

ABSTRACT

Motivation is one of the main factors that enable students to excel at learning a second language. The purpose of this study is to examine the impact of integrative and instrumental motivation upon Thai students learning English. The sample of this study is thirty students, with ten students in the Master's program of Teaching English as a Foreign Language and twenty students in the Master's program of English for Careers. They have gained a TU-GET score of at least 700 and are currently students at Thammasat University.

The instruments that are used in this study include a 5 point Likert Scale and interview which are adapted from the original 7-point Likert Scale format of Gardner's Attitude/Motivation Test Battery(AMI), ranged from 'Strongly Agree' to 'Strongly Disagree' and from Prapphal's Attitudes Testing.

The findings show that instrumental goals such as future career or further education and getting a good job are more important than integrative goals such as an appreciation of British or American arts and culture. The respondents are highly motivated and show positive attitudes towards English language and English community. Some implications of the findings are discussed along with suggestions for further research.