STUDENTS’ MOTIVATION IN STUDYING ENGLISH:
A SURVEY AMONG THAI ADULT STUDENTS
IN AN ENGLISH SPEAKING CLASS

By

CHUTIMON WANNA

A RESEARCH PROPOSAL SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF ARTS IN ENGLISH LANGUAGE TEACHING

LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY

ACADEMIC YEAR 2017
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INDEPENDENT STUDY

BY

MISS CHUTIMON WANNA

ENTITLED

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Chairman

(Preechaya Mongkolhutthi, Ph.D.)

Member and Advisor

(Sucharat Rimkeeratikul, Ph.D.)

Dean

(Associate Professor Supong Tangkiengsirisin, Ph.D.)
Independent Study Title: STUDENTS’ MOTIVATION IN STUDYING ENGLISH: A SURVEY AMONG THAI ADULT STUDENTS IN AN ENGLISH SPEAKING CLASS

Author: Miss Chutimon Wanna

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Major Field/Faculty/University: English Language Teaching
Language Institute
Thammasat University

Independent Study Paper Advisor: Associate Professor Sucharat Rimkeeratikut, Ph.D.

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ABSTRACT

This study attempted to investigate students’ motivation in studying in an English speaking class. The instrument utilized was a questionnaire. The participants were 31 intermediate-level adult students at a private language tutoring school in Bangkok. The data were collected from two different English speaking classes and analyzed by using descriptive statistics, e.g. frequency, percentage, mean score, and standard deviation via the Statistical Package for the Social Sciences (SPSS). The results indicated that students enrolled in this English speaking class because of extrinsic motivation rather than intrinsic motivation. For extrinsic motivation, instrumental motivation was indicated more strongly than integrative motivation. It was also found that English speaking classes at this tutoring school helped improve students’ speaking skills.

Keywords: intrinsic motivation, extrinsic motivation, instrumental motivation, integrative motivation, speaking skills
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CHAPTER 1
INTRODUCTION

1.1 BACKGROUND

In today’s world, English has become an international language; therefore, in Thailand, the English subject is now required and become a compulsory course. It is taught everywhere in every school. The main reason why it is required nowadays is that English is spoken throughout the world, by both native speakers and even more by non-native speakers. This means that being able to speak English allows access to different sources and can actually broaden one’s world, from job opportunities to the ability to relate to and connect with people from different countries. More importantly, it is now unavoidable to say that English is an international language, the main language of this planet. For instance, most of the movies made in this century are in English. Movies from Hollywood, the largest movie industry, are produced in English. Another example is that, when people work in import and export fields, most of the international trade agreements are concluded in English, and it is surely the most widely used language for international business meetings. Therefore, this makes leaning English essential and meaningful.

One of the major factors that affect language learning is ‘motivation’. Motivation provides the force to start learning an L2 and to sustain the later learning process (Dornyei, 2001). It can be clearly observed that language learners or any learners of any field who are motivated are more likely to process their understanding better that those who are not. Not only that, studies on motivation show that a student with high motivation is likely to be a successful learner.

Furthermore, language learners who are motivated are likely to learn significantly better than those who are not (Harmer, 1991), even though they are in difficult and unsatisfactory situations. Without sufficient motivation, it will be difficult for students to achieve their goals in learning, not just language, but any type of learning.
From the above reasons, this study aims to investigate motivation in speaking English among adult students who enroll in English speaking classes at a private language tutoring school in Bangkok. The result of this study will vastly help the institute provide more effective classes and adjust course syllabus which can genuinely help enhance students’ language skills.

1.2 STATEMENT OF PROBLEM

Motivation is a powerful predictor of linguistic achievement (Ellis, 1997). However, after learning English, both grammar and conversation, for many years, a number of learners still have difficulties in speaking. Therefore, as the researcher is currently working as a teacher at a language tutoring school, it is worth investigating the students’ motivation in English speaking classes. The result of this study might be helpful for to the school, especially in terms of providing classes and course syllabus that are suitable for the students of the school. More importantly, teachers at the school can understand the students more, which can help them teach with a clearer goal.

1.3 SIGNIFICANCE OF THE STUDY

1.3.1 Conducting this study helps indicate types of motivation that the students in an English speaking class have.

1.3.2 By finding out whether students are intrinsically or extrinsically motivated, the teachers are able to use appropriate teaching approaches.

1.3.3 In EFL classroom context, by taking into account different motivations, language teachers can become aware of reasons why their students are learning to speak English and then to be better-prepared for class activities.

1.4 AIM OF THE STUDY

This study aims to identify types and investigate motivation in speaking English in EFL classroom context or a tutoring school in Bangkok.
1.5 RESEARCH QUESTION

1.5.1 What motivates intermediate adult students at a private language tutoring school to study in English speaking class?

1.5.2 What is the main motivation (intrinsic or extrinsic) driving students to take English speaking class in a private tutoring school?

1.6 SCOPE OF THE STUDY

This study aims to indicate and investigate adult students’ motivation in speaking English in EFL classroom contexts. The participants in this study are 31 adult students who enrolled in English speaking classes at a tutoring school. Therefore, the result of this study can only reflect on a particular group of students.

1.7 DEFINITIONS OF TERMS

1.7.1 Motivation refers to internal drive that encourages somebody to pursue a course of action.

1.7.2 Intrinsic Motivation refers to the desire to achieve English speaking proficiency in order to become a part of the community which English is spoken.

1.7.3 Extrinsic Motivation refers to the desire to achieve English speaking proficiency for utilized purposes such as higher salary.

1.7.3.1 Instrumental Motivation refers to the desire to learn a language because it would fulfill utilitarian goals, such as getting a job or passing a test.

1.7.3.2 Integrative Motivation refers to the desire to learn a language in order to be a part of a culture of its people.

1.7.4 Adult Students are native Thai adult students aged between 22 and 35 years old. All of them have enrolled in English speaking classes at a tutoring school.
1.8 ORGANIZATION OF THE STUDY

This study is divided into five chapters.

Chapter one contains the introduction, statement of problem, significance of the study, aim of the study research question, scope of the study, and definitions of terms.

Chapter two contains a review of related literature, theories, and previous studies that are relevant to the study.

Chapter three describes the methodology of this study. It includes the participants and setting, instrumentation, data collection, and data analysis.

Chapter four presents the results and discussion from the study which is derived from the surveys.

Chapter five includes a summary of the study and findings, and also suggestions for future research.

A complete list of references and an appendix follow chapter 5.
CHAPTER 2

REVIEW OF LITERATURE

In this chapter, a review of related theories and previous studies are presented in order to provide background and relevant information to audience. This chapter contains mainly three different parts, motivation, the speaking skills, and the previous studies.

2.1 MOTIVATION

2.1.1 Definition of Motivation

Although for many years motivation has been defined by different psychologists or even linguists, as far as language learning is concerned, each concept or idea has its own background which is determined by the general evolution of human thought. The concept of this term and the research concerning motivation were dominated by the so-called drive-reduction theories. Psychologists identified a large number of human needs (both biological and psychological ones), all of them causing inner tensions, which had to be released in one way or another.

Motivation has been broadly recognized by many scholars and researchers in the field. It is believed that “motivation is responsible for determining human behavior by energizing it and giving it direction, but the great variety of accounts put forward in the literature of how this happens may surprise even the seasoned researcher” (Dornyei, 1998, p. 117). This means that motivation can be used to explain why humans behave or do certain things. For example, a student wants to study English because s/he is travelling to the United States where English is spoken everywhere in the country. From the definition provided, it can be stated that motivation may be the explanation for different reasons why an individual chooses to be involved in certain behavior at certain time.

As stated above, motivation is one of many factors that drives people to perform an action. Another interesting definition was further pointed out. Dornyei (2001) defined motivation as a general ways of referring to the antecedents and that
motivation explains why people decide to do something, how hard they will pursue it, and how long they want to keep doing the activities.

Furthermore, Gardner (1985, as cited in Al-Tamimi & Shuib, 2009) suggests that students who are highly motivated normally have better language performance than those who are less motivated. This can be another example of a study that clearly shows that in order to become a successful language learner, one should be motivated. If it is in learners’ necessity to speak English in a wide range of social situations or to fulfill their professional ambitions, they will realize the communicative value of English and will be motivated to acquire proficiency in it.

In addition, psychologists have defined motivation as the process involved in arousing, directing, and sustaining behavior (Ball, 1977). This is that motivation is one factor that invokes people’s desire to do certain things, express themselves in particular ways, and be inspired to continue certain behaviors.

From the above definitions, it can be seen that there is not, yet, an exact definition of what genuine motivation is and therefore one cannot assume any simple and straightforward answer. However, all the motivation theories and definitions from different researchers generally attempt to explain the fundamental question of why humans behave as they do.

2.1.2 Types of Motivation

There are different ways to categorize motivation. Many scholars have used different terms in explaining the concept of motivation. However, the meanings that they have proposed share similar features. The following paragraphs are going to explain briefly about the types of motivation recognized by scholars and researchers.

Gardner and Lambert (1972, as cited in Mahadi & Jafari, 2012) pointed out that there are two types of motivation: integrative and instrumental. Integrative motivation means that learners learn the language because they want to be a part of the culture of its people. Related to language learning, it is a desire to learn a language in order to communicate with people of another culture who speak it; the desire is also there to identify closely with the target language group. For example, an exchange
student from Thailand has to study in the United States and then he starts to learn English because he wants to make friends at school. In this situation, he means to participate or to become a part of the American culture. However, the instrumental motivation suggests that learners learn a language because of their occupation or of other things that they consider useful for them. Simply put, instrumental motivation refers to a desire to learn a language because it would fulfill certain utilitarian goals, such as getting a job, passing an examination, etc. For example, a person may want to learn English because his/her employer offers a raise if s/he can pass a required English proficiency test.

The above two types of motivation can be related to another concept of types of motivation that was proposed by Deci and Ryan (2000), intrinsic motivation and extrinsic motivation. It was stated that Self-Determination theory (SDT) is used to categorize and to determine different types of motivation.

2.1.2.1. Intrinsic Motivation

Intrinsic motivation refers to “the doing of an activity for its inherent satisfactions rather than for some separable consequence” (Ryan & Deci, 2000, p.56). Namely, when a person is intrinsically motivated, s/he is moved to act because of the fun or challenge rather than because of external prods, pressure, or rewards. Intrinsic motivation is the eagerness and interest to do or to participate in an activity because the person has positive feelings about themselves. In general, an intrinsically-motivated person does the activity because it is enjoyable. S/He performs the activity because of itself. In other words, the intrinsic motivation refers to performing an action because it is interesting or satisfying to the performer.

It was further mentioned that the phenomenon of intrinsic motivation was first acknowledged because there were experimental studies on animal behaviors. At the time, even without any reinforcement given, it was discovered that many animals were engaged in exploratory, playful, and curiosity-driven behaviors. The behaviors observed were not done due to any instrumental reason but they were done because of the positive experiences associated with exercising and extending ones capacities.
In terms of human behaviors, intrinsic motivation is not simply a form of motivation, but this can be found everywhere and it is also very important. Since birth, humans are active, inquisitive, curious, and playful creatures. They are naturally willing to learn and explore the surroundings and they do not need any extraneous incentives to pursue certain activities. Having intrinsic motivation plays a vital role in human’s cognitive, social, and physical development because this is done through their inherent interests, knowledge, and skills. Furthermore, humans do not only have certain behaviors when they are children, however they continue to learn, create, and pursue certain activities across their lives (Ryan & Deci, 2000).

In the field of language learning, intrinsic motivation refers to the fact that learners willingly and voluntarily learn what they think is valuable and important for them. For example, a student can be motivated to learn art because he or she enjoys drawing and coloring. This was also further pointed out that that intrinsic motivation was an internal desire for competence and self-determination (Deci and Ryan, 1985).

In addition, intrinsic motivation refers to learning itself having its own reward. Learners willingly and voluntarily try to learn what they view as worthwhile and important for them (Arnold, 2000).

If a student is intrinsically motivated, they involve themselves in enjoyment of learning a second language for its own sake, not for external pressure or rewards. Based of Self Determination theory by Deci and Ryan (1985), there are generally three different types of intrinsic motivation, knowledge, accomplishment, and stimulation. First, “knowledge” refers to motivation for learning L2, exploring new ideas and developing knowledge. Next, “accomplishment” is defined as an attempt to master a task or to achieve a goal (Wu, as cited in Fen & Kiat, 2015, p. 98). Finally, “stimulation” is described as motivation based on stimulation of performing certain activity, such as aesthetic appreciation or joy.

2.1.2.2. Extrinsic Motivation

Although intrinsic motivation seems to be an important type of motivation, many people do a lot of activities because they are extrinsically motivated. Children,
in particular, start doing an activity through their intrinsic motivation; however, once they become older, with social demands and growing responsibility that affect their role, they tend to perform non-intrinsically interesting tasks. For example, it appears that intrinsic motivation becomes weaker with each advancing grade when children go to school (Ryan & Deci, 2000).

Extrinsic motivation is mainly supported by behaviorists, who explain motivation in terms of external stimuli and reinforcement. Whenever an activity is done in order to attain some separable outcome, this is considered extrinsic motivation (Kolesnik, 1978). Therefore, the extrinsic motivation is the opposite of intrinsic, which refers to performing certain activity for the enjoyment of the activity itself, rather than its instrumental value.

In addition, individuals are said to be driven to act for extrinsic reasons when they anticipate some kind of tangible reward, such as recognition, gold stars or, in the case of the students, good grades. These rewards are called extrinsic because they are unrelated to the action. The extrinsic motivation concerns doing work or an activity as a means to achieve some kind of target. An extrinsically-motivated individual participates in an activity because of reasons that do not link to the activity. This can be a reward, some kind of prize, good grades, or sometimes there is punishment involved. Therefore, those who are extrinsically motivated are likely to do certain activities because they think that they will get something in return after completing the activity. Simply put, “extrinsic motivation” refers to performing an action because it leads to a separable outcome such as receiving a prize or avoiding a punishment. For example, a student may want to go on a school’s fieldtrip because the teacher offers extra credit for those who do. In general, “extrinsic motivation” emphasizes the external goals when a person does a certain activity.

However, unlike some perspectives that view behavior that comes from extrinsic motivation as invariantly non-autonomous, Self-Determine Theory proposes that the degree to which it is autonomous can vary. One should carefully observe the two following examples:
Example A: A student who does his homework because he is afraid of being reprimanded by his parents is considered to be extrinsically motivated. The reason is that he does all the work in order to attain a separable outcome of avoiding sanctions.

Example B: A student who does his homework because he believes that it is valuable for his future career is also considered to be extrinsically motivated. This is because he, as well, is doing all the work for its instrumental value rather than because of his interests in doing the work.

From the two examples, it can be clearly seen that both students are performing the activity because of external drive. The student in Example A involves mere compliance with an external control while the student in Example B involves personal authorization. He makes his own choice. Both examples represent intentional behavior; however, the two types of extrinsic motivation vary in their relative autonomy.

Relating to types of extrinsic motivation, Krashen (1988) mentioned integrative motivation and instrumental motivation which were related to second language ability. He stated that integrative motivation refers to the desire to be a part of a recognized community or a society that speaks the second language. They need to learn a second language because they would like to socialize with people who use it or they would like to integrate into a community. On the other hand, the second type of extrinsic motivation is instrumental motivation. It involves the concepts of purely practical value in careers, business opportunities, prestige, or just being able to pass certain test.

Relating to the field of language learning, the extrinsic motivation comes from outside of an individual. To be more precise, learners who are extrinsically motivated are learning because of rewards such as grades or praise that are not inherently associated with the learning itself. Many researchers have mentioned that, when it comes to language learning, intrinsic motivation is likely to correlate more closely with the success of language learning than extrinsic motivation (Walqui, 2000); however, a learner's motivation is a combination of both intrinsic motivation and extrinsic one.
2.2 THE IMPORTANCE OF MOTIVATION IN LANGUAGE LEARNING

Many studies have shown that motivation is one of the individual differences that promote learners’ success in language learning. Therefore, a lot of theories about motivation are used to explain the connection between motivation and learners’ language proficiency. In other words, they have tried to come to a conclusion whether motivation can be used to predict learners’ success or failure in their learning. The following paragraphs explain the connection between motivation and second language acquisition.

2.2.1 Motivation and Second Language Acquisition

To begin with, studies in this area have been mainly concerned with describing, measuring, and classifying the role of motivation in theoretical models of the language learning process (Ushioda, 1996). It has been widely accepted by teachers and researchers that motivation is one of the key factors that has influence on the success rate of second/foreign language learning. It can be very difficult for teachers and learners to create an effective learning environment when learners do not have a desire to learn. This particular point was stated by Cook (2000) that the performance and presentation of learners in the context of second language learning improve because they are motivated. In a class, learners have different language acquisition and that there are three main factors that have some influence on second language acquisition: age, personality, and motivation which is the most important among the three mentioned factors (Cook, 2000). This supports the idea that motivation has an effect on students’ second language acquisition. Moreover, Reece & Walker (1997, as cited in Gomleksiz 2001), stated that motivation is a key factor in the second language learning process. It was emphasized that, despite having lower English proficiency, a student who is highly motivated can achieve more than a high-proficiency student who is not motivated. Therefore, it may be possible that students’ learning is facilitated most effectively when they are motivated.

Relating to one of the three types of motivation, according to Gardner’s (1985) social psychological paradigm, attitudes towards the speakers of the target language community was very important to the determination of the learner’s integrative
motivation. Concerning second language acquisition, it is believed that if there is something that a learner wants to achieve or do, the learner’s language learning will be more successful. In other words, if an individual has positive attitudes towards native speakers of the target language, s/he will be motivated and willing to learn the target language.

It has also been shown that motivation has some impact on language learning. Othman and Shuqair (2013) conducted a study concerning the impact of motivation on English language learning. The study was done in the Gulf States. It aimed to explore the types of motivation factors that affect students in learning English as a second language. In addition, it focused on some possible reasons why the Arab Gulf countries are still reluctant to help learners be motivated to learn English as a second language. Concerning the discussion made, it was mentioned that the Gulf States have exhibited reluctance in using English in learning institutions and that learners have a slight opportunity to use English in the classroom. Getting good grades seems to be a prevailing motivation for most learners. It was stated by the researchers that it is difficult to make second language learning successful. The reason is that researchers in the field found it a complicated task which can be affected by external and internal forces and that motivation is one of the primary forces influencing second language learning. Furthermore, in a study carried out by Othman (1996, as cited in Othman & Shuqair 2013), he pointed out that students wanted to learn English and showed a strong instrumental motivation towards learning English in order to pursue their career or educational degree, make their parents proud, etc.

Furthermore, Holt (2001) discussed motivation in the Japanese EFL context in which Gardner’s socio-educational model and the significance of motivation as a contributing factor in second language acquisition were explored. In the discussion part, the researcher stated that most high school teachers in Japan mainly focus on preparing their students to take university entrance examination. The important type of motivation shown is mostly instrumental. She then suggested that teachers should put more effort on developing programs that help maintain students’ interest and have obtainable short-term goals in order to make the language learning process a more motivating experience.
To summarize, when it comes to acquiring a language, one of the main factors that have influence on keeping students learning and performing in class is motivation. Students who have motivation can perform better and are willing to learn. This leads them in being successful in their learning.

2.3 THE IMPORTANCE OF SPEAKING SKILLS

When learning language, the four skills, listening, speaking, reading, and writing should be enhanced in order to develop learners’ language proficiency and literacy. Listening and reading are considered to be the two receptive skills while writing and speaking are the other two productive skills. The latter two skills are very necessary for effective communication because people use the skills in order to express themselves. A person is determined to be successful in communicating mainly through means of speaking. According to Zaremba (2006), among these language skills, speaking is considered to be the most important skill that is required for effective communication. It can be seen that when a person is able to communicate through speaking, there follows a number of benefits for the speaker and the audience. As an illustration, effective speaking skills give rise to achievements in giving speeches, job training activities, job interviews, and many other business purposes. This is not an easy task. Learning to speak a foreign language demands a lot of practice and attention. Therefore, elements involved in learning to speak a foreign language play a vital role in a successful language learning.

Speaking is a vital ingredient of people’s everyday lives. It is an essential skill for EFL Learners and they need to master it to achieve language proficiency. Brown (as cited in Florez, 1999, p. 1) describes speaking as “an interactive process of constructing meaning that involves producing and receiving and processing information.” It was suggested that its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. Speaking is an important skill in the EFL learning as well because students are often expected to express themselves through talking; this provides teachers the opportunity to assess the
students’ learning. Students being able to speak helps the teacher to decide whether the lesson taught in class is effective or suitable for learners.

Moreover, Thornbury (2005) pointed out that, for the majority of the EFL students, speaking is quite a challenging skill. He states that knowledge of a language is not the same as the ability to speak it and knowledge of some rules of grammar and some vocabularies does not necessarily enable a person to speak. It needs more than those aspects; this skill requires interaction and co-operation between two or more persons and needs knowledge about turn-taking during a speech. It occurs in real-time, and needs modest time for preparation. It was also stated that speaking fluency needs the ability to assemble the memorized amount of terms, however, it should be mentioned that the grammar of the spoken speech is not the same as the grammar of the written one; therefore, this latter may not possibly be first step toward speaking.

To conclude, the speaking skill is important for EFL learners because it helps students enhance grammar and vocabulary. It also enables them to express various language functions; speaking allows students to express their feelings, thoughts, viewpoints, and beliefs, as well as giving them the opportunity to tell stories, inform, explain, describe things or situation, or ask questions. Furthermore, speaking is an important skill outside the classroom as well. The ability to speak gives further opportunities to get better job; for instance, companies that need to communicate with other foreign companies will need people that are able to communicate effectively.

2.4 LANGUAGE TUTORING SCHOOL

As this study is conducted in a language tutoring school context, the following sections provide definition of tutoring and information concerning a language tutoring school.

2.4.1 Definition of Tutoring

The term “tutoring” refers to an act of facilitating learning by providing students with active participation (Fitch & Semb, 1993). The person who performs tutoring is called a tutor. Their responsibility is to guide their students through learning process by balancing appropriate challenge with contingent support. In order
to provide their students with effective tutoring interaction, knowledge, positive attitude, and skills in communicating are required. They are necessary for optimal learning.

According to the ASK model of tutoring which is adapted from Feisel's (1985) conceptualization of a comprehensive educational program, the model consists of three different components, attitude, skills, and knowledge. Attitude here refers to friendliness and the desire to help others learn. This means that tutors should appreciate and value teaching. The next component is skills. In this model, it refers to skills to communicate. A good tutor must listen to and observe their students, and prompt them in ways that promote students’ active participation. They should also be able to clarify misconceptions, provide feedback, and reinforce students’ good performance. The last component is knowledge. It is necessary for tutors to know about the domain of study. Without this, they may not be able to respond accurately and that means not being able to involve students in an effective learning process.

Relating to this study, the domain of study is English language. Therefore, tutoring mentioned in this study concerns promoting students’ active participation in an English tutoring class.

### 2.4.2 Language Tutoring School

When it comes to learning, there are successful and unsuccessful learners, or at least learners who are satisfied and unsatisfied with their learning. In order to achieve academic goals, some students who realize that they need extra assistance seek help from tutoring schools. Unlike regular schools, a tutoring school is managed and governed by a private company and it is not required in fundamental education. According to Bray (2010), a tutoring school is a place where private (fee-paying) tutoring in academic subjects is received by students as a supplement to their regular schooling. It is learners’ choice to enroll in a tutoring school. This type of school provides courses that suit students’ particular needs. For example, students who do not perform well at math can choose to enroll in an extra math course at a tutoring school after regular school hours.
Relating to this study, a language tutoring school refers to a school managed by a private company which provides students with particular language courses such as speaking and listening, TOEIC, IELTS, and grammar. Students can make their own choice in enrolling in these classes. Normally at a language tutoring school, classes are quite small. The language tutoring school in this study, for instance, has only 8 teachers and each class is limited to only 15 students. This way the teachers can observe and evaluate their students’ performance effectively.

2.5 PREVIOUS STUDIES

There have been a number of studies concerning students’ motivation. However, most of them have focused on learners’ motivation in learning English language. Not many have focused specifically on the motivation to learn to speak English. Therefore, the following paragraphs report on different studies and their results in the field of motivation and language learning.

Hedge (2000) carried out a study that investigates the motivation of 20 Japanese students who were studying English. The findings from the study showed that the most common reasons for students to study English as a second language were for communication with people from a foreign country, searching for employment in a high profile career, processing international information, and understanding other cultures. Similar to a work from Gardner and Lambert (1972), it was suggested that a person’s need for studying a second language is related to the ability to gain knowledge applied from learning that language.

According to Brown (1987), a study concerning motivation in second language learning was conducted. It is said to be one of the most recognized studies in this field. The study aimed to find out whether integrative and instrumental motivation has influence on language learning and they also intended to discover how. After spending over 12 years of collecting data from learners in Canada, some parts of the United States, and the Philippines, the results from the study showed that learners with outstanding integrative motivation received higher scores in proficiency tests. The correlation of achievement in language learning with motivation was also found.
Another study carried out in 2017 concerns students’ motivation to speak English, a self-determination theory perspective. Dincer (2017) conducted a study which aimed to investigate the relationships between English as a foreign language (EFL) learners’ motivation to speak, autonomous regulation, autonomy support from teachers, and classroom engagement using both quantitative and qualitative approaches. The quantitative findings from this study showed that students’ intrinsic motivation rate is higher than their other orientations and that their orientations correlated with regulation, teacher autonomy support, and classroom engagement in line with the theory. Qualitative findings also reported that, although students are mostly intrinsically orientated, other motivational factors also play roles in their volition to speak, with the teacher seeming to be the key factor in the class as a motivation supporter. By examining the relationship, a neglected language skill, speaking, was addressed and this would be very helpful for teachers to prepare class activities that are more effective and suit their student.

There are many more studies conducted from the viewpoint of a modern motivation theory. The above are just some examples. Undoubtedly, the results from the research reviewed are in the same direction; students are likely to perform better in language classes if they are motivated.
CHAPTER 3
RESEARCH METHODOLOGY

This chapter explains the methodology used to conduct this study. There are four parts in this chapter, (1) participants and setting, (2) instrumentation, (3) data collection, and (4) data analysis.

3.1 PARTICIPANTS AND SETTING

The participants in this study are 31 intermediate students from a language tutoring school in Bangkok. They are all between the age of 22 to 35 which is considered adult learners and all of them are native Thai language speakers. All of them have taken English classes for at least 8 years. Furthermore, they all have been attending both English grammar and English conversation classes at the school and have been taught by the researcher for more than 4 months. The researcher chose this group of participants because they have some experience of English language learning to provide answers to the questions.

Concerning the sampling technique used in this study, the participants were chosen through the convenience sampling method. Convenience sampling is a type of nonprobability or nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study (Dornyei, 2007). In this study, the researcher has known the participants for over 4 months and has also worked at the tutoring school for over 5 years. This means the researcher has the accessibility to collecting data and has familiarity with the participants.

3.2 INSTRUMENTATION

This is a survey study and the instrument that was used in this study was a 5-point Likert Scale questionnaire adapted from a study of Motivation of Young Thai People in Studying a Second Foreign Language (Rungsimantasiri, 2009) which investigated students’ motivation in studying second foreign language of young Thai people who have different background. According to Rungsimantasiri (2009), this
questionnaire was adapted from Organismic Integration Theory and a study of Schmidt et al. (as cited in Rungsimantasiri, 2009). The ratings were ranged from ‘Strongly Agree’ to ‘Strongly disagree.’ The questionnaire contains closed-ended questions because the researcher would like to limit the topic and information. This assisted in an easier way to control and analyze the data.

There are 15 statements in the questionnaire (see Appendix on page 41) which consists of two main parts, the intrinsic motivation part (statement number 1-6) and the extrinsic motivation (statement number 7-15) part. The latter part is also divided into two different categories; instrumental motivation (statement number 7-11) and integrative motivation (statement number 12-15). The questionnaire format consists of demographic information, students’ motivation related to learning English speaking, and additional open-ended questions with subjects’ relevant comments on the area of motivation in learning to speak English.

The questionnaire was translated entirely into Thai so that students were able to fully understand each statement and question.

3.3 DATA COLLECTION

The data was collected from 31 participants from two English speaking classes at a language tutoring school. The participants were intermediate adult students. The researcher was given a permission to conduct interviews from the school’s manager. Information from students was collected. The participants were told about the research purposes of this investigation. The results from the questionnaire were then analyzed after collecting the data needed.

3.4 DATA ANALYSIS

An analysis of data was done after collecting the data needed. The number of questionnaires distributed was 35 but only 31 returned. Then the collected data were processed with the help of the Statistical Package for the Social Sciences (SPSS). The results were interpreted and categorized as follows:
- The data concerning each subject’s background, as well as their comments, was calculated and presented in percentage. The rank and overall mean were calculated.

- The questionnaire in this study was a 5-point Likert scale which was used to indicate the level of the participants’ agreement of 15 statements that contained motivation types. The participants were asked to choose how much they agreed with each statement. The types of motivation found amongst participants were then determined.

- The mean score for each statement was calculated and used in order to interpret the average score of each motivation type. Then the overall mean score of three motivation types (intrinsic, integrative, and instrumental) was compared in order to find out the motivation type that has the most influence on the participants’ decision in studying English speaking.
CHAPTER 4
RESULTS AND DISCUSSION

This chapter reports the results and discussion of the study which were obtained through questionnaires. The results are divided into three different parts as follows:

4.1 Demographic information of the participants

4.2 Motivation in studying in English speaking classes

4.3 Results from the open-ended questions and additional comments

4.1 Demographic information of the participants

The participants in this study are adult intermediate-level students in two English speaking classes at a language tutoring school in Bangkok. The students from two classes were chosen because their English proficiency is at the same level and they are adult students aged between 22 to 35. Furthermore, they have been taught by the same teachers and have been taking the same classes for over 4 months. The researcher distributed 35 questionnaires; however, only 31 returned. The demographic information is divided into four different parts, age, gender, education, and occupation. In order to compute, interpret, and categorize the data collected, the program Statistical Package for the Social Sciences (SPSS) was used.

4.1.1 Age

Table 1 Age of Participants

<table>
<thead>
<tr>
<th>Age (years)</th>
<th>Number of participants</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>1</td>
<td>3.2</td>
</tr>
<tr>
<td>23</td>
<td>3</td>
<td>9.7</td>
</tr>
<tr>
<td>24</td>
<td>3</td>
<td>9.7</td>
</tr>
<tr>
<td>25</td>
<td>3</td>
<td>9.7</td>
</tr>
<tr>
<td>26</td>
<td>2</td>
<td>6.5</td>
</tr>
<tr>
<td>27</td>
<td>3</td>
<td>9.7</td>
</tr>
</tbody>
</table>
Table 1 Age of Participants (Continued)

<table>
<thead>
<tr>
<th>Age (years)</th>
<th>Number of participants</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>4</td>
<td>12.9</td>
</tr>
<tr>
<td>29</td>
<td>2</td>
<td>6.5</td>
</tr>
<tr>
<td>30</td>
<td>3</td>
<td>9.7</td>
</tr>
<tr>
<td>31</td>
<td>3</td>
<td>9.7</td>
</tr>
<tr>
<td>32</td>
<td>2</td>
<td>6.5</td>
</tr>
<tr>
<td>34</td>
<td>1</td>
<td>3.2</td>
</tr>
<tr>
<td>35</td>
<td>1</td>
<td>3.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>31</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 1 above illustrates the different ages of all 31 participants. The majority of the participants (N = 4) were 28 years of age. The oldest participant was 35 years old. The youngest participant was a 22-year-old student. The average of the students’ age is 27.65 years.

4.1.2 Gender

Table 2 Gender of Participants

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number of participants</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>12</td>
<td>38.7</td>
</tr>
<tr>
<td>Female</td>
<td>19</td>
<td>61.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>31</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 2 above shows genders of the participants. Of the 31 participants, the majority of the participants were female (N = 19 = 61.3%) and the minority of the participants were male (N = 12 = 38.7%).
4.1.3 Education

*Table 3 Education of Participants*

<table>
<thead>
<tr>
<th>Education</th>
<th>Number of participants</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s degree</td>
<td>22</td>
<td>71</td>
</tr>
<tr>
<td>Higher than bachelor’s degree</td>
<td>9</td>
<td>29</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>31</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 3 presents the participants’ education level which is divided into 2 different groups, bachelor’s degree and higher than bachelor’s degree. Of all 31 participants, 22 (71%) participants had bachelor’s degree while only 9 (29%) participants had higher than bachelor’s degree.

4.1.4 Occupation

*Table 4 Occupation of Participants*

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Number of participants</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>3</td>
<td>9.7</td>
</tr>
<tr>
<td>Self-employed</td>
<td>2</td>
<td>6.5</td>
</tr>
<tr>
<td>Private company employees</td>
<td>21</td>
<td>67.7</td>
</tr>
<tr>
<td>Government employees</td>
<td>5</td>
<td>16.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>31</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4 above presents occupations of the participants. It shows that the majority of the participants (N = 21 = 67.7%) were private company employees. On the other hand, the minority of the participants (N = 2 = 6.5%) were self-employed. The rest of them were students and government employees.
4.2 Motivation in studying in English speaking classes

This part of the chapter reveals the results which are categorized into two different categories, intrinsic motivation and extrinsic motivation in studying in intermediate-level English speaking class of adult students at a private language institute. A five-point Likert scale was used in order to rank the degree to which the participants responded to 15 different items in the questionnaire. The items reflect on how much the participants agree or disagree with each item they read.

The interpretation scale of mean scores perceived by participants was applied as shown in the following. The interpretation scale was adapted from a survey study of students’ willingness to communicate (WTC) (Chotipaktanasook, 2014). The interpretation was applied in this study in order to interpret the data from each statement.

The Interpretation Scale of Mean Scores Perceived by Participants

<table>
<thead>
<tr>
<th>Range of Mean Scores</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.50 – 5.00</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>3.50 – 4.49</td>
<td>Somewhat agree</td>
</tr>
<tr>
<td>2.50 – 3.49</td>
<td>Fair</td>
</tr>
<tr>
<td>1.50 – 2.49</td>
<td>Somewhat disagree</td>
</tr>
<tr>
<td>1.00 – 1.49</td>
<td>Strongly disagree</td>
</tr>
</tbody>
</table>

There are three different tables below which present the results from items that belong to the intrinsic motivation group and the two extrinsic motivation groups, instrumental and integrative. As mentioned earlier, for each item, a five-point Likert scale was used and the participants were to choose level of agreement. The following table 5 contains 6 statements related to intrinsic motivation (items 1 to 6).
Table 5 Intrinsic Motivation in Studying in English Speaking class

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement of Intrinsic Motivation</th>
<th>Opinion Frequency</th>
<th>Mean ((\bar{x}))</th>
<th>S.D.</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It is fun to speak English.</td>
<td>0 8 18 5 0</td>
<td>2.90</td>
<td>.65</td>
<td>Fair</td>
</tr>
<tr>
<td>2</td>
<td>Speaking English is a hobby for me.</td>
<td>1 16 14 0 0</td>
<td>2.42</td>
<td>.56</td>
<td>Somewhat disagree</td>
</tr>
<tr>
<td>3</td>
<td>Speaking English is a challenge that I enjoy.</td>
<td>2 15 11 3 0</td>
<td>2.48</td>
<td>.77</td>
<td>Somewhat disagree</td>
</tr>
<tr>
<td>4</td>
<td>I would like to speak English even if it was not required.</td>
<td>2 17 8 4 0</td>
<td>2.45</td>
<td>.81</td>
<td>Somewhat disagree</td>
</tr>
<tr>
<td>5</td>
<td>Being able to speak English is interesting.</td>
<td>0 4 20 6 1</td>
<td>3.13</td>
<td>.67</td>
<td>Fair</td>
</tr>
<tr>
<td>6</td>
<td>I enjoy the feeling of acquiring knowledge about English speaking.</td>
<td>2 8 18 3 0</td>
<td>2.71</td>
<td>.74</td>
<td>Fair</td>
</tr>
</tbody>
</table>

Average mean score of intrinsic motivation 2.68 Fair

Table 5 reveals that the participants had a fair opinion towards the items that belong to the intrinsic motivation category. This is clearly shown by the average mean score of 2.68. Statement number 5 (Being able to speak English is interesting) has the highest mean score (\(\bar{x} = 3.13, SD = .67\)). The second highest is statement number 1 (It is fun to speak English) which has the mean score of 2.90. Statement number 6 (I enjoy the feeling of acquiring knowledge about English speaking) has the third highest mean score (\(\bar{x} = 2.71, SD = .74\)). In addition, according to a mean score of
another 3 items, the participants somewhat disagree with the statements. Statement number 3 (Speaking English is a challenge that I enjoy) has a mean score of 2.48. Statement number 4 (I would like to speak English even if it was not required) has a mean score of 2.45. The lowest mean score ($\bar{x} = 2.42, SD = .56$) is statement number 2 (Speaking English is a hobby for me). In general, however, the overall mean score of intrinsic motivation shows that the participants had a fair opinion.

The following table 6 and table 7 present the results from the participants that they responded to items that involve extrinsic motivation. However, as mentioned earlier, the extrinsic motivation can be divided into two different types, instrumental motivation (statement number 7-11) and integrative motivation (statement number 12-15).

The data from Table 6 concerns the results that involve instrumental motivation while data from Table 7 reports the results that are integrative motivation.

Table 6 Extrinsic Motivation in Studying in English Speaking class (Instrumental)

<table>
<thead>
<tr>
<th>No .</th>
<th>Statement of Extrinsic Motivation (Instrumental)</th>
<th>Opinion Frequency</th>
<th>Mean ($\bar{x}$)</th>
<th>S.D.</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>By speaking better English, I hope I will be able to get a better salary.</td>
<td>0 1 14 14 2</td>
<td>3.55</td>
<td>.68</td>
<td>Somewhat agree</td>
</tr>
<tr>
<td>8</td>
<td>By speaking English, I hope I will be able to get a good job.</td>
<td>0 1 10 15 5</td>
<td>3.77</td>
<td>.76</td>
<td>Somewhat agree</td>
</tr>
</tbody>
</table>

(Continue)
Table 6 Extrinsic Motivation in Studying in English Speaking class (Instrumental)

(Continued)

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement of Extrinsic Motivation (Instrumental)</th>
<th>Opinion Frequency</th>
<th>Mean (x)</th>
<th>S.D.</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Increasing my English speaking proficiency will have financial benefits for me.</td>
<td>0 0 7 19 5</td>
<td>3.94</td>
<td>.63</td>
<td>Somewhat agree</td>
</tr>
<tr>
<td>10</td>
<td>I would like to show my English speaking ability to my supervisors.</td>
<td>0 0 8 15 8</td>
<td>4.00</td>
<td>.73</td>
<td>Somewhat agree</td>
</tr>
<tr>
<td>11</td>
<td>Other people will respect me more if I can speak English.</td>
<td>0 0 3 21 7</td>
<td>4.13</td>
<td>.56</td>
<td>Somewhat agree</td>
</tr>
</tbody>
</table>

Average mean of extrinsic motivation (instrumental) 3.88 Somewhat agree

Table 6 shows that the participants somewhat agree with the statements that belong to instrumental motivation category. This is illustrated by quite a high overall mean score of 3.88. Statement number 11 (Other people will respect me more if I can speak English) has the highest mean (x= 4.13, SD = .56). The second highest mean score (x= 4.00, SD = .73) is statement number 10 (I would like to show my English speaking ability to my supervisors). Statement number 9 (Increasing my English speaking proficiency will have financial benefits for me) has an average mean score of 3.94 which is the third highest. Statement number 8 (By speaking English, I hope I
will be able to get a good job) has an average mean score of 3.77. The lowest mean score of 3.55 is statement number 7 (By speaking better English, I hope I will be able to get a better salary). In general, the results suggest that the participants somewhat agree with the statements that involve instrumental motivation.

Table 7 Extrinsic Motivation in Studying in English Speaking class (Integrative)

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement of Extrinsic Motivation (Integrative)</th>
<th>Opinion Frequency</th>
<th>Mean (X)</th>
<th>S.D.</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Speaking English will make other people view me as an educated person.</td>
<td>0 4 10 17</td>
<td>4.42</td>
<td>.72</td>
<td>Somewhat agree</td>
</tr>
<tr>
<td>13</td>
<td>Speaking English is important because it is necessary for my future career.</td>
<td>0 21 10</td>
<td>4.32</td>
<td>.48</td>
<td>Somewhat agree</td>
</tr>
<tr>
<td>14</td>
<td>I speak English because I would like to make friends with foreigners.</td>
<td>0 13 9 3</td>
<td>3.29</td>
<td>.90</td>
<td>Somewhat agree</td>
</tr>
<tr>
<td>15</td>
<td>I speak English because I would like to live in a foreign country.</td>
<td>0 12 9 4</td>
<td>3.35</td>
<td>.95</td>
<td>Somewhat agree</td>
</tr>
</tbody>
</table>

Average mean of extrinsic motivation (integrative) 3.85 Somewhat agree

Table 7 reveals that the participants somewhat agree with the statements that contain integrative motivation. The highest mean score of 4.42 is statement number...
12 (Speaking English will make other people view me as an educated person) while statement number 14 (I speak English because I would like to make friends with foreigners) has the lowest mean score ($\bar{x} = 3.29, SD = .90$).

The following table 8 illustrates the comparison between the three motivation types.

**Table 8 The Comparison between Intrinsic, Instrumental, and Integrative motivation**

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Mean</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intrinsic Motivation</td>
<td>2.68</td>
<td>Fair</td>
</tr>
<tr>
<td>Instrumental Motivation</td>
<td>3.88</td>
<td>Somewhat agree</td>
</tr>
<tr>
<td>Integrative Motivation</td>
<td>3.85</td>
<td>Somewhat agree</td>
</tr>
</tbody>
</table>

According to table 8, the statements that are instrumental motivation, which is a type of extrinsic motivation, had higher mean score ($\bar{x} = 3.88$) than the other two types of motivation which are integrative motivation and intrinsic motivation. In addition, the statements that are intrinsic motivation has the lowest mean score ($\bar{x} = 2.68$).

In summary, out of 15 statements, the highest mean score was statement number 12 (Speaking English will make other people view me as an educated person), which belongs to the integrative motivation group. However, when comparing the average mean score from each motivation type, the mean score from instrumental motivation was slightly higher than integrative motivation.

**4.3 Results from the open-ended question and additional comments**

In this part, the participants’ opinions and additional comments are presented. Out of 31 participants who completed the questionnaires, only 20 of them answered the open-ended question. Their answers and additional comments were categorized based on themes and presented in terms of statistical number such as percentage and frequency. The participants were asked to answer the following question.
“Do you think that studying in English speaking classes at this institute helps you speak English better?”

The following table 9 presents the participants’ opinions and additional comments that were categorized into two different points, studying English speaking at this school helps them speak English better and studying English speaking at this school helps them speak English better but the speaking skill is still poor.

Table 9 Participants’ Opinions towards Whether Studying English Speaking at the Institute Helps them Speak English Better

<table>
<thead>
<tr>
<th>No.</th>
<th>Opinion</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Studying English speaking at this school helps students speak English better.</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>Studying English speaking at this school helps students speak English better but the speaking skill is still poor.</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

According to table 9, the majority of the participants (75%) who answered the open-ended question stated that studying English speaking at the school helps them speak English better while only 25% of the participants stated that studying English speaking at this school helps them speak English better but their speaking skill is still poor. It clearly shows that participants who answered the question thought that studying English speaking at the school certainly helps them to speak English better.

More importantly, there were some additional types of comments that were given by the participants. Firstly, some participants mentioned that their speaking problem was due to limitation of English vocabulary. They mentioned in this section that they cannot speak English well because they do not know enough words in order to communicate. Secondly, some of the participants stated that they always feel nervous when speaking English with foreign teachers because they are not used to communicating with English native speakers. In other words, they lose confidence...
when speaking. Finally, some participants mentioned that they need more practice on their pronunciation of certain sounds and that it would be beneficial for them if the school can provide them with a course that specifically assists them with English pronunciation.

4.4 Discussion

This part reveals some very important points that were observed and found from the research results. They can be applied for effective learning, teaching, and teacher’s preparation. This will also be helpful for the school in providing more effective future course material that suits learners there. The discussion section is divided into two different parts: (1) general information and (2) students’ motivation in studying in English speaking class.

4.4.1 General information

The first point concerning participants’ general information is that most students who take English speaking course at the school are adult students. Therefore, the language presented in class should be suitable for their age and interests. The topics brought up during class should also include topics that would attract adult’s attention so that students feel involved and are willing to use language more. However, the teacher should take into account their level of proficiency as well. The main reason is that if the language and topics are too difficult or too easy, it is very unlikely for students to participate in class activities.

The second point is that by knowing that most students who are in English speaking class work in private companies definitely helps teachers prepare actual language use beforehand. This way, teachers can assist them with language that is necessary for different workplaces and also can encourage them to use language appropriately in different situations which they may experience while working.

4.4.2 Students’ motivation in studying in English speaking class

The following paragraphs discuss students’ motivation in taking English speaking course at the institute. By realizing what drives them to be in class can truly
assist teachers in preparing more suitable topics and more effective classroom activities. The discussion is based on the three research questions as follows.

From the results of the survey which the participants were to choose how much they agree with each statement (total of 15), the statement that received the highest mean scores ($\bar{x} = 4.42$, $SD = .72$) is that speaking English will make other people view them as educated. The statement that received the second highest mean score ($\bar{x} = 4.32$, $SD = .48$) is that speaking English is important because it is necessary for their future career. This clearly shows that being viewed as educated and the importance of English for future career drive them to take an English speaking course.

According to Dornyei (1998), motivation can be used to explain why humans behave or do certain things and motivation energizes and gives direction to human behavior. Relating to this current study, the behavior is studying to speak English and the motivation found is being viewed as educated and necessity for future careers. In addition, the students decided to study in the class mainly because they hope that by speaking English better, others will think of them in a more positive way, in this case, being an educated person. It is a fact that, nowadays, a person with good education has better choice and opportunity to have a better job. Moreover, English is one of the most widely spoken Languages throughout the world and if a person can use the language to communicate, it means that they have access to more communities and this is something that they can contribute to their employer.

In addition, the concept of motivation types applied in this study divides motivation into two main types, intrinsic motivation and extrinsic motivation. Deci and Ryan (2000) stated that Self-Determination theory (SDT) can be used to categorize and to tell apart different types of motivation. The following paragraphs discuss two main motivation types.

The first type of motivation is intrinsic motivation which refers to the fact that learners are willingly and voluntarily learn what they think is valuable and important for them. The result shows that students were neutral towards three statements and they somewhat disagree with the other three. Interestingly, students somewhat disagreed with the idea that speaking English is a hobby for them. This may prove
that when students are outside of class or workplace, they may not see the importance of speaking English in their free time. This means that they may speak English only when they are forced to. According to Rubin and Thompson (1982), one of the fourteen strategies that may help one to be a better language learner is creating one’s own opportunities to practice the language. This is very important because it is unlikely for students to be forced to use language by their teachers that often. They need to find opportunities to use language by themselves. This means that if they only practice only at a tutoring school for limited hours, it is almost impossible for them to be better at language. However, by knowing this, teachers at the school can assign their students with extra assignment that requires them to work and practice outside of class. This may be helpful for creating practice other than in class for students.

The second type of motivation is extrinsic motivation, which is divided into instrumental and integrative. The students agreed with statements that contain extrinsic motivation type more than the intrinsic ones. The statement that “students agreed with the most is that speaking English will make other people view them as an educated person.” This shows that, from the students’ viewpoint, speaking English is somewhat associated with education. Nowadays, it cannot be denied that people who are educated have more opportunities in life than those who are not; getting a good job, for instance. They may feel that if they can speak English, people may think of them in a better way. To them, having education powers better life and career. For example, an educated mind asks for logic and scientific reasons behind all actions; therefore, education can help reduce crime rates. It helps one stand up for the right. More importantly, an educated person is expected to be productive and this means being able to contribute to their communities. These may be the reasons why it is important for the students to be viewed as educated.

On the other hand, when comparing the two types of extrinsic motivation, students agreed with statements that contain instrumental motivation a bit more than those belonging to integrative. This means that students who are taking English speaking course at the institute are driven by instrumental motivation. For example, they believed that if they can speak English, they are more likely to get a better salary, a good job, and other financial benefits. As explained earlier, extrinsic motivation
comes from external pressure, by being more extrinsically motivated rather than intrinsically means that the students may be willing to speak English only when they believe English will form the basis of their future careers, better grades, secure job opportunities, etc. This may not be an advantage for the students because there is some pressure to learn and at times they could feel nervous; unfortunately this is likely to be a learning barrier. However, by knowing what the students believe, the teacher can adjust class activities by providing the students with suitable language for them such as language used in workplace or language in particular real life situation. In addition, it may be necessary for teachers to remind students and make them realize what they are learning has to offer.

4.5 Implications of the study

According to the findings, the students were found to be more extrinsically motivated in studying English speaking. To be more particular, the extrinsic motivation type that has more influence on students’ decision in taking speaking course is instrumental motivation.

Finding out that the students’ inclination toward instrumental motivation is a valuable piece of information that can assist the institute in providing English courses that can genuinely motivate them to speak. For example, the students agreed with the statement which states that they would very much like to show their English speaking ability to their co-workers and that other people will respect them more if they can speak English better. From the fact that the two statements involve instrumental motivation concerning working life and most students at the school are adults, the school may provide a speaking course that enhances their English speaking fluency, their confidence in speaking, and the language presented in class mainly involve language for workplace. Another important point is that, in class, teachers can prepare and adjust activities that are more suitable to the students’ actual use beforehand. This way, teachers can help students stay motivated in learning because once they realize that what is presented in class is useful for them, they will make more attempt in learning.
Moreover, some students mentioned in the open-end question part that they still need a lot of help with their pronunciation. It gives them a lot of difficulties when speaking English because they do not know and can’t they pronounce certain sounds, especially sounds that do not exist in Thai language. Some students even mentioned that they do not recognize the pronunciation of certain English alphabets. From observing and thematically categorizing these comments, it is very important for the institute to realize that the students need assistance with English pronunciation and, unfortunately, the institute has never provided such course before. This particular finding might stimulate an important change in terms of offering an extra class that will specifically teach English pronunciation.

In conclusion, a course of this study provides the school with an insight into particular points of curricular improvement that can assist students’ English speaking skills. More importantly, the students can make the best of coming to class and what the school has to offer.
CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents (1) a summary of the study, (2) a summary of the findings, (3) conclusion, and (4) recommendations for further research.

5.1 Summary of the study

The study of motivation in studying in English speaking class of intermediate adult students can be summarized in the following points.

5.1.1 Objectives of the study

The objective of this study is to find out what motivates students to study in English speaking class at a private language tutoring school and also to determine which motivation type (intrinsic or extrinsic) drives students to take English speaking class at a private language tutoring school.

5.1.2 Subjects, materials, and procedures

The subjects of this study were 31 intermediate adult students from 2 different English speaking classes at a private language tutoring school. A five-point Likert scale questionnaire was used as a tool to collect data and to gather information from an open-ended question. The questionnaire is divided into three different parts, the demographic information, participants’ motivation in studying in English speaking class, and an open-ended question. The second part consists of 15 different statements that are divided into, intrinsic, instrumental, and integrative motivation. The participants were to choose how much they agree with each statement. The questionnaire was fully translated in Thai. Permission to collect data was given to the researcher before the process. Thirty-five questionnaires were distributed to thirty-five students from two different classes; however, only 31 questionnaires were returned to the researcher which is considered 88.57% of the main study. Finally, the data collected was computed and analyzed by using the Statistical Package for the Social Sciences (SPSS) program in the form of frequency, percentage, mean, and standard
deviation (S.D.). The answer from the open-ended questions and additional comments were interpreted and thematically categorized.

5.2 Summary of the findings

The following paragraphs present the findings from the questionnaires collected. Motivation in this study is divided into intrinsic motivation, extrinsic (instrumental), and extrinsic (integrative). The research findings of this study can be summarized as follows.

5.2.1 What motivates students in studying in English speaking class?

From the results of the survey which the participants were to choose how much they agree with each statement (total of 15), the two statements that received the highest mean scores are that speaking English will make other people view them as educated and that speaking English is important because it is necessary for their future career. This clearly shows that being viewed as educated and the importance of English for future career drive them to take English speaking course.

Relating to this study, the behavior is studying to speak English and the motivation found is being viewed as educated and the necessity in future career. In other words, students decided to learn to speak English mainly because, first, when communicating, they would like others to think that they are educated. Secondly, it is necessary for them to be able to speak English in order to make a living in the future.

5.2.2 Which is the main motivation type (intrinsic or extrinsic) driving students to take English speaking class at a private language institute?

Concerning intrinsic motivation (statement 1-6), the average mean score is 2.68. The participants agreed with statement number 5 (Being able to speak English is interesting) the most which has the highest mean score ($\bar{x} = 3.13$, $SD = .67$). The second highest mean score of 2.90 is statement number 1 (It is fun to speak English). The third highest mean score ($\bar{x} = 2.71$, $SD = .74$) is statement number 6 (I enjoy the feeling of acquiring knowledge about English speaking). However, the participants had a fair opinion towards the remaining 3 statements which are statement number 3...
(Speaking English is a challenge that I enjoy), statement number 4 (I would like to speak English even if it was not required), and statement number 2 (Speaking English is a hobby for me). Their mean scores are 2.48, 2.45, and 2.42 respectively.

Regarding extrinsic motivation (instrumental), the results from item 7-11 show that the participants somewhat agreed with the instrumental motivation statements. The mean score for this motivation type is 3.88. The highest mean score ($\bar{x} = 4.13$, $SD = .56$) is statement number 11 (Other people will respect me more if I can speak English). The second highest mean score ($\bar{x} = 4.00$, $SD = .73$) is statement number 10 (I would like to show my English speaking ability to my supervisors). Statement number 9 (Increasing my English speaking proficiency will have financial benefits for me), statement number 8 (By speaking English, I hope I will be able to get a good job), and statement number 7 (By speaking better English, I hope I will be able to get a better salary) have the mean scores of 3.94, 3.77, and 3.55 respectively.

Based on the results of extrinsic motivation (integrative), which are statements number 12 to 15, it was found that the participants somewhat agreed that they had integrative motivation. The average mean score for this motivation type is 3.85. Statement number 12 (Speaking English will make other people view me as an educated person) has the highest mean score ($\bar{x} = 4.42$, $SD = .72$). The second highest mean score ($\bar{x} = 4.32$, $SD = .48$) is statement number 13 (Speaking English is important because it is necessary for my future career). The other two statements, statement number 14 (I speak English because I would like to make friends with foreigners) and statement number 15 (I speak English because I would like to live in a foreign country) have mean scores of 3.29 and 3.35 respectively.

From comparing the three types of motivation above, it can be observed that the motivation type that has the most influence on students’ decision in studying English speaking is extrinsic motivation. However, the extrinsic motivation type that has slightly higher mean score is instrumental. The lowest mean score ($\bar{x} = 2.68$) is intrinsic motivation.

Concerning the answers from the open-ended question, every participant mentioned that speaking classes at the institute help them speak English better.
However, some of them claimed that although the classes assist them in some ways, they still need a lot of assistance and practice because their speaking proficiency is poor. For example, some participants wrote down that they are concerned about their limited amount of English vocabulary. Several participants also mentioned that they feel nervous when speaking with a foreign teacher and, unfortunately, this reduces their confidence to speak. Another important point is pronunciation. Some participants claimed that they do not know how to pronounce certain sounds correctly and appropriately. It results in difficulties when speaking with others. The problems they have experienced give them a hard time to speak English.

5.3 Conclusion

Based on the findings of this study, the students are taking English speaking class at a language tutoring school mainly because they would like to be able to speak English so that others think of them as educated people and also English speaking is needed for their future career. Concerning the motivation types that motivate them, extrinsic motivation has more influence on their decision in studying in English speaking class than intrinsic motivation. More importantly, between the other two extrinsic motivation types, instrumental and integrative, integrative motivation influences their choice of studying more than instrumental motivation. In addition, every student believed that the school is able to assist them with improving their English speaking skills. However, based on the open-ended question and additional comments provided by students, some students still think that their speaking proficiency is still quite low and that it would be beneficial for them if the institute could provide a course that helps them learn how to appropriately pronounce certain sounds in English.

5.4 Recommendations for further research

The recommendations for future research are as follows.

5.4.1 From the fact that there were only 31 participants in this study and unfortunately only 20 of them answered the open-ended question, the future research may be done with larger group of participants in order to perform a more effective
data analysis. This should be taken into account because sample size calculation is an essential item to be included. 5.4.2 Concerning the last part of this study, the open-ended question and additional comment section, future studies can be done by further interview some or, if time allows, all participants may give interesting additional comments. This will be very useful because the researcher will gain more in-depth information that can be rich in detail and informative to their findings. Interviewing participants can truly help the researcher to explore their different perspectives on a particular idea or situation. This will also be valuable to the findings and future studies.

5.4.3 This research was done at only one private language tutoring school; therefore, the data collected was from only one particular group of students. Consequently, for further studies, data collection and observation should be done at different language tutoring schools in order to ensure that the data analysis and results can be applied and generalized to other groups of participants too.

5.4.4 As mentioned earlier, this study was almost totally through questionnaire. In order to strengthen a research and to better analyze data collected, a triangulation process should be done. Triangulation is a powerful technique that allows a researcher to validate their work. It can be done in terms of data source, research method, and also theory.
References


APPENDIX

QUESTIONNAIRE

MOTIVATION IN STUDYING IN ENGLISH SPEAKING CLASS

แบบสอบถามเรื่อง “แรงจูงใจในการเรียนภาษาอังกฤษ”

แบบสอบถามนี้เป็นส่วนหนึ่งของการศึกษา (Independent Study) ของนางสาว ชุติมณฑน์
วรรณา (5921042569) นักศึกษาระดับปริญญาโท สาขาการสอนภาษาอังกฤษ สถาบันภาษา
มหาวิทยาลัยธรรมศาสตร์การศึกษาระดับบัณฑิการเรียนภาษาอังกฤษที่มีตัวอย่างประโยคเพื่อศึกษาแรงจูงใจในการเรียนภาษาอังกฤษของผู้เรียนที่
เป็นผู้ใหญ่ (Students’ Motivation in Studying English: A Survey Study of Adult
Students in an English Speaking Class )

การมีส่วนในการตอบแบบสอบถามนี้เป็นไปด้วยความสมัครใจ ข้อมูลและคำตอบของท่านจะไม่ถูก
เปิดเผยในทุกกรณี

แบบสอบถามนี้แบ่งออกเป็น 3 ส่วน ได้แก่

ส่วนที่ 1 ข้อมูลทั่วไป

ส่วนที่ 2 แบบสอบถามวัดแรงจูงใจในการเรียนการพูดภาษาอังกฤษ

ส่วนที่ 3 ความคิดเห็นเกี่ยวกับการเรียนการพูดภาษาอังกฤษ

อย่างไรก็ตามขอความร่วมมือของท่านให้ผู้เรียนภาษาอังกฤษที่ตอบแบบสอบถามนี้ให้คำตอบครบถ้วนทุก
ส่วน และตอบคำถามทุกข้อตามความเป็นจริง ผู้วิจัยขอขอบคุณทุกท่านที่ให้ความร่วมมือในการตอบแบบสอบถามในครั้ง
นี้ หากท่านมีคำถามหรือข้อสงสัยใดๆ กรุณาติดต่อโดยตรงกับนักวิจัยได้ที่ นางสาวชุติมณฑน์
วรรณา (5921042569) โทรศัพท์: 0981032388 E-mail: noolek.chutimon@gmail.com

Ref. code: 25605921042569VZS
ส่วนที่ 1: ข้อมูลทั่วไป

ค่าเชิงของโปรดทำเครื่องหมาย X ลงใน ( ) หน้าข้อความที่เป็นคำตอบที่ถูกต้องที่สุดของท่าน

1. อายุ ........................... ปี

2. เพศ
   ( ) 1. ชาย
   ( ) 2. หญิง

3. ระดับการศึกษา
   ( ) 1. ต่ำกว่าปริญญาตรี
   ( ) 2. ปริญญาตรี
   ( ) 3. สูงกว่าปริญญาตรี

4. อาชีพ
   ( ) 1. นักเรียน / นักศึกษา
   ( ) 2. เจ้าของกิจการ
   ( ) 3. ทหาร
   ( ) 4. ข้าราชการ / พนักงานของรัฐ
   ( ) 5. อื่นๆ (โปรดระบุ)

..................................................

( ) 3. พนักงานบริษัทเอกชน
ส่วนที่ 2: แรงจูงใจในการเรียนการพูดภาษาอังกฤษ

คัดแยง โปรดทำเครื่องหมาย X ลงในช่องที่ตรงกับความคิดเห็นของท่านมากที่สุด โดยแบ่งเป็น 5 ระดับดังนี้

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2. ไม่เห็นด้วย
3. ปานกลาง
4. เห็นด้วย
5. เห็นด้วยอย่างยิ่ง

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ส่วนที่ 3: ความคิดเห็นทั่วไปเกี่ยวกับการพูดภาษาอังกฤษ

คำแนะนำ: โปรดเขียนคำตอบของท่านลงในช่องว่างที่จัดเตรียมไว้ให้

ท่านคิดว่าการเรียนการพูดภาษาอังกฤษที่โรงเรียนแห่งนี้สามารถทำให้ท่านพูดภาษาอังกฤษได้ดีขึ้นบ้างหรือไม่

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Ref. code: 25605921042569VZS
BIOGRAPHY

Name    Ms. Chutimon Wanna
Date of Birth   January 2, 1987
Educational Attainment 2011: Bachelor of Education
Work Position Instructor
Engfinity Language Institute, the Mall Ngamwongwan
Work Experiences 2013 to present
Instructor
Engfinity Language Institute, the Mall Ngamwongwan