

## **CHAPTER FIVE**

### **CONCLUSION, DISCUSSIONS AND RECOMMENDATIONS**

This chapter presents a summary of the study, a summary of the findings, discussions of the findings, conclusions and recommendations for the further research.

#### **5.1 SUMMARY OF THE STUDY**

##### **5.1.1 The objective of this study**

The objective of the study is to identify whether it is integrative or instrumental motivation that most Thai students bring into the classroom. The role of each type of motivation will also be investigated. In addition, the relationship of the students' attitudes towards English language was examined.

##### **5.1.2 Subjects, Instruments and Procedures**

5.1.2.1 Subjects - The subjects of the study were students who were in one of two TU programs and possessed TU-GET scores of at least 700. The total number of the subjects for this study was 30 students.

5.1.2.2 Instrument - There were two types of instruments, a 5 point Scale questionnaire and an one-to-one interview.

5.1.2.3 Procedures – The questionnaires were distributed to the subjects in both programs. The interviewer then interviewed 10 respondents who volunteered. Each interview took about 15 minutes.

#### **5.2 DISCUSSIONS**

The findings from both questionnaires and interviews reveal that instrumental goals such as passing an exam, future career development or getting a good job, are more important than integrative goals such as appreciating British arts and literature. This could be explained by the fact that these subjects learn the language as a foreign language and they will use English in Thailand with practical goals such as those that have been mentioned above. However, in addition to high instrumental motivation, the findings of this study show that integrative motivation is also important for respondents' achievement. From the interview, an intrinsic motivation has also been

mentioned such as the role of teachers. The findings seem to support some of the earlier findings that both types of motivation contribute to linguistic achievement.

Moreover, the findings reveal that the respondents have highly positive attitudes towards the English language and English community. There is only one item that is stated “moderate” in the entire questionnaire. This means that those subjects do not need foreigner friends who are native speakers. They learn English in order to pursue their interests or fulfill their goals. The findings seem to support the review literature mentioned in chapter two where positive attitudes towards English language account for language achievement. Respondents believed that English skills will help them get a good job, be a knowledgeable person and will be useful for their further or higher education. Moreover, the respondents expressed that they will feel comfortable with English speaking people if they can converse. They also love reading other English materials such as English newspaper and magazines.

## **OTHER FACTORS AFFECTING LANGUAGE ACHIEVEMENT**

### **The role of a teacher**

All of the subjects said that they became interested in learning English because of having a good teacher when they were young, and that learning English became an enjoyable activity for them. Students are likely to enjoy the subject if the subject is taught by a good teacher. Particularly, with a young student they can be really interested in learning English if they have a good teacher. However, students can hate the subject if they have a bad teacher, or if they do not like the teacher, they will also hate the subject.

In addition, the praise given by the teachers and parents was enormously beneficial to their improvement. Almost all of them received different kinds of compliments from their teachers and parents. The praise prompted them to work harder in order to receive more compliments.

### The exposure to English language

More than half of the interviewees mentioned that they had had a chance of staying or learning abroad; the countries were the US, Britain and Australia. They explained that having been in an English-speaking community they had had the chance of using English and improving their English skills. One respondent mentioned that he had been studying English one-to-one with a native speaker for 15 years and he thought that it was the cause of his high achievement of English proficiency.

Exposure to English plays an important role in language achievement. For example, extra hours of learning English or living abroad and working in English-speaking countries helped the learners achieve a high English level.

### The role of the family or parents

Parents also play a major role in enhancing the students' improvement in learning English. For example the interviewees said that when they were young their parents bought them a lot of English storybooks. Praise and financial support from parents were found to be a key in improving the students' English skills.

### The role of friends

Friends seem to have only a minor impact on language achievement. The subjects are themselves highly motivated to learn for other reasons. However, an English language learner can improve their English skills by teaching or tutoring their friends.

### The skills that the interviewees do best

Six interviewees said that they do best at speaking English and that the reason for this is that they have so many opportunities to speak English when they are in their work place.

The importance of English skill

The interview reveals that speaking and listening skills are more important than reading and writing. This is because of the fact that they will have to use speaking and listening in their work place more than reading and writing.

### **5.3 CONCLUSIONS**

This study aimed at finding out the more common types of motivation that most Thai students have, and the roles of motivation and attitudes that help students achieve language proficiency. The subjects of this study were limited to students who were in the Master programs at Thammasat University. They had also gained a high score of TU-GET at least 700. The questionnaire was adopted from Gardner's Attitude/Motivation Test Battery (AMI) and from Prapphal's Attitudes Testing. The SPSS program was used to analyze the data. The findings are presented in the form of tables.

The study reveals that the subjects are more instrumentally motivated than integratively motivated and the respondents have positive attitudes towards English language and English community. However, both the integrative and instrumental motivation are found to be essential to students' language achievement. Those driven by integrative motivation are students who learn English because they want to enjoy the English culture and be comfortable with English or American people. Those driven by instrumental motivation are students who want to learn English because they aspire to get a good job, to achieve higher or further education, or to be a more knowledgeable person.

### **5.4 IMPLICATIONS FROM THE FINDINGS**

These implications are very relevant for people who are involved in learning or teaching English, and can be applied for effective learning and teaching.

For students:

- A student needs to have positive attitudes towards English language and English community.
- Learners need to be motivated to learn the language.

- Students must find the opportunity to use English outside the class as much as possible.
- A student can select one or more favorite English activities such as a favorite song, movie or book to facilitate their development. They can improve their English skill this way.
- Learners need to continue exposing themselves to English for a long time.

For Teacher:

- Teachers need to make the class enjoyable so students enjoy coming.
- An English teacher needs to motivate students to learn and use encouragement such as giving praise.
- The teacher needs to be a good model of using English, for example, having excellent English skills.

For Family:

- The family needs to support the students through giving praise or financial support and talking about English stories or topics.
- The family needs to establish positive attitudes towards English language with their children.
- Parents can help their children learn English by providing some English materials such as interesting books or songs or movies.
- The parents must encourage the learner to learn.

## **5.5 RECOMMENDATION FOR FURTHER RESEARCH**

This study was conducted within a strict time limit, with a small number of subjects. Therefore further research should be done within a longer time frame and with a larger number of subjects. Moreover, further research could compare the motivation and attitudes towards English language between unsuccessful students and highly successful respondents.