



**GRADE 9 REGULAR PROGRAM STUDENTS’
MOTIVATION IN LEARNING ENGLISH AS A SECOND
LANGUAGE AT A SECONDARY DEMONSTRATIVE
SCHOOL IN BANGKOK, THAILAND**

BY

CHANYA THEPMUNEE

**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF ARTS IN ENGLISH LANGUAGE TEACHING
LANGUAGE INSTITUTE
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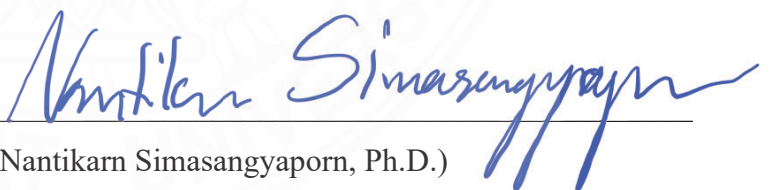
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GRADE 9 REGULAR PROGRAM STUDENTS' MOTIVATION IN LEARNING
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SCHOOL IN BANGKOK, THAILAND

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

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Independent Study Title	GRADE 9 REGULAR PROGRAM STUDENTS' MOTIVATION IN LEARNING ENGLISH AS A SECOND LANGUAGE AT A SECONDARY DEMONSTRATIVE SCHOOL IN BANGKOK, THAILAND
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ABSTRACT

This study examines the motivation of Grade 9 students enrolled in a regular program at a secondary school in Bangkok, Thailand, to learn English as a second language. Specifically, it examines the relative influence of integrative and instrumental motivation on students' overall motivation to learn English. The participants consisted of 153 Grade 9 students. Data were collected using a questionnaire adopted from Kanoksilapatham et al. (2021), which comprises two sections: demographic information and 26 items measuring various dimensions of language learning motivation using a five-point Likert scale. The analysis revealed that among the five key motivational components: Ideal L2 Self, Ought-to L2 Self, Instrumentality: Promotion and Prevention, Ethnocentrism and Integrativeness, and Attitudes toward Learning English, the most noticeable factor was Ethnocentrism and Integrativeness. This was followed by Instrumentality: Promotion and Prevention. The components Ideal L2 Self and Ought-to L2 Self demonstrated similar levels of influence, while Attitudes toward Learning English also emerged as a meaningful contributor to students' motivation. Notably, many participants reported positive perceptions of their English teachers and instructional methods. Furthermore, findings indicated that instrumental motivation exerted a slightly stronger influence on students' engagement

in English language learning compared to integrative motivation. Based on these results, it is recommended that educators foster culturally responsive learning environments that emphasize both the practical advantages and intercultural benefits of English proficiency. Suggested strategies include implementing cross-cultural projects, incorporating media from English-speaking contexts, and facilitating discussions on international career pathways.

Keywords: Integrative Motivation, Instrumental Motivation, L2 Motivation, Motivational Components



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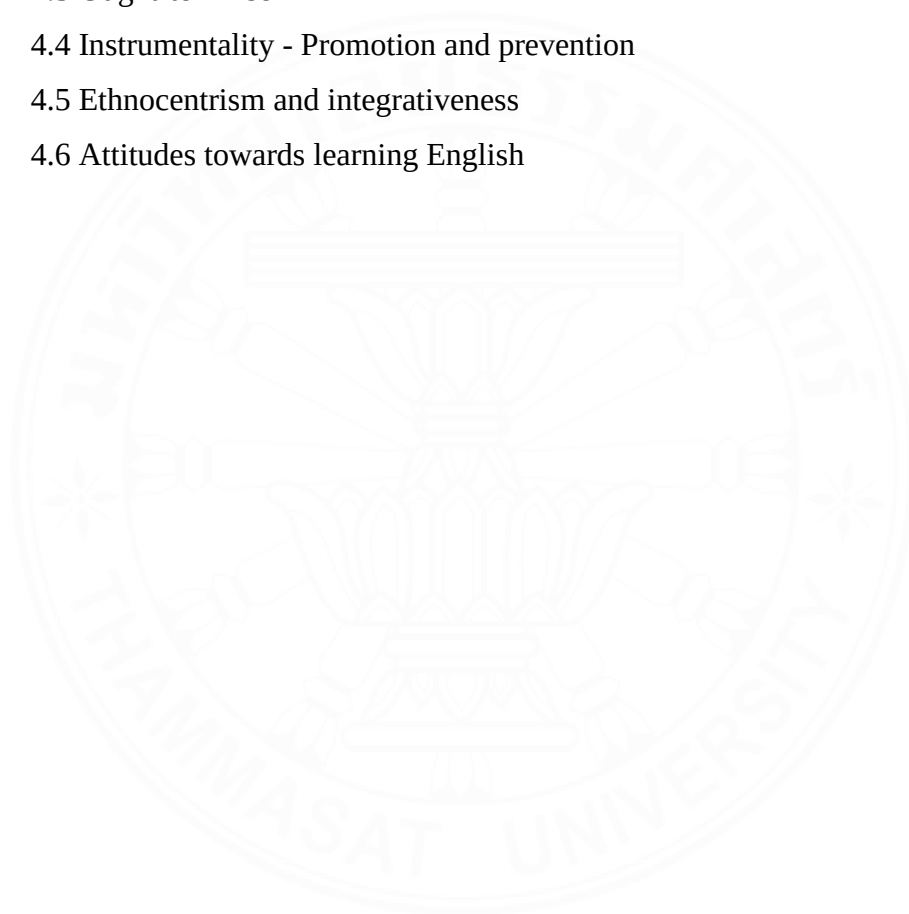
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LIST OF ABBREVIATIONS

Symbols/Abbreviations	Terms
L2	Second Language
EFL	English as a Foreign Language
GPA	Grade Point Average



CHAPTER 1

INTRODUCTION

1.1 Background of the study

The English language is one of the most important foreign languages used as a medium for communication, and it plays a significant role in educational contexts in many countries, as stated by Ilyosovna (2020), who ranks English as one of the most utilized languages globally. Especially in Thailand, English is considered one of the most significant languages among the Thai population. Baker (2009) noted that English also serves as a primary lingua franca, as Thai people widely use it to communicate with people whose native language is not English. It has been the first foreign language taught and has long played a significant role in the curriculum. Darasawang (2014) wrote that the teaching of English has been established in Thailand for over a hundred years. English is also a compulsory subject which Thai students must study at school (Anantapol, W., Keeratikornthanayod, W., Chobphon, P. (2018). Furthermore, knowing English can broaden people's perspective and vision worldwide. Moreover, Darasawang (2014) emphasized that the goal of learning foreign languages is to elevate communication, education, and business because it helps maintain the economic competitiveness of the country during the time of globalization. Consequently, learning the English language is part of the Thai educational system, and English remains a mandatory subject at the tertiary level. Baker (2012), as cited in Wongsothorn et al. (2003), noted that the 1999 Education Act emphasized the importance of local knowledge and wisdom; however, this did not lead to a decline in the role of the English language, which was expanded in the Act and the subsequent 2002 curriculum.

Acquiring English as a second language presents considerable challenges and requires a lot of time and effort. As mentioned above, English is a compulsory subject in school, which Thai students are required to learn. So, learning a language will inevitably motivate students.

Moreover, the learners themselves are the main factor in language learning, as they are also learning a second language. According to Mili (2020), learners who have an internal desire to learn English are more likely to excel in their studies. Vahedi and Oroujlou (2011) explained that when learning a language, the learner's motivation provides an impulse to begin learning a second language and helps sustain the learner's motivation during the long and challenging process of acquiring a new language. Furthermore, as cited by Johnson (2017), Ferlazzo (2015) stated that teachers can provide a suitable classroom environment that supports students in learning and builds positive relationships with their students, and this influences students' inspiration to learn. The author aims to conduct this study within the Thai educational context by employing a research methodology that may inform further recommendations for promoting secondary students' motivation in English language classrooms. This study aims to explore the motivation of students learning English as a second language among Grade 9 regular program students at a demonstrative school in Bangkok, Thailand.

1.2 Research objective

To investigate the motivation of Grade 9 regular program students in learning English as a second language.

1.3 Research question

What motivates Grade 9 regular program students to learn English as a second language?

1.4 Definitions of key terms

Motivation refers to the desire of Grade 9 students to learn English as a second language.

Grade 9 regular program students refer to 153 Thai secondary school students enrolled in the regular program of a secondary school in Bangkok, Thailand.

L2 refers to the English language.

1.5 Scope of the study

This study investigates the motivation of English language learning among Grade 9 students enrolled in the regular program at a secondary demonstration school in Bangkok, Thailand. The data were gathered during Semester 2 of the 2023 academic year. A 34-item questionnaire, administered through Google Forms, was used to collect quantitative data. The questionnaire survey was conducted in Thai to ensure convenience and clarity for the participants. The study focused on Grade 9 students in the regular program, using convenience sampling as the method for selecting participants. The sample size was calculated using Yamane's (1987) formula. Participants' English proficiency was mixed from low to high, and the results may not be generalizable to other groups outside of this specific context. Additionally, as the study focused on a secondary school in Thailand, the findings will be limited to the Thai educational context.

1.6 Significance of the study

This study offers practical implications in the field of English language education in Thailand. It investigates the motivation of Grade 9 students in learning English as a second language, with a particular focus on integrative and instrumental motivation - two key constructs in second language acquisition. Whereas integrative motivation is related to a genuine aspiration for interacting with the language and culture of its speakers, instrumental motivation is oriented toward specific benefits, such as educational qualifications or future employment opportunities. By examining these motivational orientations within a Thai secondary school context, this research further provides a deeper understanding of the essential factors that drive student engagement in English learning. The findings are expected to inform more targeted and effective EFL teaching strategies, materials, and curricula. Educators can use these insights to foster both cultural interest and practical relevance in English instruction, ultimately supporting students' sustained motivation and language development. Given the growing importance of English in academic and professional domains, this research provides timely data to support efforts in enhancing English education and learner engagement in Thailand.

1.7 Organization of the study

This study is structured into five main chapters as follows:

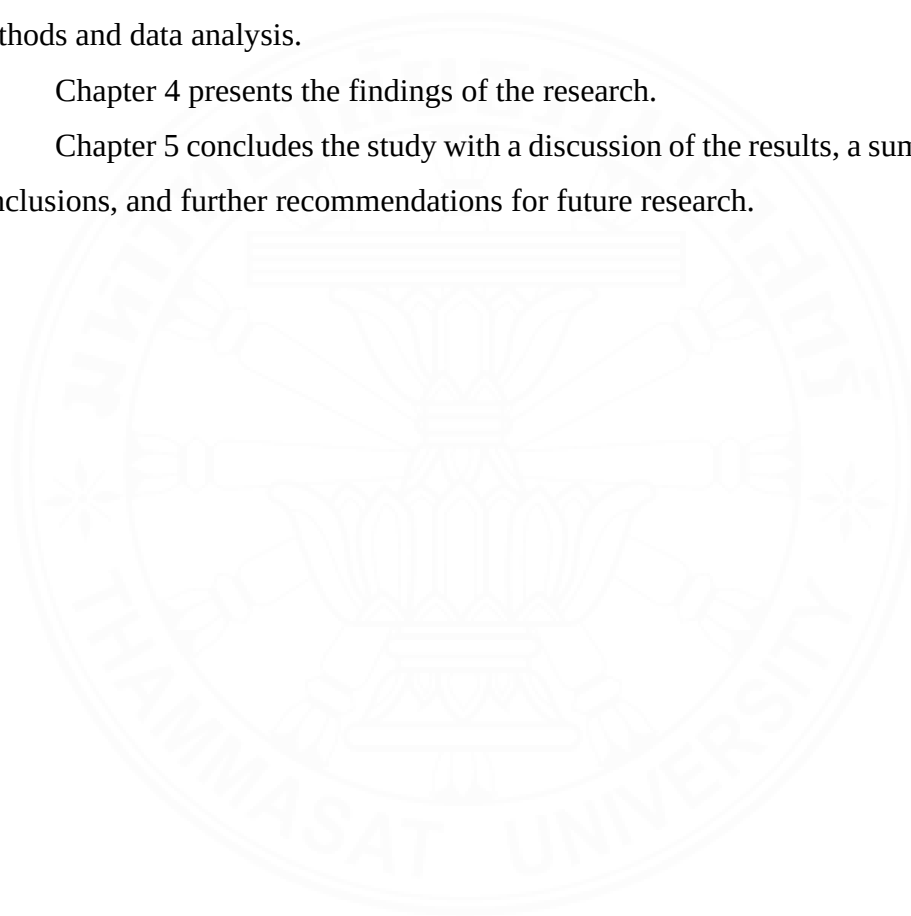
Chapter 1 provides an introduction, detailing the background, objectives, and significance of the study to offer a comprehensive understanding of its purpose.

Chapter 2 presents a review of the literature, including key terms, concepts, and critical information that supports the study.

Chapter 3 outlines the research methodology, including the data collection methods and data analysis.

Chapter 4 presents the findings of the research.

Chapter 5 concludes the study with a discussion of the results, a summary of the conclusions, and further recommendations for future research.



CHAPTER 2

REVIEW OF LITERATURE

This chapter reviews relevant literature related to motivation in learning a second language.

2.1 Motivation

2.1.1 Definition of motivation

Numerous investigations by researchers have sought to define the concept of motivation. Gardner (1985) referred to motivation as the individual's work or striving in learning, relevant to their desire to do so. Dörnyei (2005) also proposed that motivation encompasses effort, passion, and attitude toward learning. Motivation is believed to explain the reasons behind people's actions, as well as how long and how much effort learners are willing to invest in continuing certain activities. (Dörnyei and Skehan, 2003, p. 614). Vahedi & Oroujlou (2011) explained that motivation functions not only as the initial driving force behind action but also as an essential element in the language acquisition process. Al-Ghamdi (2014) mentioned that motivation is an inner force that inspires an individual to go after a particular course of action for achievement. Furthermore, motivation in second language acquisition is a concept that is structurally nuanced, often shaped by the communicative needs of learners and their perceptions and attitudes toward the target language community. According to Gardner (1985), motivation is considered a blend of the desire for achievement, the effort invested in learning, and a positive attitude toward the target language. When motivation is involved in language learning, it also encompasses the learner's effort, goal-oriented desire, and a supportive attitude toward the language learning process.

2.2 Gardner's motivation theory

According to Gardner (2001), as cited in Lai (2013), motivation comprises three main components: effort in learning a language, a strong desire to achieve a learning goal, and positive affect, namely, the enjoyment and satisfaction derived from the language learning process. Gardner (1985) refers to a "goal" as it stimulates motivation.

Moreover, during the 1960s, Gardner developed the socio-educational model, pointing out the central importance of motivation related to second language acquisition. It has been revised for many years. This model presented four variables that relate to acquiring a second language. The first dimension functions as a social construct, reflecting one's beliefs about cultural norms and the surrounding social environment. The second involves variations among individuals, such as intelligence, disposition, degree of motivation, and anxiety, influenced by specific situations. The third dimension involves the language learning environment, referring to the dynamic context that frames and influences the process of second language development. The final variable concerns language learning outcomes, integrating both language-specific knowledge and broader non-linguistic skills. (Dörnyei & Ushioda, 2021)

2.2.1 Integrative motivation

Gardner and Lambert (1972) distinguished instrumental motivation and integrative motivation related to language learning. The concept of “integrativeness,” proposed by Gardner (2001), refers to one's motivation to learn a language in order to gradually become part of the language community. Gardner (1968) proposed that integrative motivation implies that success in the acquisition of a language relies on a learner's willingness or motive to become part of the community of other languages. It is not only the acquisition of verbal habits but also the adoption of various features of the behavior that characterize the linguistic community. Gardner (1968) also stated that integrative motivation is a key factor to prompt the successful acquisition of a second language. In other words, Dörnyei (2005) mentioned that Integrativeness, which encompasses integrative orientation, interest in foreign languages, and attitudes toward the L2 community, reflects the “individual's willingness and interest in social interaction with members of other groups” (Gardner & MacIntyre, 1993a, p. 159).

2.2.2 Instrumental motivation

Gardner and Lambert (1972) conceptualized instrumental motivation as related to learners' intentions for acquiring a new language for practical purposes, such as academic achievement, career advancement, or personal benefits associated with improved well-being. Additionally, Gardner (1983) also described instrumental

motivation as the practice of learning a language based on perceived practical benefits, whether clearly defined or vaguely understood by the learner. Furthermore, instrumentality can be divided into two orientations: promotion-focused and prevention-focused (Dörnyei, 2005). Instrumental promotion involves learners being motivated by aspirations such as achievement for success, advancement of career, or personal growth. In contrast, instrumentality-prevention reflects a form of motivation rooted in the learner's intention to avoid adverse outcomes, such as academic failure, social disapproval, or unmet obligations. Both forms of instrumentality influence learners' goals and behaviors in second language acquisition. In this study, the high level of motivation among participants appears to be largely influenced by promotion-focused instrumentality, as they associate English proficiency with career advancement and future opportunities.

2.3 Dörnyei's motivation theory

Dörnyei (2005) introduced the L2 Motivational Self System, which includes the Ideal L2 Self, the Ought-to L2 Self, and the L2 Learning Experience. Each factor represents different aspects of learners' motivation in second language acquisition.

2.3.1 *The Ideal L2 self*

The Ideal L2 self represents the learner's envisioned future identity as someone who can utilize the target language proficiently, and when strongly developed, it significantly enhances one's motivation to pursue language learning. Furthermore, Dörnyei and Csizér (2006, p.16) concluded that the term 'Ideal L2 self' pertains to the language-related dimension of the 'ideal self,' reflecting the traits or characteristics an individual wishes to possess.

In practice, this component of motivation is shaped by learners' ability to visualize themselves successfully using the target language in various situations, such as studying abroad, interacting with international peers, or achieving professional goals. When this inner vision is apparent, it also provides a powerful source of motivational drive, which enhances learners' encouragement to engage with language learning tasks consistently. Dörnyei (2009) also mentions that the emotional commitment to this self-image is a central element to sustain long-term motivation when challenges arise in the

learning process. Therefore, the strength and clarity of the Ideal L2 self can directly influence learners' persistence, investment, and resilience to learn a second language.

2.3.2 Ought-to L2 self

Ought-to L2 self refers to the attributes that learners are expected to do to meet the expectations of others or to avoid negative outcomes. While the Ideal L2 Self relates to learners' internal aspirations, the Ought-to L2 Self is formed essentially by external factors such as parental expectations, school policies, and social obligations (Dörnyei, 2005). This self-guide functions as a motivational force since it reflects duties, responsibilities, and societal norms. In a second language learning context, students may feel compelled to develop English proficiency not out of personal desire, but because they are expected to do so by family members, teachers, or future employers. Such motivation can influence learners' persistence, especially in educational environments where success is strongly linked to language performance (Taguchi et al., 2009). However, relying only on this externally regulated motivation may lead to the occurrence of anxiety or resistance to learning a language, particularly when the learner's personal goals do not align with external expectations.

2.3.3 The L2 learning experience

The L2 learning experience encompasses the specific context in which language learning occurs, including classroom environments, the effectiveness of instructional methods, the nature of tasks, the relevance of materials, and the influence of peers and teachers (Dörnyei, 2009). Unlike the Ideal L2 Self and the Ought-to L2 Self, which are driven by visions of future orientation or social obligations, the L2 Learning Experience is rooted in the present and shaped by learners' ongoing experiences in the language classroom. These experiences can significantly influence learners' motivation either positively or negatively, depending on factors such as the clarity of teaching, the support provided by the instructor, the perceived usefulness of lessons, and the encouragement or discouragement received from classmates (Lamb, 2012). When learners viewed their current environment as engaging and supportive, they were more likely to sustain interest and effort in language learning.

2.4 Instrumentality: Promotion and prevention

Instrumentality in L2 motivation refers to the perception of using the language to accomplish practical goals (Dörnyei, 2005). This is classified into two types: promotion and prevention. Promotion-focused motivation emphasizes the achievement of positive outcomes, such as career advancement and personal growth (Higgins, 1997). Furthermore, prevention-focused motivation is driven by avoidance of negative outcomes such as failure or social rejection. Dörnyei (2009) suggests that promotion-focused students tend to be more intrinsically motivated and more engaged in second language learning, whereas prevention-focused students may be motivated by fear of failure or the need to fulfill external requirements. The balance between promotion and prevention orientations influences learners' motivation and attitude toward L2 learning (Michou et al., 2014).

2.5 Ethnocentrism and integrativeness

Ethnocentrism refers to a passion to assess other cultures according to the standards and values of one's own culture. On the contrary, integrativeness refers to the desire to engage with and become part of another culture by learning its language (Gardner, 1985). Gardner (1985) also identified integrative motivation as an essential element that influences second language acquisition, as it encourages learners to blend with the target language community and fosters the development of an emotional attachment to the language. On the other hand, ethnocentrism inhibits this process by fostering a sense of cultural superiority and reluctance to engage with foreign cultures (Schumann, 1978). Studies show that learners are motivated by integrative reasons and are more likely to engage in language learning and achieve higher proficiency because of their desire to socially and culturally integrate. (Gardner, 1985; Schumann, 1978).

2.6 Attitudes towards learning English

Attitudes toward learning English influence motivation and language acquisition. Gardner and Lambert (1972) suggested that having positive attitudes toward the target language and its speakers can bring learners to higher levels of motivation and promote language learning outcomes. These attitudes can emerge from various factors, including personal experiences, societal views, and the perceived role

of English as a global or international medium of communication. According to Gardner and Lambert (1972), learners having a positive attitude toward English-speaking cultures are more likely to be eager to achieve better communication skills in English and to be engaged with the language outside of formal learning contexts. In contrast, learners having negative attitudes stem from cultural resistance or a lack of exposure. This led to the depletion of motivation and reluctance to learn (Clément et al., 1994).

2.7 Relevant studies

A large amount of research has been conducted on the motivation of learners in second language learning. Most of the research findings indicate that there is significant information that explains how motivation involves language learning.

Nguyen (2019) carried out a study on motivation in learning the English language among Vietnamese university students in Hanoi. The study consisted of 371 participants who were first- and second-year university students. The findings revealed that participants had a strong motivational orientation toward English language learning as well as a stronger inclination toward instrumental motivation. The study also explored various factors that influence motivation, which include gender, academic year, duration of English language study, and parental proficiency in English. The findings revealed that both the academic year of students and their parents' English proficiency had a considerable influence on the learners' motivation to learn a language.

Lai (2013) investigated learners' motivation for learning English as a Foreign Language by examining Taiwanese university students' orientations toward English learning. The study drew upon various L2 motivation theories, including Gardner's integrative and instrumental orientations, Dörnyei's L2 Motivational Self System, and the concept of using English as an international language. The findings demonstrated that a significant proportion of participants exhibited strong motivation toward learning English for travel purposes, demonstrating a blend of instrumental and integrative motivations, intrinsic interest, and a strong Ideal L2 Self.

Oroujlou and Vahedi (2011) explored the association between attitude, motivation, and language learning. Their study found that motivation and attitude are key factors in improving students' proficiency and effectiveness in language learning.

Even highly talented students with low motivation and attitude made little progress. Lastly, the research findings also highlighted that, alongside learners' talents, factors such as motivation and attitude significantly influence their learning efficiency. Moreover, students' effectiveness in language classrooms, motivation, and attitudes are factors that are directly related to one another. The author lastly stated the recommendation about strategies for teachers that can be highly effective in boosting language learners' external motivation and fostering a positive attitude towards language learning.

Hong and Ganapathy (2017) conducted a case study to find out about the instrumental and integrative motivation of ESL students in learning English at a Chinese secondary school in Penang. The primary objective was to determine which type of motivation, instrumental or integrative, prominently contributes to a more crucial role in promoting English language learning among students. Additionally, the study aimed to identify factors that hinder students' motivation. To collect the data, this qualitative research employed focus group interviews with 12 secondary students. The findings suggest that learners were predominantly motivated by practical outcomes, with instrumental motivation playing a more influential role than integrative motivation in shaping their engagement with English.

Ghazvini and Khajepour (2011) investigated high school students' attitudes and motivation in learning English as a second language. There were 123 participants, comprising male and female high school students in the second academic year. The questionnaire was utilized in obtaining research data. The research findings revealed that among Thai university students, female students' motivation is closely tied to integrative motivation, whereas male students' motivation is more closely aligned with instrumental motivation. Additionally, female students possess a more positive attitude toward learning English than males.

Kwon (2023) published a research paper titled, "A Case of College English Majors Involving Ought-to L2 Self and Its Influence on L2 Motivation and Demotivation." The study explores L2 motivation and demotivation among English majors at a Korean junior college, focusing on the ought-to L2 self within the L2 Motivational Self System. In the data collection process, two rounds of interviews were conducted with 59 and 31 students from four academic cohorts. The analysis of

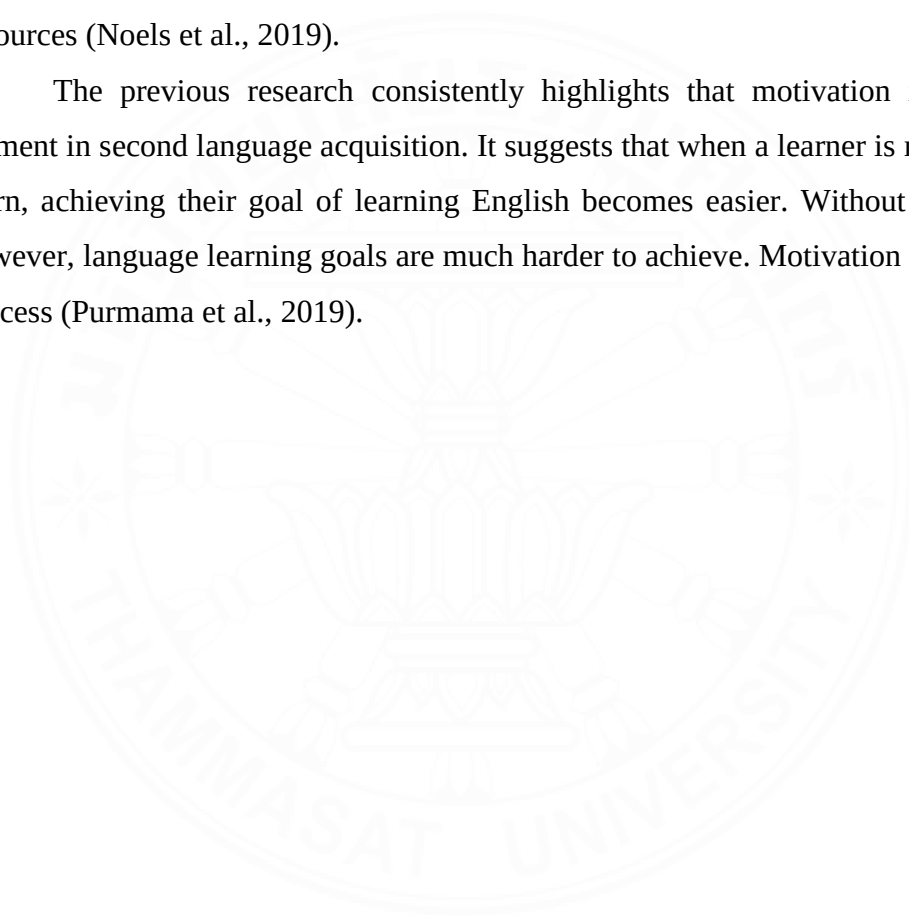
qualitative data indicated that students' motivation was shaped by how they viewed external expectations, either as motivating challenges or as discouraging pressures. The way learners internalized these pressures significantly affected their L2 demotivation. Findings suggest that the ought-to-L2 self plays a key role in sustaining motivation and effort, highlighting the need for more personalized and meaningful L2 learning experiences.

Warden and Lin (2000) conducted a study on the existence of integrative motivation in an Asian EFL setting to investigate whether there are distinctive groups of motivation among Taiwanese who learn English as a foreign language. The study pointed out the presence of both integrative motivation and instrumental motivation. To collect the data, a survey method was administered to more than 2,000 non-English major students across two educational institutions in Taiwan. The findings indicated that the 500 responses were the initial data set. The data were analyzed to confirm the existence of distinctive groups of motivation and to determine whether their orientation was directed toward the past, present, or future. The study did not show the presence of a single cohesive motivational group. However, it identified two dominant categories, which are a required motivational group and an instrumental group. This absence of integrative motivation among Taiwanese English as a Foreign Language (EFL) learners is significant for language education in Taiwan. This is because most EFL teaching methods currently used there are based on Western English as a Second Language (ESL) theories, which often assume that integration is a primary motivator. The paper then goes on to discuss how cultural influences impact EFL learning environments.

Kanoksilapatham et al. (2021) also conducted research on Thai university students' motivation from two different backgrounds by using a hybrid questionnaire. The study was conducted using frameworks developed by Gardner (1985; 2004) and Dörnyei (2010) using the hybrid questionnaire to elicit quantitative data. The study involved a population of 2,641 Thai undergraduate sciences and humanities students who were from eight medium-sized public universities of medium-sized located across four regions of Thailand. The research employed a mixed methodology, combining quantitative data from questionnaires with qualitative insights from interviews. The findings indicated that motivation has been identified as a critical factor influencing students' learning outcomes in English language education in Thailand. Both science

and humanities students exhibited high motivation to learn English, as they viewed it as essential for their future careers, further studies, and prospects. Moreover, the result also revealed that humanities students do not appear to be restricted to learning English solely for their personal goals, but for the benefit of other people. Humanities students generally had less pressure from their parents to study English than science students had. The study concluded that motivational orientations and engagement act as a key role in developing students' linguistic skills, socio-cultural skills, and psychological resources (Noels et al., 2019).

The previous research consistently highlights that motivation is a crucial element in second language acquisition. It suggests that when a learner is motivated to learn, achieving their goal of learning English becomes easier. Without motivation, however, language learning goals are much harder to achieve. Motivation is the key to success (Purmama et al., 2019).



CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the research methodology employed to collect data for the study, which investigates the motivation of Grade 9 regular program students to learn English as a second language. Also, it explains the procedures that researchers implemented in the study as follows:

3.1 Participants and Context

3.2 Research Instruments

3.3 Data Collection

3.4 Data Analysis

3.1 Participants and context

The population of this study was 214 Thai Grade 9 students studying in a regular program in a demonstrative secondary school in Bangkok, Thailand. They are taught English both by Thai and native English-speaking teachers. The Thai teachers teach English grammar twice a week (50 minutes/each period), and native English speakers teach communicative English, including speaking, reading, writing, and listening, using the English language (L2) three times a week (50 minutes/each period). Students are between 14-16 years old. Their level of English proficiency ranges from low to medium, and from intermediate to advanced. The participants were selected by the convenience sampling method. However, this research employed a calculated sample size determined by using the Taro Yamane formula to ensure the number of representative groups for distributing questionnaires. According to Yamane (1967), the formula yields a sample size standardized to a 5% margin of error and a 95% confidence level. Accordingly, the calculation result determined that 139 students should participate. Even though the questionnaires were sent to 214 students, the researcher received the unexpected response that 153 students completed the surveys.

The calculation using the Yamane formula is illustrated as follows.

$$n = \frac{N}{1 + Ne^2}$$

N= population size

e = the error of 5 percentage points

$$n = \frac{214}{1 + (214 \times 0.0025)}$$

$$n = \frac{214}{1.535}$$

$$n = 139.41 \approx 139$$

3.2 Research instruments

3.2.1 Questionnaire

Questionnaires were used to collect quantitative data, with some questions targeting relevant contexts. The questionnaire used five-point Likert scales adopted from Kanoksilapatham et al. (2021) to measure participants' motivation on a scale from Strongly Agree = 5, Agree = 4, Neither Agree nor Disagree = 3, Disagree = 2, and Strongly Disagree = 1. The questionnaire consists of two sections:

The first section gathers demographic information comprising age, gender, grade average, and grades in English subjects for Grade 9 students.

The second section contains 26 items derived from Kanoksilapatham et al. (2021) to assess the motivation of students in learning English as a second language. These items are categorized into five sub-constructs: 1) Ideal-L2-Self, 2) Ought-to L2 Self, 3) Instrumentality: Promotion and Prevention, 4) Ethnocentrism and Integrativeness, and 5) Attitudes towards Learning English. To ensure ease of understanding for the participants, the questionnaire was translated into Thai.

3.3 Data collection

To investigate the motivation of Grade 9 regular program students in learning English, a convenience sampling technique was employed in this study. A total of 153 Grade 9 students from a demonstrative school in Bangkok, Thailand, were selected as participants. All participants were instructed to fill out an online questionnaire with 34

items. The questionnaire was divided into two sections: Section 1 includes 9 questions regarding the participants' demographic information, and Section 2 consists of items designed to measure learners' motivation in acquiring English as a second language. The questions in section 2 were adapted from Kanoksilapatham et al. (2021). The online questionnaire was administered via Google Forms, and participants were given approximately 10-15 minutes to complete both sections. To assure the accuracy and the reliability of the responses, participants were asked to answer the questions based on their willingness. They were informed that if it is no longer convenient to participate in the data collection process, they can decline to respond to the questions at any time they prefer. However, if they are willing to do the questionnaire, they must give their response honestly. Additionally, the data collection process was monitored to ensure that all questionnaires were completed appropriately.

3.4 Data analysis

The responses gathered through the questionnaire underwent quantitative analysis using Microsoft Excel software. The five-point Likert scale responses were processed to generate mean scores and standard deviations.

Firstly, each item in the demographic section was examined using frequency and percentage to illustrate the distribution of participants by gender, GPA, and English subject performance.

Secondly, the data from Section 2, which addresses the motivation of students learning English as a second language, were analyzed using descriptive statistics. Descriptive statistical data, including mean scores and standard deviations, were computed to summarize each motivational construct.

To interpret motivational data more effectively, students' responses were grouped into score ranges. The procedure for calculating the class interval is outlined below:

$$\text{Class interval} = \frac{\text{Maximum Value} - \text{Minimum Value}}{\text{Class number (N)}}$$

Table 3.1*Interpretation of score*

Scale	Score Interpretation	Mean Interval	Motivation Level
5	“Strongly Agree”	4.21-5.00	<i>Highest</i>
4	“Agree”	3.41-4.20	<i>High</i>
3	“Neutral”	2.61-3.40	<i>Average</i>
2	“Disagree”	1.81-2.60	<i>Low</i>
1	“Strongly Disagree”	1.00-1.80	<i>Lowest</i>

The results of the obtained data were presented in tables to illustrate the statements to which students responded in the 34-item online questionnaire. The demographic information, including students' age, gender, grade average, and grades in English subjects, for Grade 9 students, as well as the five components related to the motivation of 9th-grade students toward learning English as a second language, is discussed.

CHAPTER 4

RESULTS

This research aimed at exploring the motivation of Grade 9 regular program students to learn English as a second language at a demonstrative school in Bangkok, Thailand.

The study's findings were derived from data collected through an online questionnaire completed by 153 secondary school students who participated in the research. To determine the frequency, percentage, mean, and standard deviation of students' motivation for learning English, the data were analyzed as statistical information using Microsoft Excel. There are two main parts divided as follows:

4.1 Demographic information

4.2 Motivation for Learning English as a Second Language

4.1 Demographic information

This section presents general information about the participants, namely gender, age, classroom, and Grade Point Average (GPA) from the previous semester. Furthermore, it includes their grades in English subjects in the previous semester from both the English subject course and the intensive English subject course. Accordingly, descriptive statistical data, including frequencies and percentages, were used for data analysis and summarized in the following tables.

Table 4.1

Section 1 Demographics of Secondary Denotative School Students (n=153)

Information		Frequency	Percentage
Gender	Male	75	49 %
	Female	78	51 %
Total		153	100 %
Age	14 years old	69	45 %
	15 years old	82	54 %
	16 years old	2	1 %

Total		153.00	100 %
Group of the Classroom	Group 1	25	16
	Group 2	30	20
	Group 3	29	12
	Group 4	27	18
	Group 5	24	16
Total		153	100.00

Grade Average Point (GPA) of
Semester 2

01.00 - 1.99	2	1.31
02.00 - 2.99	33	21.57
03.00 - 3.99	36	62.75
4.00	22	14.38
Total	153	100.00

Grade of (E23101) English 5 of semester 1 (Fundamental
English 5)

1.00 - 1.50	19	12.42
2.00 - 2.50	22	14.38
3.00 - 3.50	43	28.10
4.00	69	45.10
Total	153	100.00

Grade of (E23102) English 6 of semester 2 (Fundamental
English 6)

1.00 - 1.50	16	10.46
2.00 - 2.50	27	17.65
3.00 - 3.50	36	23.53
4.00	74	48.37
Total	153	100.00

Grade of (E23201) Intensive English 5 of semester 1

1.00 - 1.50	15	9.8
2.00 - 2.50	21	13.73

3.00 - 3.50	44	28.76
4.00	73	47.71
Total	153	100.00
Grade of (E23201) Intensive English 6 of semester 2		
1.00 - 1.50	10	6.54
2.00 - 2.50	23	15.03
3.00 - 3.50	34	22.22
4.00	86	56.21
Total	153	100.00

Table 4.1 shows that the overall number of participants who responded to the questionnaire was 153. Most respondents were female (78 people, 51%), and the others were male (75 people, 49%). The ages of the respondents ranged from 14 to 16 years old. Nearly half of the respondents are 15 years old (54%, 82 people), followed by 14 years old (45%, 69 people), and the remaining 1% are 16 years old (2 people).

All participants were divided into four categories based on their GPA for the entire semester and the grade point average of four English subjects in the second semester of the 2023 academic year. Most participants (62.75%, $n = 36$) had a grade point average ranging from 3.00 to 3.99, and 22 participants obtained an average grade of 4.00 (14.38 %). Additionally, all participants were required to inform the grade average points of four English subjects: Fundamental English 5, Fundamental English 6, Intensive English 5, and Intensive English 6. In Fundamental English 5, it was found that 69 participants earned a grade point of 4.00 (45.10%), and 43 participants obtained a grade point of 3.00 - 3.50 (28.10%). For Fundamental English 6, the responses showed that most participants obtained a grade of 4.00 (48.37%), and 36 participants obtained a grade point of 3.00-3.50 (23.53%).

4.2 Motivation for learning English as a second language

The second part presents descriptive results on the motivation of Grade 9 students to learn English as a second language. The summary of the result was based on the participants' replies to the survey questions, which implemented a five-point Likert scale to measure participants' motivations rated on a scale from "Strongly Agree = 5, Agree = 4, Neither Agree nor Disagree = 3, Disagree = 2, and Strongly Disagree = 1". To interpret the data obtained from the questionnaire, a Likert scale was divided into five levels as follows:

4.20-5.00 = Strongly Agree

3.40-4.19 = Agree

2.60-3.39 = Neutral

1.80-2.59 = Disagree

1.00-1.79 = Strongly Disagree

Table 4.2

Ideal L2 Self: I Can Imagine Myself ...

Statement	<i>M</i>	<i>S.D.</i>	Motivation Level
1. using English when I think of my future career.	4.34	1.01	Highest
2. Using English effectively in general communication	4.32	0.90	Highest
3. Attaining and understanding all aspects of English	3.96	1.02	High
4. Using English fluently in communicating with foreign friends	3.95	1.14	High
Average	4.14	1.02	High

According to Table 4.2, the overall result was categorized as 'high' ($m = 4.14$, $S.D. = 1.02$), suggesting that students possess a strong sense of motivation related to their Ideal L2 Self. When the results were sorted by descending mean scores, the statement with the highest level of agreement was Statement 1, "I can imagine myself

using English when I think of my future career” ($m = 4.34$, $S.D. = 1.01$). This suggests that students tend to envision themselves using English in a professional context, reflecting a future-oriented mindset and a strong sense of instrumental motivation related to their career aspirations. Closely following was Statement 2, “I can imagine myself using English effectively in general communication” ($m = 4.32$, $S.D. = 0.90$), suggesting that students not only value English for occupational purposes but also broader interpersonal communication. This supports the idea that learners with a well-developed Ideal L2 Self are likely to see themselves as competent English users in both formal and informal settings.

Statements 3 and 4, “I can imagine myself attaining and understanding all aspects of English” ($m = 3.96$, $S.D. = 1.02$) and “I can imagine myself using English fluently in communicating with foreign friends” ($m = 3.95$, $S.D. = 1.14$), received slightly lower scores but still fall within the 'high' motivation range. These results indicate that while students do have positive mental images of themselves as proficient users of English, there may be some variation in confidence levels when it comes to full language mastery and fluent communication.

Particularly, Statement 4 ($m = 3.95$, $S.D. = 1.14$) points to individual differences in students' confidence and self-visualization as English speakers, which may be influenced by their current level of proficiency, exposure to English in real-life contexts, or access to English-speaking environments. Overall, the findings affirm that students' Ideal L2 Selves are a powerful source of motivation, with career-related images taking precedence, followed closely by communication-based aspirations.

Table 4.3*Ought-to L2 Self: English is Important to Me Because ...*

Statement	<i>M</i>	<i>S.D.</i>	Motivation Level
5. People surrounding me (parents and family members) expect me to study English	4.24	0.96	Highest
6. It will help me gain acceptance among the people surrounding me (family members, teachers, and friends)	4.05	1.03	High
Average	4.14	1.99	High

As shown in Table 4.3, the overall motivation level of the participants was categorized as ‘high’, with a mean score of 4.14 (*S.D.* = 1.99). This finding indicates that most Grade 9 students perceived English as important in their lives. The highest-rated item in this set was Statement 5, “English is important to me because people surrounding me (parents and family members) expect me to study it” (*m* = 4.24, *S.D.* = 0.96). This suggests that external expectations, particularly from immediate family members, play a crucial role in shaping students’ attitudes toward English learning. Additionally, Statement 6, “English is important to me because it helps me gain acceptance from people surrounding me (family members, teachers, and friends)” received a slightly lower but still considerable mean score (*m* = 4.05, *S.D.* = 1.03). This reflects that the desire for social acceptance and belonging is also a contributing motivational factor. Both items point toward prevention-focused instrumental motivation, where students are motivated to avoid disapproval or to meet social expectations, rather than purely personal ambition or enjoyment.

The relatively narrow standard deviations for both statements (under 1.10) suggest a general agreement among participants, though individual variations still exist, especially in social and relational factors. Interestingly, despite the overall motivation level being categorized as ‘high’, the unusually large standard deviation in the overall mean (*S.D.* = 1.99) may indicate inconsistencies in how students perceive different

motivational drivers, implying a diverse range of motivational influences among the student population.

Table 4.4

Instrumentality - Promotion and Prevention I Study English Because ...

Statement	<i>M</i>	<i>S.D.</i>	Motivation Level
7. English is necessary for my career (in getting a good job, incentives, promotions)	4.54	0.76	Highest
8. English is necessary for my further studies	4.64	0.70	Highest
9. I want to study or work abroad	3.94	1.15	Highest
10. The things I want to do in the future require me to use English	4.33	0.88	Highest
11. English is a compulsory subject	4.22	1.05	Highest
12. I would like to travel internationally	3.99	1.14	High
Average	4.28	0.95	Highest

As shown in Table 4.4, the overall motivation level of the participants was categorized as ‘highest’ ($m = 4.28$, $S.D. = 0.95$), indicating a strong inclination among Grade 9 students toward learning English. The highest-rated item was Statement 8, “I study English because it is necessary for my future studies” ($m = 4.64$, $S.D. = 0.70$), showing that academic aspirations are the most compelling motivational factor. This result strongly reflects promotion-focused instrumental motivation, where English is viewed as a key requirement for educational advancement.

Similarly, Statement 7, “I study English because English is necessary for my career (in obtaining a good job, incentives, promotions)” ($m = 4.54$, $S.D. = 0.76$), received the second-highest mean score, highlighting students’ awareness of the language’s importance for future employment opportunities. Statement 10, “I study English because the things I want to do in the future require me to use English” ($m = 4.33$, $S.D. = 0.88$), further reinforces this future-oriented mindset, suggesting that learners are driven by long-term goals that involve the use of English in both academic and professional domains.

Other motivations, while slightly lower in mean scores, still fall within the high motivation range. Statement 11, “I study English because English is a compulsory subject” ($m = 4.22$, $S.D. = 1.05$), indicates that external obligations such as school requirements also influence student motivation. Meanwhile, personal interest-related items such as “I study English because I would like to travel internationally” (Statement 12; $M = 3.99$, $S.D. = 1.14$) and “I study English because I want to study or work abroad” (Statement 9; $m = 3.94$, $S.D. = 1.15$), though rated slightly lower, still reflect a significant desire among students to connect English learning with real-world and global experiences.

The relatively larger standard deviations in Statements 9, 11, and 12 suggest greater variation in responses, possibly due to differences in students’ backgrounds, exposure to English, or the perceived attainability of these goals. Overall, the data reveal that instrumental motivation, especially promotion-focused reasons related to education and career, is the predominant driving force behind students’ desire to learn English as a second language.

Table 4.5

Ethnocentrism and Integrativeness: English is Important to Me Because ...

Statement	<i>M</i>	<i>S.D.</i>	Motivation Level
13. It will help me understand the values and customs of other cultures	4.21	0.83	Highest
14. It will allow me to meet and get to know foreigners	4.44	0.83	Highest
15. I like English songs.	4.52	0.80	Highest
16. I like English movies and TV programs	4.39	0.90	Highest
17. I like English books, journals, and magazines.	3.87	1.11	High
18. I like to use social media for updates and to read news in English	4.28	0.96	Highest
Average	4.29	0.91	Highest

Table 4.5 presents the overall findings regarding students’ motivation in learning English, highlighting the influence of ethnocentrism and integrativeness. The

results revealed that the level of motivation is interpreted as high, possessing an overall mean score of 4.29 (S.D. = 0.91), which falls within the 'Highest' interpretation range. This suggests that participants were strongly motivated to learn English, particularly for reasons connected to cultural appreciation and global engagement.

Among the individual items, the strongest agreement was found in Statement 15, "English is important to me because I like English songs" ($m = 4.52$, S.D. = 0.80), reflecting the strong influence of popular culture on learners' motivation. This was followed by Statement 14 "English is important to me because it will allow me to meet and get to know foreigners" ($m = 4.44$, S.D. = 0.83) and Statement 16 "English is important to me because I like English movies and TV programs" ($m = 4.39$, S.D. = 0.90), both of which emphasize integrative motivation – the learner's desire to connect with English speaking communities and their cultures.

In addition, Statement 18 "English is important to me because I like to use social media for updates and to read news in English" ($m = 4.28$, S.D. = 0.96), shows that digital platforms also serve as a motivational factor. Similarly, Statement 13 "English is important to me because it will help me understand the values and customs of other cultures" ($m = 4.21$, S.D. = 0.83) further supports the role of cultural awareness in motivation. Although, all statements were rated positively, Statement 17, "English is important to me because I like English books, journals, and magazines" received the lowest mean score in this group ($m = 3.87$, S.D. = 1.11), which may suggest that print media is less influential among the participants compared to digital and entertainment sources.

Overall, the findings highlighted that students' motivation to learn English is strongly influenced by cultural interest, entertainment, and opportunities for global interaction, which are key features of both integrative motivation and some aspects of ethnocentrism.

Table 4.6*Attitudes Towards Learning English*

Statement	M	S.D.	Motivation Level
19. In general, I like studying English.	4.03	1.09	High
20. I like the atmosphere of my English classes.	4.03	1.04	High
21. I like my English teachers (their teaching methods, answering their questions, etc.).	4.35	0.85	Highest
22. I like the content and instructional material used in my English classes.	4.03	0.91	High
23. I like the activities in my English classes.	4.10	0.97	High
24. If possible, I would like to study English more.	4.22	1.01	Highest
25. I still want to learn English even though it is not necessary	4.00	1.05	High
26. I really pay attention to learning English.	4.14	0.98	High
Average	4.11	0.99	High

According to Table 4.6, participants demonstrated a positive overall attitude toward learning English, as reflected in the overall mean score of 4.11 with S.D. of 0.99. This suggests that the respondents generally view English learning favorably and are emotionally engaged in the process. Among the eight attitude-related statements, the highest-rated was Statement 21, “I like my English teachers (their teaching methods, answering their questions, etc.)” ($m = 4.35$, $S.D. = 0.85$). This suggests that teachers not only serve as instructional guides but also as motivational agents, whose methods and personal engagement have a significant impact on students’ affective responses toward learning English. The following highly rated statement, Statement 24, “If possible, I would like to study English more” ($m = 4.22$, $S.D. = 1.01$), further supports the presence of strong motivation, particularly integrative motivation, as students voluntarily express interest in further language learning beyond curricular obligations. The remaining statements also reflect high levels of interest and engagement, including Statement 26 “I really pay attention to learning English” ($m = 4.14$, $S.D. = 0.98$) and

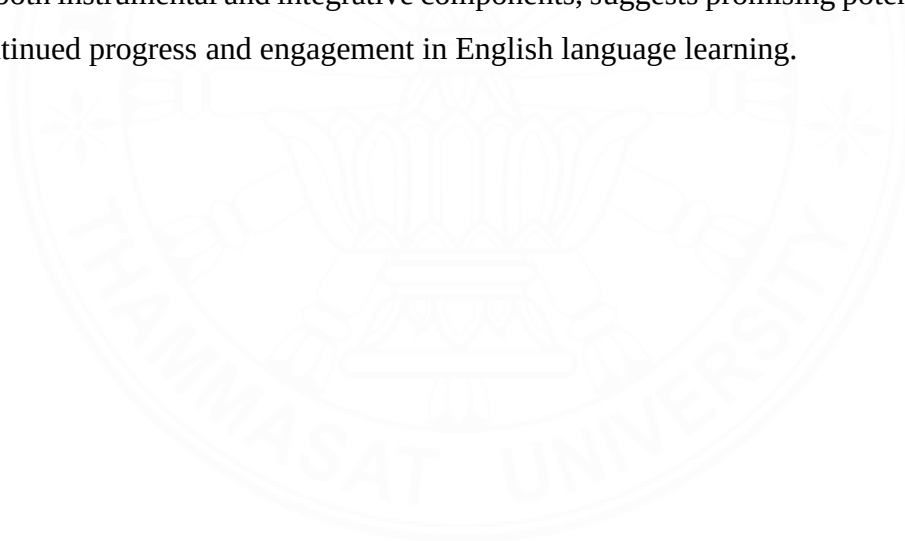
Statement 23 “I like the activities in my English classes” ($m = 4.10$, $S.D. = 0.97$). These responses are consistent with the attitudinal/motivational components in Gardner’s model, wherein positive classroom experiences, enjoyable activities, and a supportive environment foster greater motivation and language achievement. Additionally, statements concerning the classroom environment and materials—such as Statement 22 “I like the content and instructional material used in my English classes.” ($m = 4.03$, $S.D. = 0.91$) and Statement 20 “I like the atmosphere of my English classes” ($m = 4.03$, $S.D. = 1.04$) further reinforce the essential need for learner-centered environments that provide both encouragement and meaningful academic interaction. Interestingly, Statement 25, “I still want to learn English even though it is not necessary”, received the lowest mean score in this section ($m = 4.00$, $S.D. = 1.05$), but it still falls within the high-attitude range. This indicates that learners’ motivation remains strong even when external requirements are absent.

To conclude, the obtained data suggest that learners’ positive attitudes toward their teachers and classroom environments play a pivotal role in their motivation to learn English. This finding is in line with Gardner’s (1985) assertion about language learning success, which relies exclusively on both cognitive competence and emotional factors such as the mindset of learners, attitudes of learners, and motivational orientation of learners. To sustain the development of students to a higher motivation level, focusing on teaching quality, the classroom environment, and opportunities that promote learners connecting with the culture of the English language are essential for learning.

In summary, this chapter has presented that the 9th-grade students have a high to highest motivation level across five measured components. The results also show that both the instrumental aspect and the integrative aspect play a crucial role in developing students’ English language learning. The highest motivation level was found in the Ethnocentrism and Integrativeness component, with a mean score of 4.29 and $S.D.$ of 0.91. This represents that the participants have a desire to engage with global cultures, media, and social interactions in the English language. This was closely followed by “Instrumentality: Promotion and Prevention component”, which presents a mean score of 4.28 and 0.95 of $S.D.$ This signifies learners’ perception of the importance of English for their future academic and career prospects. Other

components such as Ideal L2 Self ($m = 4.14$, $S.D. = 1.02$), Ought-to L2 Self ($m = 4.14$, $S.D. = 1.99$), and attitudes towards learning English ($m = 4.11$, $S.D. = 0.99$) were all rated at a high level of motivation highlighting that students' generally hold positive and proactive attitudes towards English learning.

In addition, the analysis of each statement in Tables 4.2 to 4.6 reveals that students view English as instrumental to their future aspirations, which can be for further studies, career advancement, or international travel. Moreover, the strong integrative motivation is also evident in students' enthusiasm for English music, films, and social media, as well as in their recognition of English as a gateway to cross-cultural understanding and global communication. These findings collectively underscore that the 9th-grade students in this study are strongly motivated to study English, driven by a blend of personal aspirations, external expectations, and a deep appreciation for the cultural and practical value of the language. This high level of motivation, supported by both instrumental and integrative components, suggests promising potential for their continued progress and engagement in English language learning.



CHAPTER 5

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

This chapter outlines the study, including (1) the summary of the study, (2) the summary of the findings, (3) the discussion of the findings, (4) the conclusion, (5) the implications, (6) the limitations, and (7) recommendations for further study.

5.1 Summary of the study

This section summarizes the study on the objective, participants, sampling procedures, and methodology.

5.1.1 Objectives of the study

The objective of the study was to investigate Grade 9 regular program students' motivation in learning English as a second language at a secondary demonstrative school in Bangkok, Thailand.

5.1.2 Participants, methodology, research instrument, and data collection

The participants were 153 Grade 9 students enrolled in a regular program at a demonstrative school in Bangkok, Thailand, who studied two fundamental English subjects and two intensive English subjects during the 2023 academic year.

The research instruments used to collect the data were a 34-item online questionnaire consisting of two parts. The first part contained questions to gather demographic information, such as gender, age, and grade point average for the academic year of Grade 9, as well as the English subject grade point average. The second section contained twenty-six statements which were included in six constructs related to motivation in learning: (1) Ideal L2 Self, (2) Ought-to L2 Self, (3) Instrumentality: Promotion and Prevention, (4) Ethnocentrism and Integrativeness, and (5) Attitudes towards Learning English. Closed-ended questions were used in the questionnaire. The participants were asked to rate each statement on a five-point Likert scale.

The questionnaires were distributed to 214 participants in June 2023, and all valid responses were received from 153 participants within July 2023. The researcher

analyzed all the questionnaires using the program Microsoft Excel and utilized percentages, frequencies, means, and standard deviations to describe and analyze the obtained data.

5.2 Summary of the findings

The study on the motivation of 9th-grade regular program students to learn English revealed that both types of motivation, integrative and instrumental, are essential factors in language learning. Results showed that most participants perceived themselves as L2 users and recognized English as being important for their future education and careers. Based on the results, the second section of the questionnaire encompassed five components related to motivation. The most important results are summarized as follows:

5.2.1 *Ideal L2 self*

The findings revealed that participants envisioned themselves using English in their future careers and general communication. This suggests that they perceived English as part of their cultural identity. As Gardner (1985) noted, if one's ideal self is closely linked to mastering a second language, or if an individual aspires to be proficient in an L2, this reflects an integrative orientation. The results also indicated that aspirations for future careers and further education significantly influenced the development of participants' ideal L2 self. The result is also like that of Kanoksilapatham et al. (2021), who found that science and humanities students from eight public universities in Thailand also view themselves as using English when they think of their future careers.

5.2.2 *Ought-to L2 self*

The research findings indicate that 9th-grade students exhibited a high level of motivation associated with the ought-to L2 self. Specifically, 52.92% of participants agreed that “English is important and that they were motivated to learn the language because people around them, such as parents and family members, expected them to do so.” As a result, they felt obligated to learn English to meet social expectations. Similarly, this aligns with Kanoksilapatham et al. (2021), who also stated that university

students strongly agree with the statement above. Moreover, this is consistent with Dörnyei's (2005, 2009) tripartite framework; the L2 Motivational Self System, which defines the ought-to L2 self as the attributes learners believe about what they ought to do, often shaped by perceived duties and obligations imposed by external sources such as parents, teachers, or society. Meanwhile, 43.14% of participants believed that English was crucial for them since it would assist them in gaining acceptance from those around them, including family members, teachers, and friends.

5.2.3 Instrumentality: Promotion and prevention

The study found that participants' level of motivation was very high ($M = 4.28$, $SD = 0.76$). The participants recognized English as essential for further education and confirmed that they studied English because it is necessary for their future careers, such as obtaining good jobs, receiving incentives, and securing promotions. This result aligns with Saengkaew's (2016) investigation, "Why Do Private University Students Decide to Learn English?", which revealed that students decided to study English because they believed it would provide good employment opportunities. This reflects instrumental motivation. Moreover, the results of this study are also consistent with those of Kanoksilapatham et al. (2021), who found that university students in Thailand from eight medium-sized public universities also agree that they study English as a tool they consider important for their further studies.

5.2.4 Ethnocentrism and integrativeness

In terms of Ethnocentrism and Integrativeness related to motivation in learning English, the results showed that the motivation level of participants in this factor is very high. Participants viewed that English is important to them because they like English songs ($m = 4.52$, $S.D.=0.83$) and English allows them to meet and get to know foreigners. This is consistent with the characteristics of young teenage learners aged 14–16, who tend to be influenced by global media and pop culture (Dörnyei, 2009; Ushioda, 2011). Their interest in English is often fueled by exposure to music, movies, and social media, which support their identity development and desire for social interaction (Mercer, 2011).

5.2.5 Attitudes Towards Learning English

In this section of the findings, the outcomes indicate that a positive attitude towards learning is significantly associated with a high level of motivation in learning a second language (L2). According to the results, English teachers (including their teaching methods and answering questions) are one of the core factors that help enhance learners' motivation in learning, as 55.56% of participants strongly agreed with this statement. This outcome of the research is also consistently related to Demir's (2011) study on the role of English teachers in boosting English learners' motivation. The study revealed that promoting learners' motivation in learning English involves finding different ways to maximize students' motivation, not ignoring students' desires, offering rewards to motivate their work, creating a relaxing learning atmosphere, and congratulating them when they demonstrate knowledge in class. However, Kanoksilapatham et al. (2021) found that students from a Thai university also exhibited a positive attitude to learn English and expressed a desire to study English more if given the opportunity. In contrast, the Grade 9 participants in this study demonstrated a positive attitude toward learning English that appeared to be influenced by their teachers. This was evident in their strong agreement with Statement 21 in the questionnaire: "I like my English teachers (their teaching methods, answering their questions, etc.)." These findings suggest that while learners across different age groups share positive attitudes toward English, the sources of their motivation may differ. For younger learners, teachers play a significant role in shaping their attitude, whereas older learners may be more self-driven or influenced by academic and career goals.

5.3 Discussion

This section presents the main findings of the study, addressing the research questions posed.

5.3.1 Research question

According to the findings, motivation was identified as a pivotal factor in learning English as a second language for language learners. Most participants acknowledged that learning English is important and considered it a crucial subject in the school curriculum as well as a beneficial subject for future studies and career paths.

The findings also indicated that most participants viewed English as an essential school subject.

5.3.1.1 Ethnocentrism and integrativeness. Among the five components measured in the questionnaire, ethnocentrism and integrativeness were found to be the most prominent components, yielding the highest motivation scores and possessing a mean score of 4.29 with a standard deviation of 0.91. This statistical prominence underscores a meaningful trend that students are not only engaged with English for academic or utilitarian purposes, but they are also emotionally and culturally invested in the language.

Three statements reflected the participants' highest levels of motivation. Firstly, 67.32% (103 people) of participants strongly agree with the statement, "English is important to me because I like English songs." This response illustrates how entertainment such as music, which represents a powerful cultural artifact, can ignite linguistic interest and serve as a bridge to another world. Music consumption among teenagers is not merely recreational; therefore, it becomes a form of exploration of identity, emotional resonance, and social alignment. It is perhaps no surprise that English, as the lingua franca of global pop culture, has become entwined with the affective lives of these learners.

The second highest-rated item, "It will allow me to meet and get to know foreigners," was endorsed by 60.78% (93 participants). This finding suggests a strong interpersonal and social orientation toward English, aligning with the main concepts of integrative motivation, as conceptualized by Gardner (1985). For these students, English is not only a school subject but also a tool for connection and a passport to diverse relationships beyond their immediate cultural boundaries. Such motivation, rooted in the desire for meaningful intercultural interaction, reflects a worldview that is increasingly global, inclusive, and outward-facing.

The third statement, "I like English movies and TV programs," was supported by 59.48% (91 participants), reinforcing the idea that media exposure functions as a primary motivational driver. This may be because the participants in this study were 9th-grade students, whose interests are often driven by media, entertainment, and peer influence. Moreover, adolescents today are digital natives, immersed in content that is

predominantly delivered in English, whether through platforms like Netflix, YouTube, TikTok, or global streaming services. These media forms not only entertain but also shape perceptions of language use as natural, desirable, and aspirational. Students often associate English with the glamorous, expressive, and imaginative worlds they see on screen, worlds they wish to inhabit, emulate, or be recognized by.

These three statements include music, social connection, and media engagement. It is apparent that the motivation of 9th-grade students is linked to cultural consumption and lifestyle aspirations. At this developmental stage, young adults are in the process of forming their identity, often defining themselves by what they consume, whom they admire, and where they want to belong. English becomes a medium that these students use to negotiate their sense of self, belonging, and future possibilities.

These strong integrative responses indicate that learners view English not simply as a foreign imposition, but as a language of personal significance, connected to cultural interests and a sense of identification. Moreover, it is also considered a desirable part of their imagined community of the language. In this sense, English functions not merely as a second language but as a symbol that can provide access to cultural products, social mobility, and global belonging. This interpretation resonates with Dörnyei's (2005) Ideal L2 Self, which mentions that motivation is at the strongest stage when learners can imagine themselves using the language in rewarding and personally meaningful contexts.

Additionally, this preference for English cultural elements may also signify the pervasive impact of Anglophone soft power in fostering learner motivation on a global scale. Beginning with K-pop collaborations with English-speaking artists to Hollywood blockbusters and international influencers, students are consistently surrounded by English in the sense that they feel excited, emotionally engaged, and socially influential. Their eagerness to learn English stems not only from linguistic goals but also from a blending of cultural affinity, aspiration, and imagined identity. In conclusion, the dominance of ethnocentrism and integrativeness as motivational factors highlights the affective, social, and cultural dimensions of English language learning. These findings suggest that educators and curriculum designers should help enhance students' interests in music, film, and intercultural communication to create learning experiences that are emotionally resonant and personally meaningful. By doing so, we can nurture

motivation and deepen students' engagement with English as more than a subject; it becomes integrated into students' developing sense of self and their visions for participation in a globalized world.

Gardner's (1985) socio-educational model explained that integrative motivation refers to the interest of learners in a second language to interact with and become psychologically closer to the members of the target language community. Among younger learners, this type of motivation is frequently observed. Particularly, adolescents show interest in cultural materials such as songs, films, and public figures. The participants in this study are teenagers studying in Grade 9, reflecting this pattern. Their responses suggest that their motivation to learn English is strongly linked to their exposure to the language and appreciation of English media and cultural products.

Similarly, Dörnyei's (2005) concept of the Ideal L2 Self further supports this interpretation; learners are motivated when they can form a clear mental image of themselves as proficient English users in the future. This future-oriented vision often involves using English fluently in contexts that are meaningful and rewarding, such as in international communication, travel, or future employment. For many learners in this study, English is not just an academic requirement; however, it is a skill that they believe will play an essential role in shaping their identities and aspirations.

Therefore, the high mean score in the ethnocentrism and integrativeness component reflects the natural curiosity and openness of adolescents towards global culture, which English represents, particularly through entertainment. Adolescents typically demonstrate a strong orientation toward self-definition, and English appears to be integrated into how they see themselves in future academic and professional settings. This also reflects a general viewpoint about foreign cultures and the belief that English is a valuable resource for accessing broader opportunities.

5.3.1.2 Connection with Ideal L2 self. These findings are consistent with previous research. For example, Al-Ta'ani (2018) emphasized that many learners' motivation to learn a language is often driven by their intention to communicate confidently and effectively with speakers of the language. This communicative intention is rooted in the desire to understand others and to be understood by others, and it also serves to build relationships across cultural boundaries. Similarly, Gardner

(2001) reinforced that integrativeness involves the learner's desire to establish a meaningful connection with the target language group.

In addition, the students in this study also expressed motivation levels in line with the Ideal L2 Self, especially in terms of career and academic objectives. Most participants seemed to associate English with future success in education and employment. This suggests that they view English as a means to participate more effectively in a globalized society. Due to their future roles, the 9th-grade students imagine themselves using English to meet the specific requirements of university, profession, or travel. Therefore, their motivation becomes more apparent and more purposeful when they learn English.

In summary, the findings emphasize the significance of both integrative motivation and the Ideal L2 Self in understanding why Grade 9 students are committed to learning English. Their responses demonstrate that motivation is influenced by personal interests, exposure to the culture, and long-term goals. These elements should be considered when designing language learning environments, as they can help sustain learners' engagement and support their development to become confident English users.

5.3.1.3 Influence of Ought-to L2 self and external expectations. In addition to internal aspirations, external influences also contribute meaningfully to students' motivation to learn English. Relevant to the concept of the Ought-to L2 Self, which was conceptualized by Dörnyei (2005), learners are motivated not only by personal goals but also by expectations of others. In this study, participants strongly agreed that people surrounding them, such as parents and family members, expect them to study English. Furthermore, this dimension refers to a sense of duty or responsibility that students have to meet the standards their parents wish them to achieve, in addition to meeting the expectations of teachers and society. It relates to learners' beliefs about being successful in language learning. The findings of the present study provide clear evidence of the role of these external expectations, which suggests a reason for them to study English because of their parents' or other family members' expectations. Moreover, students indicated that being proficient in English helps them gain acceptance and avoid negative outcomes as well as meet the desirable expectations of significant people in

their lives, including teachers and peers. These responses indicate that learners are aware of the social value placed on English, as well as that they associate their success in learning the language with their social standing and perceived responsibility. This also affirms Dörnyei's (2005) assertion that the Ought-to L2 Self is formed by social obligations and the learner's desire to avoid failure or disappointment in the eyes of others. When such expectations become internalized, students may continue learning not from their interest but from a perceived obligation to meet social roles and responsibilities. In this study, 9th-grade students appear to have a strong sense of responsibility towards their families, and they view English as an important requirement for meeting educational and social expectations.

This present finding is consistent with research reported by Rattanaphumma (2016), who investigated the role of Ideal L2 Self and Ought-to L2 Self among Thai students. The study showed that many Thai learners are positively influenced by the Ought-to L2 Self, which came from the expectations of parents and other authority figures. It was also noted that learners often pursued English proficiency in alignment with family values and goals. In both studies, motivation was closely linked to family support, obligation, and encouragement. Moreover, many students were driven by family-oriented goals, and family socialization played an important role in shaping their values, beliefs, and motivation to learn English. This alignment suggests that students are likely to be influenced by the expectations communicated through family interactions, given the Thai educational context, where family plays a central role in decision-making and goal setting. Given that parents and guardians frequently associate English proficiency with future academic success and social mobility, they often pass on these beliefs to their children. The beliefs are passed on either through consistent encouragement or more tangible forms of pressure, such as monitoring academic performance and influencing school-related decisions. In this study, the responses of 9th-grade students reflect not only an awareness of these expectations but also a willingness to respond positively to them. Although such motivation is externally driven, it still appears to play a valuable role in sustaining engagement with English learning. When students believe that learning English fulfills both personal and social obligations, their motivation is reinforced by both internal goals and external pressures.

In summary, the findings affirm that Ought-to L2 Self influences students' motivation. English is regarded not only as a means of personal advancement but also as a requirement to fulfill expectations imposed by parents and teachers. These results emphasize the need to consider the broader social context in which language learning occurs. Acknowledging the impact of parental expectations and family values can support educators in designing learning environments that accommodate and enhance both the internal aspirations and external obligations of students.

5.3.1.4 Instrumentality – Promotion and prevention. In this study, the role of instrumentality-promotion and prevention was also identified as a relevant factor that boosts students' motivation to learn English. This construct refers to learners' perceptions of the practical value of English, which is often connected with their educational progression, career opportunities, and the avoidance of academic failure. The findings reveal that students regarded English as important because it is essential for their future studies, as well as for entry into higher levels of education and academic success. This perception demonstrates the presence of goal-directed motivation, in which English is viewed as a specific tool that can facilitate educational advancement.

According to Dörnyei (2005), instrumentality–promotion is learners' desire to improve their situation through success-oriented outcomes such as achieving higher academic qualifications, career preparation, or developing abilities that contribute to long-term growth. In contrast, instrumentality–prevention involves avoiding negative consequences, such as academic failure or limited opportunities. While both dimensions are present in learner motivation, the responses in this study suggest a stronger orientation toward the promotion aspect. Participants indicated that they associated English proficiency with increased access to educational opportunities, improved academic performance, and better preparation for standardized assessments.

These findings are consistent with prior research. Kanoksilapatham et al. (2021) found that Thai university students from both science and humanities disciplines were highly motivated to learn English because they regarded English as an essential factor that could provide opportunities for future education and professional pathways. The current study extends this observation to the secondary level, showing that similar beliefs are already established among the 9th-grade students. Despite being teenagers

and being in an earlier stage of formal academic progression, the participants demonstrated an understanding of the long-term value of English in the education system. Moreover, students' responses indicate that instrumental motivation is prevalent in the Thai educational context, where English is a compulsory subject that they must master in order to fulfill their academic goals.

English remains a core subject in national examinations, university entrance processes, and scholarship applications. As a result, students are likely to associate success in English with broader academic advancement. This functional perception contributes to the development of sustained motivation, especially when students recognize that proficiency in English directly supports their academic goals. It is also important to note that promotion-focused instrumentality may interact with the Ideal L2 Self. When learners imagine themselves as successful students or professionals using English effectively in the future, their motivation is reinforced by both their aspirations and their academic needs. Although this study did not isolate these constructs quantitatively, the participants' responses suggest that promotion-oriented goals and future-oriented self-concepts operate in parallel.

In conclusion, the findings support the significance of instrumental motivation, particularly in its promotion-oriented form among Grade 9 students. English is perceived not only as an academic subject but also as a strategic tool that supports access to future educational and professional opportunities. This orientation reflects a broader understanding among students that language learning is linked to personal advancement and educational achievement. Recognizing the role of instrumentality in learner motivation can assist educators and curriculum designers in designing relevant content that will raise students' perception about how English is linked to their real life, as well as enhancing students' long-term academic objectives.

5.4 Conclusion

This research contributes meaningful evidence regarding the motivational dynamics underlying English language learning among Grade 9 students in the regular program of a demonstrative school in Bangkok. Among the five assessed motivational dimensions, Ethnocentrism and Integrativeness yielded the highest mean score (Mean = 4.29), closely followed by Instrumentality: Promotion and Prevention (Mean = 4.28).

Furthermore, when comparing the relative influence of integrative and instrumental motivation on students' overall motivation in learning English, the results indicate that instrumental motivation plays a slightly more prominent role than integrative motivation.

The results highlight the substantial impact of both integrative and instrumental motivation on shaping students' willingness to engage in English language learning. Integrative motivation reflects students' willingness to connect with the culture of the English-speaking world and to become part of that community. Instrumental motivation, on the other hand, highlights the learners' focus on practical outcomes such as academic achievement, job prospects, and future success. The prominence of these two factors supports the theoretical foundations of Gardner's socio-educational model and Dörnyei's L2 Motivational Self System, reinforcing their relevance in the Thai EFL context. Although *Ideal L2 Self* and *Ought-to L2 Self* also contributed positively to learners' motivation (Mean = 4.14), they were not as influential as the top two factors. *Attitudes towards Learning English* received the lowest average score, indicating that while students value English learning, their general attitudes toward the learning process may not be as strong a driver as other motivational components.

5.5 Implications

The results contribute to understanding how integrative and instrumental motivations interact in the Thai secondary school context. Practically, the results suggest that educators should design learning environments that foster cultural awareness and highlight the real-life benefits of English proficiency. Activities such as cross-cultural projects, media exposure to English-speaking cultures, and discussions on global career opportunities may enhance student motivation. Moreover, strengthening students' Ideal and Ought-to L2 Selves through self-reflection tasks and goal-setting exercises could further support sustained engagement in English language learning.

5.6 Limitations

This study offers valuable insights into the motivations of regular 9th-grade students learning English as a second language. However, it encountered several limitations.

First, the research employed a convenience sampling method, which may affect the generalizability of the results. The sample consisted of students from a single secondary demonstrative school in Bangkok, which may have limited its representativeness of the diversity of students in other educational settings or regions. However, given the context of this study, convenience sampling was the most feasible method for gathering data from this specific group.

Second, although the target sample size was 214 students, only 153 responded to the online questionnaire. This lower-than-expected response rate may have influenced the statistical power of the analysis. Possible reasons for the shortfall include limited access to some students and their reluctance to complete the survey. Despite this, the data collected still provided a solid foundation for understanding students' motivation in learning English.

Third, the study implemented only an online questionnaire as a data collection tool. While this approach is efficient for data gathering, it may not have fully captured the complexity of the 9th-grade students' motivational factors. Besides, the use of self-reported data can introduce response bias, as students may answer in socially preferred ways. While qualitative methods, such as interviews, were initially considered, logistical constraints and time limitations led to their exclusion. Including semi-structured interviews with students from diverse proficiency levels would have likely offered deeper insights into their attitudes and personal experiences in learning English.

5.7 Recommendations for further study

Regarding the current findings, future research should consider adopting a mixed-methods approach by incorporating both quantitative and qualitative data, such as semi-structured interviews. This would provide insightful notions about the emotional and personal dimensions of young English language learners' motivation. Expanding the participant pool to include students from diverse regions, educational backgrounds, or cultural settings would also help generalize the results. Expanding the

sample to include students from diverse schools and regions may also enhance the applicability of the findings. Additionally, future studies could explore the relationship between the motivation levels of students and their academic performance in English, offering a more nuanced understanding of how motivation impacts learning outcomes.



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The seal of Thammasat University is a circular emblem. It features a central five-tiered umbrella (parasol) with a lotus flower at its base. Above the lotus is a horizontal bar with five lines. The entire emblem is surrounded by a circular border containing the university's name in Thai script at the top and "THAMMASAT UNIVERSITY" in English at the bottom, separated by two small floral motifs.

APPENDICES

APPENDIX A

QUESTIONNAIRE IN ENGLISH

Research Title: Grade 9 regular program students' motivation in learning English as a second language at a secondary demonstrative school in Bangkok, Thailand.

This research is part of a study conducted within the Master of Arts program in English Teaching (English Program) at The Language Institute, Thammasat University. The study aims to investigate the motivation of Grade 9 regular program students in learning English as a second language at a secondary demonstrative school in Bangkok, Thailand.

Part 1: Demographic information

Directions: Please provide information.

1. Gender: ☐ Male ☐ Female
2. Age ☐ 14 years old ☐ 15 years old
3. Grade point average (GPA) from previous semester (1/2023):
4. Grade of (E23101) English 5 from semester 1, 2023

☐ 1.00	☐ 1.50	☐ 2.00	☐ 2.50
☐ 3.00	☐ 3.50	☐ 4.00	
5. Grade of (E23102) English 6 from semester 2, 2023

☐ 1.00	☐ 1.50	☐ 2.00	☐ 2.50
☐ 3.00	☐ 3.50	☐ 4.00	
6. Grade of (E23201) Intensive English 5 Subject from semester 1, 2023

☐ 1.00	☐ 1.50	☐ 2.00	☐ 2.50
☐ 3.00	☐ 3.50	☐ 4.00	
7. Grade of (E23201) Intensive English 6 Subject from semester 2, 2023

☐ 1.00	☐ 1.50	☐ 2.00	☐ 2.50
☐ 3.00	☐ 3.50	☐ 4.00	

Part 2: Motivation for Learning English as a Second Language

Direction: There is no right or wrong answer in this section of the questionnaire.

Please choose an answer that reflects your feelings in the statement according to the criteria below:

- 5 Strongly Agree
- 4 Agree
- 3 Neither Agree nor Disagree
- 2 Disagree
- 1 Strongly Disagree

Section 2.1 Ideal L2 Self: I can imagine myself ...

Statement	5	4	3	2	1
1. Using English when I think of my future career.					
2. Using English effectively in general communication					
3. Attaining and understanding all aspects of English					
4. Using English fluently in communicating with foreign friends					

Section 2.2 Ought-to L2 Self: English is important to me because ...

Statement	5	4	3	2	1
5. People surrounding me (parents and family members) expect me to study English					
6. It will help me gain acceptance among the people surrounding me (family members, teachers, and friends)					

Section 2.3 Instrumentality: Promotion and Prevention: I study English because ...

Statement	5	4	3	2	1
7. English is necessary for my career (in getting a good job, incentives, promotions)					
8. English is necessary for my further studies					
9. I want to study or work abroad					
10. The things I want to do in the future require me to use English					
11. English is a compulsory subject					
12. I would like to travel internationally					

Section 2.4 Ethnocentrism and Integrativeness: English is important to me because

...

Statement	5	4	3	2	1
13. It will help me understand the values and customs of other cultures					
14. It will allow me to meet and get to know foreigners					
15. I like English songs					
16. I like English movies and TV programs					
17. I like English books, journals, and magazines					
18. I like to use social media for updates and to read news in English					

Section 2.5 Attitudes towards Learning English

Statement	5	4	3	2	1
19. In general, I like studying English.					
20. I like the atmosphere of my English classes.					
21. I like my English teachers (their teaching methods, answering their questions, etc.).					
22. I like the content and instructional material used in my English classes.					
23. I like the activities in my English classes.					
24. If possible, I would like to study English more.					
25. I still want to learn English even though it is not necessary					
26. I really pay attention to learning English.					

APPENDIX B

QUESTIONNAIRE IN THAI

แบบสอบถามเพื่อการวิจัย

ชื่องานวิจัย: แรงจูงใจของนักเรียนชั้นมัธยมศึกษาปีที่ 3 ในการเรียนภาษาอังกฤษในฐานะภาษาที่สอง ณ โรงเรียนสาธิตระดับ

มัธยมศึกษาในกรุงเทพมหานคร ประเทศไทย

การวิจัยครั้งนี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษ (หลักสูตรภาษาอังกฤษ) สถาบันภาษา มหาวิทยาลัยธรรมศาสตร์โดย มีวัตถุประสงค์เพื่อสำรวจแรงจูงใจของนักเรียนชั้นมัธยมศึกษาปีที่ 3 ในการเรียนภาษาอังกฤษในฐานะภาษาที่สอง ณ โรงเรียนสาธิตระดับมัธยมศึกษาในกรุงเทพมหานคร ประเทศไทย

ส่วนที่ 1 – ข้อมูลทางประชากร

คำชี้แจง: โปรดให้ข้อมูลตามข้อเท็จจริง

1. เพศ: ☐ ชาย ☐ หญิง

2. อายุ ☐ 14 ปี ☐ 15 ปี

3. ผลการเรียนรวมเฉลี่ย (GPA) ของภาคการศึกษาที่ 1 ปี 2566:

4. ผลการเรียนรวมเฉลี่ยของ (อ23101) วิชาภาษาอังกฤษ 5 ของภาคการศึกษาที่ 1 ปี 2566

☐ 1.00 ☐ 1.50 ☐ 2.00 ☐ 2.50

☐ 3.00 ☐ 3.50 ☐ 4.00

5. ผลการเรียนรวมเฉลี่ยของ (อ23102) วิชาภาษาอังกฤษ 6 ของภาคการศึกษาที่ 2 ปี 2566

☐ 1.00 ☐ 1.50 ☐ 2.00 ☐ 2.50

☐ 3.00 ☐ 3.50 ☐ 4.00

6. ผลการเรียนรวมเฉลี่ยของ (อ23201) วิชาภาษาอังกฤษเพิ่มเติม 5 ของภาคการศึกษาที่ 1 ปี 2566

☐ 1.00 ☐ 1.50 ☐ 2.00 ☐ 2.50

☐ 3.00 ☐ 3.50 ☐ 4.00

7. ผลการเรียนรวมเฉลี่ยของ (อ23202) วิชาภาษาอังกฤษเพิ่มเติม 6 ของภาคการศึกษาที่ 2 ปี 2566

☐ 1.00 ☐ 1.50 ☐ 2.00 ☐ 2.50

☐ 3.00 ☐ 3.50 ☐ 4.00

ส่วนที่ 2: แรงจูงใจที่มีต่อการเรียนภาษาอังกฤษในฐานะภาษาที่สอง

คำชี้แจง: ไม่มีคำตอบที่ผิดหรือถูกในแบบสอบถามส่วนนี้ โปรดเลือกคำตอบที่แสดงถึงความรู้สึกของคุณต่อข้อความดังกล่าวตามเกณฑ์

ดังนี้:

- 5 เห็นด้วยอย่างยิ่ง
- 4 เห็นด้วย
- 3 ไม่แน่ใจ
- 2 ไม่เห็นด้วย
- 1 ไม่เห็นด้วยอย่างยิ่ง

ส่วนที่ 2.1 ตัวตนในอุดมคติเกี่ยวกับการใช้ภาษาที่สอง: ฉันนึกภาพตัวฉันว่า...

รายการ	5	4	3	2	1
1. ใช้ภาษาอังกฤษเมื่อนึกถึงอาชีพในอนาคต					
2. ใช้ภาษาอังกฤษในการสื่อสารทั่วไปอย่างมีประสิทธิภาพ					
3. บรรลุและเข้าใจทุกด้านของภาษาอังกฤษ					
4. ใช้ภาษาอังกฤษได้อย่างฉะฉานในการติดต่อสื่อสารกับเพื่อนชาวต่างชาติ					

ส่วนที่ 2.2 ตัวตนที่ผู้อื่นคาดหวังเกี่ยวกับการใช้ภาษาที่สอง: ภาษาอังกฤษสำคัญกับฉันเพราะว่า...

รายการ	5	4	3	2	1
5. คนใกล้ชิดฉัน (ผู้ปกครองและสมาชิกในครอบครัว) คาดหวังให้ฉันเรียนภาษาอังกฤษ					
6. ภาษาอังกฤษจะช่วยให้ฉันได้รับการยอมรับจากคนรอบข้าง (สมาชิกในครอบครัว ครู และเพื่อนๆ)					

ส่วนที่ 2.3 เครื่องมือ – การส่งเสริมและการป้องกัน: ฉันเรียนภาษาอังกฤษเพราะ ...

รายการ	5	4	3	2	1
7. ภาษาอังกฤษเป็นสิ่งจำเป็นสำหรับอาชีพการงานของฉัน (ในการได้งานที่ดี ค่ารางวัลสูง การเลื่อนตำแหน่ง)					

8. ภาษาอังกฤษจำเป็นสำหรับการเรียนต่อของฉัน					
9. ฉันต้องการเรียนต่อหรือทำงานในต่างประเทศ					
10. สิ่งที่ฉันอยากทำในอนาคต ทำให้ฉันจำเป็นต้องใช้ภาษาอังกฤษ					
11. ภาษาอังกฤษเป็นวิชาบังคับ					
12. ฉันอยากเดินทางไปเที่ยวรอบโลก					

ส่วนที่ 2.4 อัตถินิยมวัฒนธรรม และบูรณาการ: ภาษาอังกฤษสำคัญสำหรับฉันเพราะ...

รายการ	5	4	3	2	1
13. มันจะช่วยให้ฉันเข้าใจค่านิยมและขนบธรรมเนียมของวัฒนธรรมอื่น					
14. จะทำให้ฉันได้พบปะและทำความรู้จักกับชาวต่างชาติ					
15. ฉันชอบเพลงภาษาอังกฤษ					
16. ฉันชอบภาพยนตร์และรายการทีวีภาษาอังกฤษ					
17. ฉันชอบหนังสือ วารสาร และนิตยสารภาษาอังกฤษ					
18. ฉันชอบใช้โซเชียลมีเดียเพื่อให้ทันสมัยและเพื่ออ่านข่าวเป็นภาษาอังกฤษ					

ส่วนที่ 2.5 ทศนคติต่อการเรียนภาษาอังกฤษ

รายการ	5	4	3	2	1
19. โดยทั่วไปแล้ว ฉันชอบเรียนภาษาอังกฤษ					
20. ฉันชอบบรรยากาศชั้นเรียนภาษาอังกฤษของฉัน					
21. ฉันชอบครูสอนภาษาอังกฤษของฉัน (วิธีการสอน การตอบคำถาม ฯลฯ)					
22. ฉันชอบเนื้อหาและสื่อการเรียนการสอนที่ใช้ในชั้นเรียนภาษาอังกฤษของฉัน					
23. ฉันชอบกิจกรรมต่างๆในชั้นเรียนภาษาอังกฤษ					
24. ถ้าเป็นไปได้ ฉันอยากเรียนภาษาอังกฤษให้มากกว่านี้					
25. ฉันยังอยากเรียนภาษาอังกฤษถึงแม้จะไม่จำเป็นก็ตาม					
26. ฉันใส่ใจกับการเรียนภาษาอังกฤษมาก					