



**A SURVEY STUDY OF STUDENTS' MOTIVATION
TOWARDS ENGLISH LANGUAGE LEARNING OF
PRE-ENGINEERING SCHOOL, BANGKOK**

BY

THANAPOOM POOMPANOM

**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL
FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN
TEACHING ENGLISH AS A FOREIGN LANGUAGE
LANGUAGE INSTITUTE
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ENTITLED

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Chairman



(Associate Professor Nitaya Yuangri)

Member and Advisor



(Associate Professor Supong Tangkiengsirisin, Ph.D.)

Dean



(Associate Professor Pornsiri Singhapreecha, Ph.D.)

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ABSTRACT

Motivation is one of the main determining factors of success in developing a second or foreign language. However, motivation is a complex phenomenon and the more its constructs are understood, the better instructors are able to understand. This motivation and integrative motivation based on Gardner's (1985) and Cooper and Fishman's (1977) works. The participants consisted of 135 third-year pre-engineering students from Thai-German Pre-Engineering School, King Mongkut's University of Technology North Bangkok. The study was undertaken using the modified motivational survey method of 20 items adapted from Gardner's Attitude/Motivation Test Battery (AMTB). The data were collected through questionnaire using a Likert-type scale which then was statistically analyzed. The key findings showed the subjects' greater support of instrumental reasons for learning the English language. However, regarding the integrative reasons, the results provided evidence that learning English as a part of living in English-speaking countries in the future had the least impact on students' English language motivation.

Key words: motivation, instrumental motivation, integrative motivation

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Thammasat University
Bangkok, Thailand

Thanapoom Poompanom
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CHAPTER 1

INTRODUCTION

1.1 Introduction

English has been widely accepted as both international language and global language thoroughly various dimensions of education, communication, mass communication, trading, business, finance and banking, sciences, technology, computer, entertainment, even religion and so on. Hence, English is also called as the official language. Tracing back to the education history of English language teaching and learning in Thailand in the reign of King Rama III (1824-1851 A.D.), who did realize and foresee the importance of the English language that would be one of the most vital factors to develop Thailand in multi aspects as the same civilization country as European countries and/or equivalent, therefore; the English language as a foreign language was fundamentally introduced and conducted to his royal family members at first stage and has been brought up to implement for teaching and learning in public schools as well as private schools since then. In 1921, the Ministry of Education did introduce and emphasize the English language as a compulsory subject in its curriculum for students beyond fourth grade. English has been the main subject that gains significant role in foreign language learning syllabus and as knowledge required for participation in communicative activities involving core four language skills; listening, speaking, reading and writing.

To achieve on the acquisition of second language “competence”, attitude, motivation, and teacher roles play the most important key factors for language learning. Undoubtedly, those master keys weave in harmony to one another. In classroom learning, therefore; only the teacher acts as facilitator influencing learner behavior for motivating learners do enjoy their English as second language learning whilst students who are not motivated will not learn effectively. In order to achieve in language learning, the language learners or students themselves must have their own motivation to learn both in classroom and outsource classroom.

It is known that the scores result of O-NET, Ordinary National Educational Test, for all high school students throughout the country has been indicated as below average in English subject. Thai students as EFL learners have still faced the difficulties in EFL learning even though they have learned English more than 8-10 years. Thai students who do not use English as their mother tongue both inside and outside classroom for English communication still have problems with studying English. Some cannot pay attention in the English lessons. Some cannot see the point in learning as a foreign language. Moreover, some cannot pass the English examination at the end of the semester as it does not meet the standard requirement. Several researchers and educators in the area of teaching foreign languages note that one of the factors that affect the achievement in learning foreign language is motivation (Gardner and Lambert: 1972; Hernandez: 2004)

Due to its great importance, motivation is one of the key factors that influence the rate and success of ESL or EFL learning (Dornyei 1998). Another factor is EFL attitude. It is argued that attitude plays a crucial role in motivating EFL learning. It is also believed that positive attitude facilitates while negative attitude acts as a psychological barrier against it (Dornyei, 1998). However the researcher would like to, particularly, focus on motivation that is the main cause for language learning in the area of engineering field.

Thai-German Pre-Engineering School where is under supervision of King Mongkut's University of Technology North Bangkok offers three-year vocational program on the study in three areas of Civil and Construction Engineering, Electrical and Electronics Engineering, and Mechanics Engineering. Students, who are in equivalent of tenth, eleventh, and twelfth grade respectively, are taught in classroom, well-trained and experienced in shop, and are prepared for their further study in Bachelor Degree of Engineering fields. After graduated, they will get a degree of Certificate in Technical Education Program in Civil and Construction, Certificate in Technical Education Program in Electrical and Electronics, and Certificate in Technical Education Program in Mechanics respectively. English is one of the most important subjects like a door of a lot of opportunities to enjoy the new aspect. However, their

strong believes to English language learning is less important than Physics and Mathematics respectively. Their learning English in classroom, therefore; for passing or getting any grade is only its satisfactorily primary goal.

These students might have their own specific motives towards learning English, the present investigation will contribute to understanding such issue with regarding to pre-engineering students at Thai-German Pre-Engineering School. This could also serve as a reference for instructors and syllabus designers at vocational level to improve the situation of English language teaching and learning with respect to students' motivation and attitudes.

1.2 Research question

Which of the two types of motivation (instrumental and integrative) could be the primary source of pre-engineering school students' motivation towards learning the English language?

1.3 Objective of the study

This study aims at investigating pre-engineering students' motivation towards learning the English language. The objective of this study is as follows:

To determine which of the two types of instrumental motivation and integrative motivation could be the primary source of pre-engineering school students' motivation towards learning the English language.

1.4 Definition of terms

The definitions of the terms of this study are as follows:

1.4.1 **Motivation** is defined as goal-directed behavior that is mediated by social, cognitive, and affective factors (Gardner, 1985). Motivation is also described as a composite of the efforts expended, the desire to learn a second language, attitudes towards learning a second language and a learner's orientations (Gardner & Tremblay, 1994). Motivation, on the other hand, can be defined as an inner drive impulse, emotion, or desire that moves one to particular action (Brown, 1980).

1.4.2 **Instrumental motivation** is defined as the learner's positive attitude toward the target language group and their aspiration to coalesce within the target language society (Gardner and Lambert, 1972). Instrumental motivation is also defined as learning a language because of someone the less clearly perceived utility it might have for the learner or because it is a school's requirement (Gardner, 1985). Instrumental motivation can be referred to "acquiring a language as a means for attaining instrumental goals: furthering a career, reading technical material, translation, and so forth" (Brown, 2000).

1.4.3 **Integrative motivation** is defined as learning a language because the learner wishes to identify himself with or become integrated into the society of the target language (Gardner, 1985). Integrative orientation deals with the student's motivation to learn the language for reasons such as interest in foreign languages, desire for interaction with the target language community, and attitudes toward the target language community (Gardner & Lambert 1972).

1.4.4 **Developmental or personal motivation** refers to motivation relating to personal development or personal satisfaction such as watching movies and reading books in English (Cooper & Fishman, 1977).

1.4.5 **“Students”** refers to pre-engineering students who are studying in three areas of Civil and Construction Engineering, Electrical and Electronics Engineering, and Mechanics Engineering.

1.4.6 **“School”** refers to Thai-German Pre-Engineering School where is under supervision of King Mongkut’s University of Technology North Bangkok.

1.4.7 **“Vocational Programs”** refer to three areas of Civil and Construction Engineering, Electrical and Electronics Engineering, and Mechanics Engineering.

1.5 Scope of the study

The study was conducted at Thai-German Pre-Engineering School, King Mongkut’s University of Technology North Bangkok which is the first Pre-Engineering School in Thailand providing a vocational program in Civil and Construction Engineering, Electric and Electronic Engineering, and Mechanics Engineering that English is one of compulsory core courses. Criteria for the choice of the groups that constituted the sample of this study related to only the senior pre-engineering students studying in third-year students (equivalent to twelfth grade) in the fields of Civil Engineering, Electric and Electronic Engineering, and Mechanic Engineering. The conditions for learning are the same in terms of age and the physically environment classroom.

1.6 Significance of the study

The students’ answers to the mentioned variables should uncover their motivational bias as well as the predominant motivation between instrumental motivation, integrative motivation and developmental motivation. This is for the purpose of a better understanding and improvement of the motivational conditions where they face difficulties.

This study's findings may provide useful guidelines for the school authorities concerned with developing English-language materials or textbooks as well as better quality teaching and learning. This will lead to measures which enhance overcoming of the students' language learning motivational problems as revealed in their responses. Such efforts may assist these students by instilling in them more integrative language learning motivation so as to achieve a sufficient level of English.

A significant target of this research is, thus, to provide a factual basis for English language teaching and learning in the Pre-Engineering School to work on their strategies in quality teaching and learning based on the students' motivation sources as they are implied in their responses. A valuable addition to the clarification of the motivational situation will be the responses in the spaces provided for open-ended elaborations.

CHAPTER 2

REVIEW OF LITERATURE

2.1 Introduction

This chapter reviews the literature in five main areas along with a summary: (1) the theory of motivation, (2) the concept of motivation in language learning, (3) the concept of instrumental and integrative motivation and their influence on ESL/EFL, and (4) related studies.

“Language is the centre of human life” (Cook, 1996). It is one of the most important ways of expressing ourselves, communicating with people, planning our lives, remembering the past, and exchanging ideas and preferences. Foreign language learners vary in terms of many factors such as attitudes, motivation, learning style, age gender, and aptitude. “The notion of learner centered instruction in foreign and second languages grew out of the recognition that language learners are diverse, in their reasons for learning another language, their approach to learning, and their abilities” (Wenden, 2002).

2.1 The theory of motivation

Motivation first rose to importance in the 19th century in Sigmund Freud’s pioneering investigations (Atkinson & Birch, 1978). The term “motivation” is usually defined by psychologists as the processes involved in arousing, directing, and sustaining behavior (Ball, 1977). Motivation has been identified as one of the main factors affecting English language learning for ages and it is very hard to define in one particular term. This is because the term *motivation* has been defined in different ways by different experts or scholars in different areas. Gardner (1985) states that “motivation is a very complex phenomenon with many facets... Thus, it is not possible to give a simple definition”. Gardner (1985 cited in Williams & Burden: 1997, p. 116), the most influential second language motivation researcher to date, defined motivation

as referring to a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language. From the behaviouristic perspective, motivation is quite simply the anticipation of reward” (Brown, 2000, p. 160). However, the cognitivists view the term motivation as being more related to the learner’s decisions. As Keller (1983, p. 389), quoted by Brown stated, “the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they exert in that respect” (p. 160). Nevertheless, in the constructivists’ definition of motivation, they place “further emphasis on social contexts as well as the individual’s decisions” (Brown, 2000). Despite the differences, in all the definitions of motivation given by the three schools of thought the concept of “needs” is emphasized, that is, “the fulfillment of needs is rewarding, requires choices, and in many cases must be interpreted in a social context” (p. 161).

In foreign language learning theories, motivation is such a complex phenomenon that it cannot be defined by a single widely accepted theory. Presumably, it can mean different things and it may be affected by

- a) Cause, related to personal goals of the learner or outside incentives such as rewards or punishment
 - b) Behavior, which relates to persistence, effort of the learner or enjoyment
 - c) Outcome, referring to evaluation of performance and reaction to success or failure
- (Lightbrown and Spada 1993) is suggested that motivation can be defined in relation to two factors: the needs of the learners and their attitudes towards the second language and the second language community. Learners are motivated if they need to learn language in order to achieve a goal or if they want to communicate with speakers of the target language and learn about the country where the language is spoken (Nakanishi, 2002). Additionally, it is grouped together with various aspects of personality and emotion leading to the reference to attitudes and motivation.

Brown (1981) distinguishes three different types of motivation:

- a) Global; a general orientation for learning
- b) Situational; relates to the situation in which learning takes place
- c) Task motivation with relates to specific tasks.

Gardner (1985) proposes that motivation is described in the following equation: “Motivation = effort + desire to achieve a goal + attitudes”. He points out that there are several components of effort (effort to succeed, to please the teacher or the parents, to pass examinations) and it is important to identify them, as some of them might not link directly to learning a language. He defines attitudes as the base for the middle term of the equation, relating them to behavior. Moreover, he refers to two types of motivation: integrative and instrumental. Integrative refers to the attitude of the student towards the target language, the target culture and the people in the culture, while instrumental relates to ulterior motives, like learning a language for academic purposes (the need to pass exams or to enter university).

The importance of motivation in enhancing second/foreign language learning is undeniable. Lifrieri (2005) points out that “when asked about the factors which influence individual levels of success in any activity – such as language learning -, most people would certainly mention motivation among them” (p. 4). Brown (2000) states that “it is easy in second language learning to claim that a learner will be successful with the proper motivation” (p. 160). With similar views, Gardner (2006) posits that “students with higher levels of motivation will do better than students with lower levels” (p. 241). He further adds that “if one is motivated, he/she has reasons (motives) for engaging in the relevant activities, expends effort, persists in the activities, attends to the tasks, shows desire to achieve the goal, enjoys the activities, etc.” (p. 243)

Brown (2000) asserts that studies of motivation of second/foreign language learners often refer to a distinction between two types motivation namely, instrumental versus integrative motivation. Gardner (1983) defines instrumental motivation as “learning a language because of someone or less clearly perceived utility it might have for the learner” (p. 203) More specifically, a learner is instrumentally

motivated when he/she wants to learn language “to pass an examination, to use it in one’s job, to use it in holiday in the country, as a change from watching television, because the educational system requires it” (Wilkins, 1972, p. 184)

On the other hand, integrative motivation was defined as “learning a language because the learner wishes to identify himself with or become integrated into the society” of the target language (Gardner, 1983, p. 203). Therefore, a learner is integratively motivated when he/she learns a language because he/she wants to “know more of the culture and values of the foreign language group...to make contact with the speakers of the languages... to live in the country concerned” (Wilkins, 1972, p. 184).

Besides Gardner’s integrative and instrumental constructs, Cooper and Fishman (1977) mentioned a third type of motivation which they termed “developmental”. Developmental or personal motivation, according to them, refers to motivation relating to “personal development or personal satisfaction” (p. 243). This includes such activities as watching movies and reading books in English.

The researchers concur with Spolsky (1989) in that “a language may be learned for any one or any collection of practical reasons” (p. 160). As such, identifying the students’ motivation will be related to the reasons for which they learn the English language. In other words, instrumental, integrative and personal reasons will be considered as far as the students’ motivation is concerned. This view is also supported by Crookes and Schmidt (1991) who consider motivation in learning a second/foreign language as “the learner’s orientation with regard to the goal of learning a second language” (p. 10).

Numerous studies in regard to motivation have been conducted in various fields, particularly in the fields of psychology and education. Ryan and Deci (2000) have suggested that to be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated. Abisamra (2002) also indicated that motivation is a desire to achieve a goal, combined

with the energy to work towards that goal. Similarly, our perception for motivation is “motivation is an internal drive or desire of each people to do something to achieve the goal that they have set”. It is believed that all people need motivation to do something; we need motivation to advance our lives.

2.2 The concept of motivation in language learning

There are a large number of studies regarding motivation language learning as follows:

2.2.1 Cook (1991) stated that one crucial aspect of L2 learning is what students bring with them into the classroom, with their diverse motivations for learning L2 affecting them powerfully. Students who are motivated have a desire to undertake their study and complete the requirements of their course.

2.2.2 Dornyei (1994) indicated that motivation is one of the main determinants of ESL/EFL achievement and, accordingly, the last several decades have seen a considerable amount of research investigating the nature and role of motivation in the L2 learning process. Some teachers may perceive good students as those who are motivated and express their interest in the course by paying attention, working hard, asking questions, getting high scores, and so on.

2.2.3 Pintrich and schunk (1994) suggested that motivation of students tends to be an important factor; it may influence their success and failure in learning a language. Besides, it may affect the performance of learned skills, strategies, and behaviors that have essential implications for learning. Generally, motivation does not appear to influence students’ L1 learning because they use L1 in their daily communication.

2.2.4 According to Sternberg and Williams (2002), there can be many reasons for students refusing to do something the teacher desires. They may not actually lack

motivation or attention; rather he/she may have motivation of the wrong type, as far as the teacher is concerned.

2.2.5 Shah et al. (2010), a group of researchers from Malaysia, claimed that learners need motivation to learn foreign languages. In this case, motivation plays a vital role in L2 learning. This is the reason why once teachers are able to understand students' motivations, students will participate actively in class, pay attention, and achieve their learning goals.

It is possible to claim that a second/foreign language learner will succeed in L2 learning once their motivations are acknowledged, and they are pushed to achieve their learning goals.

2.3 The concept of instrumental and integrative motivation and their influence on ESL/EFL

In the field of education, motivation is generally categorized into two main types, which are instrumental motivation and integrative motivation. Both of these play an important role in language learning. Each student has different types of motivations towards learning English. Some may study English for their future educational and career advancement whereas some may want to integrate into English speaking communities. As students have different goals in language learning, standard of teaching designs may not meet every student's needs. However, once teachers are able to understand student's motivations, which is what they expect from learning English, both teachers and students will have mutual benefit. Teachers can provide appropriate and effective teaching design that responds to students' motivations and expectations, while students can achieve their goal of English learning for the best result.

2.3.1 Instrumental motivation

Hudson (2000) characterized the desire to obtain something practical or concrete from the study of a second/foreign language. Instrumental motivation underlies the goal to gain some social or economic reward through L2 achievement. According to Gardner and Lambert (1959), instrumental motivation is the desire to learn a language because it would fulfill certain utilitarian goals, such as getting a job, passing an examination, earning more money, and so on. Therefore, students who have instrumental motivation in L2 learning will study English for achieving goals and getting a benefit from it. They feel that English is necessary for their lives in terms of learning and career success. They desire to learn a language to improve their status and attain higher qualifications in the future.

2.3.2 Integrative motivation

Crookes and Schmidt (1991) identified a learner's orientation with regard to the goal of learning as a second/foreign language. This refers to a learner's positive attitude toward the target language group and the desire to integrate into the target language community.

In accordance with Gardner and Lambert (1959), integrative motivation is the desire to learn a language in order to communicate with people from another culture that speak the target language; the desire is also there to identify closely with the target language group. Ellis (1997) also provided a similar definition which is that learners desire to learn a second/foreign language because they are interested in the culture and the people of the target language.

In addition, people may desire to study the L2 language when they become new residents in a community that uses L2 language as a common language. Therefore, students who have integrative motivation in EFL learning will study English to improve their English proficiency in order to become a part of an English speaking culture's society.

2.4 Related studies

For decades, a large number of studies on motivation have been conducted by numerous researchers in social psychology and education. Many famous scholars have conducted studies on motivation second/foreign language learning such as Gardner and Lambert (1959), Dornyei (1994), Ellis (1997), Ryan and Deci (2000), Hudson (2000), and so on. Academic research has also been conducted on very similar topics in various countries.

The studies whose results confirm that students join language learning classes because of instrumental motivation are as follows:

2.4.1 Lukmani (1972) found that Indian students were highly motivated by instrumental motivation rather than integrative motivation. Her participants were Marathi-speaking and English-speaking Indian students in Bombay. She designed a test to investigate students on English proficiency and the motivation for learning English. The result indicated that students who were instrumentally motivated had higher score in the test.

2.4.2 Fat (2004) conducted a study on the integrative motivation of Chinese language learners in Hong Kong. However, the results were totally contrary to the hypothesis. Questionnaires with Likert-type questions were distributed to 41 secondary students in an English class, with all of the respondents being male students with a mean age of 15.4. The results showed that students had instrumental motivation rather than integrative motivation. Their goals in learning English were that they wanted to have future career development and interaction with people with career purposes. Then, the researcher conducted interviews with eight interviewees randomly selected from 165 students to elicit deeper information. Most interviewees mentioned that they wanted to have effective English communication skills for their future jobs. Only a few students explained that they wanted to live in English-speaking countries.

2.4.3 Liu (2007) reported in her study that Chinese students had positive attitude and instrumental motivation to learn English. She created a modified questionnaire adapted from the studies of Gardner (1973) and Clement, Dornyei, and

Noels (1994) to collect data from 202 third-year non-English majors in a university in Southern China.

2.4.4 Redfield, Figoni, and Levin (2009) collected data from 466 Japanese technology major students. The findings showed that the students had high instrumental motivation but low integrative motivation. They administered 14-item questionnaires to measure instrumental and integrative orientations.

2.4.5 There is a plethora of research that has been carried out internationally to investigate learners' motivation and attitudes towards the English language. In Malaysia, for example, Vijchulata and Lee (1985) reported on a study that investigated the students' motivation for learning English in Universiti Putra Malaysia (UPM). Based on Gardner and Lambert's research (1972), the researchers developed a questionnaire to elicit the data required. The questionnaire was administered on approximately a thousand students from all the different faculties in UPM. The findings revealed that UPM students are both integratively and instrumentally oriented towards learning the English language.

2.4.6 Another study by Sarjit (1993) attempted to explore the language needs of consultants at a company. The name of the organization was not mentioned as the consultants did not allow the researcher to expose their identities. Learners' motivation was of concern in the study. The research sample consisted of 26 consultants, 4 directors and one instructor. In her study, Sarjit employed different techniques to gather information, such as a questionnaire, interviews and field observation. For the subjects' motivation, the study found that instrumental motivation was the main reason for learning the language followed by personal motivation.

2.4.7 A more study has been carried out by Karahan (2007) in the Turkish EFL context. The motive of his study arose from the complaints raised by learners, teachers, administrators, and parents about why most Turkish EFL students cannot attain the desired level of proficiency in English. Therefore, he conducted a study to find out the relation between language attitudes, motivations, and language

learning, which is a missing point of discussions on the problems of teaching English in Turkey. More specifically, Karahan tried to identify the interlaced relationship among language attitudes, the starting age of language learning, and the place where the individual started to learn language within the Turkish EFL context. The only method of inquiry used was a questionnaire adapted from previous studies on language attitudes and motivations. The sample included 190 (94 females and 96 males) eighth grade students of a private primary school in Adana, Turkey, where English was intensively taught. The findings indicated that although the students were exposed to English in a school environment more frequently than other students at public schools, they had only mildly positive attitudes, female students in particular had higher rates. Instrumental motivations are higher than integrative motivations. In addition, the subjects recognized the importance of the English language, but interestingly did not reveal high level orientation towards learning the language. On the other hand, the results revealed that the subjects had mildly positive attitudes towards the English based culture but they were not tolerant of Turkish people speaking English among themselves.

2.4.8 Prapphal's study (as cited in Oranpattanachai, 2009) examined the types of motivation using questionnaires with 126 first-year Arts students a university in Thailand. It was found the motivation of her participants did not fall into any categories of motivation. That is to say, her participants' motivation cannot be classified as intrinsic motivation or extrinsic motivation.

2.4.9 Getmanee's study (as cited in Oranpattanachai, 2009) conducted a survey study with first-year engineering students at a university in Thailand. She found that there was a positive relationship between students' motivation and their proficiency in speaking.

2.4.10 Oranpatanachai (2008) conducted her study and addressed the motivation of 420 first-year Thai undergraduate engineering students in the English language classroom that students took English courses for both integrative and instrumental reasons as well as to fulfill the university English language requirement.

In addition, the majority of students reported that instrumental reasons for studying English were more important than integrative reasons.

2.4.11 Gentner (2014) investigated in motivating Thai learners claimed that most of Thai students, particularly children and adolescents, must endure a string of classes, lessons, and other forms of graded evaluation as well temptations to escape the setting altogether. Dornyei and Otto (1998 cited in Gentner, 2014 p. 9) maintain that a motivational taxonomy includes the creation of basic motivational conditions, generating motivation, maintaining and protecting motivation, and encouraging positive self-evaluation.

2.4.12 Khamkhien (2011) conducted a motivational study on 327 Thai EFL university students and found the primary motivation to study English speaking for these students was the prospect of securing a respectable job;

..it was found that they believed that in Thai society, a person who has good knowledge of English seemed to be superior to others in terms of job opportunities such as getting a better job and higher salary. Moreover, they thought the knowledge of English is crucial since being proficient in English can enable them to be well-informed.

However, some studies have obtained different results since students were found to have integrative motivation in language learning.

2.4.13 Gardner (1973) claimed that there is strong support for the proposition that integrative motivation promotes successful second language acquisition, as has been proposed and shown in many studies. Ninety-two students in an introductory psychology class were selected to participate in this study. Likert-type questionnaires were designed to assess eight different attitudinal and motivational characteristics. Moreover, the students were asked to do a test on English/French word pairs to examine the comparative results.

2.4.14 In Japan, learners' motivation and attitudes towards the English language were also of concern for many researchers. One of the most relevant studies

was that of Benson (1991) who surveyed over 300 freshmen to assess their motivation towards learning English. The results demonstrated the importance of integrative and personal goals as factors in motivation among Japanese college students as he stated, “integrative and personal reasons for learning English were preferred over instrumental ones”.

2.4.15 Niederhauser (1997) studied “Korean students’ motivation toward foreign language and culture”. The results showed that integrative motivation played a dominant role in language learning among Korean students. They preferred that a teacher emphasize cultural skills development in the language class. In addition, cultural contents seemed to attract student’s participation in the class.

2.4.16 Hernandez’s (2008) study “Integrative Motivation as Predictor of Achievement in the Foreign Language Classroom” found that integrative motivation played a crucial role in language learning. The participants in the study consisted of 130 undergraduates in a Spanish course at a large Midwestern university in Spain. Questionnaires, interviews, and test on Spanish were applied as materials. The results from the survey, interview, test, and final exam grades revealed that integrative motivation indeed contributed to students’ desire to attend further language courses. Besides, a positive relationship between integrative motivation and final exam grade resulted.

These key studies led this research to investigate the motivation that students have in their language learning. The survey design was adopted to elicit data from participants. However, the participants in the previous research were undergraduate, secondary, and high school students whereas this research aimed to focus on vocational degree students since students of different levels could have different motivations. This research also did not use a language test as the material since students had different level of English proficiency irrespective of the type of motivation they had; therefore, the results by using a test might not have been valid and reliable.

It could be said that both instrumental and integrative motivation facilitate learning English as a second/foreign language. Moreover, it is essential for teachers to understand what students' motivations are, as this is an important factor for success in learning a second/foreign language.



CHAPTER 3

RESEARCH METHODOLOGY

The study was conducted to identify pre-engineering students' motivational orientations in learning the English language. To achieve this objective, a set of questionnaire was used. This type of design, that uses different research methods to investigate the same issue, is called a triangulation mixed method design (Creswell, 2002). The need for triangulation arises from the need to confirm the validity and reliability of the process (Tellis, 1997). This chapter describes: (1) the participants, (2) the instrumentation, (3) data collection, (4) data analysis.

3.1 Participants

The samples in this study were 135 senior pre-engineering students, third-year students, who studied in three different areas of Civil and Construction Engineering, Electronic and Electricity Engineering, and Mechanic Engineering in the academic year 2014 – 2015 in Thai-German Pre-Engineering School, King Mongkut's University of Technology North Bangkok. The total number of the students was 122 males and 14 females, most of them were 18-year-old.

3.2 Instrumentation

A motivation questionnaire (see Appendix 1) used in this present study consisted of two sections. Section A, 4 items were used to collect information regarding the students' background. Section B, there were twenty questions to elicit quantitative data from the respondents. This section included information to identify students' motivation to learn the English language. The researcher adapted these questions from Benson (1991), Sarjit Kaur (1993) and Qashoa (2006) based on two scales of Gardner's (1985) Attitude/Motivation Test Battery (AMTB) (The instrumental and integrative orientation scales) construct. These represented the two motivational constructs namely, instrumental motivation (items 1-10) and integrative motivation (items 11-20) respectively.

It might be worth indicating the Gardner's instrumental and integrative types of motivation were adopted because such a classification offers "an impetus to the study of language attitudes and motivation that had previously been lacking" (Benson, 1991, p. 35). For the personal construct of motivation, it was included because it has been incorporated by some researchers such as Benson (1991), Kaur (1993) and Shimizu (2000) when they investigated ESL/EFL learners' motivation towards the English language.

3.3 Data collection

The researcher started carrying out the main study at Pre-Engineering School. Before administering the questionnaire, the all senior pre-engineering students of twelfth grade were informed to understand of the objectives and significance of the study.

They were also requested to state their true and honest responses. To reduce their fear of exposing their honest views and to ensure better and valid results, the students were informed that their answers would be treated with complete confidentiality.

Then, a set of questionnaire was distributed individually to all samples. Once they finished answering the questionnaires, they were requested to check their responses for incompleteness or missing answers.

3.4 Data analysis

The data collected in the present study was a type of quantitative. The quantitative data of a motivation questionnaire to 135 third-year pre-engineering students at Thai-German Pre-Engineering School, King Mongkut's University of Technology North Bangkok, were analyzed to SPSS for Windows and, in terms of Mean, SD. (Standard Deviation) and Percentages. For analyzing the qualitative part of

the data, on the other hand, a content analysis method was used. In the analysis process, the responses were analyzed in terms of themes related to the study objectives as follows:

Descriptive statistics were computed on the student participants' responses of the integrative motivation and instrumental motivation.



CHAPTER 4

RESULTS

4.1 Introduction

The previous chapter explained the research methodologies used to investigate students' motivation towards English language learning. This chapter highlights the overall results of this study which are divided into two main sections: background information of the respondents and their motivation to learn English.

The data collected from the questionnaire in this study were computed and analyzed in terms of means, and standard deviation. The respondents were requested to indicate on a five-point scale showing how important each reason was for their motivation in learning English. To interpret the mean score for students' motivational level, the researchers adopted the interpreting procedure designed by Best (1981) and Degang (2010) as shown in Table 1.

Table 1 Interpretation of Mean Score of Motivational Levels

Scale	Mean Range	Motivational Level	Score Range
5	strongly agree	very high	4.50 – 5.00
4	agree	high	3.50 – 4.49
3	moderate	average	2.50 – 3.49
2	disagree	low	1.50 – 2.49
1	strongly disagree	very low	1.00 – 1.49

The mean score for each item indicated the level of students' motivation; the higher score indicated that students had high motivation, while the lower score indicated low motivation.

4.1 Background information of the respondents

This section presents the general demographic data of the respondents. The results are shown based on the questionnaire as follows:

Table 2. Gender

Sex	Participants	Percent
Male	121	89.63%
Female	14	10.37%

As shown in Table 2, the total number of the students who were randomly selected was 121 males and 14 females. The majority of respondents were male accounting for 89.63% whilst only 10.37% of them were female. This could be self-explanatory because more male students study in the engineering field than female.

Table 3. Classification of Engineering fields

Engineering Field	Participants	Percent
Mechanics	52	38.52%
Civil and Construction	59	43.70%
Electric and Electronic	24	17.78%

$$N. (\text{Total}) = 135$$

As shown in Table 3, pre-engineering students who study in Civil and Construction field are 43.70% which is the highest percentage when comparing to other fields of Mechanic, Electric and Electronic at 38.52% and 17.78% respectively.

4.2. Motivation in learning English

This section presents the questionnaire findings related to the students' motivation in learning the English language. To identify the students' motivation towards learning the English language, they were asked to rate a list of twenty reasons in terms of importance in enhancing their learning of the English language.

Instrumental motivational items 1 – 10, and Integrative motivational items 11 – 20 were written in Thai as to avoid misunderstanding in term of communication and interpreting. These questionnaire items were rated on the five-point Likert scale (1=strongly disagree to 5 = strongly agree).

Results: Motivation in learning English

Table 4 Instrumental Motivation

Item	Reasons for learning English	Mean	SD
1.	English helps me to get a job easily.	3.99	0.617
2.	English course is a school's requirement.	4.63	0.606
3.	I hope to further higher educational degree with better English skills	3.54	1.042

4.	English is important for economic, social, and educational advancement.	4.13	1.011
5.	I would like to be accepted and respected by others.	3.53	1.084
6.	English helps more to carry my tasks more efficiently e.g. English exercises and examination.	4.55	0.870
7.	English helps me to have more successful in life.	3.83	0.943
8.	English helps me for searching the information as well as other media in term of learning.	3.51	0.999
9.	I would like to understand the English language from movies, text books, and news.	2.24	0.924
10.	I think English is part of a well-rounded education	3.21	1.193

According to Table 4: Instrumental Motivation, most of the students study English because it is a school requirement. Mean from this item is 4.63. It is considered as the highest out of 10 items. Whilst the mean of studying English to handle the task as well as the examination is 4.55 which is in 2nd ranking and quite high in term of mean. These figures show that most of the students focus on studying in term of the school requirement and, no other reasons, their purpose is to pass the examination as requirement only.

Table 5 Integrative Motivation

Item	Reasons for learning English	Mean	SD
11.	I would like to learn and understand the western culture.	3.33	1.165
12.	I would like to improve my English skills to be similar to an English native Speaker.	4.15	0.686
13.	I would like to communicate with foreigners or foreign friends better.	3.29	1.239
14.	I would like to live in English – speaking countries in the future.	1.20	0.515
15.	I would like to learn and understand in the fields of Engineering, Science and Technology.	3.32	1.041
16.	English helps me to open-mind in terms of communication and understanding people.	2.97	1.239
17.	English helps me to have more confidence in term of high level in education.	2.65	1.128

18.	English helps me for participating in academic expressions, social life, and cultural activities.	1.74	0.992
19.	English is an international language.	3.17	1.200
20.	I would like to gain much more English skills as much as possible.	3.72	0.779

The result from Table 5 is self-explanatory to us that most of the students would like to improve their English skill to be similar as the native speaker as much as possible. Its Mean is 4.15 considering as the highest Mean out of the 10 items. It also can be implied that their motivation in learning English in classroom strongly needs to be supported in suitably various teaching from teachers.

Table 6 Overall Mean of Instrumental Motivation VS Integrative Motivation

Type of Motivation	Overall Mean
Instrumental Motivation	3.716
Integrative Motivation	2.954

$$\text{Difference} = 0.762$$

The result from Table 6 is considered that instrumental motivation is higher than integrative motivation with having the difference as 0.762. These findings suggest that to enhance students' strength motivation English instructors should use teaching techniques that increase students' integrative motivation. To give an example, the instructors should use the authentic materials to teach students because it will expose students to authentic English language and culture. In addition, students should be

provide chances to speak with native speakers of English. If the environment does not lend support for students to interact with English native speakers, watching English/American movies, or songs can be a method to promote an understanding of English-speaking cultures.



CHAPTER FIVE

CONCLUSIONS, DISCUSSIONS, AND RECOMMENDATIONS

This chapter presents (1) a summary of the findings, (2) discussions of the study's findings, (3) conclusions, and (4) recommendations for further research for English instructors and syllabus designers in preparing their materials, curriculum and teaching methods.

5.1 Summary of the findings

The results of the study can be summarized as follows:

The third-year pre-engineering students at Thai-German Pre-Engineering school, King Mongkut's University of Technology North Bangkok demonstrated greater emphasis on instrumental motivation for the English language learning. This is supported by Gardner's study (1985) that instrumental motivation is defined as learning a language is a school's requirement. However, integrative motivation is the significant predictors of the students desires to improve their English skills to be similar to an English native speaker beyond their fulfillment of the school English language requirement.

5.2 Discussions

Students' Motivation in Learning English

The finding showed that the Thai-German pre-engineering students demonstrated greater emphasis on instrumental reasons for learning the English language. This finding is supported by Huguet (2006) and Hudson (2000) that instrumental motivation refers to the desire to learn L2 in order to fulfill certain practical reasons. As Cook (2008) says, the learner driven by this motivation always has external goals such financial rewards, future careers or passing examinations.

To reconfirm the instrumental motivation plays an important role in classroom learning, there are several studies supported as follows:

Wimolmas Ratanawalee (2012) who conducted a survey study of motivation in English language learning of first year undergraduate students at Sirindhorn International Institute of Technology (SIIT), Thammasat University found that instrumental motivation was a significant factor among this group of students learning English.

Pornpun Oranpattanachi's study (2008), about 'Motivation and English Language Achievement of Thai Undergraduate Students' of King Mongkut's University of Technology North Bangkok, addressed the motivation of Thai undergraduate students in the English language classroom. The finding revealed that instrumental reasons for studying English were more important than integrative reasons; that is to say, there was a significant difference between integrative motivation and instrumental motivation.

Munir Shuib's research (2009), University Sains Malaysia, about 'Motivation And Attitudes Towards Learning English: A study Of Petroleum Engineering Undergraduates At Hadhramout University Of Sciences And Technology' showed that the subjects' greater support of instrumental reasons for learning the English language.

Nakhon Kitjaroonchai and Tantip Kitjaroonchai (2012), investigated 'Motivation Toward English language learning of Thai Students Majoring in English at Asia-Pacific International University'. Their instrumental motivation was found slightly higher than their integrative motivation.

Daranee Choomthong and Chudapak Chaichompoo (2013), Maejo University, Chiang Mai, conducted their study 'English language learning motivation of Thai undergraduate students in the globalized era'. The results indicated that the students' instrumental motivation was found slightly higher than their integrative motivation.

5.3 Conclusions

This study aimed to investigate pre-engineering students' motivation towards the English language learning. The results showed that instrumental motivation was the primary source of the pre-engineering students' motivation towards the English language learning. However, in regards to the integrative reasons, the results provided evidence that learning English to live in English – speaking countries in the future had the least impact on students' English language motivation. Meanwhile, other factors which are so important should not be overlooked, the reason is the English language learning in classroom learning mainly consists of the instructor's motivation, the students' motivation, and classroom atmosphere.

5.4 Recommendations

The study's findings can be used as a beginning point for providing some pedagogical implications that should be taken into consideration by both English instructors and syllabus designers for high school students. Based on the findings and conclusions of this study, the recommendations are as follows:

The study showed that pre-engineering students are instrumentally motivated. Therefore, English language courses should be designed to fulfill this purpose. In other words, pre-engineering should take English courses which enable them to function effectively both their academic and occupational settings in the future.

To sum up, since the current study has been conducted with only 135 pre-engineering students, the results of random sampling may not guarantee generalizability to other group of students. However, the findings can identify the factors influencing pre-engineering students' motivation towards the English language learning. The findings totally indicated that the students have certain reasons for learning the English language. Students' voice and/or reflection in this matter should

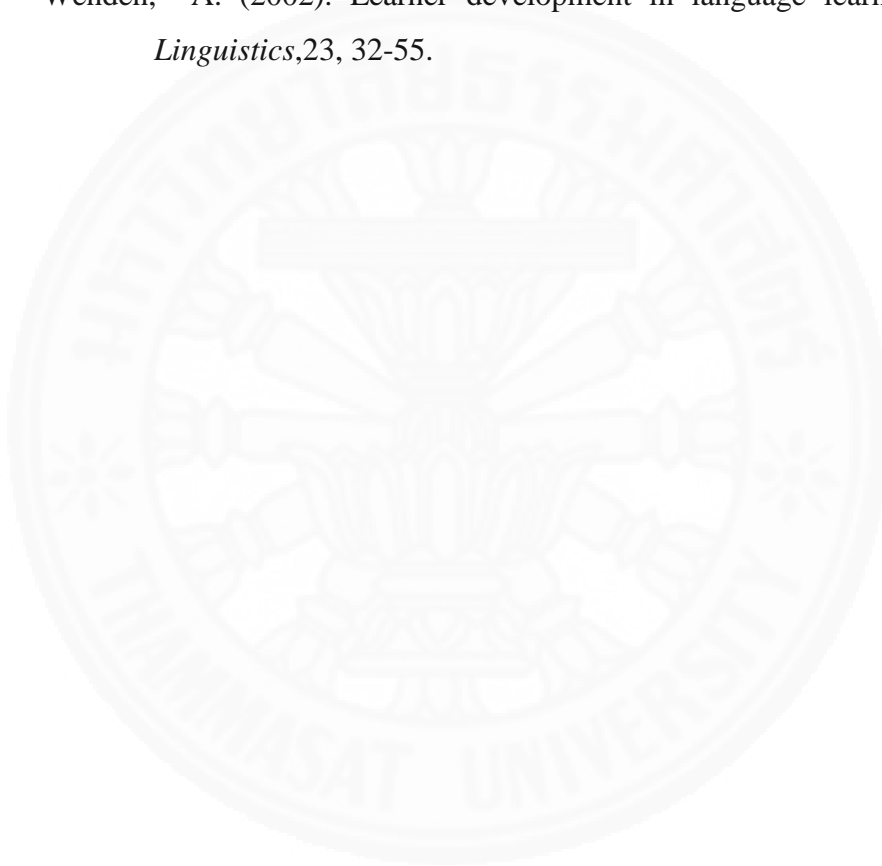
be considered by English instructors and syllabus designers in terms of preparing their materials, curriculum and teaching methods. Last but not least, a survey study by questionnaire and group interview, students' classes of first year, second year, and third year as well as all pre-engineering fields are highly recommended for further study.



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APPENDIX

แบบสอบถาม

คำสั่ง จากแบบสอบถามต่อไปนี้ ให้นักเรียนทำเครื่องหมาย () ลงในช่องคำตอบที่ตรงกับความเป็นจริงมากที่สุด

แบบสอบถามนี้ ประกอบด้วย 2 ส่วนหลัก ดังนี้

ส่วนที่ 1: ข้อมูลทั่วไป

ส่วนที่ 2 : แรงจูงใจในการเรียนภาษาอังกฤษ

ส่วนที่ 1 ข้อมูลทั่วไป

กรุณาตอบคำถามและแสดงเครื่องหมาย ลงในช่องคำตอบที่เหมาะสม

1. เพศ ชาย หญิง
2. หลักสูตร เครื่องกล โยธา ไฟฟ้า
3. อายุ 16 ปี 17 ปี 18 ปี อื่น ๆ

4. เกรด หรือ ระดับคะแนนที่นักเรียนได้รับจากวิชาภาษาอังกฤษของภาคเรียนที่แล้ว

- A = 4.00 B⁺ = 3.5 B = 3.00
- C⁺ = 2.50 C = 2.00 D⁺ = 1.50
- D = 1.00 F = 0.00

ส่วนที่ 2 : แรงจูงใจในการเรียนภาษาอังกฤษ

เหตุผลในการเรียนภาษาอังกฤษ	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	ปานกลาง	เห็นด้วย	เห็นด้วยอย่างยิ่ง
	1	2	3	4	5
1. เพราะภาษาอังกฤษช่วยในการทำการบ้านและแบบฝึกหัดวิชาภาษาอังกฤษได้ดียิ่งขึ้น					
2. เพราะเป็นวิชาบังคับของโรงเรียน					
3. เพราะจะมีทักษะภาษาอังกฤษดีขึ้นเมื่อเรียนต่อในระดับที่สูงขึ้น					
4. เพราะเป็นวิชาที่สำคัญต่อเศรษฐกิจ สังคม และความก้าวหน้าทางการศึกษา					
5. เพราะต้องการการยอมรับนับถือจากผู้อื่น					
6. เพราะต้องทำงานที่ได้รับมอบหมายและเพื่อการสอบ					

7. เพราะต้องการมีความรู้ภาษาอังกฤษเพื่อที่จะประสบความสำเร็จในชีวิตมากขึ้น					
8. เพราะต้องการสืบค้นข้อมูลข่าวสารเป็นภาษาอังกฤษและศึกษาสื่อการเรียนต่างๆ					
9. เพราะต้องการเข้าใจในการดูภาพยนตร์ อ่านหนังสือเรียน นิตยสาร และหนังสือพิมพ์ที่เป็นภาษาอังกฤษ					
10. เพราะภาษาอังกฤษเป็นส่วนหนึ่งของความสามารถหลายด้านทางการศึกษา					

11. เพราะต้องการเรียนรู้และเข้าใจในวัฒนธรรมตะวันตกมากยิ่งขึ้น					
12. เพราะต้องการพัฒนาทักษะภาษาอังกฤษให้ได้ใกล้เคียงกับเจ้าของภาษา					
13. เพราะต้องการสื่อสารกับชาวต่างชาติได้ดียิ่งขึ้น					
14. เพราะต้องการที่จะอาศัยอยู่ในประเทศที่ใช้ภาษาอังกฤษในการสื่อสาร					

15. เพราะต้องการเรียนรู้และเข้าใจภาษาอังกฤษในสาขาวิศวกรรมศาสตร์ วิทยาศาสตร์ และเทคโนโลยี					
16. เพราะภาษาอังกฤษทำให้ฉันเปิดใจที่จะติดต่อสื่อสารและเข้าใจผู้อื่น					
17. เพราะภาษาอังกฤษทำให้ฉันเป็นคนมีระดับการศึกษา					
18. เพราะภาษาอังกฤษสามารถทำให้ฉันมีส่วนร่วมในการแสดงความคิดเห็นทางวิชาการ ทางสังคมและกิจกรรมทางวัฒนธรรม					
19. เพราะภาษาอังกฤษเป็นภาษานานาชาติที่ใช้ในการสื่อสาร					
20. เพราะมีความต้องการที่จะเรียนรู้ทักษะภาษาอังกฤษให้มากที่สุดเท่าที่จะเป็นไปได้					

BIOGRAPHY

Name	Thanapoom Poompanom
Date of Birth	August 15, 1962
Educational Attainment	Bachelor of Business Administration in Marketing, Srinakharinwirot University, Bangkok
Work Position	Lecturer Thai-German Pre-Engineering School, King Mongkut's University of Technology North Bangkok
Work Experiences	King Mongkut's University of Technology North Bangkok Bank of America, Bangkok Branch Royal Orchid Sheraton Hotel & Towers, Bangkok