsic and extrinsic motivation of students learning English as a foreign language in public and private schools. The using 1.00 - 4.00 scale in the survey demonstrated in the table below.

Table 3

Scale for Interpretation Survey Questions 1-19

Scale	Interpretation
1	Strongly Disagree
2	Disagree
3	Agree
4	Strongly Agree

A score of 0 meant not at all agreeing with that part of the motivation, whereas a score of four meant completely agreeing with that part. The score of the questions from four factors were added up, with a range of 0 to 76. A score of 0 was low, whereas a score of 76 was high in this survey.

The scale for determining the levels of intrinsic and extrinsic motivation are below.

- Very high motivation 3.50 – 4.00
- High motivation   2.50 – 3.49
- Low motivation   1.50 – 2.49
- Very low motivation   1.00 – 1.49

Using this scale, it was indicated that the students' motivation in language learning at Klongpaklak School and Supakorn Wittaya School in the academic year of 2012, second semester, had high intrinsic and extrinsic motivation in language learning.

Back Translation

The questionnaire and the cover letter used in this survey needed to be translated from English into Thai since the subjects were all Thai students. The researcher who has finished English major translated from English to Thai and then had it approved by the advisor who has native level skills in both Thai and English in the faculty of education at Assumption University. Then, the original questionnaire and translated English questionnaire were compared to make sure the meanings remained the same.

Validation and Reliability of the Instrument

The researcher used the questionnaires Motivation and Attitudes toward Learning English Scale for Children (MALESC), validated by Dornyei (2003) who used the questionnaire with the Asian students in Japan by Carreia (2006). The reliability of the survey data was calculated by using Cronbach's Alpha for the questionnaire a1 to a12 and b13- b19 showed that the value for reliability was .78, 19 items. For the questionnaire part 1 (a1 to a 12), the reliability Statistics Cronbach's Alpha was .62, 12 items. The questionnaire part 2 (b13 to b 19), the reliability Statistics on Cronbach's Alpha was .79, 7 items.

Collection of Data

Data collection occurred in three phases. For the first phase, an official letter was sent to ask for permission to conduct the survey. Then, individual questionnaires were handed out to students in each class. Students then read and

checked the form, and then completed MALESC questionnaires of motivation in language learning.

Table 4

The Date of the Survey of Public and Private School

School type	Grade	Date	Time
Public School	4	March 5th, 2013	1:00 pm
	5	March 5th, 2013	1:00 pm
	6	March 5th, 2013	1:00 pm
Private School	4	March 6th, 2013	1:00 pm
	5	March 6th, 2013	1:00 pm
	6	March 6th, 2013	1:00 pm

On March 4th, 2013 the researcher handed an official letter from the Education Department of Assumption University to the Principals of the two schools requesting to use the schools for research. Starting on March 5th, 2013 and finishing on March 6th, 2013, the researcher collected data from two schools. The researcher handed out the surveys to students in Grades 4 - 6 in both the schools.

After being allowed to conduct the research on March 5th, 2013 in the public school and on 6th March 2013 in the private school, the researcher personally administered the questionnaire to the homeroom teachers to hand out to their students from

Grade 4 – Grade 6 in both the schools and picked them up on the same day. Out of

486 students in the two schools, 100 % returned the survey to the researcher.

Data Analysis

The following statistical methods were used to realize the research

objectives:

Objective 1: **To identify the levels of intrinsic motivation to learn English of**

students in public and private schools.

Frequency mean and standard division showed the level of intrinsic

motivation of students learning English in public and private school.

Objective 2: **To identify the levels of extrinsic motivation to learn English of**

students in public and private schools.

Frequency mean and standard division showed the level of extrinsic

motivation of students learning English in public and private school.

Objective 3: **To compare the difference in intrinsic motivation to learn English**

between students in public and private schools.

The t- test showed the difference in intrinsic motivation between public

and private schools.

Objective 4: **To compare the difference in extrinsic motivation to learn English**

between students in public and private schools.

The t- test showed the difference in extrinsic motivation between public and

private schools.

Summary of the Research Process

Table 5 *Summary of the Research Process*

Research Objective	Source of Data or Sample	Data Collection Method or Research Instrument	Data Analysis
1. To identify the levels of intrinsic motivation to learn English of students in Public and Private Schools.	Students in Klongpaklak school Grades 4-6 and students in Supakorn Wittaya school Grades 4-6	Questionnaire (MALESC)	Frequency mean and SD
2. To identify the levels of extrinsic motivation to learn English of students in Public and Private Schools.			frequency mean and SD
3. To compare the difference in extrinsic motivation to learn English between students in Public School and Private school.			Independent Samples t-test (2 tailed)
4. To compare the difference in intrinsic motivation to learn English between students in Public School and Private School.			Independent Samples t-test (2 tailed)

CHAPTER IV

RESEARCH FINDINGS

In the previous chapters, the researcher explained the purposes and importance of the study, provided the literature review, and discussed how this study would be carried out. In this chapter, the findings of this study are presented in two different sections. The first section provides the demographic findings, the reliability analysis of the questionnaire and answers to each of the research questions. The second section addresses additional findings revealed from this study which, the researcher believes, will strengthen the significance of the study.

Presentation, Analysis and Interpretation of Data

The questionnaire used in this study, the Motivation and Attitudes toward Learning English Scale for Children (MALESC), consisted of two parts: intrinsic motivation and extrinsic motivation (see APPENDICES A and B). The researcher chose 241 students from public and 245 students from private schools in Prawate district in the academic year 2012, second semester, as the sample of this study. As mentioned in Chapter 3, the survey was carried out between March 5th and 6th in 2013. Among the sample, Grade 4- Grade 6, 486 questionnaires were collected, and the data was analyzed by the researcher using technology statistic to finding out the data. In this section, the researcher presents answers for the four research questions.

Research finding of research objective one

Data collected from the MALESC first section of the questionnaire (see Appendices A and B) was used to answer research question one: What are the levels of intrinsic motivation to learn English of students in Public and Private Schools? The MALESC assesses students' motivation level of learning English. from intrinsic motivation. The MALESC consists of 12 statements, and in this study a 4- point Likert scale (Strongly agree, agree, disagree and strongly disagree) was used to find out students' motivation for English language learning in each statement. As mentioned in Chapter 3, the total scores of each level of intrinsic and extrinsic student motivation in language learning were used.

Table 6 presents the mean scores for intrinsic motivation among the 486 students for learning English (from the MALESC).

Table 6

Mean Scores for Intrinsic Motivation in Language Learning in Public and Private School Students from MALESC (n= 486)

School	N	Mean	SD	Interpretation
Public School	241	2.77	.376	High
Private school	245	2.89	.396	High

The mean score for intrinsic motivation of public school students was 2.77 and that of the private school students was 2.89. Therefore, the intrinsic

motivation for students to learn English in Public and Private school was at the high level.

Research finding of research objective two

Data collected from the MALESC second section of the questionnaire (see Appendices A and B) was used to answer research question two: What are the levels of extrinsic motivation to learn English of students in Public and Private Schools? The MALESC assesses students' motivation level for learning English from extrinsic motivation. The MALESC consists of 7 statements, and in this study a 4- point Likert scale (Strongly agree, agree, disagree and strongly disagree) was used to find out students' motivation in English language learning in each statement. As mentioned in Chapter 3, the total score of each level of Intrinsic and Extrinsic students' motivation in language learning was used.

Table 7

Mean Scores for Extrinsic Motivation in Language Learning in Public and Private School Students from MALESC (n= 486)

School	N	Mean	SD	Interpretation
Public School	241	3.09	.546	High
Private School	245	3.36	.537	High

The mean score for extrinsic motivation of public school student was 3.09 and that of private school students was 3.36. Therefore, the extrinsic motivation for students to learn English in Public and Private schools was at the high level. Given the

scale for determining level of motivation in Chapter 3, it was indicated that the students had a high level of extrinsic motivation in language learning.

Research finding of research objective three

Data collected from the MALESC first section of the questionnaire (see Appendices A and B) was used to answer research question three: Is there any difference in intrinsic motivation to learn English between students in Public School and Private School? The MALESC assesses students' motivation level of learning English from intrinsic motivation. The MALESC consists of 12 statements, and in this study a 4- point Likert scale (Strongly agree, agree, disagree and strongly disagree) was used to find out students' motivation in English language learning in each statement. As mentioned in Chapter 3, the total score of each level of Intrinsic and Extrinsic students' motivation in language learning was used.

Table 8

The t-test for Intrinsic Motivation in Language Learning in Public and Private School Students from MALESC (n= 486)

School	Mean Score	Df	T	Sig.(2-tailed)
Intrinsic Public School	2.77	484	-3.48	.001
Intrinsic Private school	2.89			

The t-test, which statistically determines the difference between the mean scores of the public and private school students, has a value of 3.48. Therefore, there is a significant difference in students' intrinsic motivation in language learning between the public and private schools at the level of .01.

Research finding of research objective four

Data collected from the MALESC second section of the questionnaire (see Appendices A and B) was used to answer research question four: Is there any difference in extrinsic motivation to learn English between Students in Public School and Private School? The MALESC assesses students' motivation level of learning English from extrinsic motivation. The MALESC consists of 7 statements, and in this study a 4- point Likert scale (Strongly agree, agree, disagree and strongly disagree) was used to find out students' motivation in English language learning in each statement. As mentioned in Chapter 3, the total score of each level of Intrinsic and Extrinsic students' motivation in language learning was used.

Table 9

The t-test for Extrinsic Motivation in Language Learning in Public and Private School Students from MALESC (n= 486)

School	Mean Score	Df	T	Sig. (2-tailed)
Extrinsic Public School	3.09	484	-5.45	.000
Extrinsic Private School	3.36			

The t-test, which statistically determines the difference between the mean scores of the public and private school students, has a value of 5.45. There is a significant difference in students' extrinsic motivation in language learning between the public and private schools at .01 level of significance.

Summary

In this chapter, the researcher presented the research findings of this study. As the main findings, the researcher found that the students in Private school have high intrinsic and high extrinsic motivation to learn. However, Students in Public school have low intrinsic and extrinsic motivation to learn English. Statistically significant differences were found between Public and Private School students' intrinsic motivation for learning English and also between Public and Private School students' extrinsic motivation for learning English.

In the next chapter, the researcher will discuss the findings presented above, linking them to previous research in this area. Chapter 5 will also note the limitations, recommendations, and suggestions regarding intrinsic and extrinsic students' motivation in language learning and future research in this field.

CHAPTER V

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

Chapter 4 presented the findings from the study regarding the students' motivation in language learning in public and private schools. This chapter provides a summary of this study including the research objective and hypotheses, the research methodology and the findings of the study. And also it provides a conclusion of the research, discusses the implications of the findings, presents limitations of this study, and offer recommendations for both practice and future research.

Summary of This Study

Introduction

Students' motivation in language learning has been considered an important part of intrinsic and extrinsic motivation of learning which influence and could determine success or failure of foreign language learning. It is also crucial to have knowledge and motivation of such individual differences in order to motivate students to meet the diverse needs of their learning. Every student has different levels of motivation and ways of learning. The researcher, as an English language teacher, wondered the level of the intrinsic and extrinsic motivation in language learning among the students both in public and private school, also would like to compare the differences between students' intrinsic and extrinsic motivation between Public and Private school.

Research Objectives

1.   To identify the level of intrinsic motivation to learn English of students in Public and Private Schools.

2.   To identify the level of extrinsic motivation to learn English of students in Public and Private Schools.

3.   To compare the difference of intrinsic motivation to learn English between students in Public School and Private School.

4.   To compare the difference in extrinsic motivation to learn English between students in Public School and Private School.

Research Hypothesis

1.   There is a significant difference of intrinsic motivation to learn English between students in Public School and Private School.

2.   There is a significant difference of extrinsic motivation to learn English between students in Public School and Private School.

Design and Methodology of the study

This study was a quantitative study which utilized a questionnaire in order to investigate the motivation of students studying English in the schools. In this study, theories formed the theoretical basis. For motivation, the socio-educational model of second language acquisition developed by Gardner and Lambert (Garner, 1985) was employed. The research instrument, the MALESC, developed

by Dornyei (2003), the reasearch used to determine students' motivation in studying English as a foreign language. The data was collected from 486 students studying English language in public and private school in the academic year of 2012, second semester. The responses of the questionnaire were analyzed by using descriptive statistics.

Main Findings

The main findings of this study were:

● The students had a high level of intrinsic motivation to learn English in private school. However, students in Public school have low intrinsic motivation to learn English.

● The students had a high level of extrinsic motivation to learn English in private school. However, students in Public school have low extrinsic motivation to learn English.

● There was a statistically significant difference of intrinsic motivation to learn English between students in Public School and Private School.

● There was a statically significant difference of extrinsic motivation to learn English between students in Public School and Private School.

Conclusion

From this research, a comparison of students' motivation for learning English as a foreign language in selected public and private schools in Bangkok was completed. The level of intrinsic and extrinsic motivation of students' learning English as a foreign language was different between public and private school. The

researcher found that the intrinsic motivation of the student in public school show the lower mean score when compared to the intrinsic motivation of the student's motivation in Private school. And also the Extrinsic motivation of the students in Public school shows the lower mean score when compared to the extrinsic motivation of the student in Private school.

Thus, the intrinsic motivation of the students in learning English as a foreign language in Public and Private are different and also the extrinsic motivation of the students in learning English as a foreign language different.

Discussion

Motivation in Learning English Language

The environment of the school affected the level of students' intrinsic and extrinsic motivation on students' motivation in their language learning. According Decie's study the researcher discussed in Chapter 2, environment effects students' motivation. Most schools encourage their students to develop their language skills and motivate them to speak. Also, nowadays, in both public and private schools, students have more English language classes and the school encourages parents to support their child by practicing speaking English at home.

Therefore, both public and private schools have motivated students in many ways to learn English. In this study, the private school had higher intrinsic and extrinsic motivation than the public school. This indicates that the level of motivation in language learning might change from one type of motivation to another type of motivation within the same type of environment and place. Through different creative

and fun activities the students enjoy learning and so it motivates them intrinsically.

Motivation

The students of this study scored, on average, high for intrinsic and extrinsic motivation on the 4.00 scale. As mentioned in Chapter 3, in this study, a score of higher than 2.50 is considered high motivation in terms of intrinsic and extrinsic motivation.

Therefore, the researcher concluded that the students in private school had a high level of both intrinsic and extrinsic motivation. It is quite understandable that the students had high intrinsic and extrinsic motivation since the students have all selected to study English language themselves. They also seemed to have a strong interest in language learning for both intrinsic and extrinsic reasons. They were also very keen on visiting other countries and having foreign friends. These results contributed to the high level of intrinsic motivation in learning language. On the other hand, the students seemed to study English for future education and employment opportunities, as well as for good grades for their academic records. These motivations probably led to high extrinsic motivation. The public school students had a lower mean score than the private school students on the questionnaire for the 12 items about intrinsic motivation. The mean score for intrinsic motivation for students in public school was 2.77 and that of those in private school was 2.89 out of maximum score of 4.00.

The public school students also had a lower mean score than the private school students on the questionnaire for the 7 items about extrinsic motivation. The

mean score for extrinsic motivation for students in public school was 3.09, and that of those in private school was 3.36. "I want to go to various foreign countries" "I would like to make a lot of foreign friends " "I would like to try to use English which I have learned " These statements, which many students from both public and private school strongly agreed with, are related to intrinsic motivation and therefore, this could imply that the students have a high level of intrinsic motivation. Many public and private school students also strongly agreed with the following statements: "I study English because I think English will be necessary for me when I am an adult "I am studying English for a future job" This shows that students in both public and private school have extrinsic motivation that may have led to the high extrinsic motivation scores of both public and private school students.

As mentioned in Chapter 2, previous research studies had shown that intrinsic and extrinsic motivations are related to successful learning. From this current study, it was indicated that each student from private and public school have a different level of intrinsic and extrinsic motivation. Considering that the students' intrinsic and extrinsic motivation level scores differed between the public and private school, this result implies that the levels of intrinsic and extrinsic motivation are dependent on the type of school environment as mentioned in chapter 2 (Gardner, 2005).

Although, many students start studying English because of their interest in travelling to another country, in the higher levels, learning the contents of the English subject becomes more intrinsically motivated. For example, the students at both schools in grades 4 through 6, are interested in learning about other countries, but the students

studying in private school become more aware of their future education and have more interest in learning the language as their school environment affects them.

In this study, it was determined that students in public school had lower scores in intrinsic and extrinsic motivation than students in private school. This result implies that students in private school were better motivated than students in public school. As mentioned in Chapter 2, various research studies have shown that students in private school generally tend to be more motivated and interested as well as having more positive attitudes toward foreign language learning and a better environment supporting from the school and family. Therefore, it is possible in this study as the learning environment might have unintentionally encouraged students in private school more than students in public school because students in public school always have a larger class size than the private school. This may motivate student's interest in their learning.

Although the public school students had lower levels of both intrinsic and extrinsic motivation than private school students, their levels of both intrinsic and extrinsic motivation were still high. This is because they also have a good environment in school and at home that encourage them in their learning. Also, learning English with a foreign teacher may encourage them to learn because they have to speak English in class and listen to the teacher speak English. Though the class sizes of the public school are bigger than the private school, but all teachers who are teaching English are finished English major. And this Private school has 2 foreign teachers fills in each classes, in this way it bring the good quality of the students' learning also the parents of the students are involved in their child learning closely as the researcher have asked the teachers in English classes in different grade level.

Moreover students are preparing themselves for the ASEAN community in 2015. Another reason may be because the public school in this research is located in Bangkok, a large urban environment. If research is done in the future on public schools that are located in rural areas and small towns, the findings may differ because of the environment.

Recommendations

Recommendations for Teachers:

Teachers should incorporate different activities in order to motivate the students, which will enhance their interest in learning the language. Therefore, although it is important to motivate students, instructors should not only focus on their extrinsic motivation, but also intrinsic motivation. High level of intrinsic motivation in students' learning may be better than students who have high extrinsic motivation; each student has different levels of intrinsic and extrinsic motivation. Also it is important to balance the intrinsic and extrinsic motivation in order for students to effective learn.

Therefore, the researcher strongly recommends that the instructors become aware of the level of students' motivation of intrinsic and extrinsic motivation. The instructors should create lessons which are unique to motivate students' learning and encourage the parents to actively involve themselves in their child's learning.

The researcher hopes that this study will give other instructors opportunities to review their instruction and motivate their student to improve their lessons. Instructors can use various learning activities to motivate them. In terms of

intrinsic and extrinsic motivation, instructors of English language surely remember that their students in classes have both different levels of intrinsic and extrinsic motivation for learning language; some students might have higher intrinsic than extrinsic, but some of the students might have higher extrinsic than intrinsic.

For those who have intrinsic motivation higher than extrinsic can enjoy in all learning activities because it motivates them from the inside and their learning can be more effective. It is better that students have a high motivation from the inside; instructors should create the lesson; especially for the student who have a higher extrinsic motivation to motivate them from the inside to learn, and also not to let students practice only on grammar or structure, because it will bring anxiety and student will get bored in language learning. The instructor should also give positive perception of learning a language, students who have higher extrinsic motivation, so that it can motivate them from the inside and they will not study for the grade only. The language class should also use varieties of learning activities to motivate students to learn. For example, asking about their future job, and letting them learn about other countries, and bringing them to other cultures to enjoy the environment of their learning from the outside to and make English fun for them. The students can change their motivation for learning through various fun activities in the class such as games or other role play, such as making a food from another country in English class and learn about their culture through games. In addition, the students need to learn to work effectively on their own as well as in groups so they can freely give their ideas and have fun in the language class. Therefore, the researcher believes that instructors should create

lessons that consciously consider students of all types and levels of motivation, whether intrinsic or extrinsic.

As mentioned in Chapter 2 parents and school environment play a very important role in helping students to learn. Teachers should help the parents understand and realize the importance of English language for their children's future and they should encourage them to use it in their daily lives. Parents should keep on encouraging their children whenever they feel discouraged.

Recommendations for Future Research:

This study could be replicated with a large sample size at other schools or other countries as well as with different grade level learners. In order to gain more precise information regarding the intrinsic and extrinsic motivation of student's learning English, a large number of schools including the non-urban schools (i.e. rural areas and small towns) in Thailand must be involved in the future research.

The researcher also recommends that further research be done using a qualitative method. The intrinsic and extrinsic motivation in students' learning English will be useful to explore the results of the quantitative data, and further examine the reasons for the results. The researcher feels that further and more thorough qualitative examination are needed to accurately describe and find out why the intrinsic and extrinsic motivation mean score in private school was higher than the intrinsic and extrinsic motivation in public school, and why the students in public school were not as motivated as students in private school.

Furthermore, considering the MALESC has been repeatedly revised since it was first developed, the revised instrument should be accurate for today's language

learning classrooms. The reinvestigation and possible revision will benefit future research on student's intrinsic and extrinsic motivation of learning English.

Finally, the researcher hopes that this research will help encourage more effective English language teaching and learning which will give importance to the intrinsic and extrinsic motivation of students' learning level.

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APPENDICE

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APPENDIX A

THE QUESTIONNAIRE (ENGLISH VERSION)

Survey

A COMPARISON OF STUDENTS' MOTIVATION FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE IN SELECTED PUBLIC SCHOOL AND PRIVATE SCHOOL, BANGKOK

SURVEY

INTRINSIC AND EXTRINSIC MOTIVATION

Motivation and Attitudes toward Learning English Scale (MALESC)

Instructions: This survey is the research component for the Thesis needed to complete the Master's Degree program at Assumption University in Thailand. Thank you for taking the time to fill out the survey. Please answer the following questions by checking the box with the correct answer and in loading for 19 questionnaire items. For question 1-12 for Intrinsic motivation and question number 13- 19 for Extrinsic motivation: Choose 4 for "strongly agree", 3 for "agree", 2 for "disagree" and 1 for "strongly disagree".
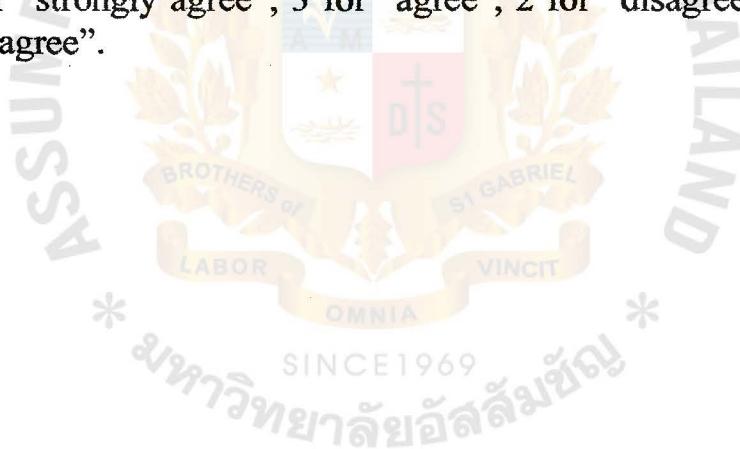
Intrinsic motivation

No.	Question	1	2	3	4
1	I would like to go to various foreign countries.				
2	I would like to make a lot of foreign friends.				
3	I would like to try and talk to foreigners when my English become proficient.				
4	I would like to live abroad.				
5	I would like to know more about foreign countries.				
6	English lessons are great fun. (I really enjoy learning English.)				
7	I always look forward to the day when we have English class.				
8	I would like to try to use English which I have learned.				
9	I hope that we have more English lessons.				
10	I get worried when I am doing worse than my classmates in English class.				
11	I am somehow always anxious in the English class.				
12	I get nervous when I answer or give a presentation in English class.				

Note: Strongly agree=4. Agree=3.disagree=2. Strongly disagree=1.

Extrinsic motivation:

No.	Question	1	2	3	4
13	In my family, we all feel that it is very important to learn English.				
14	My parents hope that my English will be proficient.				
15	My parents tell me to study English hard.				
16	I study English in order to make English easier for me in a higher level and in University.				
17	I study English because I think English will be necessary for me when I am an adult.				
18	I am studying English for a future job.				
19	I am studying English in order to enter to higher level and a University.				

Note: Strongly agree =4. Agree =3. Disagree =2. Strongly disagree =1.

APPENDIX B

THE QUESTIONNAIRE (THAI VERSION)

แบบสำรวจ

การเปรียบเทียบแรงจูงใจในการเรียนภาษาอังกฤษซึ่งเป็นภาษาต่างประเทศของนักเรียนในโรงเรียนรัฐบาลและโรงเรียนเอกชน

แบบสำรวจแรงจูงใจภายในและภายนอก

การใช้แบบสอบถามเรื่องการวัดระดับแรงจูงใจต่อการเรียนภาษาอังกฤษ (MALESC)

คำแนะนำ: แบบสำรวจของการวิจัยเพื่อทำวิทยานิพนธ์ในการเรียนบัณฑิตศึกษาของมหาวิทยาลัยอัสสัมชัน ขอบคุณทุกท่านที่สละเวลาอันมีค่าของท่านในการกรอกแบบสำรวจชุดนี้ กรุณาตอบคำถามแบบสำรวจนี้โดยการ กากบาทที่ช่องว่างตามหมายเลขที่ท่านเห็นด้วย สำหรับชุดแบบคำถามข้อที่ 1-12 ใช้เป็นแบบสอบถามแรงจูงใจ ภายใน ส่วนชุดแบบคำถามข้อที่ 13-19 ใช้เป็นแบบสอบถามแรงจูงใจภายนอก ให้ท่านเลือกหมายเลขที่ท่าน เห็นด้วยดังต่อไปนี้

 หมายเลข 4 สำหรับ "เห็นด้วยอย่างมาก" หมายเลข 3 "เห็นด้วย" หมายเลข 2 "ไม่เห็นด้วย" ส่วนหมายเลข 1 "ไม่เห็นด้วยอย่างมาก"

แรงจูงใจและทัศนคติทางทักษะการเรียนภาษาอังกฤษของ (MALESC)

ปัจจัยที่มีความสำคัญสำหรับหัวข้อแบบสอบถาม 19 ข้อ แบ่งเป็นแบบสอบถามแรงจูงใจภายใน 12 ข้อ และ แรงจูงใจภายนอก 7 ข้อ

แรงจูงใจจากภายใน

ลำดับ	คำถาม	1	2	3	4
1	ฉันอยากจะไปต่างประเทศ				
2	ฉันอยากจะมีเพื่อนต่างชาติมากๆ				
3	ฉันอยากจะลองคุยกับชาวต่างชาติเมื่อฉันมีความชำนาญด้านภาษาอังกฤษ				
4	ฉันอยากไปอาศัยอยู่ในต่างประเทศ				
5	ฉันอยากจะมีความรู้เกี่ยวกับประเทศอื่นๆ				
6	บทเรียนภาษาอังกฤษเรียนแล้วสนุก (ฉันชอบเรียนภาษาอังกฤษมากๆ)				
7	ฉันตั้งใจรอวันที่มีการเรียนการสอนภาษาอังกฤษ				
8	ฉันอยากจะฝึกใช้ภาษาอังกฤษที่ฉันได้เรียนไปแล้ว				
9	ฉันอยากให้มีการเรียนการสอนภาษาอังกฤษเพิ่มมากขึ้น				
10	ฉันรู้สึกไม่ดีเมื่อฉันเรียนภาษาอังกฤษได้แย่กว่าเพื่อนคนอื่นๆในชั้นเรียน				
11	ฉันกังวลเสมอเมื่อเรียนภาษาอังกฤษ				
12	ฉันไม่มีความมั่นใจเมื่อฉันต้องตอบหรือรายงานในชั้นเรียนภาษาอังกฤษ				

เห็นด้วยอย่างมาก = 4   เห็นด้วย = 3   ไม่เห็นด้วย = 2   ไม่เห็นด้วยอย่างมาก = 1

แรงจูงใจจากภายนอก

ลำดับ	คำถาม	1	2	3	4
13	ทุกคนในครอบครัวของฉัน ตระหนักถึงความสำคัญในการเรียนภาษาอังกฤษ				
14	ผู้ปกครองของฉันคาดหวังที่จะเห็นฉันใช้ภาษาอังกฤษได้อย่างชำนาญ				
15	ผู้ปกครองบอกให้ฉันตั้งใจเรียนภาษาอังกฤษให้เต็มที่				
16	ฉันเรียนภาษาอังกฤษเพื่อที่จะทำให้การเรียนภาษาอังกฤษของฉันง่ายขึ้นในระดับมัธยมและอุดมศึกษา				
17	ฉันเรียนภาษาอังกฤษเพราะฉันคิดว่าภาษาอังกฤษมีความจำเป็นเมื่อฉันโตขึ้น				
18	ฉันเรียนภาษาอังกฤษเพื่องานที่จะทำในอนาคต				
19	ฉันเรียนภาษาอังกฤษเพื่อที่จะเข้าเรียนต่อในระดับมัธยมและอุดมศึกษา				

เห็นด้วยอย่างมาก = 4   เห็นด้วย = 3   ไม่เห็นด้วย = 2   ไม่เห็นด้วยอย่างมาก = 1