ENGLISH LANGUAGE LEARNING MOTIVATION OF THAI PRIMARY SCHOOL STUDENT: A COMPARATIVE STUDY OF STUDENTS FROM TWO PROGRAMS

BY

MISS SASITHON KHAKHAI

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

LANGUAGE INSTITUTE

THAMMASAT UNIVERSITY

ACADEMIC YEAR 2018

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ENTITLED

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was approved as partial fulfillment of the requirements for
the degree of Master of Arts in English Language Teaching

on July 30, 2019

Chairman _____
(Associate Professor Supong Tangkiengsirisin, Ph.D.)

Member and Advisor _____
(Rangsiya Chaengchenkit, Ph.D.)

Member _____
(Assistant Professor Linchong Chorrojprasert, Ph.D.)

Director _____
(Associate Professor Supong Tangkiengsirisin, Ph.D.)

Ref. code: 25615921042403CZA

Thesis Title	English Language Learning Motivation of Thai Primary School Students: A Comparative Study of Students from Two Programs
Author	Miss Sasithon Khakhai
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Major Field/Faculty/University	English Language Teaching Language Institute Thammasat University
Thesis Advisor	Rangsiya Chaengchenkit, Ph.D.
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ABSTRACT

The purposes of the study were to investigate instrumental and integrative motivation levels of sixty Primary 5 students, thirty students from an Intensive English Program (IEP) and thirty students from a regular program, and to determine whether they were instrumentally or integratively motivated to learn English as a second language. The instruments used were a motivation survey, which was adapted from the Attitude and Motivation Test Battery (AMTB) of Gardner (1985) and other previous studies, and open-ended questions. The findings illustrated that both the IEP and the regular program students obtained high motivational levels in both instrumental and integrative motivation. However, the mean scores showed that the level of instrumental motivation was slightly higher than that of integrative motivation for both groups of students.

Keywords: Instrumental motivation, Integrative motivation, Intensive English Program, Regular program.

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Miss Sasithon Khakhai

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CHAPTER 1
INTRODUCTION

1.1 Background

In Thailand, English language has been taught for more than a hundred years, since the reign of King Rama III (Methitham & Chamcharatsri, 2011). One factor which contributed to the needs for the English language during this period was the increased trading with foreign traders. Thai officials had to deal with foreign traders as well as diplomats. Later, English became more important in Thai society after Thai officials and students were sent overseas to further their education during the first three decades of the twentieth century (Methitham & Chamchratsri, 2011). Following the Compulsory Education Act of 1921, English became mandatory for students beyond Grade 4 in government schools (Methitham & Chamcharatsri, 2011).

Nowadays the English language has become more and more essential as it is the language of international communication in various sectors, such as aviation, technology, diplomacy, science and tourism. Therefore, English is able to increase job opportunities with companies around the world. It's also used for socializing and entertainment through media and the internet. Currently, a large number of people have realized why English is so important and begun to make English language teaching for the Thai education system better.

The Intensive English Program (IEP) has been established since 2011; it is the program that is consistent with the Thai Ministry of Education curriculum framework which prioritizes and promotes the English language in the hope of improving Thai education.

Therefore, many primary schools in Thailand have two programs of education, which are the regular program and the IEP. Students who join IEP have more opportunity to learn English as the course requires them to study three subjects, which are English, Science, and Mathematics, in English, while regular program students study English in the English subject only.

Undeniably, there are several factors that have impact on foreign language learners. Examples of these factors are a natural setting, parenting, age, gender, cultural background classroom instruction and motivation (Gömleksiz, 2001). Many

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researchers believe that motivation may be the key factor to lead ESL learners in the ways to succeed in learning English. Motivation is one of the factors that could be considered as an instrument to achieve in English learning. According to Dörnyei (1998), motivation is stated as "process whereby a certain amount of instigation force arises, initiates action, and persists as long as no other force comes into play to weaken it and thereby terminate action, or until the planned outcome has been reached" (P.118).

In addition, Gardner and Lambert did the seminal work in 1972; they found that motivation is accepted by teachers and researchers as playing an important part in language learning. The objective for this study was to propose the framework used among most of the researchers for understanding the difference motivational types that language students normally have. They differentiated language learning motivation into two types, which are instrumental motivation, i.e., learning a target language as a bridge to complete their practical goals, and integrative motivation, i.e., learning the target language because of learners' personal interests in the target language. These two types of motivation will be applied in this study to analyze the motivation of students in the IEP program and the regular program to learn English.

Consequently, the major objective of this study is to examine and analyze motivational types that mostly apply in the foreign language learner; especially among IEP students and regular program students in Primary 5 at Radbumroongsilp School in Ayutthaya, Thailand. It is crucial to conduct this study as this study can inform curriculum makers and it could provide adequate and very informative data for people to look into the curriculum design for IEP programs or regular programs and this could also help teachers to provide student counseling for the students; particularly the students who start thinking about whether they should either switch from IEP to regular program or from regular program to IEP in order to choose the program that is the most suitable for them.

1.2 Objectives of the Study

1.2.1. To explore the difference between IEP students and regular program students in terms of instrumental motivation and integrative motivation for English language learning.

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1.2.2 To investigate whether IEP and regular program students are instrumentally or integratively motivated to learn English.

1.3 Research Questions

1.3.1 Is there any difference between IEP students and regular program students in terms of instrumental motivation for English language learning?

1.3.2 Is there any difference between IEP students and regular program students in term of integrative motivation for English language learning?

1.3.3 Are IEP students instrumentally or integratively motivated to learn English?

1.3.4 Are regular program students instrumentally or integratively motivated to learn English?

1.4 Definitions of Terms

1.4.1 *Motivation* refers to internal drives which cause a person to do something to achieve the goals that they have addressed. Integrative and instrumental motivation from Gardner (1992) were used in this study.

1. 4. 2 *IEP student*s refer to students in Intensive English Program at Radbumroongsilp school.

1.4.3 *IEP* refers to the Intensive English Program in which three subjects, English, Science and Mathematics, are taught in English.

1.4.4 *Regular program student*s refer to students in the regular program in Radbumroongsilp school.

1.4.5 *Regular Program* refers to the regular program in which students only study English in the English subject but the rest subjects are instructed in Thai.

1.5 Scope of the Study

This study was limited to Primary 5 students in academic year 2018 who studied in Radbumroongsilp School, Sena, Ayutthaya. The total number of students for this study was 60 students. The study concentrated on motivation in English language students.

1.6 Significance of the Study

The ultimate goal for designing the curriculum is to improve student learning. When teachers design curriculum, they classify what will be done, who will do it and what schedule to follow. Hence, this study could be the guideline for curriculum makers

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to design the most appropriate curriculum that meet student's needs and it could provide very informative data for people to look into the curriculum design for IEP programs or regular programs. In addition, this study could also contribute sample cases for teachers to provide student counseling for the students; particularly the students who start considering whether they should either transfer from IEP to regular program or regular program to IEP to decide for the most appropriate program for the students.

1.7 Organization of the Study

1.7.1 **Chapter one** consists of introduction of the study: background, research questions, objectives, definitions of terms, scope of the study and significance of the study.

1.7.2 **Chapter two** reviews relevant theories and previous studies.

1.7.3 **Chapter three** consists of participants, instruments, data collection and data analysis.

1.7.4 **Chapter four** explains findings and interpretation of the study.

1.7.5 **Chapter five** includes discussions, summary and recommendations for future study.

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CHAPTER 2
REVIEW OF LITERATURE

2.1 Definition of Motivation

There are plenty of different definitions of motivation. According to Dörnyei (1998), motivation is stated as “process whereby a certain amount of instigation force arises, initiates action, and persists as long as no other force comes into play to weaken it and thereby terminate action, or until the planned outcome has been reached” (P.118). Motivation occurs when humans desire themselves to take actions for some purposes. Their actions and expectations proceed to reach their goals of doing something continuously when there are not any variables interrupting their desires and actions. Gardner (1985b) explained that motivation is “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in the activity” (as cited in Dörnyei,1998, p.122). Investigating the reasons why learners are motivated to learn a foreign language, it is also essential to know the purpose of the language learner.

Motivation is a term regularly used in education. Motivation is what stimulates us to take action for studying English, or to instruct it. It could be explained easier in the 4 elements which follow:

1) The reason that make you want to study.
2) The strong will to study.
3) The type of people we are.
4) The burden and our assessment of what we have to do.

(McDonough, 2007, pp. 369-371)

The researcher focuses on two types of motivation, which are integrative and instrumental motivation. Many researchers have used this framework to investigate the different motivation that language learners essentially have.

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2.2 Types of Motivation

2.2.1 Instrumental Motivation

Gardner (1992) indicates that instrumental motivation is defined as the pragmatic purpose to learn English. Students don't want to learn English because they desire to acquire knowledge but they learn English because they need to. There are some other factors that force them to learn not by their willingness to study English. For example, students need to learn English in order to complete their credit units in a semester. If they don't have to complete their credit units in a semester, they might not learn English.

According to Gardner and Lambert (1972), it was revealed that learners who are motivated instrumentally desire to study a language owing to a pragmatic reason such as passing a language requirement, receiving a monetary reward, such as a salary bonus, or having a better chance to get into college. For instance, a Thai student who wants to apply for a master's program in English Language Teaching, for example, must pass an English test and also an interview in English as the admission requirement. Thus, she decides to enroll in an English course to develop her English because she must have higher English proficiency. After analyzing this example, we can consider that learning English as a second language, in this case, will be enhanced by instrumental motivation, since the will for passing all admission requirements will motivate the learner to study English.

2.2.2 Integrative Motivation

Gardner's studies in 1992 indicate that integrative motivation comes from the learner's interest to be members of the community that uses the target language. Students would like to study English for the reason that they are eager to know how to use English in the English community and it's not because of other specific purpose. Learners who have integrative motivation also interested in cultures of the target language. For example, a foreign language learner is eager to be able to use English because she is interested in English literature, so she tries hard to study English in order to understand the detail in English literature more clearly. After analyzing this example, we can consider that learning as a second language in this case

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will be influenced by integrative motivation because she would like to understand English literature more clearly and English literature is an aspect of English culture.

2.3 Impact of Motivation on Learners

According to Dornyei (2001), motivation and learning achievement are indirectly related (as cited in Csizer and Dornyei, 2005). What this means is that motivation affects behavior of learners rather than directly affecting learning achievement. Motivation is just one factor among many factors affecting learning achievement (Csizer and Dornyei, 2005).

2.4 Factors Affecting Motivation

There are several factors that have the impact on motivation. Three factors are presented.

2.4.1. Students

"You cannot push anyone up the ladder unless he is willing to climb himself." - Robert Schuller. The student's role in education is important and they should be willing to learn themselves, not because of the traditional view of a student as a customer of the school.

According to Williams and Williams (2011 as cited in Lengnick-Hall and Sanders, 1997, p. 1335), "students are the raw materials for education and the primary products of educational transformations; and most important, students are key members of the labor force involved in creating education." It is claimed that a 'student' plays an important role in assisting teachers to encourage their motivation level. One of the most effective ways that help teachers to enhance student's motivation is to make them feel that they are integrated in the classroom.

2.4.2 Parents

Parents are a child's first teacher, well before the formal world of education is encountered. So, parents, as an important social-relevant element impacting kids' inspiration and the accomplishment, have gotten considerable consideration in general education (Butler, 2015).

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According to Butler (2015), “parent-oriented inspiration was a novel sort of inspiration, unmistakable from extraneous and inherent inspirations and that it exceptionally clarified the beneficial outcomes of parental contribution on the students' accomplishment (as cited in Cheung and Pomerantz, 2012). From this statement, it can be inferred that parents are able to help their child by having normal and meaningful conversations with them, so parents could be one of the main inspirations for the student to accomplish any tasks in their life by setting high goals and by expressing their own interests and support of learning at home and at school.

2.4.2 Gender

A number of studies have indicated that gender is one of the main factors which have an important effect on how students learn a target language. There are many studies that have the same results showing that female outperforms male.

The study of Ellis (1994) indicated that girls received higher scores than boys in every test and the tests were all in French which was a second language for the students. The attitudes toward French of the students were measured also and the results showed that the girls’ attitude was more positive than the boys. It can be inferred that gender is one of the factors that have impacts on the role of motivation in learning a second language.

2.5 Related Studies

Studies have been conducted with the aim of investigating instrumental and integrative motivation. The focus here is on studies that have been conducted during the past eight years. In this section, the findings of these previous studies are presented and discussed. Some studies examined one group of participants while in other studies, two groups were compared.

In studies that investigated one group of participants, conflicting results have been found. Some studies concluded that learners are more motivated instrumentally while some concluded that learners are more motivated integratively. In addition, there are some studies that found that both types of motivation have similar impact on language learning.

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Previous studies that found that learners are more motivated by instrumental motivation (Wong, 2011; Kitjaroonchai & Kitjaroonchai, 2012; Phithakphongphan, 2014; Khan, Sani, & Shaikh-Abdullah, 2016; Chen, 2017; Kitjaroonchai (2013)) are discussed first. Wong (2011) studied the type of motivation which has a more important role toward Chinese university undergraduates in their second language learning process. He conducted interviews and collected data from 50 university undergraduates as well as 2 lecturers. There were 10 items from instrumental motivation and 10 items from integrative motivation in the questionnaire and they were rated on a 5-point scale for the level of motivation to learn English language. The main findings of this study illustrated that instrumental motivation appeared to be more important among these students in learning a second language than integrative motivation.

Kitjaroonchai and Kitjaroonchai (2012) studied the types of motivation that applied in Thai students who learnt English as a second language at Asia-Pacific International University, and the relation between learning motivation in students and their GPA. The used tools in this study were a motivational survey adapted from Gardner's 1985 AMTB to measure the integrative and instrumental in orientation scales, and an open-ended question. The results showed that the students had high levels of integrative and instrumental motivation to learn English but their instrumental motivation was found slightly higher than their integrative motivation. The relationship between students' learning motivation and their GPA had a positive and significant effect which can suggest that when students' motivation increases, they can learn the language better.

Phithakphongphan (2014) pointed out in his study, a study on motivation in studying English of first-year students in Prince of Songkla University, Hatyai campus, that the students had a high level of instrumental motivation and a low level of integrative motivation. The data were collected through a questionnaire and SPSS was used to analyze the data. The findings indicated that instrumental motivation has a more important role in motivating students to study English. Moreover, the findings from group interviews revealed that most students agreed that friends and teachers encouraged them to study English. Additionally, some of them perceived themselves as good English readers and listeners. Phithakphongphan concluded

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that learners with higher instrumental motivation tend to be more successful in learning English because they are aware of the important of the English language as it would be useful in getting good jobs with good salary.

Khan, Sani, and Shaikh-Abdullah (2016) examined the level of motivation (instrumental and integrative) for reading English as a foreign language. The objectives of the study were to measure the level of motivation for reading English as a foreign language and to investigate the levels of motivation (instrumental and integrative) for reading English as a second language. The study had a narrower scope than the other studies presented in this section. The participants in this study were 40 males in second year of Government MAO College in Lahore. The instrument used in this study was an adapted version of Dornyei's motivation for language learning to make the questionnaire. The results indicated that most students were motivated by instrumental motivation for reading English in second language.

Chen (2017) conducted a study investigating the correlation between pragmatic competence and motivation for studying a language. Questionnaires were chosen to be a tool for measuring learner's pragmatic competence. In terms of pragmatic competence questionnaire, the data were collected from English foreign language learners in China. A motivation questionnaire adopted from Gardner's AMTB (1985b) and other sources were chosen to conduct the study. The results indicated that general pragmatic competence was at a low level and most of the participants held instrumental motivation as their dominant motivation.

Kitjaroonchai (2013) aimed to study the English language learning motivation level of secondary and high school students. The 266 students were selected from 10 different secondary and high schools in Saraburi province, Thailand. The instruments consisted of a motivational questionnaire which was adopted from Gardner's 1985 AMTB with the integrative and instrumental orientation scales, and an open-ended question. The results indicated that students had high levels of motivation in instrumental motivation and integrative motivation to study English language. But their instrumental motivation slightly outperformed their integrative motivation which can imply that the motivation of students to learn English for their future career, education opportunity and communication in rapid change globalization was significant.

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Studies such as Zanghar (2012) and Degang (2010) found that integrative motivation has more impact on learning than instrumental motivation.

Zanghar (2012) examined motivation toward undergraduate Libyan students of English as a second language. He studied whether English as a second language for Libyan students were motivated instrumentally or integratively to study English. Moreover, this study investigated the relationship between the motivation of students and their English achievement. There were 40 participants from different levels of a four-year university program. All participants answered questionnaires that consisted of fourteen items measuring their motivation for studying English. The results showed that students were more instrumentally motivated than integratively motivated to study English. Their integrative motivation was applied in students' motivation in reading English slightly higher than their instrumental motivation. Zanghar concluded that language students who were integratively motivated achieved more success than those who were instrumentally motivated because they applied motivation to learn English in the longer term. In addition, their motivation is stronger than learners who have instrumental motivation as the motivation is built by their satisfaction of learning English.

Degang (2010) examined motivation toward second-year Thai student major in Business English at Assumption University to see if they are motivated integratively or instrumentally in learning English. The number of participants were 50 second year undergraduate students. The tools used in the study comprised of the modified questionnaires adapted from Gardner's (1985) (AMTB) and from Liu's work (2015) research work: "Chinese Students Motivation to Study English". A five-point Likert scale was used to measure the level and types of motivation in the students' learning motivation. The findings concluded that integrative motivation was applied among students slightly dominantly for this group of Thai students.

Some studies found that there was no difference between the two types of motivation. An example is the study by Delgado 2016).

Delgado (2016) aimed to study about the level of integrative and instrumental motivation that motivated students to learn English language among the first year Thai students in Naresuan University International College. All participants received questionnaires that consisted of 24 questions: 12 for measuring

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integrative motivation and 12 for measuring instrumental motivation. Kitcharoonchai's (2013) interpretation of means score on motivation level was used to explain the mean score of the student motivational level. The results showed that both integrative motivation and instrumental motivation were reported as 'average' which can be interpreted that it might take a long time for them to improve their English skills if they don't have enough interest in learning English, so this study concluded that neither integrative nor instrumental motivation was applied in their English learning.

For the subsequent part of the section, studies which compare two groups of learners are presented and discussed. The first study is the one by Tanghom (2014). She examined the type of English learning motivation - instrumental or integrative - of MEC students who majored and did not major in English at undergraduate level. There were 140 students consisting of 39 students who majored in English at undergraduate level and another 109 students who did not major in English at undergraduate level. The participants of this study were randomly selected. The study aimed to examine the motivation that influenced MEC students to join the MEC program and whether there was any significant differences of motivation between the two groups of students. The instruments used for data collection were a modified questionnaire adapted from Gardner's (1985) Attitude/Motivation Test Battery (AMTB). She found that MEC students who did not major in English were significantly motivated instrumentally to study English while MEC students who majored in English were significantly motivated integratively to study English.

Choomthong and Chaichompoo (2015) explored motivation (integrative and instrumental) toward Thai students in a university in Chiangmai. The students were English majors and non-English majors who were enrolled in a foundation English course II. The tools that were used in this study included questionnaires that were translated into Thai (adapted from Gardner's AMTB 2004) and interview questions. The findings showed that both types were high. Students majoring in English had higher level of integrative motivation. However, comparing the motivational types only for English majors, the results showed that English major students had a bit more applied instrumental motivation than integrative motivation.

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This is in contrast to the finding of Tanghom (2014) which found that students who majored in English were more integratively motivated.

Ahmadi (2011) examined influences of integrative and instrumental motivation on Iranian EFL learners' language learning, specifically looking at the impact of gender toward student's motivation in learning a foreign language. He investigated motivation in male and female learners by using Gardner and Lambert's model (1959). There were sixty Iranian EFL students from two different English classes. The number of participants were thirty for female and thirty for male students. Students completed questionnaires showing their motivation regarding learning English and the researcher used descriptive analyses to explain the data. The findings showed that there was a slight difference between male and female learners in terms of motivation level. He found that female students were more motivated integratively while male students were more motivated instrumentally. So, the findings may help teachers to have a better understanding of the theoretical and practical facets for teachers in terms of motivation.

Dhakal (2018) studied the impact of gender toward the motivation in learning English as a second language for Thai students of science and technology fields who studied English at King Mongkut's University of Technology. Gardner's AMTB (1985) and qualitative questions were adapted to be used in this study. Significant difference was not found between male and female students' motivation to learn English. Female students applied integrative motivation to their English learning while male students were more motivated instrumentally.

Some studies found no difference between two groups of participants. Ning (2015) examined the levels and types (integrative or instrumental motivation) motivation toward English language learning of students in a secondary school in Thailand. The participants in this study were selected from 48 different classes and from Grade 7 -12 levels in a secondary school located in the eastern part of Thailand. The number of participants was 336. They were lower secondary and upper secondary students in secondary school in Thailand. The research instruments used in this study had two parts: a questionnaire and an interview. The findings revealed that the motivation in lower and upper secondary students was high but the main type of motivation that students applied in their learning English was instrumental

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motivation. There were no significant differences between lower secondary and upper secondary students.

Previous studies presented above are similar to the present study since they investigated instrumental and integrative motivation and their impact on language learning. The present study, similar to previous studies, uses a similar instrument which is a survey questionnaire. A survey questionnaire was selected in these studies as it is easy to conduct and able to gather a big amount of information promptly in limited time with the data analyzed by mean.

The present study is similar to previous studies such as Dagang (2010), Kitjaroonchai and Kitjaroonchair (2012), Kitjaroonchai (2013), and Tanghom (2014) which adopted the questionnaire from Gardner's1985 AMTB in orientation scales and used open-ended questions to gather the information from the students as well. To gain the most validity of the results and confirm the results obtained from the questionnaire, the information from the questionnaire was used alongside the open-ended questions. As can be seen, Gardner's 1985 AMTB with the integrative and instrumental orientation scales has been very popular among the researchers who have studied motivation in learning English as a second language. This may indicate it is useful for the present study to apply Gardner's 1985 AMTB to create the questionnaires in order to have the most valid information for readers and people who are interested in motivation of English language learners.

Similar to some previous studies mentioned, the present study looked at motivation type and the influence on language learning of two groups of participants. However, the present study chose students in the primary level to conduct the study while other studies have focused on secondary and university levels. Wong (2011) and Choomthong and Chaichompoo (2015) investigated students at undergraduate level, comparing between students who majored in English and those who were non-English major students while Tanghom (2014) examined students in the graduate level. Ahmadi (2011) investigated male and female students. Ning (2015) focused on two groups in secondary school, the lower secondary and the upper secondary. Although conducting the study to discover motivational type of the students is more informative when the participants are

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students in the university, as the process of their thinking is more systematic than primary students, primary students shouldn't be ignored.

Evan though there have been many studies on instrumental and integrative motivation, to my knowledge, there appears to be no studies that have investigated primary students. Many studies examined secondary school students and university students. The majority of these studies have examined motivation of learning English at university level. Surveys of motivation of learning English related to primary level have rarely been conducted in Thailand.

The present study selected the students in primary school who were in different programs of learning (IEP and regular program). There appears to be no studies that previously compared these two programs. Most of the previous studies examined one group of students. For those that compared two groups, the focuses were on students in different levels, with different experience and different gender.

Although many studies mentioned above concluded that instrumental motivation has more impact on language learning than integrative motivation, there were some studies that concluded the opposite. Therefore, it can be said that the issue is inconclusive. The discussion is still ongoing.

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CHAPTER 3
RESEARCH METHODOLOGY

This study used mixed mode design. The first part was the introductory quantitative phase of the data collection and analysis and this was followed by the qualitative phase of the data collection and analysis. The data from the two parts were analyzed in order to address the research questions.

3.1 Data Collection

The researcher constructed the questionnaire by adapting items from questionnaires of Gardner (1985a) and other previous studies (Phithakphongphan, 2014; Tanghom, 2014 and Rojcharoenngam, 2014). There were ten items for instrumental motivation and ten items for integrative motivation. Before handing out the questionnaires to all the students, the items were checked for content validity using the Index of Item-Objective Congruence (IOC). This was followed by a pilot test. The researcher did a pilot test with 5 students to see the tendency of the results and check whether the language used was appropriate and easy for students to understand and do the questionnaires. After this process, the questionnaires were printed and handed to the participants in the IEP program and the regular program during class time. They were allowed to complete the questionnaires until the end of that class.

3.2 Participants

The IEP is different from a regular program in terms of the opportunity to study in English. For the IEP, the supplementary courses include English, Mathematics, and Science and they are taught purely in English. The curriculum is based on the Thai Ministry of Education Curriculum and the course is designed to have four periods per week for each class. There is no supplementary course taught in English in the regular program. English, Mathematics, and Science in the regular program are taught in Thai. Consequently, the students who join a regular program have less opportunity to learn English than IEP students.

The purposive sampling method was used as the participants were selected appropriately for this particular study. These participants had the specific characteristics and qualifications required as they were studying in different programs

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(IEP program, regular program) which correspond to the purpose of the study. Using the purposive techniques, the researcher was able to collect information in the desired quantity from the participants by using questionnaires. The researcher was able to obtain appropriate amounts of data to study in order to increase the validity and reliability of the study.

Moreover, to ensure the validity and reliability of the study, the researcher included Taro Yamane's table to calculate the appropriate sample size. The formula used is described as follows:

$$n = \frac{N}{1 + N(e^2)}$$

n = size of sample
N = size of population
E = acceptable sampling error

The researcher assessed the acceptable sampling error in this study to be ±5% or 0.05. Thus. the sample size suit for this case was

$$n = \frac{66}{1+66(0.05^2)}$$

n = 57 people

However, the researcher wanted to collect as much data as possible, so all of the students were asked to do the questionnaires except those who were absent from the school on that day.

3.2 Instruments

3.3.1 The Motivation Survey

The motivation survey focuses on the motivation toward English language learning. The present study adapted items from the Attitude/Motivation Test Battery (AMTB), which was developed in 1985 by Gardner to examine integrative and instrumental motivation of language learners by using orientation scales, and from other

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previous studies. The researcher chose the appropriate items which were suitable to Thai learning context and culture. Each of items in the motivation survey examines instrumental or integrative motivation. There were ten items for each type of motivation. The survey was translated into Thai for students (see Appendix A). The items in the motivation survey can be categorized as follows.

Table 3.1 Items adapted from Gardner's (AMTB)(1985a) and previous studies

Motivation Type	Items Adapted from Gardner (AMTB)(1985a)	Items Adapted from Other Previous Studies
Instrumental Motivation	1,3,4,10	2,5,8 (Phithakphongphan, 2014) 6 (Tanghom, 2014) 7 (Sun,2014) 9 (Rojcharoenngam, 2014)
Integrative Motivation	1,2,5,8,10	3,9 (Xuemei,2014) 4,6,7 (Phithakphongphan, 2014)

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Table 3.2

Items of Instrumental Motivation

Items of Instrumental Motivation
1. I will be able to pass the admission test in higher level of education.
2. I will be able to use electronics appliances in English such as phones, televisions and computers.
3. I might earn high income in the future career, if I can use English fluently.
4. English is important for my future field of study that I want to learn.
5. My parents encourage me to study English.
6. English is a required subject that I need to learn in the school.
7. I have to know English when I play computer games.
8. I need to use English when I travel aboard.
9. I want to make my parents to be proud of me when I'm good at English.
10. I will look smart when I can use English.

Table 3.3

Items of Integrative Motivation

Items of Integrative Motivation
1. I want to be friends with native English speakers.
2. I would like to know about English speaking culture.
3. I would like to be able to read all kinds of English book.
4. I think learning English is fun.
5. I like to watch movies and listen songs in English.
6. I want to live in an English native speaker country.
7. The more I speak English, the more I feel confident.
8. I would like to know various concepts of native English speakers.
9. I like English pronunciation, so I would like to speak English as similar as native English speaker.
10. I think English songs are beautiful, so I would like to know what they mean.

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The motivation survey was one part of the questionnaire given to the participants. The first part of the questionnaire involved the questions asking about the general data of the students including gender, age, experience of learning English, preference toward learning English, parent's education and parent's income.

Before distributing questionnaires to the students, the questionnaire was investigated to check its validity, reliability and suitability. First of all, the questionnaire was assessed in a process known as IOC. The specialists in the area of the study assessed the questionnaire and determined whether or not the items were appropriate or needed to be revised. The specialists also provided comments and suggestions as to how the questionnaire could be improved. After the items were investigated, scores were given on every item by the specialists. The researcher was asked to calculate the total score of each item in the questionnaire. The result for each item should not below 0.5 to ensure the questionnaire is suitable to be used in the study. The range of the scores were -1 (Inappropriate), 0 (Not sure), +1 (Appropriate). The formula used in calculation was as follows.

$$\text{IOC} = \frac{\sum R}{N}$$

$\sum R$ = total scores of assessors
N = total number of assessors

After the IOC process, the researcher did a pilot study with 5 IEP students and 5 regular program students to check if the instrument was effective.

3.3.2 Likert Scale

The researcher also used the five-points Likert scale in the motivation survey. The five-points Likert scale was rated from strongly disagree (1point) to strongly agree (5 points).

3.3.3 Open-ended Questions

The open-ended questions provided qualitative data for the study. Students were asked for more detail about their motivation to study English. The open-ended questions provided data to support the results from the questionnaire in order to have the most accurate results from this study. For questions 1 and 2, the researcher asked to check with them if there was any possibility to learn English from integrative

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or instrumental motivation. For questions 3 to 6, the researcher chose the most popular reasons to learn English from the questionnaires to check if they had instrumental motivation or not. For questions 7 to 10, the researcher asked questions to check the impact of integrative motivation toward students.

Q1: In your point, what is the main reason to study English? Please explain.

Q2: How can English benefit to your life? Please explain.

Q3: Do you agree or disagree with this statement, and why?
"I will be able to gain higher salary in my future career, if I can speak English fluently."

Q4: Do you agree or disagree with this statement, and why?
"I want to learn English because my parents support me to learn English."

Q5: Do you agree or disagree with this statement, and why?
"I study English because I need to use it when I travel aboard."

Q6: Do you agree or disagree with this statement, and why?
"I need to use English to play computer games."

Q7: Do you agree or disagree with this statement, and why?
"There are many interesting books in English, so I want to read and understand them."

Q8: Do you agree or disagree with this statement, and why?
"I wish I could live in English native speaker country for my entire life."

Q9: Do you agree or disagree with this statement, and why?
"I want to get new foreign friends to know more about their lifestyle."

Q10: Do you agree or disagree with this statement, and why?

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"I like English pronunciation, so I would like to speak English as similar as native English speaker."

3.3.4 Data Analysis Summary

This study also aimed at enhancing knowledge about students' motivation towards learning English as a second language through the use of a quantitative questionnaire (an adopted version of the AMTB) as well as qualitative research instruments open-ended questions). In addition, the researcher used the five Likert scale to calculate the motivation level (very high, high, average, low, or very low) and the type of motivation that students utilize for their learning language. The interpretation of the motivation level was based on the following table.

Table 3.4

Interpretation of Mean Score of Motivational Levels

Scale	Mean range	Motivational Level
1 (strongly disagree)	1.00-1.49	Very low
2 (disagree)	1.50-2.49	Low
3 (neither agree nor disagree)	2.50-3.49	Average
4 (agree)	3.50-4.49	High
5 (strongly agree)	4.50-5.00	Very High

(adapted from Kitijaroonchai & Kitijaroonchai, 2012)

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CHAPTER 4
RESULTS AND DISCUSSION

This chapter reports the results of the questionnaires. The data were collected from primary five students in Radbumroongsilp School, Thailand. The collected information was divided into three parts as follows.

Part 1: General Information

Part 2: The Motivation Survey

Part 3: Open-ended Questions

The data concerning the general information was analyzed and the frequency and percentage are presented. As for the part concerning the motivation survey, the data were analyzed and presented in terms of mean, standard deviation and data interpretation.

For the open-ended questions, the researcher asked 60 students in both IEP and regular programs to answer ten questions and provide their answers in the paper. The answers from students were interpreted and the corresponding ideas of their answers were sorted into groups.

4.1 General Information

This part indicates the general information of the respondents. The results are shown based on the questionnaires as follow:

Table 4.1

Gender of the Participants in IEP

Gender	Frequency	Percentage (%)
Male	16	53
Female	14	47
Total	30	100

Table 4.1 shows the gender of the participants in IEP. The total number was 30 students. The majority number of students were male (54%) and the minority was female (47%).

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Table 4.2

Gender of the Participants in Regular Program

Gender	Frequency	Percentage (%)
Male	11	37
Female	19	63
Total	30	100

Table 4.2 shows the gender of the participants in regular program. The total number was 30 students. The majority number of students were female (63%) and the minority was male (37%).

Table 4.3

Number of Years Studying English for IEP Students

Time (Year)	Frequency	Percentage (%)
<6	10	33
5-10	17	57
> 10	3	10
Total	30	100

Table 4.3 shows that the majority of the IEP students (57%) have studied English for 5 to 10 years. 10 students (33%) have studied English for less than 6 years. Only 3 students (10%) have learned studied for more than 10 years.

Table 4.4

Number of Years Studying English for Regular Program Students

Time (Year)	Frequency	Percentage (%)
<6	2	7
5-10	21	70
> 10	7	23
Total	30	100

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Table 4.4 reveals that majority of regular program students (70%) have studied English for 5 to 10 years. 23% of the students have studied English for more than 10 years. The least number of students (7%) have studied English for less than 6 years.

Table 4.5

IEP Students' Level of Preference Towards Learning English

Level of preference	**Frequency**	**Percentage (%)**
Very low	0	0
Low	0	0
Moderate	3	10
High	15	50
Very high	12	40
Total	30	100

Table 4.5 indicates that for the majority of IEP students (50%), their level of preference was at a high level while for 40% of students, their level of preference was at a very high level. 10% of the students had a moderate level of preference. None of the IEP students indicated a very low or low level of preference towards learning English.

Table 4.6

Regular Program Students' Level of Preference Towards Learning English

Level of preference	Frequency	Percentage (%)
Very low	1	3
Low	5	17
Moderate	15	50
High	8	27
Very high	1	3
Total	30	100

Table 4.6 indicates that for the majority of regular program students (50%), the level of preference towards learning English was moderate. For 27% of the students,

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the level of preference was high while for 17% of the students, the level of preference was low. Only 3% of the students indicated a very high level of preference.

Table 4.7

Parents' Education of Students in IEP

Level of education	Mother		Father	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Below high school	3	10	2	7
High school	4	13	7	23
Diploma	4	13	7	23
Bachelor's degree	13	44	9	30
Master's degree and higher	6	20	5	17
Total	30	100	30	100

Table 4.7 presents parents' education of IEP students. The majority of mothers of IEP students had a bachelor's degree (44%) while 20% of them had a master's degree or higher. 13% of them graduated high school and 13% of them received a diploma. For 10% of them, their level of education was below high school. As for fathers of IEP students, the largest group (30%) had a bachelor's degree. The percentage was the same for high school and diploma, which was 23%. 17% of them had a master's degree or higher. The level of education for 7% of them was below high school.

Table 4.8

Parents' Education of Students in Regular Program

Level of education	Mother		Father	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Below high school	3	10	3	10

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High school	15	50	12	40
Diploma	4	13	6	20
Bachelor's degree	6	20	8	27
Master's degree and higher	2	7	1	3
Total	30	100	30	100

Table 4.8 shows parents' education of regular program students. For mothers of regular program students, the highest frequency is those that graduated high school (50%) and then those that received a bachelor's degree (20%), diploma (13%), below high school (10%) and the least number was those that received a master's degree or higher (7%). As for fathers of regular program students, most of them graduated high school (40 %) and then those that received a bachelor's degree (27%), diploma (20%), below high school (10%) and a master's degree or higher (3%) respectively.

Table 4.9

Parents' Income

Income per month(baht)	IEP		Regular program	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Lower income (< 18,000)	6	20	16	53
Middle income (18,000-85,000)	23	77	13	44
Upper income (>85,000)	1	3	1	3
Total	30	100	30	100

Table 4.9 reveals parent's income of IEP students and regular program students. The income of the majority of the parents of IEP students (77%) were in the middle-income range (18,000-85,000 baht/month) and 20% were in the lower- income range (less than 18,000 baht/month) and the last group (3%) were parents whose income was

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in the upper-income range (more than 85,000 baht/month). As for parents of the regular program students, the income of most of them (53%) was in the lower-income range while for 44% of them, their income was in the middle-income range. 3% of the regular program parents received income that was in the higher-income range.

4.2 The Motivation Survey

This section shows the results from the motivation survey. The information concerning instrumental and integrative motivation was analyzed and is presented in terms of mean scores, standard deviation and the motivation levels interpreted by using a five-point Likert scale, as illustrated in Table 4.10 below.

Table 4.10

Interpretation of Mean Score of Motivational Levels

Scale	Mean range	Motivational Level
1 (strongly disagree)	1.00-1.49	Very low
2 (disagree)	1.50-2.49	Low
3 (neither agree nor disagree)	2.50-3.49	Average
4 (agree)	3.50-4.49	High
5 (strongly agree)	4.50-5.00	Very High

4.2.1 Instrumental Motivation

Tables 4.11 and 4.12 show the average mean score, the standard deviations, the motivation level of instrumental motivation for IEP students and regular program students.

Table 4.11

IEP Students' Responses Toward Instrumental Motivation Items

Instrumental Motivation Items	**Mean**	**SD**	**Motivational Level**
1. I will be able to pass the admission test for higher education.	3.97	0.96	High

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2. I will be able to use electronics appliances such as telephone, TV and computer.	4.2	0.76	High
3. I might get a higher salary in the future if I can use English fluently.	4.43	0.82	High
4. I will be able to use Facebook in English.	4.13	0.78	High
5. My parents encourage me to study English.	4.47	0.82	High
6. English is a mandatory subject that I need to learn in the school**.**	3.33	1.15	Average
7. I need to use English to play computer games.	4.57	0.73	Very high
8. I need to use English when I travel aboard.	4.43	0.86	High
9. I want to make my parents to be proud of me when I'm good at English.	3.57	1.1	High
10. I want to get a reward from my parents when I get good grades.	3.53	0.94	High

Table 4.11 illustrates the average mean score and standard deviations of instrumental motivation for IEP students. Overall, the findings reveal that the instrumental motivational level of IEP students was high.

In addition, item number seven (*I need to use English to play computer games*) gains the highest average mean score (4.57) with the SD = 0.73 compared with other instrumental motivation items. Item number six (*English is a mandatory subject that I need to learn in the school*), on the other hand, receives the lowest mean score (3.33) with the SD =1.15 and the motivation level for this item is interpreted as average.

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Table 4.12

Regular Program Students' Responses Toward Instrumental Motivation Items

Instrumental Motivation Items	**Mean**	**SD**	**Motivational Level**
1. I will be able to pass the admission test for higher education	3.9	0.96	High
2. I will be able to use electronics appliances such as telephone, TV and computer.	4.2	0.76	High
3. I might get a higher salary in the future if I can use English fluently.	4.5	0.78	Very high
4. I will be able to use Facebook in English.	4.17	0.79	High
5. My parents encourage me to study English.	4.43	0.82	High
6. English is a mandatory subject that I need to learn in the school**.**	3.47	1.17	Average
7. I need to use English to play computer games.	4.6	0.72	Very high
8. I need to use English when I travel aboard.	4.43	0.86	High
9. I want to make my parents to be proud of me when I'm good at English.	3.53	1.07	High

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10. I want to get a reward from my parents when I get good grades.	3.47	0.97	Average

As shown in Table 4.12, the motivation level of six items is interpreted as high. The overall result suggests that the motivation level of instrumental motivation of regular program students was high.

Items number three and seven indicated the very high level of instrumental motivation but the greatest average mean score was 4.6 which was the score of items number seven (*I need to use English to play computer games*.) with the SD = 0.72 compared with other instrumental motivation items. Items number six and ten, on the other hand, received the lowest mean score (3.47) and the motivation level for these two items was average.

Comparing the results of instrumental motivational level between IEP students and regular program students, both IEP and regular students have the highest average mean score in item number seven *(I need to use English to play computer games).* IEP students obtained the average mean score as 4.57 with the SD = 0.73 while regular program students were 4.6 with the SD = 0.72. So, it can be explained that regular students have slightly higher instrumental motivation than IEP students. In addition, for regular program students, item number three *(I might get a higher salary in the future if I can use English fluently*) also has a mean score interpreted as very high.

Furthermore, item number six (*English is a mandatory subject that I need to learn in the school*) receives the lowest mean score from both groups of students. The motivation level for item number six was interpreted as average. Item number ten (*I want to get a reward from my parents when I get good grades*) also received the lowest mean score from the regular program students.

4.2.2 Integrative Motivation

Tables 4.13 and 4.14 present the average mean score, the standard deviations, the motivation level of integrative motivation for IEP students and regular program students.

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Table 4.13

IEP Students' Responses Toward Integrative Motivation Items

Integrative Motivation Items	**Mean**	**SD**	**Motivational Level**
1. I want to get new foreign friends to know more about their lifestyle.	3.23	1.33	Average
2. I want to know culture of English native speaker.	3.4	1.22	Average
3. I want to have better understanding in English literature and history.	3.93	1.04	High
4. I want to be a part of English native speaker society.	4.23	0.81	High
5. I enjoy watching movie and news in English.	3.6	1.22	High
6. I wish I could live in English native speaker country for my entire life.	3.03	0.99	Average
7. The more I speak English with foreigners, the more I feel confident.	4.03	0.96	High
8. There are many interesting books in English, so I want to read and understand them.	2.97	1.16	Average
9. I like the intonation of English, so I want to be able to speak English like native speakers.	3.33	1.06	Average
10. I think the English song is beautiful, so I would like to understand its meaning.	4	1.11	Average

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Table 4.13 shows the average mean score and standard deviations of integrative motivation for IEP students. The results reveal that the integrative motivational level of IEP students was average.

However, item number four (*I want to be a part of English native speaker society*) gained the highest average mean score (4.23) with the SD = 0.81 compared with other integrative motivation items. Items number three, five, and seven also received mean scores interpreted as high.

Table 4.14

Regular Program Students' Responses Toward Integrative Motivation Items

Integrative Motivation Items	**Mean**	**SD**	**Motivational Level**
1. I want to get new foreign friends to know more about their lifestyle.	3.17	1.29	Average
2. I want to know culture of English native speaker.	3.37	1.25	Average
3. I want to have better understanding in English literature and history.	3.8	1.16	High
4. I want to be a part of English native speaker society.	4.2	0.89	High
5. I enjoy watching movie and news in English.	3.53	1.2	High
6. I wish I could live in English native speaker country for my entire life.	3	1.05	Average
7. The more I speak English with foreigners, the more I feel confident.	3.97	1.03	High
8. There are many interesting books in English, so I want to read and understand them.	2.97	1.16	Average

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9. I like the intonation of English, so I want to be able to speak English like native speakers.	3.3	1.1	Average
10. I think the English song is beautiful, so I would like to understand its meaning.	4.07	1.11	High

As shown in Table 4.14, the mean scores of five items were interpreted as high while the mean scores of the other five items were interpreted as average.

Nevertheless, item number four (*I want to be a part of English native speaker society*) acquired the greatest average mean score which was 4.2 with the SD = 0.89 compared with other integrative motivation items. Items number three, five, seven and ten also received mean scores interpreted as high.

Comparing the results of integrative motivational level, it is found that the mean scores of items number three, four, five and seven are interpreted as high for both groups of students. Additionally, for regular program students, the mean score of items number ten *(I think the English song is beautiful, so I would like to understand its meaning*) was also interpreted as high.

4.2.3 Overall Result of IEP and Regular Program Students

Table 4.15

Mean Scores, Standard Deviations, and Motivational Level Interpretation for IEP students

(N=30)

Motivation Type	Mean	SD	Level
Instrumental	4.06	0.89	High
Integrative	3.58	1.09	High

Ref. code: 25615921042403CZA

As shown in Table 4.15, the overall mean scores of both instrumental motivation and integrative motivation for IEP students were 4.06 (SD = 0.89) and 3.58 (SD = 1.09) respectively. In the motivation level interpretation, the mean scores indicated that the two types of motivational level were ‘high’.

Comparing the type of motivation for IEP students in Radbumroongsilp School shows that the IEP students mostly applied instrumental motivation to study the English language, although the average mean score of the instrumental motivation is just slightly higher than integrative motivation by 0.48.

Table 4.16

Mean Scores, Standard Deviations, and Motivational Level Interpretation for regular program students (N=30)

Motivation Type	**Mean**	**SD**	**Level**
Instrumental	4.07	0.89	High
Integrative	3.54	1.12	High

Table 4.16 illustrates the overall mean scores of both instrumental motivation and integrative motivation for regular program students were 4.07 (SD = 0.89) and 3.54 (SD = 1.12) respectively. In the motivation level interpretation, the mean scores indicated that the two types of motivational level were ‘high’.

Comparing the type of motivation for regular students in Radbumroongsilp School shows that most regular students applied instrumental motivation to learn the English language although the average mean score of the instrumental motivation is only slightly higher than integrative motivation by 0.53.

When considering the overall results, it can be seen that both the IEP and the regular program students had more instrumental motivation to learn English since for both groups, the means of instrumental motivation are slightly higher than means of integrative motivation.

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Interestingly, it can be observed that there is no difference between the means of instrumental motivation of the IEP students and that of the regular program students. Additionally, the same can be observed for the means of integrative motivation.

4.3 Open-ended Questions

This section presents the findings from ten open-ended questions. For questions 1 and 2, they are general questions to examine the reason why they want to learn English, and whether it signifies integrative or instrumental motivation. Questions 3 to 10 were based on the items in the questionnaire in order to gain more insights into how the two types of motivation affected the students. Questions 3 to 6 were formed from the instrumental motivation items in the questionnaire that received some of the highest scores. For questions 7 to 10, they were formed from the integrative motivation items in questionnaire.

There were thirty students from IEP and thirty students from the regular program answering these questions and the corresponding ideas of their answers were grouped. For each question, the responses from the IEP students are presented first, followed by those of the regular program students.

Q1: From your point of view, what is the main reason to study English? Please explain.

IEP students

The answers given by IEP students tended to have similar ideas which can be categorized as five main reasons to study English. They are as follows:

For the first reason, two students believed that learning English is useful for their job or career. The following statements were expressed by the students.

Student No.25: “English can help me to get a good job as it is one of the most popular languages in the world.”

Student No.28: “I have an opportunity to learn foreign language which could help me get a good future career and I can use English to do many things regarding to my daily life as studying at a higher-level.”

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The second reason is that students perceived that learning English is fun. Fifteen students had this view. Some of the students' statements are illustrated below.

Student No.6: "Because I want to improve my English skills, I like to learn new vocabularies and it is excited to know new words."

Student No.7: "I enjoy learning English. It has lots of activities and it is fun."

Student No.16: "English is fun and teacher is funny, I love English."

Student No.23: "Teacher is funny, she has fun games and gives me fun tasks to do."

Student No.30: "English is easy to understand and fun, I like to learn English."

The third reason is that students can use English to communicate with other people. Seven students mentioned this as the reason why they study English. Examples of students' statement are shown below.

Student No.5: "Talking in English can make friends around the world."

Student No.26: "When foreigners come to ask me questions, I can talk to them in English and I can help them."

Student No. 29: "When I travel abroad, I can communicate with people and English language broadens my vision."

The fourth reason is that the students' parents encourage students to learn English. Three students shared this view. Their statements are shown below.

Student No. 9: "My parents support me to learn English."

Student No. 15: "My parents want me to be good at English."

Student No. 18: "I want to make my parents to be proud of me that I can speak English."

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The fifth reason is that English is considered a required subject, so they need to learn it. Two students expressed this idea and their statements are illustrated as follows.

Student No. 4: “I need to learn English as it is a required subject.”

Student No. 10: “English is a language used around the world, it is a required subject in the school, so I need to learn it.”

As we can see from the answers of IEP students, the first, fourth and fifth reasons were sorted as instrumental motivation because these were aspects that motivate them to learn English such as getting a better job, making parents to be proud of them, studying in higher levels and passing the mandatory subjects. The number of the students who displayed instrumental motivation was 6 students, which was less than students reporting the second and third reasons which were categorized as integrative motivation as students were interested to learn English for their pleasure and they wanted to be a part of the native English speakers’ community by being friends with them. There were 22 students giving the second and third reasons, but most students in the IEP classroom (15 students) offered the second reason.

So, the main reason to learn English for IEP classroom students was sorted as integrative motivation as most students in IEP enjoyed learning English because of fun activities and those activities encouraged students to learn English happily as it is a fun way that make them easy to understand English rather than learning English without any activities.

Regular program students

The answers given by regular program students tended to have similar ideas, which can be categorized as three main reasons to study English. They are as follows:

For the first reason, eight students believed that learning English is useful to their daily life. The following statements were expressed by the students.

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Student No.8: “I know one more language, I can adapt English to use in my daily life.”

Student No.28: “I want to be able to speak, read and write in English, so I can use it in my daily life.”

Student No.29: “I can use English in my daily life to play games, work and study.”

The second reason was that students perceived that they want to be able to speak English with foreigners to get to know them as English is used in many countries. Twelve students had this view. Some of the students’ statements are illustrated below.

Student No.17: “I want to know how to answer the foreigners’ questions, so I can speak English to them.”

Student No.16: “English is used worldwide; I want to learn English to communicate with British and other countries.”

Student No.25: “I want to be able to speak, so I can talk to people around the world in various topics.”

The third reason was that learning English is important for working in future careers and helps students to get a better job. Ten students mentioned this as the reason why they study English. Examples of students’ statements are shown below.

Student No.21: “English is one of the most important languages as many people use it for working and contacting around the world.”

Student No.26: “I will be able to speak English in order to use it in my future career.”

Student No.: “In case I got a job which English plays a role in my duties.”

The answers from question no.1 show that regular program students seem to be glad to approach foreign people without shyness. They learn English in order to

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adapt to their daily life, thus we can see that English has great influence on. Thai students nowadays regarding the activities of the students, such as playing games, having a good job and studying in the school. Therefore, these results show that students whose answers were categorized in the first reason indicate instrumental motivation as they were ignited to learn English for some specific purposes. However, the second reason was the most popular reason among all the regular program students, from which it can be concluded that students were brave to talk to foreigners to get to know them. This could be interpreted that they have high level of motivation to study English. Most of them learn English because they want to participate in that foreign society and it can be counted as integrative motivation. Regarding the students who gave reason number three, they not only study English to pass the English test but they see the importance of English toward their future careers. Also, as there are a lot of foreign companies in Thailand, it gives more possibility to get a job easier than those who cannot speak English, so the students in reason number three can be categorized as students motivated by instrumental motivation. To sum up, most answers from regular program students show that some of them were motivated by instrumental motivation but most of them were motivated by integrative motivation.

Q2: How can English benefit to your life? Please explain.

IEP students

IEP students mentioned two main benefits of English as follows:

For the first reason, twenty students reported that they can communicate with people around the world, especially when they travel abroad and it's convenient to use electronic appliances when they know English. The following statements were expressed by the students.

Student No.6: "English is the main language of the world, if we can speak English, we can connect with people around the world."

Student No.17: "English has lots of benefits because when we go abroad, we can talk to people there fluently, we can understand what they say, it's so amazing."

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Student No.23: “English is very useful, not only we can talk to people around the world but we also use computer, tablet and mobile phone easily.”

The second reason is that students perceived that English helps them to find a better future career, as most companies in Thailand are foreign corporations and in terms of their education, English is an important subject; it is one of the main subjects to be tested in order to study in higher levels. Ten students had this view. Some of the students’ statements are illustrated below.

Student No.14: “In the future, I plan to be a seller, I will have more customers if I can speak English and convince foreigners to buy products from my shop only.”

Student No.16: “I learn English to speak with my parents and I will have a better opportunity to have a job than those who cannot speak English.”

Student No.30: “English helps me work easier with foreigners and when I want to apply for a government job, English will be tested and I hope I will pass it easily as I learn English.”

As we can see from the answers of IEP students, the first and second reasons were sorted as instrumental motivation as they learnt English to get a good job, or to use electric appliances but they did not learn English because of their passion. The amount of the students who had instrumental motivation shown by this question was 30 students.

There were 20 students giving the first reason and most students in the IEP classroom were offering this reason. We can see the first reason as follows. In the first reason “I can communicate with people around the world especially when I travel abroad and it’s convenient to use electronic appliances when we know English.”. English can benefit students’ lives in terms of having the ability to communicate with people around the world, especially when they travel abroad and know how to use electric appliances (as most manuals and systems of the electric appliances are in English language).

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There were 10 students giving the second reason, who aim to learn English in order to have a better future career, as most of the companies need employees who have English skills and some of the IEP students believe that they have more opportunities to study in higher levels of education if they know English. Both the first and second reasons were categorized as instrumental motivation.

Regular program students

The answers given by regular program students tended to have similar ideas, which can be categorized as three main reasons for English benefitting their lives as follows.

For the first reason, twenty-four students viewed that learning English is useful to their daily life, they can ask questions and answer to foreigners; in case they go to study abroad, they can communicate with other people there. The following statements were expressed by the students.

Student No.15: “When I travel abroad, I have to read every sign in English and ask people for helping in English also, thus I think English is a very useful subject to learn.”

Student No.16: “I can apply English to make my life easier in my daily life, if I want to know something about English culture, I can ask questions to foreigners.”

Student No.29: “My parents work as sellers, when there are foreigners come to my shop, I can help my parents to sale products by speaking English to them and service them.”

The second reason is that students perceived that in the case where they got a job that required the English skills, then they can work easily. Two students had this view. Some of the students’ statements are illustrated below.

Student No.7: “In the future, I want to work in the airline, so English is one of the required skills, so English is important to learn.”

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Student No.24: “My mother told me that many kinds of work need to use English for working nowadays, if I don’t learn English, it’s difficult to get a job.”

The third reason is that as English is a required subject to test for entrance to study in the university, students can study in higher levels if they are good at English. Four students mentioned this as the reason why they study English. Examples of students’ statements are shown below.

Student No.7: “One day when I want to study in the university, I need to do the English exam for the entrance.”

Student No.24: “I will be able to study about which expected the English skills when I learn in the university.”

In summary, most of the regular program students were reporting the first reason; they have the desire to communicate with people around the world, especially when they travel to other countries, they can ask for direction, they can read the signs to know how they should behave, and could be a part of the foreign community properly. As the researcher identified the reasons the students in the regular program gave, it indicated that both instrumental motivation and integrative motivation encouraged students to learn English. For example, in the first reason, student no.16 had the desire to approach foreigners to get to know them which can be designated as integrative motivation and in the second reason, student no.7 dreamed of work in the airline, which job requires English skills to cooperate with the staff in other countries and service customers from various countries as well, so student no.7 was encouraged by instrumental motivation.

Q3: Do you agree or disagree with this statement, and why?

“I will be able to gain higher salary in my future career, if I can speak English fluently.”

IEP students

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The answers given by IEP students tended to have corresponding ideas which can be classified as two reasons why they agree with the statement. They are as follows:

For the first reason, fifteen students said that they agreed with the statement because students may get a future career which required English skills and gain more salary than those who have no English skills. The following statements were expressed by the students.

Student No.11: “I agree, there are many kinds of jobs that use English for working and most of the work has high salary, so I can gain more money to take care of my parents.”

Student No.16: “I agree because I might get a job which will use a lot of English skills and have high salary.”

Student No.29: “I agree because English allows me to communicate with people around the world and if I were a seller, I would be able to sell products around the world and gain more money.”

The second reason is that students perceived that they agreed with the statement because working with the foreign companies may have higher salary than working in Thai company. Fifteen students had this view. Some of the students’ statements are illustrated below.

Student No.11: “I agree, if I can speak English, I will have more chance to find a good job and most companies in Thailand are foreign companies, so I can choose the company that pay higher salary for me.”

Student No.16: “I agree because I will have more customers if I work in the company that not only Thai but foreign customers also and I will gain more money.”

Student No.29: “I agree because English can communicate with people around the world, if I work with the foreign company, I will have customers around the world.”

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To sum up, the IEP respondents were half in the first reason and half in the second reason. These two reasons were similar in terms of the same expectation to get a good future career that would help them to gain higher salary if they have English skills. However, these two reasons have some differences; for the first reason it can be concluded that students think they have more chances to get a good salary than those who have no English skills, and the second reason indicated that if they have English skills, working in a foreign company will bring them higher salary than working in a Thai company. Regarding the answers with these two reasons, the researcher found that IEP students were motivated by instrumental motivational type because they agreed to the statement that English can help them to have a good salary in their future career.

Regular program students

The answers given by regular program students tended to have similar ideas which can be categorized as three main reasons why they agree with the statement. They are as follows:

For the first reason, ten students said that they agreed, as working abroad has more possibility to gain higher salary as the value of money is higher than foreign exchange rate of the baht. The following statements were expressed by the students.

Student No.4: I agree, most people around the world use English to contact about international business which make more money than business in Thailand."

Student No.10: "I agree because the value of money in America, England or other developed countries are higher than the value of Thai baht."

Student No.20: "I agree because working abroad has more job opportunity to do, so we can choose the job paid higher salary."

The second reason is that students perceived that they agreed because most students wanted to be a seller and speaking English can result in more customers, both Thai and foreigners, so they can gain more money. Fourteen students had this view. Some of the students' statements are illustrated below.

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Student No.6: “I agree, I will be able to sell products to both Thai and foreign customers”

Student No.27: “I agree because I will be able to sell Thai products in other countries and set more expensive price for the products.”

Student No.30: “I agree because in case there is foreign customers come to my shop, so I can talk to them and convince them to buy more and more.”

The third reason is that they agreed because if they are fluent in English, they can be an English teacher and have a high salary. Six students mentioned this as the reason why they study English. Examples of students’ statement are shown below.

Student No.13: “I agree, as I see the English teachers are rich, so I want to be an English teacher to gain more money as well.”

Student No.16: “I agree because if I can speak English, I could be an English teacher and open my English institute to teach students.”

Student No.29: “I agree because I can be an English teacher who teaches in the university and I will have more money because being an English teacher gets high salary in Thailand.”

To sum up, all students in the regular program agreed with the statement that they will be able to gain more money when they can speak English fluently which can be designated as the instrumental motivation type. The second reason was the most popular reason as there were 14 students had similar ideas to support the second reason. The detail of the second reason can be concluded as being that a seller has more chances to sell the products because not only Thai customers, but also foreign customers, will buy their products, so this can be the reason for gaining more money when they can speak English fluently. The first reason was the second most popular and can be summarized as the regular program students agreeing with the statement because they believed working abroad would help them to have better salary when comparing the money currency that has higher value than the Thai baht. The third reason was the least popular reason as they had heard that English teachers are rich, so they believed English

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skills can be one of the ways to have more money than those who have no English skills.

Q4: Do you agree or disagree with this statement, and why?
"I want to learn English because my parents support me to learn English."
IEP students

The answers given by IEP students tended to have corresponding ideas which can be classified as three reasons why they agree or disagree with the statement. They are as follows:

For the first reason, fourteen students said they agreed, because parents know the benefit of learning English, such as being able to study in a good school, getting a good job, traveling abroad and being an educated person. The following statements were expressed by the students.

Student No.5: "I agree because my parents want [me] to be an educated person, so I could get a good job and have a bright future."

Student No.17: "I agree because my parents encourage me to study English as they want me to be a smart person, so I could travel abroad and have a good job."

Student No.25: "I agree because my parents want me to have a bright future and I don't feel sad at all even they seem to force me to learn English."

The second reason is that students perceived that they agreed because parents enrolled them in English courses for the student and students wanted to make their parents to be proud of them.
Eleven students had this view. Some of the students' statements are illustrated below.

Student No.3: "I agree as I want to make them to be proud of me that I'm good at English as they expected."

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Student No.7: “I agree because they let me learn English course on Saturday and I also enjoy learning English.”

Student No.26: “I agree because my parents want me to speak English fluently and when I grow up, I can take care of them if I have a good job.”

The third reason is that they disagreed with the statement, saying that students want to learn English because they like English. Five students mentioned this as the reason why they study English. Examples of students’ statements are shown below.

Student No.1: “I disagree, my parents support me to learn English but the real reason I want to learn English because I like English, it’s not because of parent’s support.”

Student No.8: “I disagree because I study English because I like English, it’s fun.”

Student No.18: “I disagree as no one supports me to learn English, I like to learn English with my passion.”

From the attitudes of IEP students toward question no. 4, most of the students agreed with the statement but there were some students disagreed with the statement. Students who were gave the first and second reasons agreed with the statement; from the first reason, it can be concluded that they observed the thinking of their parents as they said that their parents know the benefits of English language which can help them to study in a good school, to get a good job and to be an educated person. The second reason can be summarized to indicate that students want to make their parents proud of them as they saw the effort of their parents that always encouraged them to be good in English as they enrolled them in extra English courses. However, there were 5 students who disagreed with the statement as they learnt English because they were passionate about learning English as English was a fun subject to learn.

So, the majority of the students gave the first and second reasons which can be categorized as instrumental motivation as they agreed with the statement, and reason no. 3 can be sorted into integrative motivation as they disagreed with the statement and

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had their own reasons which tended to be a form of integrative motivation supporting their ideas.

Regular program students

The answers given by regular program students tended to have similar ideas which can be categorized as four reasons why they agreed or disagreed with the statement. They are as follows.

For the first reason, eight students said that they agreed with the statement; students don't want to make their parents disappointed in them if they don't study English. The following statements were expressed by the students.

Student No.1: "I agree because this is the order of my parents and we should follow it as I believe my parents always have good reasons behind the action."

Student No.4: "I agree because I study English to make my parents proud of me."

Student No.24: "I agree as I don't want my parents to blame me if I don't study English."

The second reason is that students perceived that they agreed because parents see the advantages of learning English, such as being able to study in a good school, getting a good job, traveling abroad and being an educated person. Fourteen students had this view. Some of the students' statements are illustrated below.

Student No.6: "I agree because my parents told me I can go to everywhere in the world as I can read the map in English and ask questions to people if I want to know something."

Student No.9: "I agree because mother told me I could get higher salary if I work abroad."

Student No.17: "I agree as I have to be good at English as it is very useful when I go abroad."

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The third reason is one where they disagreed because parents allowed the students to learn what they liked, and they liked to learn English with their passion. Six students mentioned this as the reason why they studied English. Examples of students' statements are shown below.

Student No.11: "I disagree, I learn English because I love English."

Student No.25: "I disagree because my mother let me learn whatever I like, but I like to learn English as well."

Student No.28: "I disagree, I want to learn English because I like it."

A fourth reason where the students disagreed with the statement found they find English difficult to learn, they don't like the English subject, no matter how much their parents support them to learn English. Two students shared this view. Their statements are shown below.

Student No.11: "I disagree, English is difficult to listen and pronounce, I don't want to learn it."

Student No.25: "I disagree because my mother asked me to learn English but I'm not happy to learn English, I don't like it."

In conclusion, regular program students who offered the first and second reasons agreed with the statement which shows instrumental motivation. The first reason indicated that students didn't want to make their parents disappointed in them, they want their parents to be proud of them so, they tried to learn English until they were good at it. The second reason was the most popular reason in responses to question no.4 as they believed in what their parents said about the benefits of learning English - it can help them to have a better life in the future as English can support them to get a better job, to learn in a good school, to travel abroad happily and to be an educated person.

Still, students who gave the third reason disagreed with the statement and can be considered to be influenced by integrative motivation. The third reason indicated that they learn English without anyone forcing them to learn but they learn English with

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their willingness to know how to read, speak and communicate in English. The fourth reason came from students who seemed to lack motivation in learning English at all because they thought English was too difficult for them to learn, especially in terms of pronunciation. So regular program students were motivated both by instrumental and integrative motivation but most of the students were motivated by instrumental motivation.

Q5: Do you agree or disagree with this statement, and why?
"I study English because I need to use it when I travel aboard."
IEP students

The answers given by IEP students tended to have similar ideas which can be categorized as three main reasons why they agreed with the statement. They are as follows.

For the first reason nineteen students reported that they agreed with the statement, because English is the international language and most countries can communicate in English. The following statements were expressed by the students.

Student No.6: "I agree, if I cannot speak the language of other countries, I should know English because English is the international language."

Student No.29: "I agree because most people around the world can speak English so it is important to know English when I travel abroad."

Student No.30: "I agree, because English is used around the world and the school also support students to learn English."

The second reason is that students perceived that they agreed because they could make friends with people around the world. Nine students had this view. Some of the students' statements are illustrated below.

Student No.14: "Agree, I could communicate with people and be friends with them."

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Student No.17: “I agree, when I travel abroad, I could have more friends who are foreigner.”

Student No.23: “I agree, because I could have more opportunities to find jobs and new friends there as I can read and speak English.”

The third reason given was that they agreed because other countries cannot speak Thai but they can speak English, so students could ask them if they needed any help.

Two students mentioned this as the reason why they studied English. Examples of students’ statements are shown below.

Student No.16: “I agree, because I can fix problems by myself by asking people there, even they don’t speak Thai but I can speak English.”

Student No.29: “I agree because other people don’t speak Thai, I should learn to speak English, so I can travel easily.”

To sum up, all students in IEP classroom agreed with the statement as following.

“I study English because I need to use it when I travel aboard.”

Most students, 19 students, gave the first reason; in brief, the detail can be concluded as saying most countries in the world use English language to communicate, so it will be very convenient if students can speak English when they travel abroad. In the case there is some problems, so they can ask people for help or ask directions when they get lost. There were 9 students presented the second reason, which was the second most popular reason, and indicated that students need to use English for traveling abroad not only to ask for help with people in other countries but also because they want to make friends around the world. These ideas can be classified as integrative motivation.

The last reason got the least popular response as there were only 2 students supporting it; the third reason which can be summarized as they agreed that they need to learn English as some day they will travel abroad and the most important factor to travel abroad is English language in order to ask people for help if there is any accident

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which happens to them. So, all IEP students were motivated by instrumental motivation in learning English as they agreed with the statement.

Regular program students

The answers given by regular program students tended to have similar ideas which can be categorized as the two main reasons that they agreed with the statement. They are as follows.

For the first reason, twenty-eight students said that they can communicate with people there to buy things, ask for directions and make friends. The following statements were expressed by the students.

Student No.6: "I agree, if I cannot speak the language of other countries, I should know English because English is the international language."

Student No.29: "I agree because most people around the world can speak English, so it is important to know English when I travel abroad."

Student No.30: "I agree, because English is used around the world and the school also supports students to learn English."

The second reason is that students perceived that they agreed because students will not get into trouble if they know English. Two students had this view. Some of the students' statements are illustrated below.

Student No.14: "I agree, I can apply English to help me traveling around the world, so problems will not happen to me."

Student No.16: "I agree because I can get through all the problems as I know English which is the language used around the world."

All regular program students agreed with the statement. The first reason showed they agreed that English is very important when they go abroad because they may need help from people in the country they go to as they were not familiar with the areas in other countries. And when they want to buy something, they can ask about the

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details of goods and be able to negotiate the price with the sellers as well. In addition, the second reason showed that students see the benefit of English to help them if they get into trouble during their trips in other countries. They can communicate with people there to ask for help. Therefore, all regular program students for this question were motivated by instrumental motivation as they all agreed with the statement.

Q6: Do you agree or disagree with this statement, and why?
"I need to use English to play computer games."

IEP students

The answers given by IEP students tended to have corresponding ideas which can be classified as four reasons why they agreed or disagreed with the statement. They are as follows.

For the first reason, thirteen students said that they agreed with the statement; most games are in English, students want to know details about the game, how to play the game and suggestions in the game, so they can play games happily. They also get new English vocabulary at the same time. The following statements were expressed by the students.

Student No.14: "I agree, so I can follow orders in the game, and play games happily."

Student No.17: "I agree, I can understand what's written in the game and I can learn English through the game as it contains English conversations and get more vocabularies."

Student No. 23: "I agree, playing games in English let me learn new English vocabularies such as types of bullet, types of uniform and places. Moreover, the introduction in the game is interesting, I want to know the stories in the game also."

The second reason is that students perceived that they agreed because most games on computer are in English; it is the fun way to learn English. Some online games have foreign people, so students could make more foreign friends if they know English

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and they can apply the words used in games to other websites. Nine students had this view. Some of the students' statements are illustrated below.

Student No.2: "I agree, I can apply the word used in the game to other websites."

Student No.5: "I agree, computer games are in English, playing games in English makes me pay more attention in the game, so it is one way to let me do the meditation and it helps to communicate with foreign people in the game.

Student No. 26: "I agree, there are many foreign people in online games, if I can speak English, I can make more friends also."

With the third reason, some respondents disagreed because they believed students do not like to play games; they want to learn English to communicate with foreign people, study abroad and travel abroad.

Six students mentioned this as the reason why they study English. Examples of students' statements are shown below.

Student No. 3: "I disagree with it, I don't like to play games, I learn English for communicating with foreign people, studying abroad and traveling around the world."

Student No.7: "Disagree, I learn English for my bright future, I want to learn in a good school, work in a good place."

Student No.32: "I disagree, I can learn English in other ways, such as reading English book, listening [to] English songs and studying in English class."

The fourth reason was where students disagreed with the statement because they said students can change from English to Thai in the games and they learn English to have a better life. Two students shared this view. Their statements are shown below.

Student No.10: "No, I can change from English to Thai in the game such as ROV, Free fire and Minecraft. I also learn English through English class"

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Student No.13: “No, I can change language from English to Thai, and the main object to learn English is not about playing games but to have a better future.”

Most of the IEP students agreed they needed to learn English in order to play games. The researcher found that students need to know how to play the games and some games have details about the tips, suggestions and various events in English, so English influences students who like to play computer games as well. There were 8 students disagreed with the statement because some of them don’t like to play games but they learn English to use in their daily life and some of the students can change the language from English to Thai in the games and they learn English to have a better life, they don’t learn English for playing computer games. To sum up, IEP students were motivated in both instrumental motivation and integrative motivation but they have higher level of instrumental motivation.

Regular program students

The answers given by regular program students tended to have similar ideas which can be categorized as three main reasons why they agree or disagree with the statement. They are as follows.

For the first reason, thirteen students said that they agreed with the statement because most games are in English; students need to know details in the game, so they can play games correctly. The following statements were expressed by the students.

Student No.1: “Agree, if I cannot translate to Thai, I will not enjoy playing games, and don’t know any suggestions in the game.”

Student No.12: “Agree, I use English to know all characteristics in the game and see the announcement which could be benefit to me in playing games.”

Student No. 30: “There are many buttons in the game, I need to know English, so I could choose the correct button to protect myself from paying money for the games.”

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The second reason is that students perceived that they agreed because students can apply English to their daily life when they use electronic appliances, such as mobile phones, computers and tablets. They can communicate with foreign people also. Fifteen students had this view. Some of the students' statements are illustrated below.

Student No.5: "I agree with it, because I got new vocabularies, so I can use those vocabularies to talk to foreign friends, I can use mobile phone easily also."

Student No.20: "When I grow up, I can use computer by myself without disturbing anyone to help me."

Student No. 29: "Agree, because most technologies use English as the main language in the program, so I can play games in computer, tablet and mobile phone."

The third reason, where they disagreed, was because some games do not use English, so students do not have to use English to play games. Two students mentioned this as the reason why they study English. Examples of students' statements are shown below.

Student No.10: "I don't agree with it, some games are Thai language, so I do not need to use English to play games."

Student No.13: "No, some games are not in English, I do not need to know English to play games."

Most of the students in the regular program agreed with the statement. There were 15 students in the first reason agreeing that they have to follow the steps in the games which were written in English. Thus, they need to know English to follow those steps correctly and there were 13 students who agreed that not only the computer games but also the electronic appliances, tablet, mobile phone etc., required English in order to use them correctly. So, English is essential for regular program students to learn and live happily. However, there were 2 students disagreed with the statement because some games were not in English but Japanese, Thai or Chinese language also, they can still play it by pressing randomly in any buttons until they can play those

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games, so they don't need to learn English to play computer games. In conclusion, most regular program students were motivated by instrumental motivation.

Q7: Do you agree or disagree with this statement, and why?
"There are many interesting books in English, so I want to read and understand them."

IEP students

The answers given by IEP students tended to have corresponding ideas which can be classified as three reasons why they agreed or disagreed with the statement. They are as follows.

For the first reason fifteen students said that they agreed with the statement because reading English books let students see various structures in sentences and new vocabularies, they can apply what they read to create sentences for communication. Moreover, reading English books help them improve their English skills, so it will be good for their future career also. The following statements were expressed by the students.

Student No.13: "Agree, I would like to know structures in English. I saw the words me, my, and mine but I don't know how to put those words in the sentences. I believe reading English books would help me to improve my English skills, so I can talk to American friends.

Student No.17: "Agree, I can apply those knowledges got from reading books in my daily life to have a better future."

Student No. 28: "Agree, I can communicate with foreign friends after I improved my English skills through reading English books."

The second reason is that students perceived that they agreed because there are plenty of types of English book; students would like to know the meaning written in English books to broaden their visions and enjoy new things written in the books. Twelve students had this view. Some of the students' statements are illustrated below.

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Student No.2: “Agree, there are many books that I would like to read especially about the movies, I want to know the meaning of the last sentence of 26-year-old woman in the English book that I have read before.”

Student No.7: “There are many types of English book that I want to read but my English skills are not that good to understand what written in the English books. When I grow up, I hope to enjoy new things written in English books.”

Student No. 25: “Agree, reading English books is one of my inspiration to learn English as it gives me opportunity to see new things more than in the classroom. For example, I want to read Thai food book to know about ingredients in English words; for instance, Baitoey is called as pendant in English.”

The third reason, where they disagreed was because students prefer learning English in class rather than reading English books; they are not interested in reading books. Three students mentioned this as the reason why they study English. Examples of students’ statement are shown below.

Student No.4: “Disagree, normally I do not read a book, I learn English in the class, I can talk to the teacher in a person.”

Student No.20: “Disagree, I do not like to read a book.”

Student No. 33: “Disagree, some books have Thai language under the English language, so I do not need to translate it myself. I can learn English with the teacher in the classroom.”

Most of the IEP students agreed with the statement; most of the students who were in the first reason group expressed their opinion as following.

“Agree, reading English books let students see various structures in sentences and new vocabularies, they can apply what they read to create sentences for communication. Moreover, reading English books helps them improve their English skills, so it will be good for their future career also.”

As in the above reason, they were interested in reading books and they also see the essential of reading English as it can improve their English skills which is good for their future career also. However, there were 3 students disagreed with the statement as

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they liked to learn English by listening to the teachers in the classroom rather than reading English book. Basically, students might not really be into reading English books, as the reasoning of student no.20 showed: she commented that she doesn't like to read any kinds of book. However, most of the students agreed with the statement which can imply that they were mostly motivated by integrative motivation because they wanted to know more about English language.

Regular program students

The answers given by regular program students tended to have similar ideas which can be categorized as three main reasons why they agreed or disagreed with the statement. They are as follows.

For the first reason group, seven students stated that they agreed with the statement because English books have beautiful design which attracts students to read them and there are many types of book, such as comic books, non-fiction books and fantasy books. The following statements were expressed by the students.

Student No.1: "Agree, because English books have beautiful pictures which help me to understand details easily and have many conversations which I could apply to improve my speaking skills."

Student No.3: "Agree, most of the time I am interested in English books as they are beautiful books and make me want to read it, so I try to learn English because I want to know the meaning written in the book."

Student No.15: "Agree, English books help me to learn various things that I don't know before, there are many English books that I am interested in such as Marvel books, Harry Potter and Life of wild animals."

The second reason that students agreed was because reading English books let students know things about the world and students can talk more on various topics to foreign people and it is a good activity in their free time. Thirteen students had this view. Some of the students' statements are illustrated below.

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Student No.11: “English books let me have more knowledge and let me get used to how people use English, so I can apply it to talk to foreign friends.”

Student No.17: “Reading books help me to understand many things easier, I got wider ideas about many things and it is a good thing to do in my free time.”

Student No. 24: “There are many English books that I want to read and reading English books let me see the wider world but I need to improve my English skills first.”

The third reason, where they disagreed, was because students think it’s difficult for them to translate English to Thai, so they are not interested in reading English books. Ten students mentioned this as the reason why they studied English. Examples of students’ statement are shown below.

Student No.10: “Disagree, because I prefer reading Thai books rather than English books because I have to translate from English to Thai which is so hard for me.”

Student No.13: “Disagree, because I am not good at English, I need to improve my English skills first but it will take long time, so I better read Thai books.”

Student No. 24: “Disagree, I hardly have English books, so I am not interested in English books.”

Most regular students agreed with the statement. The most popular reason was the second reason from which can be concluded that English books have various types of things to explore, and broaden their vision to see different culture, different perspectives and more new things that students have never seen before in Thailand. This not only lets students see things that are new for them, but also improves their English skills while they are reading as they can get new vocabulary. In addition, there were 7 students in the first reason group who expressed their opinion that they were interested in reading English books because the design of English books was beautiful and attracted their eyes to read those beautiful books. However, there were 10 students disagreed with the statement because their English skills were limited and it was difficult for them to read English books; translating from English to Thai was the

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obstacle for them to understand what was written in English books, which destroyed their interest in reading the English books.

To sum up, most regular students agreed with the statement, from which can be inferred that most of them were motivated by integrative motivation as they were interested in reading the English books.

Q8: Do you agree or disagree with this statement, and why?
"I wish I could live in an English native speaking country for my entire life."
IEP students

The answers given by IEP students tended to have corresponding ideas which can be classified into three reasons why they agreed or disagreed with the statement. They are as follows.

For the first reason, thirteen students said that they agreed with the statement; students might have the opportunity to work, study and travel abroad, so they can communicate with people there. The following statements were expressed by the students.

Student No.11: "Agree, I might work or study abroad, so I can communicate with people."

Student No.14: "Agree, there might be some foreigners come to talk to me, so I can talk to them."

Student No. 17: "Agree, the weather is good in England, it will be good if I have work there."

The second reason given by students was where they disagreed because students see English as a bridge to be successful in their working life in Thailand. They prefer to live in Thailand but travel abroad for a short time. Eight students had this view. Some of the students' statements are illustrated below.

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Student No.23: “Disagree, because I have born in Thailand, I want to live in Thailand forever, but I need to learn English to get a good job.”

Student No.25: “Disagree, I learn English because I want to get a good job and travel to abroad if I have a chance.”

Student No. 32: “Disagree, I learn English to communicate with foreigners, I may travel abroad but I do not want to live abroad forever.”

The third reason where they disagreed was because students do not want to leave their family, they want to work in Thailand in order to take care their family. They think they cannot belong to native English-speaking society. Nine students mentioned this as the reason why they study English. Examples of students’ statements are shown below.

Student No.10: “Disagree, I am worried about mother and father, I do not want to live far away from them, but I may travel abroad for a short time.”

Student No.16: “Disagree, I miss my hometown and family, I prefer working in Thailand and take care of my family. “

Student No. 20: “Disagree, I may travel abroad sometimes but I will work in Thailand as I think I cannot belong to the English society, I am ok to stay close with my family.”

Most of the IEP students disagreed with the statement as in the third and fourth reasons, and it can be concluded that students were worried about their family and they just wanted to travel abroad for a short time while some students agreed to be a part of English native speakers community as they liked the weather and expected to have a better life in an English native speakers’ community. To sum up, most of the students were motivated by both instrumental and integrative motivation but more students were motivated by instrumental motivation.

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Regular program students

The answers given by regular program students tended to have similar ideas which can be categorized as three main reasons why they agreed or disagreed with the statement. They are as follows.

For the first reason, five students said that they agreed with the statement students would like to be friends with foreigners; they may live in other countries in the future. The following statements were expressed by the students.

Student No.2: “I agree with it, I want to live in London, I want to know how people live in London and I hope I could answer their questions.”

Student No.16: “Agee, I want to be able to know what English people are talking about, so I can talk to them and get new friends.”

Student No.30: “Agree, I think living abroad needs English to communicate with people, so we can make new friends around the world and we should know English in order to use it in the future.”

The second reason was that students agreed because students want to live abroad in the future and English is important language for them to communicate with people in other countries. Ten students had this view. Some of the students’ statements are illustrated below.

Student No.5: “Agree, I want to go abroad, so I need to be able to speak English. Otherwise, I couldn’t survive in other countries.”

Student No.11: “Agree, I love traveling, I want to go to England, Belgium, France, Italy, Sweden and so on. Thus, I should know how to speak English to communicate with people around the world.”

Student No. 17: “Agree, I wish to live in other countries, so I need to speak English fluently to buy things and rent the apartment there.”

The third reason, where disagreed, was because students think they are not good at English, they need time to practice English. If, one day, they are good at English,

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they may go to other countries. Fifteen students mentioned this as the reason why they studied English. Examples of students' statement are shown below.

Student No.20: "Disagree, I still don't know how to use English, I should know how to use English well first, then I can go to travel there."

Student No.24: "Disagree, I live in Thailand, I still have English teacher, I need to learn more about English first, so I can go to travel in other countries."

Student No. 27: "Disagree, I don't have to live abroad, I can learn English from the school."

There were 15 students agreed with the statement and 15 students disagreed with the statement. Reasons no. 1 and 2 were similar and can be summarized to indicate that students would be pleased to live in an English native speaker community because they liked to make new friends and were eager to know new cultures. They were not afraid to live abroad. However, the students who disagreed gave the reasons that they were not confident to live abroad as their English skills were still weak; they needed to learn and practice more English before they could go to other countries, and some of them said they can learn English in Thailand, there is no need to live abroad. In summary, most regular students were motivated by integrative motivation for this question.

Q9: Do you agree or disagree with this statement, and why?
"I want to get new foreign friends to know more about their lifestyle."

IEP students

The answers given by IEP students tended to have corresponding ideas which can be classified into three reasons why they agreed or disagreed with the statement. They are as follows.

For the first reason, eighteen students viewed that they agreed with the statement students would like to know about new cultures and they thought foreign friends would

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help them to improve their English skills. The following statements were expressed by the students.

Student No.6: “Agree, having foreign friends let me exchange Thai culture and their culture, so I have new knowledge about their cultures.”

Student No.16: “Agree, I have more opportunities to practice my English skills, I can ask them questions when I want to know about English, I can talk about my cultures and their cultures to know new things.”

Student No. 30: “Agree, I can learn English with foreign friends and know about their cultures also.”

The second reason where students disagreed was because students thought they could not get along well with foreigners as their English skills were limited and they can learn English cultures through the internet. Ten students had this view. Some of the students’ statements are illustrated below.

Student No.7: “Disagree, talking in English is difficult for me, if I want to know about English cultures, I can read it in the book.”

Student No.11: “Disagree, I don’t like to have too many friends, I can learn English cultures on the internet.”

Student No. 24: “Disagree, I think I cannot get along well with foreigners as I can speak English not so well.”

The third reason is that they disagreed because students learnt English in order to get a good job and study in a good university but they had no idea about making foreign friends.

Two students mentioned this as the reason why they studied English. Examples of students’ statements are shown below.

Student No.3: “No, I learn English to be able to study in a good university and have a good future career.”

Student No.19: “Disagree, I want to learn English for studying and working not for having foreign friends.”

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Most IEP students agreed with the statement. They want to make new foreign friends in order to get to know about foreigners' life style, especially 18 students in the first reason group who gave the reason that they would like to know about new cultures and they think foreign friends will help them to improve their English skills. Not only knowing about new culture, but student no. 16 had an idea to share Thai culture to foreigners as well. However, students who responded with the second and third reasons consisted of 12 students and they expressed their opinions that they were afraid to get to know foreign friends as they might not get along well with them because of their limited English skills and some of them had no idea how to make foreign friends. They learnt English in order to study in a good school and get a good job in the future. Thus, from these can be inferred that most IEP students were motivated by integrative motivation.

Regular program students

The answers given by regular program students tended to have similar ideas which can be categorized into three main reasons why they agreed or disagreed with the statement. They are as follows.

For the first reason, nineteen students said that they agreed with the statement students
want to have foreign friends, so they can talk to foreign friends about their lifestyle. If those life styles sound good as a way of life, students can apply those lifestyles to their own lifestyle and they have more opportunities to practice English skills also. The following statements were expressed by the students.

Student No.15: "Agree, I want to have foreign friends to talk about their lifestyle and I can improve my English skills while I am talking to them."

Student No.16: "Agree, the more I speak with foreigners, the more I speak English better. I can also adapt their lifestyle to suit with my lifestyle, in case it makes me have a better life.

Student No. 28: "Agree, I can practice how to speak English better, especially about the pronunciation."

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The second reason given was that students disagreed; they wanted to have Thai friends because they can communicate with Thai people but they cannot speak English and they felt shy to talk to foreigners. Six students had this view. Some of the students' statements are illustrated below.

Student No.8: "Disagree, I want to have Thai friends because I can understand the meaning of what Thai people say but I don't understand when foreigners speak English."

Student No.12: "Disagree, I may misunderstand when foreign people talk to me and it may lead to argument."

Student No. 18: "Disagree, I'm not good at English, so I think I cannot talk to foreign people."

The third reason was that they agreed because students like to have a lot of friends, so they can ask for what they don't know from other people, especially foreigners and they can get new ways of thinking to make their life better. Five students mentioned this as the reason why they study English. Examples of students' statement are shown below.

Student No.2: "Agree, because I like to have a lot of friends, when I want to know something, I can ask suggestions from those people."

Student No.11: "Agree, having friends is good because we can exchange point of views about many things and we can adapt it to our lifestyle."

Student No. 27: "Agree, we are Thai, we love to smile and be friendly with people around the world, we can get good ideas from people around the world and adapt it to improve our way of life."

Most regular program students agreed with the statement, but most of the students were in the first reason group from which it can be concluded that students want to have foreign friends so they can talk to foreign friends about their lifestyle; then, if those life styles sound good as a of way of life, students can apply those lifestyles to their own lifestyle and they have more opportunities to practice English skills as well. However, students who were in the second reason group disagreed with

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the statement as they wanted to have Thai friends because they can communicate easily with Thai people but they cannot speak English and they felt shy to talk to foreigners. If there was no shyness, students might have more confidence to talk to English speakers.

To sum up, most regular program students were motivated by integrative motivation but some of them did not have any motivation because they were not confident to talk to foreigners owing to their limited English.

Q10: Do you agree or disagree with this statement, and why?

"I like English pronunciation, so I would like to speak English as similar as native English speaker."

IEP students

The answers given by IEP students tended to have corresponding ideas which can be classified into three reasons why they agreed or disagreed with the statement. They are as follows.

For the first reason, twelve students said that they agreed with the statement students

would like to be able to speak English similar to native English speakers because foreigners would be able to understand what they say easily. They also enjoyed practicing speaking like native English speakers. The following statements were expressed by the students.

Student No.5: "I agree with it, because there are a lot of foreigners in Thailand, we should be able to speak English well in order to communicate with them easily."

Student No.12: "Agree, I like English pronunciation, I enjoy practicing speaking English like English native speakers."

Student No. 14: "Agree, I think English native speakers have beautiful pronunciation, and I would like to speak as similar as them in order to communicate with them easily."

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The second reason, where students perceived that they disagreed, was that they thought it is difficult to speak like native speakers. The way sounds are pronounced in English is much different from Thai language, so they do not feel comfortable to speak English. Sixteen students had this view. Some of the students' statements are illustrated below.

Student No.15: "Disagree, because I don't like to speak English, it is very hard to pronounce English words especially the sound of th, r, sh and ch."

Student No.26: "Disagree, because I cannot pronounce as English native speakers."

Student No. 28: "Disagree, because I don't like to speak English, I'm afraid people will not understand what I say."

The third reason that they disagreed was because students focus on communication rather than the pronunciation. Two students mentioned this as the reason why they studied English. Examples of students' statements are shown below.

Student No.18: "Disagree, I learn English to communicate with foreign people, the pronunciation is not important."

Student No.30: "No, I don't agree because I learn English in order to be able to communicate with foreign people; it is enough if they know what I am trying to speak to them."

Most IEP students disagreed with the statement, especially students who responded with the second reason. This was 16 students who thought that it is difficult to speak like native speakers; how the sounds are pronounced in English is much different from Thai language, especially the sound of th, r, sh and ch, so they do not feel comfortable to speak English. Students who gave the third reason also disagreed with the statement as they do not care much about the pronunciation but the communication was the most important aspect to speaking English. When there are two people talking to each other, the most important thing is to understand each other. To sum up, most students in IEP were not motivated by integrative motivation for this question.

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Regular program students

The answers given by regular program students tended to have similar ideas which can be categorized as three main reasons why they agree or disagree with the statement. They are as follows.

For the first reason, sixteen students viewed that they agreed with the statement; speaking like native speakers sounds beautiful and it is easy to listen to what foreign people say if students have pronunciation like native English speakers. The following statements were expressed by the students.

Student No.3: “Agree, I like English pronunciation, if I can speak English, I will look smarter.”

Student No.8: “English pronunciation is unique and beautiful and it is different from Thai accent and foreigners will understand me easier when I speak like them.”

Student No. 16: “Agree, I will understand English easier if I speak English like native English speaker.”

The second reason given was that, contrary to the previous point, students did not like English pronunciation, saying it is difficult to speak. Thirteen students had this view. Some of the students’ statements are illustrated below.

Student No.7: “I don’t like English pronunciation, it is very different from Thai language.”

Student No.18: “Disagree, it is very hard to speak English, I don’t find it fun to speak English [to] native speakers.”

Student No. 27: “Disagree, because I hardly have a chance to speak English.”

The third reason where some disagreed was because the student was proud to have a Thai accent, she just focuses on communication. One student mentioned this as the reason why they study English. Example of students’ statement is shown below.

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Student No.21: “Disagree, I think Thai pronunciation is beautiful and I don’t have to imitate to speak like native English speakers as long as they can understand what I say.”

Most students among the regular program students agreed with the statement, especially students who gave the first reason, which can be seen as the following. “Agree, speaking like native speakers sounds beautiful and it is easy to listen to what foreign people say if students have pronunciation like native English speakers.”

From the above reason, the researcher concluded that regular program students have the desire to speak English as native English speakers in order to talk easier with the foreigners which can be designated as integrative motivation. However, students who were those grouped with the second and third reasons disagreed with the statement as English pronunciation is difficult for them to speak and there was one student was proud to have Thai accent when she speaks English as it is unique and she focused on communication only. Therefore, it can be inferred that regular program students were motivated by both instrumental motivation and integrative motivation but more on integrative motivation as most students agreed with the statementๆ

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CHAPTER 5
CONCLUSIONS AND RECOMMENDATIONS

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

5.1 Summary of the study

The study can be concluded in the following points:

5.1.1 Objectives of the study

- To explore the difference between IEP students and regular program students in terms of instrumental motivation and integrative motivation for English language learning.
- To investigate whether IEP and regular program students are instrumentally or integratively motivated to learn English.

5.1.2 Participants, Instruments, and Methodology

5.1.2.1 Participants

The participants of this study were students in Primary 5 of Radbumroongsilp School in Thailand. There were 30 students in IEP and 30 students from the regular program. They were asked to complete the questionnaires and answer open-ended questions. IEP is the abbreviation of the Intensive English Program which is different from regular programs as Math, English and Science are purely taught in English while the regular program students are taught in Thai. The purposive sampling method was used in this study as the participants were selected appropriately for the particular study. In other words, those participants had the specific required characteristics and qualifications as they were studying in two different programs (IEP program, regular program) which corresponded to the purpose of the study.

5.1.2.2 Instruments

The instruments of this study were a motivation survey, which provided quantitative data for the study, and open-ended questions, which provided qualitative data.

The motivation survey was one part of the questionnaire which was first given to the participants. The questionnaire was divided into two parts. The first part involved the questions

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asking about the general information of the participants, including gender, age, experience of learning English, preference toward learning English, parent's education and parent's income. The second part used the motivation survey, which was adapted from the Attitude/Motivation Test Battery (AMTB) of Gardner (1985) and other previous studies with 5-point Likert scale items. The items in this study focused on the instrumental and integrative motivations for English language learning.

5.1.2.3 Methodology

The date of data collection were 6th August, 2018 and 11th September, 2018 in the primary 5/1 and 5/4 classroom at Radbumroongsilp School. The data was analyzed by Microsoft Excel in terms of statistical numbers such as an average mean score, standard deviation (S.D.), percentage and frequency.

5.2 Summary and Discussion of the Findings

The results of the findings can be summarized as follows:

5.2.1 General information of the participants

The findings illustrate that the participants who participated in this study were both male and female, their ages were around 10 and 11 years old as they were all primary five students at the date of observation. There were two groups of participants, IEP students and regular program students. Amongst the IEP students, most of the participants were male (53%) while most of the participants in the regular program were female (63%). A majority of both IEP and regular program respondents had experienced learning English for around 5 to 10 years and the minority number of students had less than 6 years of learning English. Regarding the preferences toward learning English, the majority of IEP students (50%) liked to learn English while most of the regular program students (50%) had the feeling of neither like nor dislike in learning English. For parent's education, both father and mother of IEP students mostly graduated with bachelor's degree while for regular students, both father and mother mainly graduated high school. In addition, the majority of the parents of IEP students (77%) were in the middle-income range (18,000-85,000 baht/month) while a majority of parents of the regular program students (53%) were in the in the lower-income range (less than 18,000 baht/month).

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5.2.2 Findings Summarized and Discussed in Relation to the Research Questions

Research Question One: Is there any difference between IEP students and regular program students in terms of instrumental motivation for English language learning?

According to the overall findings from questionnaires, the level of instrumental motivation was high for both the IEP students and the regular program students. However, the average mean score of instrumental motivation in IEP and regular program were slightly different. The IEP students obtained a bit lower average mean score (4.06) than the average mean score of instrumental motivation in regular program students (4.07). From the results, it can be observed that there was no significant difference in terms of instrumental motivation between students in the two programs.

Although the overall findings show no difference, there are some similarities and differences in their rating of the items in the questionnaire. Both the IEP and the regular program students had the highest average mean score in item number seven *(I need to use English to play computer games)* and had the lowest mean score in item number six (*English is a mandatory subject that I need to learn in the school*). Furthermore, item number one (*I will be able to pass the admission test for higher education*), item number two (*I will be able to use electronics appliances such as telephone, TV and computer*), item number four (*I will be able to use Facebook in English*), item number eight (*I need to use English when I travel abroad*) and item number nine *(I want to make my parents proud of me when I'm good at English*) were ranked in the 'high' level by both groups.

As for the difference, the regular program students had very high motivation level for item number three *(I might get a higher salary in the future if I can use English fluently*), while the IEP students had high motivation level for this item. In addition, item number ten (*I want to get a reward from my parents when I get good grades*) also received the lowest mean score from the regular program students, in contrast to the IEP students who had high motivation levels for this item.

Research Question Two: Is there any difference between IEP students and regular program students in terms of integrative motivation for English language learning?

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According to the overall findings got from questionnaires, the level of integrative motivation was high in both IEP students and regular students. The IEP students acquired a slightly higher average mean score (3.58) than the average mean score of regular program students in integrative motivation (3.54). In statistical terms, there was no significant difference in terms of the motivational types in these two programs of the students.

Although the overall findings show no difference, there are some similarities and difference in their rating of the items in the questionnaire. Item number three (*I want to have better understanding in English literature and history*), item number four (*I want to be a part of English native speaker society*), item number five (*I enjoy watching movies and news in English*), and item number seven (*The more I speak English with foreigners, the more I feel confident*) were ranked in the 'high' level by both groups.

As for the difference, the regular program students had high motivation level for item number ten *(I think the English song is beautiful, so I would like to understand its meaning*) while the IEP students had average motivation level for this item.

Research Question Three: Are IEP students instrumentally or integratively motivated to learn English?

IEP students were motivated by both instrumental motivation and integrative motivation. Both quantitative and qualitative data support this. However, they were more instrumentally than integratively motivated. The overall mean score of instrumental motivation was higher than that of integrative motivation. Also, eight of the instrumental motivation items were ranked in the 'high' level and one was ranked in the 'very high' level while only four integrative motivation items were ranked in the 'high' level. Students placed importance on their future career, levels of education, capability to use electronic appliances and technology, the ability to communicate with foreigners and making their parents proud.

Research Question Four: Are regular program students instrumentally or integratively motivated to learn English?

Regular program students were motivated by both instrumental motivation and integrative motivation. Both quantitative and qualitative data support this. However, regular

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program students were more motivated by instrumental motivation than integrative motivation. The overall mean score of instrumental motivation was higher than that of integrative motivation. In addition, six of the instrumental motivation items were ranked in the 'high' level and two were ranked in the 'very high' level while only five integrative motivation items were ranked in the 'high' level. Similar to the IEP students, regular program students learned English owing to their job opportunities, higher education, ability to use devices and update technology, communicating with foreigners, and making their parents proud.

The findings of the present study are consistent with the findings of previous studies such as Kitjaroonchai and Kitjaroonchai (2012). In their study, they found participants have slightly higher levels of instrumental motivation than integrative motivation. This is in contrast to studies such as Zanghar (2012) who found that participants were slightly more integratively motivated than instrumentally motivated. According to the study of Wong (2011), he found that learners with higher instrumental motivation tend to be more successful in learning English because they are aware of the importance of the English language and consider it useful in getting a good job with a good salary.

5.3 Conclusion

This research was conducted in order to compare the motivation in learning English of primary five students comparing Intensive English Program and regular program students in Radbumroongsilp School in Ayutthaya, Thailand. There were two perspectives of motivation that were observed in this study concerning motivation type and motivation level.

The comparison between IEP students and regular students toward motivation in EFL students to study English found that both instrumental motivation and integrative motivation levels were high; only a few items were ranked in the 'average' level for both IEP students and regular students However, the instrumental motivation obtained a slightly higher mean score than integrative motivation. But both instrumental motivation and integrative motivation encouraged students to learn English, so these two types of motivation should be incorporated together in order to support EFL students to have more effective outcomes in learning English, based on the high level of motivation in both programs.

5.4 Recommendations for Further Research

As the result of considerations from this study concerning the research questions, there are recommendations as follows:

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5.4.1 This research was done with IEP and regular program students in primary five at Radbumroongsilp School. This was limitation of this study as the result can be generalized to only this group of students. Thus, for further study, the research should be carried over to a larger size of participants to attain more information regarding the motivation in learning English of primary students who are IEP students and regular students.

5.4.2 This research studied two types of motivation toward learning English. In order to study the motivation of learning English language in depth, various factors which can have impact on students' motivation toward learning English, such as teachers, students, and parents are recommended to be studied further.

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APPENDICES

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APPENDIX A
QUESTIONNSIRE

Part 1: General Background Information

1. Gender:
    - Male
    - Female
2. Age: _____
3. Class Program
    - Normal program
    - Intensive English Program (IEP)
4. Experience of learning English
    - Less than 6 years
    - 5-10 years
    - More than 10 years
5. How do you feel toward learning English?
    - Strongly dislike
    - Dislike
    - Neither like nor dislike
    - Like
    - Strongly like
6. Mother's Education Background
    - Lower than secondary school
    - Secondary School
    - Vocational School / Diploma
    - Undergraduate
    - Postgraduate (สูงกว่าปริญญาตรี)
7. Mother's Education Background
    - Lower than secondary school
    - Secondary School
    - Vocational School / Diploma
    - Undergraduate
    - Postgraduate (สูงกว่าปริญญาตรี)
8. Parents' income per month.
    - Low class (less than 18,000 baht)
    - Middle class (18,000-85,000 baht)
    - High class (more than 85,000 baht)

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Part2: Motivation for learning English.

Instruction: Please mark "√" to complete your answer in the provided blanks.

Strongly disagree	1
Disagree	2
Neither agree nor disagree	3
Agree	4
Strongly agree	5

I want to study English because……	1	2	3	4	5
1. I will be able to pass the admission test in higher level of education.					
2. I will be able to use electronics appliances in English such as phones, televisions and computers.					
3. I might earn high income in the future career, if I can use English fluently.					
4. English is important for my future field of study that I want to learn.					
5. My parents encourage me to study English.					
6. English is a required subject that I need to learn in the school.					
7. I have to know English when I play computer games.					
8. I need to use English when I travel aboard.					
9. I want my parents to be proud of me when I'm good at English.					
10. I will look smart when I can use English.					
11. I want to be friends with native English speakers.					
12. I would like to know about English speaking culture.					
13. I would like to be able to read all kinds of English book.					
14. I think learning English is fun.					
15. I like to watch movies and listen songs in English.					
16. I want to live in an English native speaker country.					
17. The more I speak English, the more I feel confident.					
18. I would like to know various concepts of native English speakers.					
19. I like English pronunciation, so I would like to speak English as similar as native English speakers.					

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20. I think English songs are beautiful, so I would like to know what they mean.					

แบบสอบถาม

ส่วนที่ 1: ข้อมูลทั่วไป

1. หลักสูตรการเรียน:
   - โครงการปกติ
   - โครงการห้องเรียนพิเศษด้านภาษาอังกฤษ IEP
2. เพศ:
   - เพศชาย
   - เพศหญิง
3. อายุ : _____
4. ประสบการณ์การเรียนภาษาอังกฤษ
   - น้อยกว่า 6 ปี
   - 5 - 10 ปี
   - มากกว่า 10 ปี
5. รู้สึกอย่างไรต่อการเรียนภาษาอังกฤษ
   - ไม่ชอบมาก ๆ
   - ไม่ชอบ
   - เฉยๆ
   - ชอบ
   - ชอบมาก ๆ
6. ประวัติการศึกษาของแม่
   - ต่ำกว่ามัธยมศึกษา
   - มัธยมศึกษา
   - ประกาศนียบัตรวิชาชีพชั้น/ อนุปริญญา
   - ปริญญาตรี
   - สูงกว่าปริญญาตรี
7. ประวัติการศึกษาของพ่อ
   - ต่ำกว่ามัธยมศึกษา
   - มัธยมศึกษา
   - ประกาศนียบัตรวิชาชีพชั้น/ อนุปริญญา
   - ปริญญาตรี
   - สูงกว่าปริญญาตรี
8. รายได้ทางการเงินต่อครัวเรือน
   - ชนชั้นล่าง (ต่ำกว่า 18,000 บาท ต่อเดือน)
   - ชนชั้นกลาง (18,000 – 85,000 บาท ต่อเดือน)
   - ชนชั้นสูง (มากกว่า 85,000 บาท ต่อเดือน)

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ส่วนที่ 2: แรงจูงใจในการเรียนภาษาอังกฤษ

คำสั่ง: กรุณาทำเครื่องหมาย"√" ลงในช่องว่างที่กำหนด

ไม่เห็นด้วยอย่างยิ่ง 1
ไม่เห็นด้วย 2
ไม่แน่ใจ 3
เห็นด้วย 4
เห็นด้วยอย่างยิ่ง 5

ฉันอยากเรียนภาษาอังกฤษเพราะว่า.....	1	2	3	4	5
1. ฉันจะสามารถสอบผ่านการคัดเลือกเข้าเรียนในระดับการศึกษาที่สูงขึ้น					
2. ฉันจะสามารถใช้อุปกรณ์อิเล็กทรอนิกส์ที่เป็นภาษาอังกฤษได้ เช่น โทรศัพท์ โทรทัศน์ และคอมพิวเตอร์					
3. ฉันอาจจะได้เงินเดือนสูงขึ้นในอนาคต ถ้าหากสามารถใช้ภาษาอังกฤษได้อย่างคล่องแคล่ว					
4. ภาษาอังกฤษมีความสำคัญต่อการเรียนในคณะที่ฉันอยากเรียนในอนาคต					
5. พ่อแม่สนับสนุนให้ฉันเรียนภาษาอังกฤษ					
6. ภาษาอังกฤษเป็นวิชาบังคับที่จะต้องเรียนในโรงเรียน					
7. ฉันต้องรู้ภาษาอังกฤษเวลาเล่นเกมคอมพิวเตอร์					
8. ฉันจำเป็นต้องใช้ภาษาอังกฤษเมื่อไปเที่ยวต่างประเทศ					
9. ฉันอยากให้พ่อแม่ภูมิใจในตัวฉัน เมื่อฉันเก่งภาษาอังกฤษ					
10. ฉันจะดูเป็นคนฉลาด เมื่อฉันสามารถใช้ภาษาอังกฤษได้					
11. ฉันอยากมีเพื่อนเป็นชาวต่างชาติที่ใช้ภาษาอังกฤษเป็นภาษาแรก					
12. ฉันอยากรู้วัฒนธรรมของชาวต่างชาติที่ใช้ภาษาอังกฤษเป็นภาษาแรก					
13. ฉันอยากอ่านหนังสือภาษาอังกฤษทุกชนิดให้เข้าใจอย่างถ่องแท้					
14. ฉันคิดว่าการเรียนภาษาอังกฤษนั้นสนุกดี					
15. ฉันชอบดูหนัง และฟังเพลงในภาษาอังกฤษ					
16. ฉันอยากไปอาศัยอยู่ในต่างประเทศที่ใช้ภาษาอังกฤษเป็นภาษาแรก					
17. ยิ่งฉันพูดภาษาอังกฤษมากขึ้นเท่าไหร่ ฉันก็จะรู้สึกมีความมั่นใจมากขึ้นเท่านั้น					
18. ฉันอยากเข้าใจแนวคิดเกี่ยวกับเรื่องต่าง ๆ ของคนต่างชาติที่ใช้ภาษาอังกฤษเป็นภาษาแม่					
19. ฉันชอบทำนองการออกเสียงในภาษาอังกฤษ ฉันจึงอยากพูดภาษาอังกฤษให้คล้ายกับชาวต่างชาติที่ใช้ภาษาอังกฤษเป็นภาษาแม่					

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20. ฉันคิดว่าเพลงภาษาอังกฤษนั้นไพเราะดี ฉันจึงอยากเข้าใจความหมายของเพลงนั้นด้วย					

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APPENDIX B
Opened-ended question

Direction: Answer the question item 1-2 and express your opinion whether "Agree" or "Disagree" with the statements including explanation in item 3-10.

1. In your point, what is the main reason to study English? Please explain.

_____
_____
_____
_____
_____
_____

2. How can English benefit to your life? Please explain.

_____
_____
_____
_____
_____
_____

3. Do you agree or disagree with this statement, and why?
"I will be able to gain higher salary in my future career, if I can speak English fluently."

_____
_____
_____
_____
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_____

4. Do you agree or disagree with this statement, and why?
I want to learn English because my parents support me to learn English."

_____
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5. Do you agree or disagree with this statement, and why?
"I study English because I need to use it when I travel aboard."

_____
_____
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6. Do you agree or disagree with this statement, and why?
"I need to use English to play computer games."

_____
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_____
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7. Do you agree or disagree with this statement, and why?
"There are many interesting books in English, so I want to read and understand them."

_____
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8. Do you agree or disagree with this statement, and why?
"I wish I could live in English native speaker country for my entire life."

_____
_____
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9. Do you agree or disagree with this statement, and why?
"I want to get new foreign friends to know more about their lifestyle."

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_____

10. Do you agree or disagree with this statement, and why?
I like English pronunciation, so I would like to speak English as similar as native English speaker."

_____
_____
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<u>คำสั่ง</u> ให้นักเรียนตอบคำถามในข้อที่ 1 และ 2 แล้วแสดงความคิดเห็นว่า**เห็นด้วย** หรือ**ไม่เห็นด้วย เพราะเหตุใด** กับข้อความที่ 3-10 ดังต่อไปนี้ ที่เป็นเหตุผลทำให้นักเรียนอยากเรียนภาษาอังกฤษ

11. นักเรียนคิดว่า อะไรเป็นเหตุผลหลักที่ทำให้นักเรียน เรียนวิชาภาษาอังกฤษ จงอธิบาย

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12. นักเรียนคิดว่า ภาษาอังกฤษนั้นมีประโยชน์ต่อนักเรียนอย่างไร จงอธิบาย

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13. ฉันอยากเรียนภาษาอังกฤษเพราะ “ฉันอาจจะได้เงินเดือนสูงขึ้นในอนาคต ถ้าหากสามารถใช้ภาษาอังกฤษได้อย่างคล่องแคล่ว”

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14. ฉันอยากเรียนภาษาอังกฤษเพราะ “พ่อแม่สนับสนุนให้ฉันเรียนภาษาอังกฤษ”

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15. ฉันอยากเรียนภาษาอังกฤษเพราะ “ฉันจำเป็นต้องใช้ภาษาอังกฤษเมื่อไปเที่ยวต่างประเทศ”

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16. ฉันอยากเรียนภาษาอังกฤษเพราะ “ฉันจำเป็นต้องใช้ภาษาอังกฤษเพื่อเล่นเกมส์คอมพิวเตอร์”

_____
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17. ฉันอยากเรียนภาษาอังกฤษเพราะ “มีหนังสือภาษาอังกฤษที่น่าสนใจหลายเล่ม ที่ฉันอยากอ่าน และเข้าใจหนังสือเหล่านั้น ”

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18. ฉันอยากเรียนภาษาอังกฤษเพราะ “ฉันปรารถนาที่จะอาศัยในประเทศของคนที่ใช้ภาษาอังกฤษเป็นภาษาแรกไปตลอดชีวิต”

_____
_____
_____
_____
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_____

19. ฉันอยากเรียนภาษาอังกฤษเพราะ “ฉันอยากมีเพื่อนเป็นชาวต่างชาติหลายๆคน เพื่อที่จะรู้เกี่ยวกับการดำเนินชีวิตของพวกเขา”

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20. ฉันอยากเรียนภาษาอังกฤษเพราะ “ฉันชอบน้ำเสียงของภาษาอังกฤษ ฉันจึงอยากพูดภาษาอังกฤษให้ได้เหมือนเจ้าของภาษา”

_____
_____
_____
_____
_____
_____

BIOGRAPHY

Sasithon Khakhai was born in Singburi, Thailand in 1993. She graduated in faculty of Arts, major in Thai and minor in English, Silpakorn University. She was an IEP teacher from MakeAWit company and her duty was to teach IEP students in Radbumroongsilp School, she had taught in IEP for 3 years and now she is an English teacher in Sarasas Ektra School.

Sasithon Khakhai is doing her master's degree in English Language Teaching (ELT) at the Language Institute of Thammasat University. Her study mainly focused on motivation in learning English as a second language in IEP students and Regular program students in Primary five. Upon her Master's degree, she is going to continue working as an English teacher in Sarasas Ektra School.

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