

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 BACKGROUND**

Why do some students succeed so well in learning English language whilst the others do not? If we knew the answer to this question, the job of teaching language would be an easier task for the teacher. Motivation is one of the most important factors in language learning (Hedge, 2000).

It is said that all human beings are motivated to do certain things and are not motivated to do others. The motivation that students bring to class is one of the most important factors affecting their success. Educators who are involved in language teaching often note that students who really want to learn will succeed whatever the circumstances in which they study. Even if a situation is considered unsatisfactory, motivated students still learn significantly better than their peers (Harmer, 1991, p. 3).

This study focuses on the relationship between integrative and instrumental motivation and second language achievement among Thai students at Thammasat University. One aspect of motivation goals of learning English as a second language has been selected as it is the basic motive for learners to learn English. The relationship mentioned above has not been extensively studied in Thailand. Gathering some essential findings will be beneficial particularly for the teacher to comprehend how students are motivated. Ellis (1997) points out that, as a teacher, we need to explore more fully the factors that are involved in motivating students to perform tasks well because this is something that a teacher has some control over, (Hedge, 2000).

#### **1.2 STATEMENT OF THE PROBLEM**

Motivation is a powerful predictor of linguistic achievement (Ellis, 1988). It is essential to investigate why some students are highly successful in learning language and the types of motivation that motivate them to learn. The study aims at finding the cause of language achievement or identifying the effective motivation. As a teacher, we could use the findings to help Thai students learn language or to motivate them to learn.

### **1.3 RESEARCH QUESTIONS**

1.3.1 What kinds of motivation do Thai students possess?

1.3.2 Which is more effective motivation, integrative or instrumental motivation, in the encouragement of Thai students to succeed in learning English?

1.3.3 What are the students' attitudes towards English language and English culture?

### **1.4 OBJECTIVES OF THE STUDY**

1.4.1 Main Objectives:

To identify the kinds of motivation that most Thai students bring into the classroom.

To determine the more effective motivation that encourages Thai learners to learn the language.

To identify the relationship between the students' attitudes towards English language and English culture.

### **1.5 DEFINITION OF TERMS/VARIABLES AND DEFINITIONS**

Definitions of the terms of this study are the following:

1.5.1 *Motivation* refers to the internal drive that encourages somebody to pursue a course of action.

1.5.2 *Attitudes* refers to the opinions or feeling that the language achievers usually have towards English language and English culture.

1.5.3 *Language achievers* refers to the students at Thammasat University who have gained the TU-GET score of at least 700. They are considered as achievers of a high level of English proficiency.

1.5.4 *TU-GET score* stands for Thammasat University Graduate English Test which measures English language proficiency level. A TU-GET score of 500 out of 1,000 is required in order to study in the graduate program at Thammasat University.

## **1.6 SCOPE OF THE STUDY**

1.6.1 This study is conducted with the samples selected from the first and second year students of the Master program in “Teaching English as a Foreign Language” and first and second year students of the Master program in “English For Careers”, in the academic year of 2005 and 2006 at Thammasat University. The total number of subjects for this study is 30 students. The questions included in the questionnaire and interview focus only on extrinsic motivation.

## **1.7 SIGNIFICANCE OF THE STUDY**

1.7.1 Teachers will develop a deeper understanding of the relationship between integrative and instrumental motivation and second language achievement, among Thai students who have achieved a high level of English proficiency.

1.7.2 The findings will help teachers and curriculum planners improve teaching practices and policies.

## **1.8 ORGANIZATION OF THE STUDY**

This study consists of five chapters.

The chapter presents the introduction, statement of the problem, objectives of the study, definitions of terms, scope of the study, significance of the study and organization of the study.

Chapter 2 is a review of literature related to the study.

Chapter 3 gives information about the subjects, the instruments, the procedure of the study and the collection and analysis of the obtained data.

Chapter 4 analyzes the results through relevant statistics.

Chapter 5 summarizes and discusses the results of the study and presents recommendations for further research.

A complete list of references and appendices follow the chapter 5.