



THESIS APPROVAL

GRADUATE SCHOOL, KASETSART UNIVERSITY

Master of Arts (English for Specific Purposes)

DEGREE

English for Specific Purposes

Foreign Languages

FIELD

DEPARTMENT

TITLE: The Influence of Motivation on Learning Performance: A Study of
Kasetsart University Students in the Course 'English through Songs'

NAME: Mr. Naratip Rusme

THIS THESIS HAS BEEN ACCEPTED BY

THESIS ADVISOR

(Mrs. Nawarat Siritaratn, Ph.D.)

THESIS CO-ADVISOR

(Assistant Professor Pataraporn Tapinta, Ph.D.)

DEPARTMENT HEAD

(Ms. Parichart Phootirat, Ph.D.)

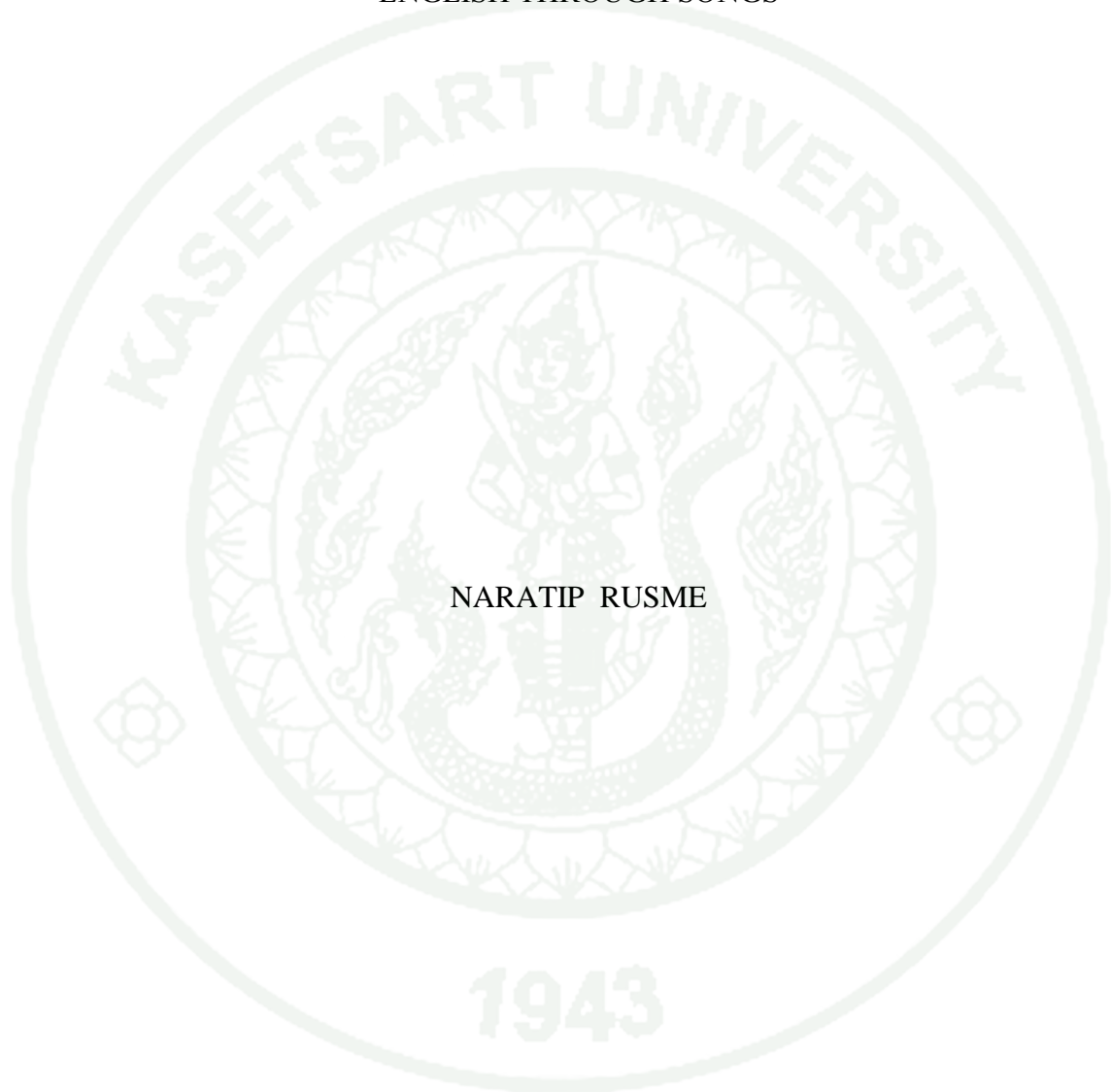
APPROVED BY THE GRADUATE SCHOOL ON

DEAN

(Associate Professor Gunjana Theeragool, D.Agr.)

THESIS

THE INFLUENCE OF MOTIVATION ON LEARNING PERFORMANCE: A
STUDY OF KASETSART UNIVERSITY STUDENTS IN THE COURSE
'ENGLISH THROUGH SONGS'



NARATIP RUSME

A Thesis Submitted in Partial Fulfillment of
the Requirements for the Degree of
Master of Arts (English for Specific Purposes)
Graduate School, Kasetsart University

2014

Naratip Rusme 2014: The Influence of Motivation on Learning Performance: A Study of Kasetsart University Students in the Course ‘English through Songs’. Master of Arts (English for Specific Purposes), Major Field: English for Specific Purposes, Department of Foreign Languages. Thesis Advisor : Mrs. Nawarat Siritaratn, Ph.D. 86 pages.

The objectives of the present study are 1) to investigate the motivations of Kasetsart University students in learning English in the English through Songs course; and 2) to study the influence of the motivations of these students on their learning performance in this ‘English through Songs course’.

This research project used mixed methods. A set of questionnaires was used to collect data about Kasetsart University students’ motivations in learning English in the English through Songs course. The other instrument was an interview which was used to acquire further in-depth information about how and why motivations play a role in learning English in the English through Songs course.

The results showed that all students in English through Songs possessed high levels of motivation. Motivation played a role in learning English in the English through Songs course. The songs which were used in this course increased the motivation of students, as well as their learning performance, because the students had fun learning English using English songs. In addition, it seems that there was a relationship between the students’ learning performance and their motivation in this course. That is, the students who obtained high grades had high levels of motivation, and as the students’ grades decreased, their motivation also decreased. However, this relationship did not always hold because some of the students who had the lowest scores indicated that they had high levels of motivation.

Student’s signature

Thesis Advisor’s signature

___ / ___ / ___

ACKNOWLEDGEMENTS

The completion of this research was made possible by the contributions, encouragement and support from many individuals. I would like to thank my ideal thesis advisor and thesis co-advisor, Ajarn Dr. Nawarat Siritaratn and Assistant Professor Dr. Pataraporn Tapinta, who provided constant support, and many opportunities throughout my graduate work.

I would like to give my special thanks to Ajarn Dr. Noppawan Chimroyarp, Ajarn Dr. Pananda Lerlertyuttitham, Ajarn Robert McCarthy and Ajarn Richard Goldrick who participated in this study. Their willingness to validate the instruments, check for translation of the instruments and help editing the thesis made this study possible.

Last but not least, I would like to dedicate this work to my family for their generous and undying support at all levels. Without their belief in my ability, the work on this thesis project would never have happened

Naratip Rusme
May, 2014

TABLE OF CONTENTS

	Page
LIST OF TABLES	iii
LIST OF FIGURES	iv
CHAPTER I INTRODUCTION	1
Statement of the Problem	1
Objectives of the Study	4
Research Questions	4
Scope of the Study	4
Significance of the Study	5
Definitions of Key Terms	5
CHAPTER II LITERATURE REVIEW	7
Relavant Theories	7
Second Language Learning and Acquisition	7
Motivation	9
Learning Performance	15
Theories Underlying the English through Songs	16
Assessment	21
An Overview of the English through Songs' Instructions	22
An Assessment of Students' Learning Performance	23
A Review of Related Research	24
CHAPTER III RESEARCH METHODOLOGY	26
Research Design	26
Participants	27
Data Collection	27
Data Analysis	31

TABLE OF CONTENTS (CONTINUED)

	Page
CHAPTER IV RESULTS AND DATA INTERPRETATION	34
General Background Information	34
Research Question 1: What Is the Motivation of Kasetsart University Students in Learning English in the English through Songs Course?	35
Research Question 2: How Does the Motivation of Kasetsart University Students Influence Their Learning Performances in Learning English through Songs?	45
CHAPTER V SUMMARY, DISCUSSION AND RECOMMENDATIONS	49
Summary	49
Discussion of Findings	51
Implications of the Findings	55
Recommendations for Further Research	55
REFERENCES	56
APPENDICES	62
Appendix A Questionnaire	63
Appendix B Interview	78
Appendix C General Background Information	83
BIOGRAPHICAL DATA	86

LIST OF TABLES

Table		Page
1	Goals in studying in the English through Songs course	36
2	Goals in studying in the English through Songs course in details	37
3	Effort in studying in the English through Songs course	39
4	Desire to learn in the English through Songs course	41
5	Attitudes towards the study of English through Songs course	44
6	The grade results	46
7	The grade and average components of motivation results	46
Appendix Table		
1	General background information	85

LIST OF FIGURES

Figure		Page
1	Schematic representation of the concept of motivation as it relates to second language acquisition	13
2	Relationship of students' performance and their goal and attitude in learning in the English through Songs course.	47
3	Relationship of students' performance and their effort and desire in learning in the English through Songs course.	48

CHAPTER I

INTRODUCTION

Statement of the Problem

English learning in Thailand has a long history. English also has its own significance as an important subject which has to be learnt by every Thai student from kindergarten to graduate levels. At present, there is a lot of concentration on English learning and teaching in Thailand because English is one of the qualifications required for getting good jobs, applying to schools or universities and communicating with foreigners for social, academic and professional purposes. Moreover, it is very significant in international politics, international businesses and international relations since it is used as a lingua franca among people involved. However, English learning and teaching in Thailand are still beset with problems, as seen in Thai students' low levels of proficiency in English.

There are many factors that influence the achievement of learners (Spolsky, 1998). Spolsky stated that there are many components that facilitate or obstruct second language learning, including social context, attitudes, motivation, age, personality, capabilities, previous knowledge, language learning aptitude, learning styles and strategies and learning opportunities. These factors influence the learning abilities of learners. Many recent studies discovered that Thai students have low levels of achievement in English language learning, as seen from the results of the Ordinary National Educational Test, or O-NET, in English of all Thai Mathayomsuksa 6 learners in 2007, which revealed that the students, on average, had low scores in this subject (National Institute of Educational Testing Service, 2007). In addition, previous studies (Sararat, 1981; Liu, 2007) have indicated that student motivation can influence learning ability.

Many language educators have tried to explore the relationship between motivation, and learning ability. Research conducted by Sararat (1981) revealed that the students who got low grades in English courses had low motivation to learn the language. Another study conducted by Wiriyakarun (2001) revealed that most of the undergraduate students at King Mongkut's University of Technology Thonburi who obtained low scores in English had experienced a teacher-dominated chalk and talk method of teaching while they were studying in their high schools. Most of the lessons focused on grammar and the exercises were boring. Some of the students pointed out that they had negative attitudes towards studying English in the university. Recent research by Sommath (2001) indicated that students had negative attitudes towards studying English. Attitudes are one of the four components of motivation (Gardner, 1985) which promote or obstruct English language learning.

As seen from the research above, students' motivation influenced their language learning ability. Many students who had low motivations and negative attitudes towards English obtained low scores in English language learning. In other words, the two negative features, namely motivations and attitudes, can lead to students' having low ability in learning English. The average mean score of the O-NET (National Institute of Educational Testing Service, 2007) in English was 30.93% which was the lowest mean score compared to all other subjects. The result of this test revealed the fact that the English ability of Thai students was very low; therefore, it is interesting to study the influence of students' motivation on their learning ability.

As mentioned earlier, it appears that among the main causes of low English ability among Thai students are low motivation and negative attitudes toward English. Gardner (1985) points out that motivation plays an important role in learning a language. He defines the term motivation as the extent to which the individual works or strives to learn the language due to a desire to do so and the satisfaction experienced in this activity. Motivation includes goals of learning, effortful behavior, a desire to obtain the goal and favorable attitudes. Gardner also indicates that students with low motivation in learning a language are likely to perform poorly when learning

that particular language. In contrast, students who have high levels of motivation to learn a foreign language are likely to perform well when learning the language, particularly English. In short, motivation plays a significant role, both positively and negatively, in language learning, as seen from student learning performances.

Although motivation plays important role in learning English, there are some other factors that promote language learning. Spolsky (1998: 172) states that “comfortable physical surroundings make concentration possible”. This means that students who are in a pleasant and comfortable environment while they are studying are likely to have more motivation in learning. Consequently, they are able to learn better. Such a pleasant situation can be seen in a subject called English through Songs. English through Songs is a subject that is provided for Kasetsart University undergraduate students to select as an elective course. In this class, students learn English by listening to songs and studying the meaning of their lyrics and the usage of language in the lyrics. Students reserve a place in this course a semester or a year in advance in order to learn English in such a relaxed environment.

English through Songs was developed based on the notion that learning occurs in a relaxed and supportive atmosphere (Good and Brophy, 1994). Students get involved in the activities, interact with their teacher and peers and learn the language, linguistic features, and cultures through audio and video clips. The intimate, pleasant and relaxed atmosphere creates positive learning environments that contributes to positive language learning performance. As mentioned earlier, it can be seen that many students are interested in this course. In a preliminary survey, many students who intended to study this course revealed that they loved to listen to songs and thought that songs helped them learn English. It seems that students demonstrated their high motivation in learning English by taking this course. As stated above, positive motivation is a factor in fostering language learning; therefore, it can be assumed that students who studied in the “English through Songs” class were likely to demonstrate positive learning performance. Many researches have studied motivation in language learning but the study of students’ motivation in a pleasant classroom

atmosphere particularly like that in the English through Songs class is rare. As a result, the researcher became interested in exploring the effect of motivation on learning English in this course. The results of the study may shed light on this important factor in promoting English language learning. This would benefit many language educators and course designers in developing English courses.

Objectives of the Study

There are two main objectives of this study:

1. To investigate the motivation of Kasetsart University students in learning English in the English through Songs course.
2. To study the influence of the motivation of these students on their learning performance in the English through Songs course.

Research Questions

The following are the research questions of the study:

1. What is the motivation of Kasetsart University students in learning English in the English through Songs course?
2. How does the motivation of these students influence their learning performance in the English through Songs course?

Scope of the Study

There are many factors that influence language learning such as social context, motivation and previous knowledge. In this study, the researcher focused on motivation and learning performance of the students in the English through Songs

course in which a relaxed and supportive atmosphere is created to motivate students in the hope that students would learn English better in this positive environment.

Significance of the Study

The findings can help in expanding the body of knowledge about the influence of motivation on learning English particularly in courses where a pleasant learning environment is created for students. The results may be beneficial for teachers and course planners for they may employ the method of using songs in learning and teaching English when it is appropriate.

Definition of Key Terms

Before proceeding, it is essential to give definitions for a few terms used in this thesis. The framework for motivation used in this study is based on the work of Gardner (1985).

Motivation

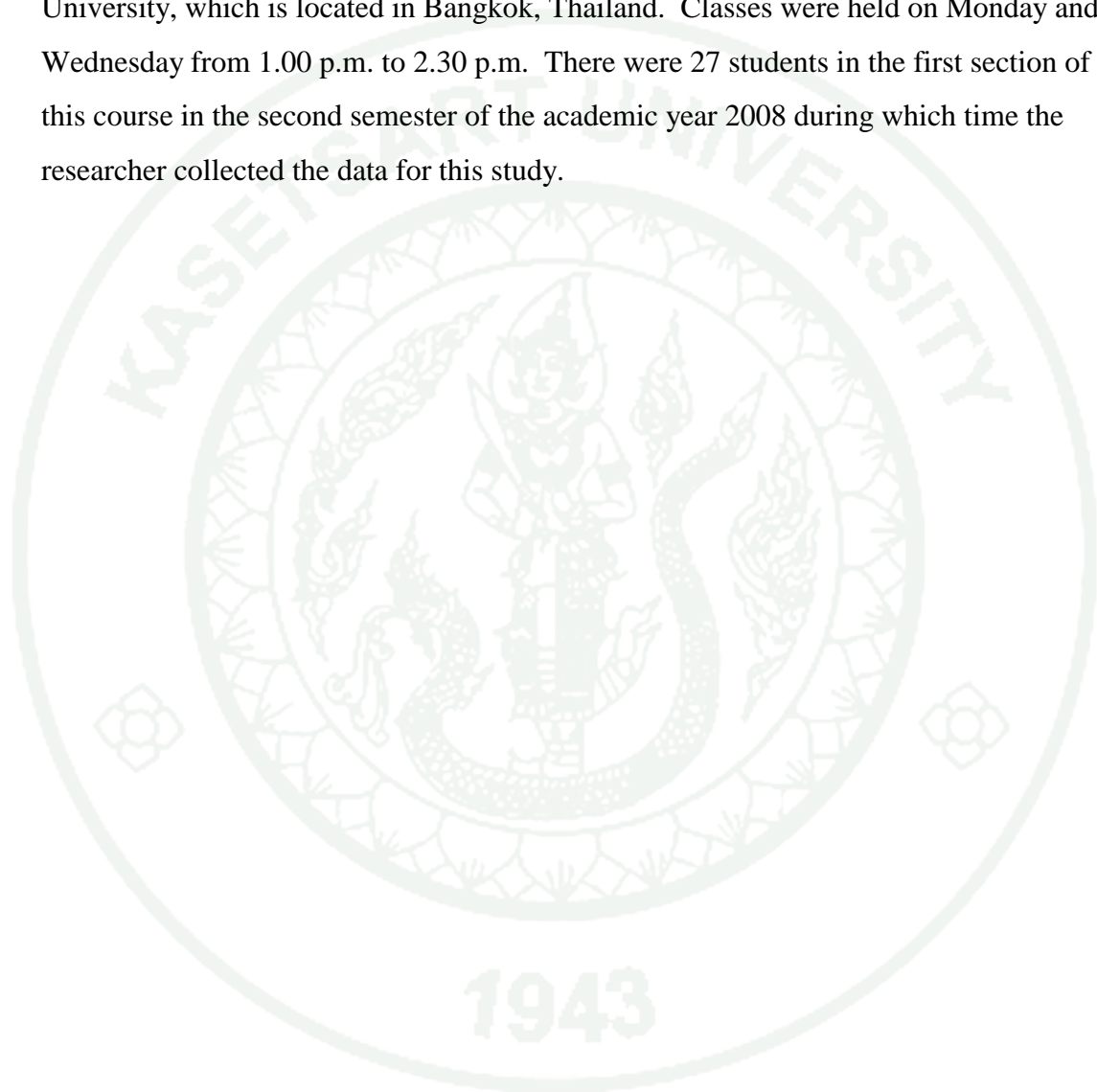
Motivation considered according to the framework of Gardner (1985) was studied in this research. In this study, motivation refers to the extent to which Kasetsart University students in the English through Songs course made choices about goals in learning English and the effort they devoted to learning the language. Motivation consists of four components: goal, effortful behavior or motivational intensity, a desire to attain the goal and favorable attitudes toward the activity. .

Kasetsart University Students

In this study, Kasetsart University students refer to a group of students who were enrolled in Section 1 of the English through Songs course in the second semester of 2008.

English through Songs

The English through Songs course is a bachelor's degree level English course provided by the Department of Foreign Languages, Faculty of Humanities at Kasetsart University, which is located in Bangkok, Thailand. Classes were held on Monday and Wednesday from 1.00 p.m. to 2.30 p.m. There were 27 students in the first section of this course in the second semester of the academic year 2008 during which time the researcher collected the data for this study.



CHAPTER II

LITERATURE REVIEW

This chapter is divided into four parts: a review of the relevant theories, which are second-language learning and acquisition theory, motivation theory, learning performance theory, and theories underlying the English through Songs and assessments; an overview of the “English through Songs” instruction; an assessment of students’ learning performance; and a review of related research.

Relevant Theories

The first theory that is relevant to language learning is second language learning and acquisition theory which is presented below.

1. Second Language Learning and Acquisition

There are many factors that influence second or foreign language learning and acquisition. According to Spolsky (1998), there are many components that lead to second language learning. These components are social context, attitudes, motivation, age, personality, capabilities, previous knowledge, language learning aptitude, learning styles and strategies, learning opportunities and linguistic and non-linguistic outcomes for the learner.

The *social contexts* of both the family or the home, and the community, city, or the state are involved. Components such as the sociolinguistic situation, the general exposure of learners to other languages, the roles of the target language and other languages in the outside community and in the home, and the general perception of the values of the target language and of bilingualism are included in the social context. The social context forms a learner’s attitudes and provides opportunities for

language learning. An individual's *attitude* can be defined as an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent while *motivation* in the present context refers to the combination of effort plus desire to achieve the learning goal plus favorable attitudes towards learning the language (Spolsky, 1998 cited Gardner, 1985).

Personality can be defined as a manifestation and as an engine of that intricate and many-colored fabric (Spolsky, 1998 cited Guiora, 1983). *Learning strategy or style* can be defined as identifiable individual approaches to learning situations. *Opportunities for language learning* may be divided roughly into formal and informal situations. Formal situations are the various institutionalized educational opportunities which are provided by a society for language learning. The availability of formal or informal learning opportunities ranges from formal instruction to the language in use. When there is formal instruction in a school, the social context and various parent factors determine rationales, goals and priorities of parents. *Linguistic outcomes* are linguistic and communicative competence of variable nature. *Non-linguistic outcomes*, include changes in attitudes and satisfaction or frustration of personal learning goals (Spolsky, 1998).

As can be seen from the previous discussion, Spolsky describes factors that influence second or foreign language learning; however, he does not emphasize any particular factors. Another well-known language educator, Rod Ellis, is also interested in this area of study. Ellis (1995) explained that the various components or interrelated factors of the framework for investigating second language acquisition are situational factors, input, learner differences, learner processes and linguistic output.

Situational factors influence both the linguistic input's nature and the strategies which are used by the learner. The situation and the input together establish the linguistic environment in which learning takes place. Naturalistic second language acquisition and classroom second language acquisition can be identified with respect to environmental factors. The *input* establishes the language to which the

learner is exposed. It may be spoken or written or both. Input serves as the data which the learner has to use to determine the rules of the target language. *Learner differences* comprise a whole range of learner factors that potentially affect the way in which a second language is acquired. The main ones are age, aptitude and intelligence, motivation and needs, personality and cognitive style.

Learner processes tend to be cognitive or linguistic. Cognitive learner processes can be divided into three categories, which are learning strategies, production strategies and communication strategies. The *linguistic output* is the main source of information about how much of a second language a learner has acquired. This output is developmental and changes as the learner gains more experience of the language.

Both Spolsky and Ellis have similar ideas about the potential factors that influence second language learning although they use different terms to refer to the same things.

2. Motivation

As mentioned earlier, Spolsky points out that motivation is one of the important factors that influences language learning whereas Ellis places this phenomenon among the learner differences. Many research studies on both motivation and attitude and in both foreign and Thai contexts have indicated that motivation correlated with language learners' proficiency (Wittenborn, Larsen, and Mogil, 1945; Lukmani, 1972; Sararat, 1981; Chalermmpatarakul and Wasanasomsithi, 2006; Liu, 2007).

According to Gardner (1985), motivation can be defined as the extent to which the individual works or strives to learn the language due to a desire to do so and the satisfaction experienced in this activity. To him, motivation consists of four components which are a goal, effortful behavior or motivational intensity, a desire to

attain the goal and favorable attitudes toward the activity. These four components can be divided into two conceptually distinct categories, which are the goal and the other components, which are needed to achieve the goal.

The goal is the ultimate objective of language learning. It is reflected in the individual's orientation to language learning. Reasons to reach the goal could be listed such as to be able to speak with members of the language community, to get a job, to improve one's education, to be able to travel, to please one's parents, to meet a language requirement, to gain social power etc. However, orientations are divided into two categories which are integrative and instrumental orientations (Gardner, 1985 cited Gardner and Lambert, 1959).

The integrative orientation toward language learning stresses a sincere and personal interest in the people who speak that language and their culture. On the other hand, the instrumental orientation reflects the practical value and advantages of learning a new language (Gardner, 1985 cited Lambert, 1974). The integrative orientation emphasizes meeting and conversing with more and varied people or as a means of better understanding a people and their way of life while the instrumental orientation reflects the language learning in order to enable people to get a job or to become better educated (Gardner, 1985 cited Gardner and Lambert, 1959).

According to Gardner (1985), the other components for achieving a goal comprise effortful behavior or motivational intensity, desire to achieve the goal and attitudes toward the activity involved in achieving the goal.

Motivational intensity can be defined as the degree of effort the individual expends to achieve the goal (Gardner, 1985 cited Dunkel, 1948). Motivational intensity can be assessed by determining the amount of effort the individual expends in order to learn a second language. The assessment tends to focus on questions dealing with the amount of effort spent on homework, willingness to take on special

assignments, activity directed to improving one's level of knowledge, and intentions about using available opportunities to improve one's knowledge (Gardner, 1985).

The third component is the desire to achieve the goal. It refers to the degrees or levels of desires or wants that the learner has to achieve the goal of learning the language. The fourth component is the attitudes toward the activity involved in achieving the goal. To Gardner, attitude refers to a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related (Gardner, 1985 cited Allport, 1954). Variables such as the teacher, the textbook, classroom activities, classmates and so forth could be included in the learning situation in the context of a language classroom. The learner's attitude toward these variables will affect the learner's core motivation as well as the orientation of the learner. Positive attitudes toward the learning situation will likely produce more enjoyment in language learning, more desire to learn the language, and more effort expended in learning the language (Liuolienė and Metiūnienė, 2006 cited Gardner, 1985). Therefore, the learning situation can foster positive attitudes in learners. According to Spolsky (1998: 172), "comfortable physical surroundings make concentration possible". Therefore, the learners will have more concentration in language learning if they have comfortable physical surroundings.

These components can also cause a person to have more positive cognitions about learning and to find the total experience more pleasant (Gardner, 1985).

Individual differences in desire to learn tend to correlate with differences in attitudes toward learning and motivational intensity. However, there are instances which could occur where they are not in agreement. For example, motivational intensity might be high due to impending examinations or a strict teacher while the levels of desire to learn and attitudes toward learning may be low. Although this kind

of example might be given, the significant point is that in order to explain the phenomenon of motivation adequately, the four components are required.

The work of Robert Gardner and his colleagues strongly influenced research on motivation in the field of second language acquisition research. Their works discuss integrative and instrumental orientations. An integrative orientation is desire to learn a language stemming from a positive feeling toward its speakers' community while an instrumental orientation is desire to learn a language in order to get a certain jobs or reach educational or financial goals. The integrative orientation was more strongly related to success in learning a second language than the instrumental orientation (Brown, 2001 cited Gardner and Lambert, 1972). However, later studies reflected that both orientations could be associated with success.

Gardner and his associates' research distinguishes orientation from motivations. Orientation can be defined as a context or goal for learning while motivation means the intensity of one's drive to learn. Another educator who is interested in motivation in language learning is Brown. He suggests that motivation is the extent to which people make choices about goals to pursue and the effort they will devote to that pursuit. He said that motivation was composed of intrinsic and extrinsic motivation. He also points out that orientations are not to be confused with intrinsic and extrinsic motivation. They are different issues. The intrinsic and extrinsic motivation designate a continuum of possibilities of intensity of feeling or impetus, ranging from deeply internal, self-generated rewards to strong, externally administered rewards from beyond oneself (Brown, 2001).

Brown (2001 cited Deci, 1975) defined intrinsic motivation in this way:

Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. ...Intrinsically motivated

behaviors are aimed at bringing about certain internally rewarding consequences, namely feeling of competence and self-determination.

On the other hand, extrinsically motivated behaviors are carried out in expectation of a reward from outside and beyond the self. Money, prizes, grades and even certain types of positive feedback are typical extrinsic rewards. Behaviors which solely involved punishment avoidance are also extrinsically motivated. Many convincing research studies on motivations strongly support intrinsic motivation as being more powerful than extrinsic motivation, especially for long-term retention (Brown, 2001).

Therefore, the explanations of motivations of Gardner and of Brown are different. Gardner stated that motivation comprises four components, which are a goal, effortful behavior or motivational intensity, a desire to attain the goal and favorable attitudes toward the activity. Additionally, the goal is reflected in the individual's orientation which is divided into integrative and instrumental orientations. On the other hand, Brown divides motivation into intrinsic and extrinsic motivation and says nothing about the components of motivation.

Gardner (1985) explained the relationship among desire, motivational intensity, attitudes toward learning the language and goals by stating that motivation occurs when learners have desire to learn and attitudes toward learning the language in order to achieve the motivational intensity to reach the goal (see Figure 1). Although motivational intensity could be affected by both wants and attitude components, it seems that other situational variables such as a strict teacher or personality variables such as a need for achievement and compulsiveness could also affect the assessment if not the actual level of this component. As already stated, the goal is the ultimate objective of language learning. The goal is not viewed as the goal of learning the language, but rather the reasons for learning that language. Once reasons are categorized in some way, the classifications of the reasons are referred to

as ‘orientation’. Moreover, it can be seen that Gardner also focuses on the significance of attitude which makes learners want to achieve the goal.

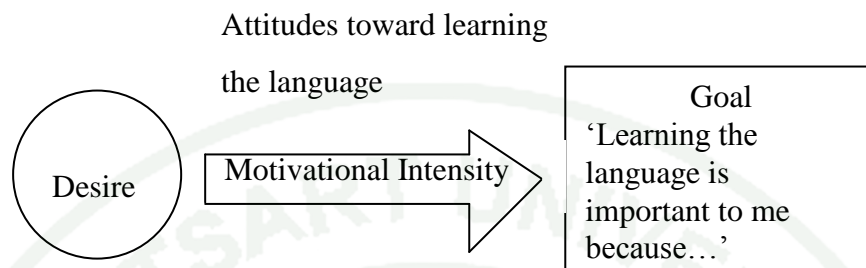


Figure 1 Schematic representation of the concept of motivation as it relates to second language acquisition

Source: Gardner (1985)

As mentioned earlier, the learners’ attitudes toward learning situation variables such as the teacher, the textbook, classroom activities and classmates will influence the learner’s core motivation and orientation. Moreover, positive attitudes toward the learning situation will likely produce more fun in language learning, desire to learn the language, and effort expended in learning the language (Liuolienė and Metiūnienė, 2006 cited Gardner, 1985). In this study, the learning situation in English through probably fosters positive attitudes among the students because of its entertainment value.

However, Gardner is also concerned with the importance of intelligence in achievement. Although some learners may make little effort, they may have high achievement if they have high intelligence. On the other hand, some learners can have low achievement if they have low intelligence even though they make a lot of effort.

In this study, motivation refers to the extent to which an individual student works or strives to learn a language because of a desire to do so and the satisfaction experienced during the English through Songs course offered by the Faculty of Humanities at Kasetsart University in the second semester of the 2008 academic year.

Motivation is composed of four components which are a goal, effortful behavior or motivational intensity, a desire to attain the goal and favorable attitudes toward the activity. The goal can be reflected in orientations, which are integrative and instrumental orientations. The framework of motivation from Gardner (1985), which is composed of desire, effort, attitude and goal, is used in this study because of the nature of the course, which provides the opportunity for the students to create internal concepts through these four factors.

3. Learning Performance

Chomsky (1965) states that performance is the real world linguistic output. Performance may accurately reflect competence, but it also may include language errors. Performance may be flawed because of memory limitations, distractions, shifts in attention and interest, errors (random or characteristic), or other psychological factors. Chomsky's explanation focuses on the linguistic aspect of performance because language was defined only in terms of linguistic components during that era. However, the notion of learning a language has shifted from learning linguistic components to learning a language for the sake of communication. Therefore, language learners are expected to use the acquired language for communication via four skills: listening, speaking, reading, and writing.

In this study, learning performance is defined as students' linguistic learning output which is measured via their listening, speaking, grammar and vocabulary abilities.

In this study, learning performance is the students' real world linguistic and non-linguistic output in the "English through Songs" course. Learning performance is assessed via participation, presentations, midterm and final examinations, class attendance, and a notebook by using four grading levels. Based on this grading system, the students are classified into three groups according to their levels of learning performance; these are high, average, and low performance.

Moreover, learning performance focused on listening ability and knowledge of grammar, and vocabulary.

4. Theories Underlying the English through Songs

The researcher has analyzed the course description, syllabus, objectives, and information obtained in an interview with the instructor about the English language teaching theories and methods employed in the course and discovered that the PPP paradigm, grammar-based teaching, communicative language teaching, task-based instruction, and learner-centered instruction were used in the English through Songs course. The PPP paradigm is used as the framework for this course. Other theories and methods are used to support the PPP paradigm in the course. The details of these theories and methods are as follows:

4.1 The PPP Paradigm

The PPP Paradigm was introduced by Willis (1996). She stated that there are three stages in PPP. The stages are presentation, practice and production stages. The PPP paradigm starts with teachers' presentation of an item of language in a context or situation which helps to clarify its meaning. Presentation may consist of pattern sentences which are given by teachers, read from a textbook, or heard on recordings. The next stage is the practice of a small sample of language. Finally, learners are expected to produce in a 'free' situation language items they have just studied, together with other previously learnt language. This 'free' situation may be a role play, a simulation activity or a communication task.

The PPP paradigm, which consists of presentation, practice and production stages, is used in the teaching of English through Songs. Firstly, the instructor presents songs and explains them. Then, the students practice by analyzing sentence structures and tenses and finding the meaning of vocabulary and themes of the songs. Finally, they produce their own presentations of songs for the class.

4.2 Communicative Language Teaching

According to Brown (2001), the six interconnected characteristics of communicative language teaching, or CLT, are as follows:

4.2.1 Classroom aims are concentrated on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. Therefore, the aims have to intertwine the organizational aspects of language with the pragmatic.

4.2.2 Techniques of language are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather aspects of language that enable the learner to accomplish those purposes.

4.2.3 Fluency and accuracy are presented as complementary principles underlying communicative techniques. At times, fluency may have to take on more significance than accuracy in order to keep learners meaningfully engaged in the use of language.

4.2.4 Students in a communicative class absolutely must be able to use the language, productively and receptively, in unrehearsed contexts outside the classroom. Therefore, classroom tasks have to equip learners with the skills which are necessary for communication in such contexts.

4.2.5 Learners are given opportunities to concentrate on their own learning process through an understanding of their own learning styles and through the development of suitable strategies for autonomous learning.

4.2.6 The teacher has a role as a facilitator and guide not an all-knowing bestower of knowledge. Therefore, learners are supported in constructing meaning through genuine linguistic interaction with others.

Communicative language teaching is used in the English through Songs course. The instructors use songs and song lyrics as authentic materials which students can listen to in everyday life. This will engage them in the pragmatic, authentic and functional use of language for a meaningful purpose. The instructor has the role of a facilitator and guide. The students are supported in analyzing the grammar and structure of songs, finding the theme and translating the songs themselves.

4.3 Task-Based Instruction

A task is an activity in which meaning is primary, in which there is some communication to solve problems and some sort of relationship comparable to real-world activities, in which task completion has some priority and in which the assessment of the task is in terms of outcome (Skehan, 1998). There are six main types of task. These types are listing, ordering and sorting, comparing, problem solving, sharing personal experiences and creative tasks (Willis, 1996).

Tasked-based instruction is also used in English through Songs since there is some communication to solve problems, some sort of relationship comparable to real-world activities and some priority attached to completion of tasks. The types of task which are used in this course are ordering and sorting, comparing and problem solving. In ordering and sorting tasks, the students have to categorize sentences in song lyrics on the basis of tenses and structures. Students engage in comparing tasks when they find the similarities and differences of the sentences in the lyrics. They are involved in problem solving tasks when they analyze the structure and tenses of their own lyrics, translate the lyrics and find theme of the songs by themselves and prepare and give their in-class presentations.

4.4 Learner-Centered Instruction

According to Brown (2001), learner-centered instruction includes techniques and curricula as follows:

4.4.1 Techniques which concentrate on or account for learners' needs, styles and goals.

4.4.2 Techniques which give some control to the learners (group work or strategy training, for instance).

4.4.3 Curricula which include the consultation and input of learners and which do not presuppose objectives in advance.

4.4.4 Techniques which allow for learner creativity and innovation.

4.4.5 Techniques which enhance a learner's sense of competence and self-worth.

The English through Songs course also uses learner-centered instruction. This is because the course uses techniques which concentrate on or account for students' needs, styles and goals, give them some control, allow for student creativity and innovation, and enhance their sense of competence and self-worth and because it also uses curricula which include consultation with and input by the students. In every class period, the instructor asks the students to analyze tenses and structures of the lyrics, find difficult vocabulary, translate the lyrics and find the theme of the songs. Moreover, the students construct knowledge by preparing, analyzing and presenting the songs by themselves as in-class presentations.

4.5 Grammar-based Teaching

According to Azar (2007), grammar-based teaching or GBT uses grammar as the base, the starting point and foundation, for the development of all language skills which are speaking, listening, writing, and reading. GBT provides information about English grammar which is accompanied by numerous and varied practice opportunities.

GBT makes available explicit linguistic information about the structure of the English language in order to help speed and otherwise facilitate the development of the students' interlanguage. GBT describes how English works. Grammar is not taught as subject matter to be memorized.

Practice of GBT ranges from simple manipulation of form to open communicative interaction. GBT uses a wide variety of exercise types to encourage and accommodate a variety of student language-learning strategies. The purposes of practice are multifaceted, but all lead toward the goal of creating successful communication experiences.

GBT seeks to engage students in communicative practice that ideally provides ample opportunity for creative use of target structures (which may or may not occur). GBT often uses the classroom as context, building language practice around the people and objects and activities in the here-and-now classroom.

Grammar-based teaching is used in English through Songs to provide information about English grammar and is accompanied by numerous and varied practice opportunities such as analyzing sentence structures and tenses of the songs. It develops the students' linguistic achievement by helping them increase the speed with which they process the language and otherwise facilitates the development of the students' interlanguage.

As seen from the above explanation, English through Songs course uses the PPP paradigm, grammar-based teaching, communicative language teaching, task-based instruction and learner-centered instruction as underlying theories on the basis of which the activities of the course are designed.

One important factor that increases the components of motivations in English through Songs course is the songs, which were used as media and which help create a relaxed and supportive atmosphere.

5. Assessment

There are many kinds of assessments (Ward and Murray-Ward, 1999) but the assessments which are used in this course are achievement tests and authentic learning assessment.

5.1 Achievement tests

An achievement test is involved directly with classroom lessons, units, or even a total curriculum. It is limited to specific material covered in a curriculum within a specific time frame, and is offered after a course has covered the aims in question. An achievement test can also serve as an indicator of features which a learner needs to work on in the future. However, the primary role of an achievement test is to determine acquisition of course aims at the end of an instruction period (Brown, 2001). According to Ward and Murray-Ward (1999), an achievement test measures what learners have learnt, usually as the outcome of direct instruction. Achievement testing has an important role in the school program (Gronlund, 1985).

5.2 Authentic Learning Assessment

The authentic learning assessment is a kind of assessment determining the depth of a learner's understanding by challenging the learner with real-world tasks

that not only require the recall of information but also knowledge construction or organization to solve problems requiring higher order thinking and metacognition (Borich and Tombari, 2004).

An Overview of ‘English through Songs’ Instruction

In general, all undergraduate students of Kasetsart University have to study three fundamental English courses and one elective English course such as Reading for Mass Communications in English or Basic English Structure. The English through Songs course is an elective English course. There are three hours of class per week divided into two class periods, each of which is 90 minutes long. One or two sections of this course are offered every semester. Usually, students who want to study in this course have to reserve a place one or two semesters in advance because many students want to take it. This indicates that the course is very popular.

The main objectives of the course are practising listening skills through songs, learning new vocabulary, idioms and correct pronunciation and learning grammatical points and sentence structures from songs. The course description states that the learners practice listening and speaking skills by focusing on songs and music as a mean of communication. Besides enhancing listening comprehension and helping students learn new vocabulary, idioms and correct pronunciation including stress, rhythm and intonation, the course aims to improve students’ verbal and non- verbal communication abilities.

In this class, students are presented a variety of English songs to teach them English especially English grammar and listening. Not only songs but also pictures such as cartoons and movies are shown to students during the lesson. The lyrics of English song are distributed for the learners to study. The teacher usually explains the grammar, structures and vocabulary which are used in the songs to students. There are also handouts for learners to study along with the lessons. The teaching methods

include lectures, class discussions, individual presentations, self-study, practicing in class presentation and assignments.

The following is how a lesson is conducted. A sheet with the lyrics of the song “If I Never Knew You” is distributed to the students. Then, the teacher lets the students listen to the song. After that she asks the learners to find difficult vocabulary items, translate the lyrics, analyze the tenses, grammar and structures and find the theme of the song. She then gives further explanation as necessary.

An Assessment of Students’ Learning Performance

In this course, the students’ learning performance is measured in two ways: achievement tests and authentic learning assessments.

To evaluate students’ learning performance in this course, two achievement tests, midterm and final examinations, which count for 40 percent of students’ grades, are used to assess students’ vocabulary, grammar, and listening abilities. In addition, a project presentation, class participation, and a summary of lessons, which count for 60% (20% for each task) of student’s grades, are used to assess students’ abilities in speaking, grammar, and vocabulary.

The midterm and final examinations are achievement tests that show the linguistic output of the students. The mid-term and final examinations aim to measure students’ grammar, vocabulary, and listening abilities by having them write down the tenses and themes of the songs, fill in missing words in the lyrics, and answer questions. The examinations reflect the learning and teaching of the course because they are similar to the materials covered in the classes, although the lyrics in the examinations have not been presented to the students in the class.

In-class presentations are also authentic learning assessments that show the linguistic output of the students. Each student must present two projects. The first

one is presented before the mid-term examination, and the other is presented before the final examination. In the presentation, the student presents a song; explains its grammar, structures, tenses, theme, and vocabulary; and translates the lyrics.

Another measurement is the in-class participation of the students during the 45 hours of lessons. In addition, summaries of each lesson, which students record during the lesson, are evaluated.

A Review of Related Research

Sarat (1981) compared attitudes toward the English language study and motivation between M.S.5 science program and language –arts program learners of government schools in academic area 9. A questionnaire was used for data collection for this thesis. The results were that the means and percentages of attitudes and motivation related to the studying were very low, but all of them were positive attitudes. The students who had higher grades in their English courses had higher scores in motivation and attitudes, and the learners who had lower grades had lower scores. There was no significant ($p = 0.05$) difference between the science program and the language-arts program learners in attitudes and motivation related to the English language study.

Nakwanit (1983) conducted a study on the use of audio-visual aids in the English class and its effect on the attitudes toward learning English of Matayom Suksa III government school students in Educational Zone V of metropolitan Bangkok. A questionnaire was used for data collection for this thesis. The findings were that the students preferred lessons in which audio-visual aids were used. They enjoyed and learned English from multimedia. However, there was no significant ($p = 0.05$) difference between students whose teachers used more audio-visual aids and those whose teachers used fewer audio-visual aids in their attitudes toward learning English.

Liu (2007) conducted the study on Chinese students' motivation to learn English at the tertiary level. The instruments were a motivation survey and an English proficiency test. The results showed the learners had positive attitudes toward learning English and were highly motivated to study it. The learners were more instrumentally than integratively motivated to learn English. In addition, the learners' attitudes and motivation were positively correlated with their English proficiency.

From this review of related studies, it can be concluded that motivation plays a role in the English language learning of both Thai and Chinese students. Lessons which provided students audio-visual materials seemed to be favorable method for learning. Besides, many of the studies indicated that there was a positive relationship between motivation and English learning ability.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology employed in this study. It begins with the presentation of the research design. Then, descriptions of the participants, data collection and data analysis and the research instruments, which were a questionnaire and an interview protocol, are given. Another instrument is tests prepared by the instructor of the course. Finally, the grades obtained by the participants in this course were also used in this study.

Research design

This research is a study which used a mixture of both quantitative and qualitative methods. A questionnaire designed based on the framework of Gardner (1985) was used to collect data about Kasetsart University students' motivation in learning English in the English through Songs course. The other instrument was an interview which was used to gather data about the Kasetsart University students' motivation as well as the influence of motivation on their learning English. The interview elicited further in-depth information about how and why motivation played a role in learning English in the English through Songs course. The questionnaires were analyzed and interpreted using the SPSS computer program in order to find the frequencies, mean scores, percentages and standard deviations. Content analysis was used to analyze the data obtained from the student interviews.

The next section describes the participants, data collection and data analysis. A detailed explanation will be given when each instrument is discussed.

1. Participants

The participants for the questionnaire were 27 students while the participants for the interview were seven participants of these students.

For the questionnaire, the participants, who were 27 students, purposively selected to enroll in the English through Songs course in the second semester of academic year 2008. As the minimum number for a quantitative statistic is 30 (Gay, 1996), the number of participants in this research, 27, was less than the minimum and this is considered a weak point of this research.

For the interview, the participants, who were seven students, constituted 30 percent of the total of 27 students. They were selected by using purposive sampling technique in accord with the pre-determined criteria set for selecting the participants. The researcher wanted to interview three groups of students, consisting of those with low, those with average and those with high performance to investigate whether the students who had different language abilities would hold the same opinions. Therefore, the total number of the participants for the interview comprised two from the low, three from the average and two from the high-performance groups.

2. Data Collection

The data collection methods of this study were a questionnaire and an interview, as well as the grades the participants earned during this course.

2.1 Questionnaire

The student questionnaire was a five-Likert scale questionnaire which was adapted from Gardner (1985) as the objectives of this questionnaire were quite similar to the ones of this study, which were to reveal the motivation of Kasetsart University students in learning English in the English through Songs course and to

study the influence of motivation of the Kasetsart University students on their learning performance in ‘English through Songs’. The following is a description of the questionnaire.

2.1.1 Objectives and Construction

The objective of this questionnaire was to investigate Kasetsart University students’ motivation in learning English in English through Songs. The items in the questionnaire were divided into five parts as follow:

Part 1: General background information

Part 2: Goals in studying the English through Songs course

Part 3: Effort in studying the English through Songs course

Part 4: Desire to learn in the English through Songs course

Part 5: Attitudes towards the study of English through Songs course

The following are the details of the five parts of the questionnaire.

Part 1: General background information

The background information section aimed at eliciting data regarding the students’ demographic characteristics to establish a profile of the students in the study. There were seven items in this part.

Part 2: Goals in studying the English through Songs course

This part was composed of seven items which asked the students to rate their goals in learning English in the English through Songs course. The responses were presented in a five-point Likert scale with the following descriptors: “very important” to “important”, “quite important”, “not so important” and “unimportant”.

Part 3: Effort in studying the English through Songs course

There were eight items in this part which required the students to choose the best of three choices to indicate the effort they made in learning English in the English through Songs course.

Part 4: Desire to learn in the English through Songs course

The objective of this part was to elicit the information about the students’ desire in learning English particularly in the English through Songs course. There were nine items in this part and the students had to choose the best choice from among three.

Part 5: Attitudes towards the study of English through Songs course

To investigate the students’ attitudes towards the English through Songs course, this part of the questionnaires listed a series of statements and asked the students to rate each sentence on a five-point Likert scale, ranging from “strongly agree” to “agree”, “not sure”, “disagree” and “strongly disagree”

2.1.2 Validation Process

To guarantee the validity of the instrument, the conformation of item contents and objectives of the questionnaires were evaluated by three experts, who were an English language teaching lecturer, a linguistics lecturer and a native-speaking lecturer, all of whom had taught for several years. They were asked to mark a checklist to indicate items they thought acceptable, those they thought unacceptable, and those they thought questionable. Afterward, the Item Congruence Index (IOC) was used to calculate the content validity of the questionnaire in accordance with the experts' comments and suggestions. Some items were revised if their IOC value was lower than 0.67. Items whose IOC values were lower than 0.33 were eliminated from the final version of the questionnaire. The questionnaire was revised according to the experts' suggestions.

Then, the questions were translated into Thai by the researcher so as to avoid the problems of a language barrier and misinterpretation by the students and the Thai-language version of the questionnaire was validated by a native speaker who was teaching translation at Kasetsart University.

2.1.3 Implementation

The questionnaires were distributed to the students in the English through Songs course near the end of the semester before they took the final examination. After the students had completed the questionnaires, the researcher collected them right away. As a result, all of the 27 questionnaires were received for data analysis.

2.2 Interview

The instrument used to collect qualitative data from the students in this study was the semi-structured student interview protocol. The purpose of the student

interviews was to obtain more in-depth and broader information to expand upon data furnished by the students in their responses on the questionnaire. The interview protocol was also utilized to further investigate the students' opinions on the influence of motivation on their learning performances in 'English through Songs'. The interview protocol contained five main questions.

2.2.1 Objectives and Construction

The interviewer's objective was to explore the students' perceptions concerning the influence of motivation on English language learning in the English through Songs course. There were five items in the interview protocol, and these were constructed based on the questionnaire protocol and translated into Thai by the researcher.

2.2.2 Administration

The participants were interviewed in Thai after they took the final examination. All the interviews, which lasted approximately between thirty and sixty minutes, were recorded and transcribed. The transcripts of the interviews were shown to the students for clarification and verification. After that, key extracts of the transcripts of the interviews were translated into English, and the transcription was submitted to the researcher's supervisor and then discussed for its accuracy.

3. Data Analysis

3.1 Analysis Procedure of the Data Gathered from the Questionnaire

The data collected from the 27 questionnaires were analyzed and interpreted using the SPSS computer program. The first part of the questionnaire, which concerned the participants' backgrounds, was analyzed by using frequencies, mean scores and percentages.

The rest of the data were analyzed and interpreted using the SPSS computer program to calculate descriptive statistics, namely, frequencies, percentages, means, and standard deviations. The following criteria were used in the interpretation of the results.

Criteria for Part 2.

1 – 1.49	Unimportant
1.50 – 2.49	Not so important
2.50 – 3.49	Quite important
3.50 – 4.49	Important
4.50 – 5	Very important

Criteria for Parts 3

1.00 – 1.49	Never
1.50 – 2.49	Often
2.50 – 3.00	Always

Criteria for Parts 4

1.00 – 1.49	Low
1.50 – 2.49	Moderate
2.50 – 3.00	High

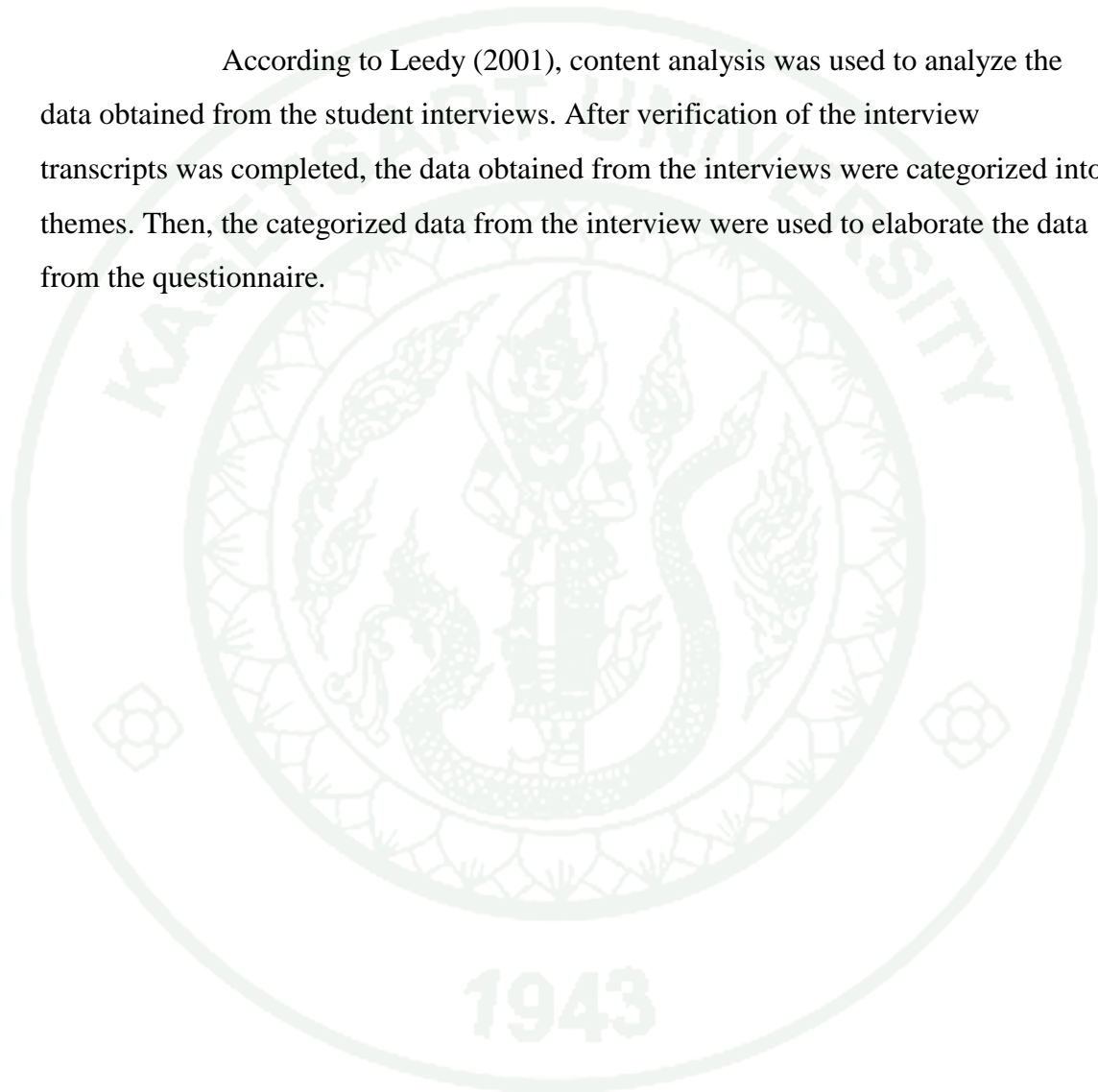
Criteria for Part 5.

1 – 1.49	Very positive
1.50 – 2.49	Negative
2.50 – 3.49	Quite positive

3.50 – 4.49	Positive
4.50 – 5	Very positive

3.2 Analysis Procedure for the Data Gathered from the Interview

According to Leedy (2001), content analysis was used to analyze the data obtained from the student interviews. After verification of the interview transcripts was completed, the data obtained from the interviews were categorized into themes. Then, the categorized data from the interview were used to elaborate the data from the questionnaire.



CHAPTER IV

RESULTS AND DATA INTERPRETATION

The quantitative and qualitative data obtained through the different data collection instruments, which were a questionnaire and interviews, were analyzed. In this chapter, both the quantitative and qualitative results are presented in relation to each of the research questions formulated at the beginning of the study.

In order to determine Kasetsart University students' motivation in learning in the course English through Songs, a survey was conducted of 27 Kasetsart University students who enrolled in English through Songs in the second semester of the academic year 2008. A questionnaire was used to gather data, and it was analyzed to obtain frequencies, mean scores, standard deviations, and percentages. After the completion of the questionnaire, seven students were random sampling for the interview.

The results of the questionnaire and interview indicated that the students' levels of motivation in learning in the English through Songs course were high. In this study, the goal and effort of the students in English through Songs course were high, and their attitudes were positive. However, their desire was moderate. The details of the results are explained in the following paragraphs.

The following are the results from the first instrument—the questionnaire. The general background information is provided as follows.

General Background Information

The objective of presenting this part is to give information about the students' characteristics. The students were asked to supply the information regarding

demographic characteristics including their gender, age, faculty, major and year. The general background information is presented in Appendix Table 1.

As shown in Appendix Table 1, more than half of the participants, or 55.56%, were female, and 44.44% were male. It was also revealed that the largest proportion (37.04%) of the participants was 22 years old. The participants were from two faculties: 48.15 percent were from the Faculty of Humanities and 51.85 percent were from the Faculty of Social Sciences. The largest proportion (55.56%) of the students was in their fourth year and the next largest proportion (40.74%) was in their third year.

In order to answer Research Question number 1, the results derived from the questionnaire were presented and the data from the interview were employed to support some particular aspects as follows.

Research Question 1: What Is the Motivation of Kasetsart University Students in Learning English in the English through Songs Course?

As explained in Chapter 2, motivation consists of a goal, an effort, a desire and attitudes (Gardner, 1985). The result of this study shows that the overall levels of motivation of Kasetsart University's students in English through Songs were high. To explain this in detail, the average scores from the analyses of goal, effort, desire and attitudes as derived from the questionnaire were interpreted. Then, the results with respect to goals, effort, desire and attitudes of the students are presented in Table 1 to Table 5.

1. Goals in studying in the English through Songs course

The objective of this part was to learn about the students' goals in studying the English through Songs course before studying the course. As mentioned earlier, a goal is the ultimate objective of language learning (Gardner, 1985). Goals can be

divided into two types-- integrative orientation and instrumental orientation. The integrative orientation stresses a sincere and personal interest in the people and culture which are represented by the language. It emphasizes meeting and conversing with more and more varied people or as a means of getting to know people and their way of life better. The instrumental orientation, on the other hand, reflects the practical value and advantages of learning a new language. This orientation aims at enabling people to get a job or further their education.

In the questionnaire, the participants were asked to rate the importance of each goal in studying in the English through Songs course. There are seven items in this part of the questionnaire. The first four items were evaluated by using average mean score and the standard deviation to learn about the students' integrative orientation. The other three items were evaluated to learn about the students' instrumental orientation. The following criteria are used in analyzing the data in Table 2.

1 – 1.49	Very low
1.50 – 2.49	Low
2.50 – 3.49	Moderate
3.50 – 4.49	High
4.50 – 5	Very high

The results of the overall goal, the integrative orientation and the instrumental orientation are presented in the following tables.

Table 1 Goals in studying in the English through Songs course

Orientation	Mean	S.D.
1. Integrative orientation	3.75	0.79
2. Instrumental orientation	4.09	0.91
3. Goal (Integrative + Instrumental orientation)	3.92	0.85

As depicted in Table 1, the students' goal in learning English in the English through Songs was 'high'; the mean score was 3.92 and the standard deviation was 0.85. They revealed that their main aim in studying English was for its practical value in getting a job or furthering their education with the mean score of 4.09, which was at the 'high' level. Nevertheless, they revealed that their goal in learning English was for their personal interest in English-speaking people and culture, though less at 3.75, is still considered 'high'. However, the goal for studying English of this group of students leans more towards the 'instrumental orientation' rather than the 'integrative orientation'. Detailed descriptions of both orientations are presented in Table 2

Table 2 Goals in studying in the English through Songs course in details

Integrative orientation statements	Mean	S.D.
to communicate with people who speak English.	4.00	1.11
to enhance the chances to get to know people who speak English.	3.56	0.93
to better understand the way of life of people of English-speaking nations.	3.70	0.87
to be able to express myself in English to foreign friends.	3.74	0.94
Total	3.75	0.79
Instrumental orientation statements		
to have a better opportunity for my future career.	4.11	0.97
to be able to gain more knowledge and technology.	3.89	1.01
to be able to understand English in films and videos and on, TV or radio.	4.26	1.02
Total	4.09	0.91

Apart from the mean scores given above, some students revealed their opinion on this point in the interview. As mentioned earlier, the goal is the ultimate objective in language learning and consists of two orientations, namely the integrative

orientation and the instrumental orientation. In this study, most of participants indicated their goal was the instrumental orientation rather than the integrative orientation. They explained that they would like to study English through Songs in order to have a better chance in their careers in the future, to acquire more knowledge and technology and to understand English-language films, videos, television programs and radio programs as can be seen in the following extracts (P = participant):

I studied this course in order to have a better chance in my career in the future, to understand films, to acquire more knowledge and technology to understand videos, television programs and radio programs, particularly English movies, videos, television and radio. (P6)

I would like to improve my English listening by studying the English through Songs course. This is in order to have better chance in my career in the future. (P1)

I studied this course in order to understand English films, videos, television programs and radio programs. (P2)

2. Effort in studying the English through Songs course

The objective of this part was to reveal the students' effort in studying in the English through Songs course. Effortful behavior or motivational intensity can be defined as the degree of effort the individual expends to achieve the goal. In the eight items of this part of the questionnaire, the participants were asked to rate the effort that they made while they were studying the English through Songs course on a three-point rating scale. The following criteria were adopted from the work of Johnson (2006) and used for the interpretation; the results are presented in Table 3.

1.00 – 1.49 Low

1.50– 2.49	Moderate
2.50 – 3.00	High

Table 3 Effort in studying the English through Songs course

Statements	Scale of Three	
	Mean	S.D.
1. When I have a problem understanding something we are learning in English through Songs class, I immediately ask the teacher for help.	2.56	0.64
2. When I have to do homework or prepare for a presentation in English through Songs, I work very carefully, making sure I understand everything.	2.78	0.42
3. Considering how I study English through Songs, I can honestly say that I really try to learn in English through Songs.	2.89	0.42
4. If my teacher wanted someone to do an extra English through Songs assignment, I would definitely volunteer.	2.74	0.44
5. After I get my English through Songs assignment or feedback on my presentation, I always rewrite it or correct my mistakes.	2.78	0.42
6. When I am in English through Songs class, I volunteer to answer as much as possible.	2.26	0.59
7. I try to improve my English by watching English television programs or listening to English radio programs.	2.56	0.57
8. When I hear an English song, I listen carefully and try to understand all the words.	2.33	0.62
Average	2.61	0.52

As illustrated in Table 3, students indicated that they expended ‘effort’ in learning the course with the mean score of 2.61 and the standard deviation at 0.52. They invested high effort when they studied in the course and the figure of the

standard deviation shows that most of the students indicated that they expended a lot of effort in learning in this course. It is also depicted in the table that these students made very high effort in trying to learn in the course, students' preparation for presentation and students' correction of their mistakes with the mean scores of 2.89, 2.78 and 2.78 respectively. However, students indicated that they did not do much in volunteering to answer questions in the classroom with the mean score of 2.26.

The results derived from the interview supported the results from the questionnaire. Most of the participants in this group made a high level of effort in the English through Songs course. They made their effort in studying this subject by listening to the English lectures attentively in the classroom and to English music both in class and in their free time in order to practice their listening skill as can be seen in the following extracts:

I paid attention to study this subject by concentrating on listening to the English music and lectures in and outside classes. (P6)

I prepared myself very well for the examination because I understood the lessons and did well in class. (P3)

I prepared before class very well by listening to English music every day. (P4)

3. Desire to learn in the English through Songs course

The objective of this part was to reveal the students' desire in studying in the English through Songs course. Desire to achieve the goal refers to the degrees or levels of desires or wants that the learner has in order to achieve the goal of learning the language (Gardner, 1985 cited Allport, 1954). The questions in this part were composed of nine items to which students responded by using a three-point rating scale. The participants were asked to rate the degree or level of the desire they had to

achieve the goal they established for studying the course. The following criteria were adapted from the study of Johnson (2006) and used for analyzing the results, which are presented in Table 4.

1.00 – 1.49	Low
1.50– 2.49	Moderate
2.50 – 3.00	High

Table 4 Desire to learn in the English through Songs course

Statements	Scale of Three	
	Mean	S.D.
1. If I have opportunity to translate English songs outside the class, I often translate them.	2.59	0.57
2. If there were an English through Songs club in my university, I would be most interested in joining.	2.15	0.71
3. If there was an English through Songs II course, I would definitely take it.	2.59	0.63
4. I find studying English through Songs very interesting.	2.93	0.26
5. I watch an English music television program or listen to English music as often as possible.	2.41	0.50
6. If I have the opportunity to see an English musical play, I will definitely go.	2.41	0.63
7. If there were English-speaking families in my neighborhood, I would speak English with them as much as possible.	2.37	0.56
8. If I had the opportunity and knew enough English, I would compose English songs as often as I could.	2.00	0.67
Average	2.43	0.57

As illustrated in Table 4, students indicated that they had ‘desire’ in learning the course with the mean score of 2.43 and the standard deviation at 0.57. This shows

that the participants had “moderate” desire in studying in the English through Songs course. As depicted in Table 4, students demonstrated their desire in learning English in the course different ways, and these can be divided into two categories. The first category was the desires which directly related to the study. These were their interest in the course, their desire to study English through Songs II and their desire to translate the songs with the mean scores of 2.93, 2.59 and 2.59 respectively. These desires were high. On the other hand, the second category was desires which were indirectly related to the study. These desires, which were moderate, were watching an English music television program or listening to English music as often as possible, going to see an English musical play if the students had the opportunity, speaking English with English-speaking families if there were such families in the student’s neighborhood, being interested in joining an “English through Songs” club if there was such a club in the university, and composing English songs as often as they could if they had the opportunity and knew enough English. The second category, which was moderate, made the total levels of desire moderate as well.

In line with the findings given above, it was discovered from the interview that the students in this group had a high level of desire to learn English through Songs as seen in these excerpts from the interview record:

Before I studied English through Songs, I had wanted to study this course very much because I liked to listen to English music. I had to check several times if I could study in this course since there were many many students who wanted to do the same thing but there was always a limited number of seats each semester. However, I managed to do it, finally. (P6)

Before I took this course, I really wanted to study it. Therefore, I reserved a place in the course in advance. (P3)

I really wanted to study in this course because I had wanted to improve my English listening skill before I was able to register for the course.
(P5)

4. Attitudes towards the study of English through Songs course

The objective of the sixth part was to learn about the students' attitudes towards the English through Songs course. Attitude refers to a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related (Gardner, 1985 cited Allport, 1954). The participants were asked to rate their attitudes towards studying in the English through Songs course in four items having five-point rating scales on the questionnaire. The following criteria were used for analyzing the results, which are presented in Table 5.

1 – 1.49	Very negative
1.50 – 2.49	Negative
2.50 – 3.49	Neutral
3.50 – 4.49	Positive
4.50 – 5	Very positive

Table 5 Attitudes towards the study of English through Songs course

Statements	Mean	S.D.
1. I think I have been able to improve my English listening skill from learning English through Songs.	4.48	0.70
2. I feel good learning English through Songs because I can learn English in an interesting way enjoyably and happily by listening to English songs.	4.48	0.80
3. English through Songs makes me like English more.	4.56	0.70

Table 5 (Continued)

Statements	Mean	S.D.
4. I concentrate more on learning English and am more willing to learn English in this course because I feel good learning English through Songs.	4.44	0.80
Average	4.49	0.70

As depicted in Table 5, the participants had ‘positive’ attitudes towards the English through Songs course with the mean score of 4.49 and the S.D. of 0.70. To explain in more detail, it can be seen from the table that the students liked English more because of the English through Songs course (item 3) with the mean score of 4.56 and the S.D. of 0.70. This means most of the students’ attitudes towards the course were ‘very positive’. Moreover, the students’ attitudes in items 1, 2 and 4 were also ‘positive’ with the mean scores of 4.48, 4.48 and 4.44, respectively.

In addition, the results from the previous tables demonstrate that among the four components of motivation comprising goal, effort, desire and attitude, students rated ‘attitude’ the highest.

Apart from the evidence from the questionnaire, the interview protocol revealed that most of the participants demonstrated their readiness and exerted their dynamic responses while studying. The following excerpts were taken from the record of the interviews:

I liked this subject very much because I liked to listen to English music and it was not too difficult for me to study in this course. (P6)

I like to study this course very much since I have fun learning the lessons, and also the way the lecturer teaches is also fun. (P1)

I like this course very much because it was taught by using English songs, and the lecturer taught very well. (P2)

Research Question 2: How Does the Motivation of Kasetsart University Students Influence Their Learning Performances in Learning English through Songs?

In order to determine how motivation influenced students' learning performance, students' levels of motivation was compared with their learning performance. The students' levels of motivation were accessed by using the questionnaire and are presented in terms of the average scores in the previous section. Assessment of the learning performance of the students was carried out through two examinations, a mid-term at the end of week eight and a final examination at the end of week 15. The structure of these examinations was parallel to the activities in class. In addition, students' performances while they were working and doing their assignments both in and outside classes were also accessed. Besides, students were assigned to do a final project about the song that impressed them most, and they gave individual presentations in class. The scores from these measurements were then calculated and grades were assigned. The grades consisted of A, B+, B, C+, C, D+, D and F and were assigned to each of the students on the basis of the following criteria:

100 – 80	= A	79 – 75	= B+
74 – 70	= B	69 – 65	= C+
64 – 60	= C	59 – 55	= D+
54 – 50	= D	49 – 0	= F

The students' grades are presented in the table below:

Table 6 The grade results

Grade	Number of Students	Percent
A	2	7.41
B+	4	14.81
B	6	22.22
C+	5	18.51
C	8	29.63
D+	2	7.41
Total	27	100

The largest proportion of the students in this class, or 29.63%, got 'C' while 14.81% of the students obtained 'B', 18.51% of the students got 'C+', and 22.22% of the students got 'B+'. In addition, 7.41% of the students obtained 'A', and an equal proportion obtained 'D+'.

The following section discusses the relationship between learning performance and motivation.

Table 7 The grade and average components of motivation results

Grade	Number of Students	Goal	Attitude	Effort	Desire
A	2	4.50	4.87	2.82	2.78
B+	4	4.50	4.75	2.75	2.72
B	6	4.19	4.71	2.64	2.35
C+	5	3.63	4.55	2.47	2.26
C	8	3.25	3.97	2.57	2.31
D+	2	4.43	4.86	2.57	2.50

In Table 7 it can be seen that there is a relationship between students' learning performances and their levels of motivation. The first two components of motivation of the students who obtained grades from A to C+ decreased as their grades fell. However, it was a surprise to learn that the students who got D+ stated that they had higher average motivation than the students who got B, C+ and C in terms of 'goal' and 'attitude'.

The other components, which were ‘effort’ and ‘desire,’ of the students in groups who received A to C+ declined dramatically; however, the students who obtained C and D+ said they exerted higher effort than the students who got C+ did, and these two score groups of students also indicated that they had higher ‘desire’ in learning in the English through Songs course.

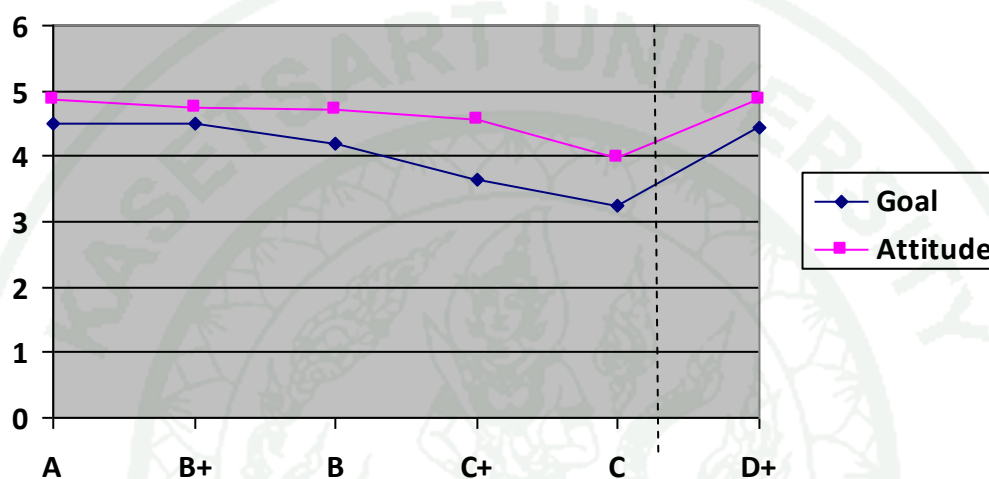


Figure 2 Relationship of the students’ performance and their goal and attitude in learning in the English through Songs course.

It can be seen in Figure 2 that students who obtained A had very high goals and very positive attitudes with mean scores of 4.50 and 4.87, respectively, while those who got B+ had slightly lower scores in those two components. The scores of goals and attitudes continued declining in relation to students’ performance. However, the mean score of attitude and goal of the students who obtained D+ were very high at 4.43 and 4.86.

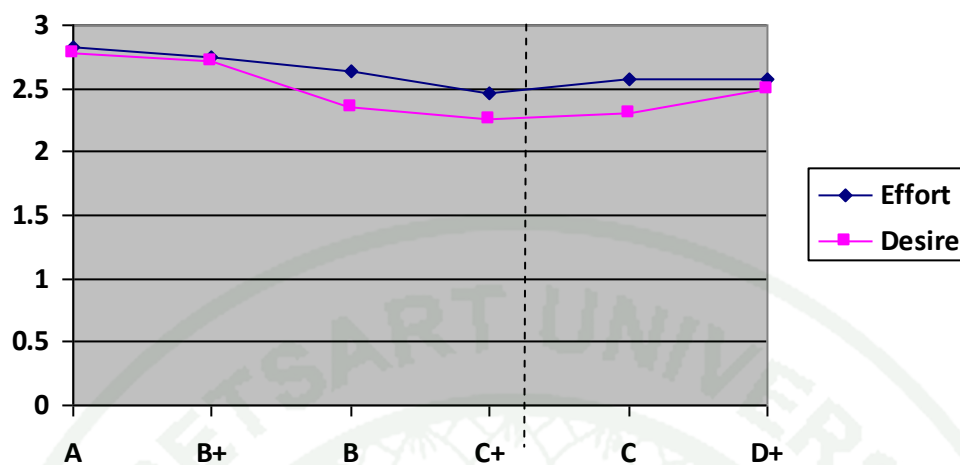


Figure 3 Relationship of the students' performance and their effort and desire in learning in the English through Songs course.

It can be seen in Figure 3 that students who obtained A had high effort and desire with the mean scores of 2.82 and 2.78, respectively, while those who got B+ had slightly lower scores in those two components. The scores of effort and desire continued declining in relation to students' performance. However, the mean score of attitude and goal of the students who obtained C and D+ slightly increased.

In sum, all students possessed high levels of motivation to learn in the English through Songs. In addition, it seems that there is a relationship between the students' learning performance and their levels of motivation in this course. That is, the students who obtained the highest grade have highest motivation. The motivation decreased as the students' grades decreased. This can be seen in the students who obtained grades from A to C+. However, this relationship did not always hold because some groups of students who had lower grades indicated that they had high levels of motivation as can be seen in the groups of students who obtained grades from C to D+.

CHAPTER V

SUMMARY, DISCUSSION, AND RECOMMENDATIONS

This chapter is divided into four main parts, which are a summary, discussions of findings, implications of the findings and recommendations for further research.

Summary

This research was a study to investigate the motivation of Kasetsart University students in learning English and to study the influence of their motivations on their learning performances in a course named English through Songs. The participants of the study were 27 Kasetsart University students who were registered in Section 1 of English through Songs in the second semester of the academic year 2008. Although there were many factors that influenced the students' learning performance, only motivation according to the framework of Gardner (1985) was investigated in this study.

This research used a mixture of both quantitative and qualitative methods. A purposive sampling was used to collect the quantitative data from all of the 27 students who enrolled in the English through Songs course by using a questionnaire designed to reveal the students' motivation. Additionally, a qualitative method was used in data collection and data analysis to shed light on the reasons that underlay students' motivation. An interview protocol was employed to gather in-depth information from seven participants, who constituted 30% of the total number of participants in the quantitative study.

The results from the questionnaire yielded data regarding the four components of motivation, which were goals of the students in studying in the course, the effort they invested in studying, their desire and their attitudes. The students' goals in

learning English in this course were ‘high’. To explain in more detail, as described in Chapter 2, goals are divided into two types--integrative and instrumental orientations. Based on the results the main goals of the students in studying in English through Songs course indicated that they had instrumental orientations. This means that students were concerned primarily with external factors in learning English, such as getting a job or furthering their education rather than internal factors, such as personal interest in the people who speak the language and their culture. The mean score of instrumental orientation was 4.09, which was higher than that of the integrative orientation at 3.75. The students mentioned in the interview that their goals in studying the course were to have better chance for career success in the future, to acquire more knowledge and technology, and to enable themselves to enjoy various forms of entertainment.

In terms of effort, which means the amount of effort the individual expended to achieve the goal, the result revealed that students invested ‘high’ effort in studying in the course. They spent time and effort in doing a variety of tasks in learning English both inside and outside the classroom; for example, they listened to lectures attentively, and they listened to English music both in class and in their free time in order to improve their listening skill.

As for the last two components of motivation, which are desire and attitudes, the results from the questionnaire indicated that the students had ‘moderate’ desire in studying in the course and they had ‘positive’ attitudes towards it. They indicated that English through Songs was very interesting; the mean score of 2.93 is considered ‘high’. These results were confirmed in the interview record.

Apart from the investigation of the students’ motivation in learning in the English through Songs, the present study also aimed at studying the influence of the students’ motivation on their learning performance. To determine how motivation influenced the students’ learning performance, the students’ motivation was accessed by using the questionnaire as explained above. The learning performance of the

students was assessed with two examinations, a mid-term and a final examination; their performance while they were working and doing their assignments both in and outside class; and a final project, for which students gave individual presentations in class about the song they found most impressive. The scores from these measures were then calculated and one of eight letter grades from A to F was then assigned to each of the students.

The results of the study showed that the students who achieved the highest grades had the highest levels of motivation. The levels of motivation decreased as the students' grades decreased. This means that students' levels of motivation are correlated with their learning performance. However, this correlation did not always hold because some groups of students who obtained low scores indicated that they had high levels of motivation. In the interview, the students said that they thought that their motivation influenced their learning performance and agreed that the grade they received was affected by their motivation.

Discussion of Findings

The present study explored the four components of motivation. The goals in studying English of this group of students indicated that they had an instrumental orientation rather than an integrative orientation. Students may have realized that having good English language skills increases their chances of getting a good job after graduation or of furthering their studies. This may be the reason why these students had an instrumental orientation in studying English. The result from the present study in this area is similar to that of König (2006), who did a study of university students in Turkey, where English is a foreign language. The researcher studied the orientation, motivation and attitudes of Turkish university students learning English as a second foreign language. The participants' instrumental orientation was very strong. They learnt this language in order to get a job, to get a better position, to prepare for graduate studies either at home or abroad, or to realize other objectives in life. The

integrative orientation seems to take a secondary place in learning English as a foreign language.

Furthermore, the present study revealed that the participants made a high effort in studying English in this course. As can be seen in the previous section, students rated their effort high among the four factors of motivation. They pointed out that they invested both time and effort in doing not only the tasks required by the teacher but also activities that they did for pleasure. They listened to songs and viewed musical movies in class attentively and they paid attention to the song lyrics. Additionally, they did the same things in their leisure time. Improving one's foreign language ability is not an easy job; it requires countless hours of practice and great effort. Making more effort may consequently help a person make progress in learning the language. The result from the study concerning Kasetsart University students' effort was quite similar to the study by Nuchnoi (2005), which revealed that Rangsit University students made high effort, particularly in writing multiple drafts of English assignments.

With respect to desire, the students indicated moderate levels of desire in studying in the English through Songs course. As explained by Gardner (1985), learners start by having the desire to learn a language. Then, they formulate the goal for studying by incorporating effort and attitude into the desire they already have. However, the results from this study show that the students have 'high' levels of motivation but 'moderate' levels of desire. The questionnaire results may explain this. Students had low levels of desire to compose English songs and join English through Songs clubs. Students indicated that they had very high levels of desire to study in this course, but they may not have the ability to compose songs, because one needs to have a special ability to write songs. They also had low levels of desire to join English through Songs clubs. Joining a club is a time-consuming activity. Most of the students in this study may not have wanted to spend time on this kind of activity.

They reported that using songs as a medium for studying English increased their desire in learning English. This finding is similar to that of König (2006), who used magazines and newspapers as materials for the students to use in studying English and found that this improved students' desire in learning English as a second language. The magazines and newspapers were used to increase students' desire because they were a kind of media and created a pleasant environment which can help students have fun and enjoy learning English. In the present study, another kind of media, songs, had a similar influence on English language learning creating a pleasant environment for study.

The final component was attitudes. The participants indicated positive attitudes in studying English through Songs. This may be because the course made them like English more and they had good feeling about learning the course, were able to improve their English listening skills from learning the course, and had more concentration on English learning due to the good feeling they had in learning in this course. This finding is similar to that of König (2006), who provided magazines and newspapers as materials for the students to use in studying English and found that this improved students' attitudes in learning English as a second language. The magazines and newspapers were used to improve students' attitudes because they were a kind of media and created a pleasant environment in which students had fun and enjoy learning English. Songs had a similar influence on English language learning in the present study as another kind of media which made learning more pleasant.

Among the four components of motivation, attitudes received the highest average score. For this group of students, attitudes played significant roles in learning English from songs. The positive attitudes may have arisen from the students' preferences for listening, singing, and learning a language from songs. They create a pleasant atmosphere in the classroom, and as mentioned by Good and Brophy (1994), learning occurs in a relaxed and supportive atmosphere. From the interviews, the students indicated that they liked the course very much because they liked to listen to English music, it was not too difficult for them to study in this course, and learning

the lessons and the way the lecturer taught by using English songs were also fun. They were not disappointed in studying English through Songs at all.

While studies on motivation have approached the issue from a variety of viewpoints, several studies have focused on revealing relationships between motivation and other factors. One of the most important factors that have been under investigation is learners' performance. It has been found that motivation is a determining factor in ultimate language performance. Many studies have suggested that students with high levels of motivation tend to perform well in learning a language (Gardner and Lambert, 1972; Brown, 1980; Harmer, 1985.) This was also true in this study because it revealed that the participants who obtained the highest grades had the highest levels of motivation and that motivation decreased as the students' grades decreased. The students' levels of motivation seem to influence their learning performance as seen from the results of the study.

However, this conclusion does not always hold because some groups of students who received low scores indicated that they had high levels of motivation. Therefore, motivation is a factor that supports learning performance but it does not correlate with learning performance. As pointed out above, motivation seems to influence learning performance but it is not possible to explain the finding in this case. Spolsky (1998) points out that there are other components which influence students' learning performance, such as capability, previous knowledge, and language learning aptitude. The students who got low grades in this course had also received low grades in their other English courses. Therefore, previous knowledge seems to play a very important role in learning a foreign language as explained by Spolsky. However, in the interviews, the students who obtained low grades reported that the grade they received was higher than the grades they had received in their other English courses. Moreover, the better grades of the students may have been the result of the pleasant environment, which also influences motivation according to Spolsky (1998).

Implications of the Findings

In order to make the English language learning process more motivating, teachers may wish to consider using songs in teaching English. The study indicated that English through Songs had a positive effect on learning performance. The positive results can be attributed to the students' motivation. Therefore, it is suggested that students, teachers and course planners employ songs in their learning and teaching when it is appropriate. Firstly, it is suggested that students who love songs and would like to improve their listening ability take the course 'English through Songs'. Students are able to learn English while they happily listen to the songs. Secondly, English teachers may use songs and theories underlying the English through Songs in their teaching in order to help learners develop their knowledge of grammar and listening ability. In addition, teachers should provide students more opportunities to learn English using songs. Thirdly, course planners can incorporate songs into the curriculum. Moreover, using songs in learning can be adapted to other languages and subjects in order to increase the students' motivation and learning performance.

Recommendations for Further Research

1. The findings of this study provide a guideline for further research on development of other English skills by using other kinds of media which have characteristics similar to songs.
2. Further research can be conducted using other kinds of instruments such as tests or observation in order to investigate more aspects of the topic of this study.
3. Further research can be conducted by studying other factors involved in second language learning such as capability, previous knowledge, and language learning aptitude.

REFERENCES

- Azar, B. 2007. **Grammar-Based Teaching: A Practitioner's Perspective** (Online). <http://tesl-ej.org/ej42/a1.html>, September 23, 2008.
- Borich, G. D. and M. L. Tombari. 2004. **Educational Assessment for the Elementary and Middle School Classroom**. 2nd ed. New Jersey: Pearson Merrill Prentice Hall.
- Brown, H. D. 1980. **Principles of Language Learning and Teaching**. Englewood Cliffs: Prentice-Hall.
- Brown, H. D. 2001. **Teaching by Principles: An Interactive Approach to Language Pedagogy**. 2nd ed. New York: Longman.
- _____. 2001. **Teaching by Principles: An Interactive Approach to Language Pedagogy**. 2nd ed. New York: Longman. cited E. L. Deci. 1975. **Intrinsic Motivation**. New York: Plenum Press.
- _____. 2001. **Teaching by Principles: An Interactive Approach to Language Pedagogy**. 2nd ed. New York: Longman. cited R. C. Gardner and W. E. Lambert. 1972. **Attitudes and Motivation in Second Language Learning**. Rowley: Newbury House.
- Chalermpatarakul, C. and P. Wasanasomsithi. 2006. "An investigation of factors affecting Thai students' development of oral proficiency." **Working Papers in English as an International Language** 2: 101-119.
- Chomsky, N. 1965. **Aspects of the Theory of Syntax**. Cambridge: The M.I.T. Press.

Ellis, R. 1995. **Understanding Second Language Acquisition**. Oxford: Oxford University Press.

Gardner, R. C. 1985. **Social Psychology and Second Language Learning: The Role of Attitudes and Motivation**. London: Edward Arnold.

_____. 1985. **Social Psychology and Second Language Learning: The Role of Attitudes and Motivation**. London: Edward Arnold. cited G. W. Allport. 1954. "The historical background of modern social psychology." In G. Lindzey. (ed.). **Handbook of Social Psychology**. Cambridge: Addison- Wesley.

_____. 1985. **Social Psychology and Second Language Learning: The Role of Attitudes and Motivation**. London: Edward Arnold. cited H. B. Dunkel. 1948. **Second Language Learning**. Boston: Ginn.

_____. 1985. **Social Psychology and Second Language Learning: The Role of Attitudes and Motivation**. London: Edward Arnold. cited R. C. Gardner, and W. E. Lambert. 1959. "Motivational variables in second language acquisition." **Canadian Journal of Psychology**. 13: 266-272.

_____. 1985. **Social Psychology and Second Language Learning: The Role of Attitudes and Motivation**. London: Edward Arnold. cited W. E. Lambert. 1974. "Culture and language as factors in learning and education." In F. E. Abound and R. D. Meade. (eds.), **Cultural Factors in Learning and Education**. Washington: Fifth Western Washington Symposium on Learning.

Gardner, R. C. and W.E. Lambert. 1972. **Attitudes and Motivation in Second Language Learning**. Massachusetts: Newbury House.

- Gay, L.R. 1996. **Educational research: Competencies for analysis and application.** New Jersey: Merrill.
- Good, T. L. and J. E. Brophy. 1994. **Looking in Classrooms.** 6th ed. New York: HarperCollins.
- Gronlund, N. E. 1985. **Measurement and Evaluation Teaching.** 6th ed. New York: Macmillian.
- Harmer, J. 1985. **The Practice of English Language Teaching.** London: Longman.
- Johnson, K. R. 2006. **Evaluation of Montana's Block Management Program** (Online). <http://scholarworks.montana.edu/xmlui/bitstream/handle/1/1574/JohnsonK0506.pdf?sequence=1>, November 4, 2013.
- König, M. 2006. **Orientation, Motivation and Attitudes of Turkish University Students Learning a Second Foreign Language** (Online). <http://zif.spz.tu-darmstadt.de/jg-11-1/beitrag/Koenig6.htm>, February 5, 2013.
- Leedy, P. D. 2001. **Practical Research: Planning and Design.** 7th ed. New Jersey: Merrill.
- Liu, M. 1999. **Chinese Students' Motivation to Learn English at the Tertiary Level** (Online). http://www.asian-efl-journal.com/March_07_ml.php, August 5, 2008.

- Liuolienė, A. and R. Metiūnienė. 2006. **Second Language Learning Motivation: The Role of Attitudes and Motivation** (Online). http://www.coactivity.vgtu.lt/upload/filosof_zurn/a_liuoliene_metiuniene_filologija_nr2.pdf, November 5, 2008. cited R. C. Gardner. 1985. **Social Psychology and Second Language Learning: The Role of Attitudes and Motivation**. London: Edward Arnold.
- Lukmani, Y. M. 1972. "Motivation to learn and learning proficiency." **Language Learning** 22: 449-474.
- Nakwanit, W. 1983. **The Use of Audio-Visual Aids in the English Class and Its Effect on the Attitude Toward Learning English of Matayom Suksa III Government School Students in Educational Zone V of Metropolitan Bangkok**. Master of Education Thesis in English Language Teaching, Kasetsart University.
- National Institute of Educational Testing Service. 2007. **Basic Statistics of O-NET Scores** (Online). http://www.niets.or.th/pdf/Min_Max2550.pdf, September 24, 2008.
- Nuchnoi, R. 1999. **A Survey of the Motivation of Rangsit University English Major Students towards Learning English** (Online). <http://www.rsu.ac.th/libarts/new/humanity/paper/5/4.pdf>, February 13, 2013.
- Sararat, N. 1981. **A Comparison of Attitudes and Motivation toward the English Language Study between M.S. 5 Science Program and Language-Arts Program Students of Government Schools in the Academic Area 9**. Master of Education Thesis in English Language Teaching, Kasetsart University.

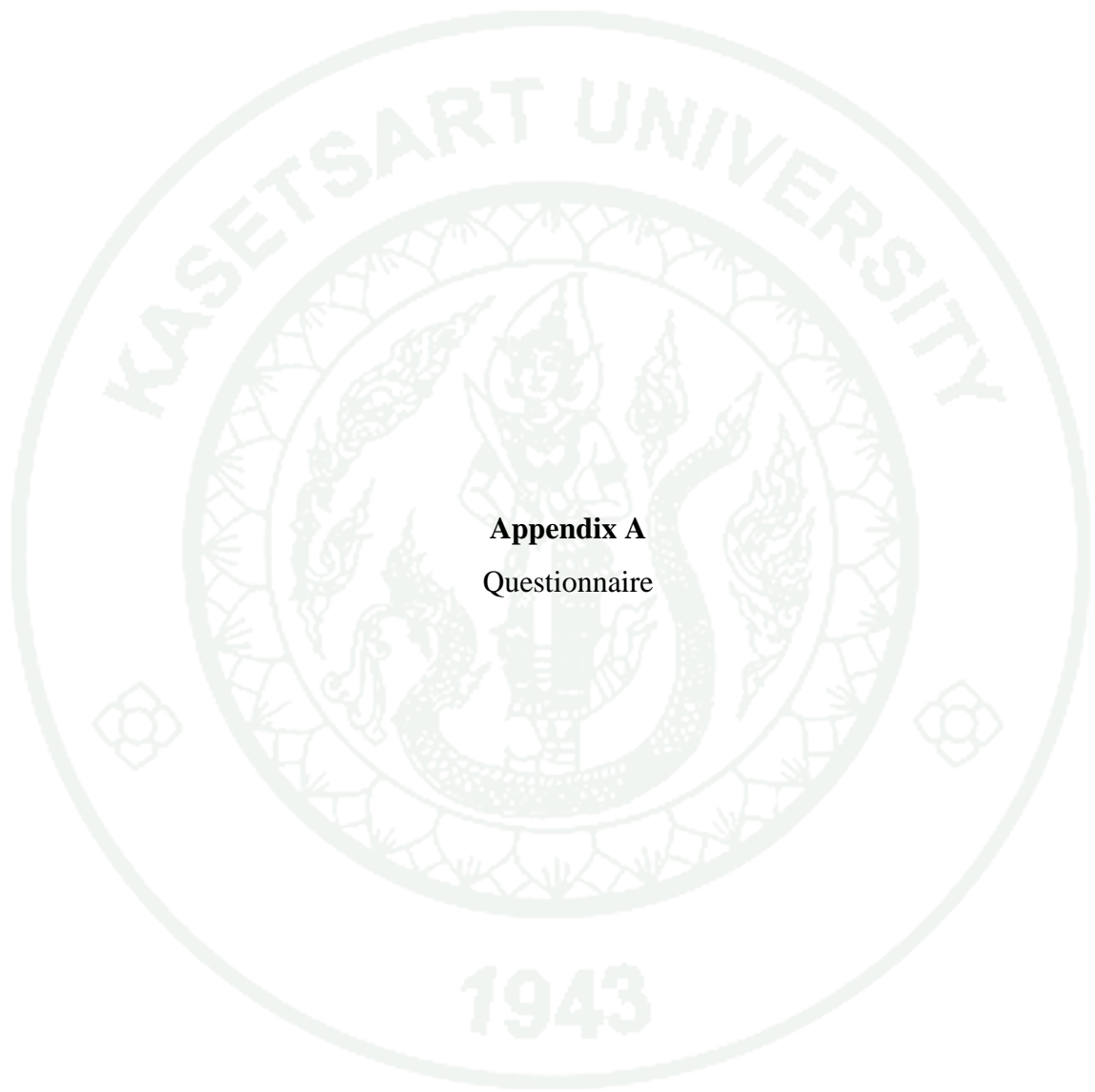
- Skehan, P. 1998. "Tasked-based instruction." In W. Grabe. (ed.). **Annual Review of Applied Linguistics**. New York: Cambridge University Press, 268-286.
- Sommath, S. 2001. **The Effects of the Patterns of Negotiation of Meaning Strategies on the English Language Used in Communicative Information Gap Tasks by Thai Lower Secondary School Students** (Online). http://203.158.6.22:8080/sutir/bitstream/123456789/299/1/Suwiwat_fulltext.pdf, July 12, 2008.
- Spolsky, B. 1998. **Conditions for Second Language Learning** (Online). http://www.oup.com/elt/catalogue/guidance_articles/LoC_Conditions_Second_Lang_Learn?cc=gb, October 2, 2008.
- _____. 1998. **Conditions for Second Language Learning** (Online). http://www.oup.com/elt/catalogue/guidance_articles/LoC_Conditions_Second_Lang_Learn?cc=gb, October 2, 2008. cited R. C. Gardner. 1985. **Social Psychological and Second Language Learning: the Role of Attitudes and Motivation**. London: Edward Arnold.
- _____. 1998. **Conditions for Second Language Learning** (Online). http://www.oup.com/elt/catalogue/guidance_articles/LoC_Conditions_Second_Lang_Learn?cc=gb, October 2, 2008. cited A. Z. Guiora. 1983. "The dialectic of language acquisition." **Language Learning** 33 (5): 3-12.
- Ward, A. W. and M. Murray-Ward. 1999. **Assessment in the Classroom**. Belmont: Wadsworth.
- Willis, J. 1996. **A Framework for Task-Based Learning**. Essex: Longman.
- Wiriyakarun, P. 2001. **Students' Reactions to Task-based Learning** (Online). <http://arts.kmutt.ac.th/sola/rEFL/rEFLections%202001.pdf>, July 12, 2008.

Wittenborn, J. R., R. P. Larsen, and R. L. Mogil. 1945. "Empirical evaluation of study habits for college courses in French and Spanish." **Journal of Educational Psychology** 36: 449-474.





APPENDICES



Appendix A
Questionnaire

Questionnaire

A questionnaire of the motivations of Kasetsart University's students in English through Songs course.

The objective of this questionnaire is to explore Kasetsart University students' motivations towards the English through Songs course. Your answer will be kept confidentially and they will have nothing to do with your grade of this course.

Part 1 General Background Information

Instructions: Please fill in the blanks provided and / or mark ✓ in the boxes provided.

1. First Name _____ Surname _____

2. Gender Male Female 3. Age _____

4. Faculty _____ 5. Major _____

6. Year _____

7. For further information, please provide your mobile phone number _____ and home phone number _____

Part 2 Goals towards English through Songs course

Instructions: Put X on the number by using the scale below.

5 = Very important 4 = Important 3 = Quite important 2 = Not so important

1=Unimportant

8. How would you rate your own purposes of learning English in the following situations?

a.	to communicate with people who speak English.	5	4	3	2	1
b.	to enhance the chances to get to know people who speak English.	5	4	3	2	1
c.	to better understand the way of life of people of English-speaking nations.	5	4	3	2	1
d.	to be able to express myself in English to foreign friends.	5	4	3	2	1
e.	to have a better opportunity for my future career.	5	4	3	2	1
f.	to be able to gain more knowledge and technology.	5	4	3	2	1
g.	to be able to understand English speaking films, videos, TV or radio.	5	4	3	2	1

Part 3 Effort towards English through Songs course

Instructions: Put X on the best choice which is the most suitable for you

9. When I have a problem understanding something we are learning in English through Songs class, I:
- immediately ask the teacher for help.
 - only seek help just before the exam.
 - just forget about it

10. When I have to do homework or prepare for presentation of English through Songs, I :

- a) work very carefully, making sure I understand everything.
- b) put some effort into it, but not as much as I could.
- c) just skim over it.

11. Considering how I study English through Songs, I can honestly say that I:

- a) really try to learn English through Songs.
- b) do just enough work to get along.
- c) will pass on the basis of luck or intelligence because I do very little work.

12. If my teacher wanted someone to do an extra English through Songs assignment, I would:

- a) definitely volunteer.
- b) only do it if the teacher asked me directly.
- c) definitely not volunteer.

13. After I get my English through Songs assignment or the feedback of my presentation, I:

- a) always rewrite them or correct my mistakes.

- b) look them over, but do not correct mistakes.
- c) just throw them in my desk and forget them.

14. When I am in English through Songs class, I:

- a) volunteer to answer as much as possible .
- b) answer only the easier questions.
- c) never say anything .

15. How often do you watch an English music television or listen to an English music radio:

- a) try to watch or listen to it often.
- b) turn it on sometimes.
- c) never watch or listen to it.

16. When I hear an English song on the radio, I:

- a) listen carefully and try to understand all the words.
- b) listen to the music and pay attention only to the easy words.
- c) change the station.

Part 4 Desire towards English through Songs course

Instructions: Put X on the best choice which is the most suitable for you

17. If I had opportunity to translate English songs outside the class, I would:

- a) often translate them.
- b) sometimes translate them.
- c) never translate them.

18. If there were an English through Songs club in my university, I would:

- a) be most interested in joining.
- b) attend meetings once in a while.
- c) definitely not join.

19. If there was an English through Songs II course, I:

- a) would definitely take it.
- b) do not know whether I would take it or not.
- c) would not take it.

20. I find studying English through Songs:

- a) very interesting.

b) no more interesting than most subjects.

c) not interesting at all.

21. How often do you watch an English music television program or listen to English music:

a) as often as possible.

b) sometimes.

c) never.

22. If I had the opportunity to see an English musical play, I would:

a) definitely go.

b) go only if I had nothing else to do.

c) not go.

23. If there were English-speaking families in my neighborhood, I would:

a) speak English with them as much as possible.

b) speak English with them sometimes.

c) never speak English with them.

24. If I had the opportunity and knew enough English, I would:

- a) compose English songs as often as I could.
- b) compose English songs not very often.
- c) not compose English songs.

Part 5 Attitudes towards English through Songs course

Instructions: Put X on the number by using the scale below.

5 = Strongly agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly disagree

26.	I think students should be able to listen to English easier by developing listening skills from learning English through Songs.	5	4	3	2	1
27.	I feel good to learn English through Songs because I can learn English knowledge with fun, interest and happiness by listening to English songs.	5	4	3	2	1
28.	English through Songs makes me like English more.	5	4	3	2	1
29.	I have more concentration on English learning and more willingness to learn English in this course because I feel good to learn English through Songs.	5	4	3	2	1

แบบสอบถาม (ฉบับภาษาไทย)

แบบสอบถามแรงจูงใจของนิสิตมหาวิทยาลัยเกษตรศาสตร์ในวิชาภาษาอังกฤษจากเพลง

วัตถุประสงค์ของแบบสอบถามคือเพื่อสำรวจแรงจูงใจของนิสิตมหาวิทยาลัยเกษตรศาสตร์ต่อวิชาภาษาอังกฤษจากเพลง คำตอบของท่านจะถูกเก็บเป็นความลับ และคำตอบของท่านจะไม่มีผลใดๆ ทั้งสิ้นกับคะแนนของวิชานี้

ส่วนที่ 1 ข้อมูลภูมิหลังทั่วไป

คำชี้แจง โปรดกรอกข้อความลงในช่องว่างและ/หรือทำเครื่องหมาย ✓ ในช่องที่กำหนด

1. ชื่อ _____ นามสกุล _____
2. เพศ ชาย หญิง 3. อายุ _____
4. คณะ _____ 5. สาขา
วิชาเอก _____
6. ชั้นปีที่ _____
7. เพื่อจุดประสงค์ในการสอบถามข้อมูลเพิ่มเติม กรุณากรอกหมายเลขโทรศัพท์มือถือของท่าน _____ และหมายเลขโทรศัพท์ที่บ้านของท่าน _____

ส่วนที่ 2 เป้าหมายต่อวิชาภาษาอังกฤษจากเพลง

คำชี้แจง: ทำเครื่องหมาย X ทับหมายเลขแต่ละข้อโดยใช้เกณฑ์ข้างล่างนี้

5 = สำคัญมาก 4 = สำคัญ 3 = ค่อนข้างสำคัญ 2 = ไม่สำคัญมาก 1 = ไม่สำคัญ

8. ท่านจะประเมินค่าจุดประสงค์ในการเรียนรู้ภาษาอังกฤษของท่านในสถานการณ์ดังต่อไปนี้
อย่างไร

ก.	เพื่อสื่อสารกับคนพูดภาษาอังกฤษ	5	4	3	2	1
ข.	เพื่อเพิ่มโอกาสในการรู้จักคนพูดภาษาอังกฤษ	5	4	3	2	1
ค.	เพื่อเข้าใจวิถีชีวิตของคนของชาติที่ซึ่งพูดภาษาอังกฤษได้ดียิ่งขึ้น	5	4	3	2	1
ง.	เพื่อสามารถที่จะแสดงความรู้สึกของตัวเองเป็นภาษาอังกฤษต่อเพื่อนต่างชาติ	5	4	3	2	1
จ.	เพื่อมีโอกาสที่ดีขึ้น สำหรับอาชีพในอนาคตของข้าพเจ้า	5	4	3	2	1
ฉ.	เพื่อสามารถที่จะรับความรู้และเทคโนโลยีมากขึ้น	5	4	3	2	1
ช.	เพื่อสามารถเข้าใจภาพยนตร์, วิทยุทัศน์, โทรทัศน์ หรือ วิทยุที่ซึ่งพูดภาษาอังกฤษได้	5	4	3	2	1

ส่วนที่ 3 ความพยายามต่อวิชาภาษาอังกฤษจากเพลง

คำชี้แจง: ทำเครื่องหมาย X ทับตัวเลือกที่ดีที่สุดที่ซึ่งเหมาะสมกับท่าน

9. เมื่อข้าพเจ้ามีปัญหาในการเข้าใจบางอย่างที่พวกเรากำลังเรียนรู้อยู่ในวิชาภาษาอังกฤษจากเพลง ข้าพเจ้า.....
 - a. ถามอาจารย์ทันทีเพื่อให้อภัยเหลือ
 - b. เพียงขอความช่วยเหลือแค่ก่อนเวลาสอบ
 - c. แคล้มเกี่ยวกับปัญหานั้น

10. เมื่อข้าพเจ้าต้องทำการบ้านหรือเตรียมตัวสำหรับการนำเสนอของวิชาภาษาอังกฤษจากเพลง ข้าพเจ้า.....
 - a. ทำงานอย่างระมัดระวัง แน่ใจว่าเข้าใจทุกอย่าง

- b. ใช้ความพยายามกับมันแต่ไม่มากเท่าที่ข้าพเจ้าสามารถทำได้
- c. แค่อ่านมันผ่านๆ
11. พิจารณาว่าข้าพเจ้าเรียนวิชาภาษาอังกฤษจากเพลงอย่างไร ข้าพเจ้าสามารถพูดอย่างชัดศัพท์ว่าข้าพเจ้า.....
- a. พยายามจริงๆที่จะเรียนรู้วิชาภาษาอังกฤษจากเพลง
- b. ทำแค่ทำงานเพียงพอเพื่อให้ผ่าน
- c. จะผ่านบนพื้นฐานของโชคและความฉลาดเพราะข้าพเจ้าทำงานเพียงเล็กน้อย
12. ถ้าอาจารย์ของข้าพเจ้าต้องการให้ใครบางคนทำการบ้านวิชาภาษาอังกฤษจากเพลงเป็นพิเศษ ข้าพเจ้าจะ.....
- a. สม่ครใจทำอย่างแน่นอน
- b. เพียงทำมันถ้าอาจารย์ขอร้องข้าพเจ้าโดยตรง
- c. ไม่สม่ครใจทำอย่างแน่นอน
13. หลังจากข้าพเจ้าได้รับการบ้านหรือผลตอบรับของการนำเสนอวิชาภาษาอังกฤษจากเพลงของข้าพเจ้ากลับมา ข้าพเจ้า.....
- a. เขียนมันใหม่หรือแก้ไขข้อผิดพลาดของข้าพเจ้าเสมอ
- b. คูมันแต่ไม่แก้ไขข้อผิดพลาด
- c. แคโยนมันลงในโตะของข้าพเจ้าและลืมมัน
14. เมื่อข้าพเจ้าอยู่ในชั้นเรียนวิชาภาษาอังกฤษจากเพลง ข้าพเจ้า.....

- a. สนใจตอบคำถามมากเท่าที่จะเป็นไปได้
- b. ตอบแค่คำถามที่ง่ายกว่า
- c. ไม่เคยพูดอะไรทั้งสิ้น

15. บ่อยแค่ไหนที่ท่านดูโทรทัศน์เพลงภาษาอังกฤษหรือฟังวิทยุเพลงภาษาอังกฤษ

- a. พยายามดูหรือฟังบ่อยๆ
- b. เปิดแค่บางครั้ง
- c. ไม่เคยดูหรือฟังมัน

16. เมื่อข้าพเจ้าได้ยินเพลงภาษาอังกฤษบนวิทยุ ข้าพเจ้า.....

- a. ฟังอย่างระมัดระวังและพยายามเข้าใจทุกคำ
- b. ฟังเพลงและตั้งใจฟังแค่คำง่ายๆ
- c. เปลี่ยนสถานี

ส่วนที่ 4 ความต้องการต่อวิชาภาษาอังกฤษจากเพลง

คำชี้แจง: ทำเครื่องหมาย X ทับตัวเลือกที่ดีที่สุดซึ่งเหมาะสมกับท่าน

17. ถ้าข้าพเจ้ามีโอกาสที่จะแปลเพลงภาษาอังกฤษ ข้าพเจ้าจะ.....

- a. แปลมันบ่อยๆ
- b. แปลมันบางครั้ง

c. ไม่แปลมัน

18. ถ้ามีชมรมภาษาอังกฤษจากเพลงในมหาวิทยาลัยของข้าพเจ้า ข้าพเจ้าจะ.....

a. สนใจเป็นที่สุดที่จะเข้าร่วม

b. เข้าร่วมประชมุนานๆครั้ง

c. ไม่เข้าร่วมแน่นอน

19. ถ้ามีวิชาภาษาอังกฤษจากเพลง 2 ข้าพเจ้า.....

a. จะลงเรียนมันแน่นอน

b. ไม่รู้ว่าจะลงเรียนหรือไม่

c. จะไม่ลงเรียนมันแน่นอน

20. ข้าพเจ้าพบว่าการศึกษาวิชาภาษาอังกฤษจากเพลง

a. น่าสนใจมาก

b. ไม่น่าสนใจกว่าวิชาส่วนใหญ่

c. ไม่น่าสนใจเลย

21. บ่อยแค่ไหนที่ท่านดูรายการโทรทัศน์เพลงภาษาอังกฤษหรือฟังเพลงภาษาอังกฤษ

a. บ่อยเท่าที่จะเป็นไปได้

b. บางครั้ง

c. ไม่เคย

22. ถ้าข้าพเจ้ามีโอกาสดูละครเพลงภาษาอังกฤษ ข้าพเจ้าจะ.....

a. ไปแน่นอน

b. ไป ถ้าไม่มีอะไรจะทำ

c. ไม่ไป

23. ถ้ามีครอบครัวที่พูดภาษาอังกฤษในบริเวณใกล้เคียงของข้าพเจ้า ข้าพเจ้าจะ.....

a. พูดภาษาอังกฤษกับพวกเขาบ่อยเท่าที่จะเป็นไปได้

b. พูดภาษาอังกฤษกับพวกเขาบางครั้ง

c. ไม่พูดภาษาอังกฤษกับพวกเขา

24. ถ้าข้าพเจ้ามีโอกาสดูรู้ภาษาอังกฤษเพียงพอ ข้าพเจ้าจะ.....

a. แต่งเพลงภาษาอังกฤษบ่อยๆเท่าที่ข้าพเจ้าจะทำได้

b. แต่งเพลงภาษาอังกฤษไม่บ่อยมาก

c. ไม่แต่งเพลงภาษาอังกฤษ

ส่วนที่ 5 ทักษะคิดต่อวิชาภาษาอังกฤษจากเพลง

คำชี้แจง: ทำเครื่องหมาย X ทับหมายเลขแต่ละข้อโดยใช้เกณฑ์ข้างล่างนี้

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

26.	ข้าพเจ้าคิดว่านิสิตควรจะสามารถฟังภาษาอังกฤษได้ง่ายขึ้น โดยการพัฒนาทักษะการฟังจากการเรียนวิชาภาษาอังกฤษ จากเพลง	5	4	3	2	1
27.	ข้าพเจ้ารู้สึกดีที่ได้เรียนวิชาภาษาอังกฤษจากเพลงเพราะ ข้าพเจ้าสามารถเรียนความรู้ภาษาอังกฤษด้วยความสนุก, ความสนใจ และความสุขโดยการฟังเพลงภาษาอังกฤษ	5	4	3	2	1
28.	วิชาภาษาอังกฤษจากเพลงทำให้ข้าพเจ้าชอบวิชา ภาษาอังกฤษมากขึ้น	5	4	3	2	1
29.	ข้าพเจ้ามีความตั้งใจในการเรียนภาษาอังกฤษและ มีความเต็มใจที่จะเรียนภาษาอังกฤษในวิชานี้มากขึ้นเพราะ ข้าพเจ้ารู้สึกดีที่ได้เรียนวิชาภาษาอังกฤษจากเพลง	5	4	3	2	1



Appendix B
Interview

ชื่อ _____ นามสกุล _____

1. ปกติเรียนวิชาภาษาอังกฤษทุกๆไป(เช่น ภาษาอังกฤษ 1,2,3,4) เก่งไหมและวิชาภาษาอังกฤษแต่ละตัวได้เกรดอะไรครับ
2. การเรียนวิชาภาษาอังกฤษทุกๆไป เรียนเพราะอะไรและเพื่ออะไรครับ
3. สนใจวิชาภาษาอังกฤษ 4 อะไรบ้างครับ
4. เหตุใดจึงเรียนวิชา English through Songs ครับ
5. มีเหตุผลอื่นๆ ไหมครับ
6. เหตุผลแต่ละเหตุผลมีประโยชน์อะไรกับน้องครับ
7. มีการเตรียมตัวเพื่อการสอบวิชา English through Songs ไหมครับ
8. ถ้าเตรียม เตรียมอย่างไร
9. ถ้าเตรียม เตรียมในระดับใด เพราะอะไร
10. ถ้าเตรียม เตรียมด้วยตัวเองไหม เพราะอะไรถึงเตรียมด้วยตัวเอง และถ้าไม่ได้เตรียมด้วยตัวเอง เพราะอะไรถึงไม่เตรียมด้วยตัวเอง
11. ถ้าไม่เตรียม เพราะอะไรถึงไม่เตรียม
12. มีการเตรียมตัวทำการนำเสนองานหน้าชั้นมากนักน้อยเพียงไรครับ
13. เตรียมตัวอย่างไรและเพราะอะไรถึงเตรียมตัวในอย่างนั้น

14. ถ้าเตรียม เตรียมด้วยตัวเองใหม่ เพราะอะไรถึงเตรียมด้วยตัวเอง และถ้าไม่ได้เตรียมด้วยตัวเอง เพราะอะไรถึงไม่เตรียมด้วยตัวเอง
15. อยากให้มีการนำเสนองานหน้าชั้นครั้งที่ 3 หรือไม่ครับ ถ้าอยากหรือไม่อยาก เพราะอะไรครับ
16. มีการเตรียมตัวก่อนการเรียนไหมครับ
17. ถ้าเตรียม เตรียมอะไรและอย่างไร
18. ถ้าเตรียม เตรียมในระดับใด เพราะอะไร
19. ถ้าเตรียม เตรียมด้วยตัวเองใหม่ เพราะอะไรถึงเตรียมด้วยตัวเอง และถ้าไม่ได้เตรียมด้วยตัวเอง เพราะอะไรถึงไม่เตรียมด้วยตัวเอง
20. ถ้าไม่เตรียม เพราะอะไรถึงไม่เตรียม
21. ทราบมาก่อนหรือไม่ว่าวิธีการเรียนการสอนในห้องเรียนเป็นอย่างไร, ถ้าทราบมาก่อนวิธีการเรียนการสอนในห้องเรียนเป็นอย่างไร และเวลาเรียนจริงๆเป็นอย่างไรที่คิดหรือไม่, ผิดหวังหรือตรงกับที่อยากได้วิธีการเรียนการสอนอย่างนั้นจริงๆ, ถ้าไม่ทราบมาก่อน วิธีการเรียนการสอนในห้องเรียนจริงๆเป็นอย่างไร
22. ชอบวิธีการเรียนการสอนของวิชานี้หรือไม่ เพราะอะไรถึงชอบหรือไม่ชอบ และถ้าไม่ชอบ อยากรู้ที่ชอบ
23. วิชานี้ น่าจะมีการปรับปรุงเพิ่มเติมใหม่ เพื่อที่จะได้วิธีการเรียนการสอนที่อยากได้จริง ถ้าน่าจะมีหรือไม่น่าจะมี เพราะอะไรและอย่างไร
24. ชอบฟังเพลงภาษาอังกฤษไหมครับ และเพราะอะไรครับ
25. ชอบการเปิดเพลงภาษาอังกฤษให้ฟังในห้องไหมครับ และเพราะอะไรครับ

26. ถ้าเป็นเพลงที่มีภาพหรือเป็นเพลงในภาพยนตร์หรือการ์ตูนที่มีภาพประกอบ จะชอบไหม
อย่างไรและเพราะอะไร และทำให้เข้าใจเนื้อหาเพลงมากขึ้นไหม อย่างไรและเพราะอะไร
27. ตั้งใจเรียนในการเรียนวิชา English through Songs หรือไม่ อย่างไรให้ยกตัวอย่างการตั้งใจเรียน
และทำไมถึงตั้งใจเรียนหรือไม่ตั้งใจเรียน
28. มีปฏิสัมพันธ์ในห้องเรียนหรือไม่ มีหรือไม่อย่างไร เพราะอะไรถึงมีหรือไม่มี ถ้ามีปฏิสัมพันธ์
เป็นในรูปแบบใด
29. มีการจดบันทึกหรือไม่ ถ้ามีมีอย่างไร จดอะไรบ้าง ถ้าไม่มี ไม่มีอย่างไร เพราะอะไรถึงมีหรือไม่
มี
30. มีสมาธิในการเรียนทุกครั้งหรือไม่ อย่างไร และเพราะอะไร
31. นำ Dictionary มาใช้ในห้องเรียนไหม เพราะอะไรถึงนำมาหรือไม่นำมา เป็น Talking
Dictionary (ถ้าเป็นลักษณะนี้มีการออกเสียงตามไหม)หรือ Dictionary Book เป็น อังกฤษ-อังกฤษ
(ถ้าเป็นประเภทนี้เข้าใจไหม ถ้าไม่เข้าใจ ทำอย่างไร), อังกฤษ-ไทย หรือ ไทย-อังกฤษ ทำไม่และ
อย่างไร ถ้านำมาอาจารย์สั่งให้นำมาหรือนำมาเอง และถ้านำมาเอง เพราะอะไรถึงนำมาเอง
32. ขาดเรียนบ้างหรือไม่ เพราะอะไร ถึงขาดหรือไม่ขาด จำเป็นไหม
33. มาสายบ้างไหม เพราะอะไรถึงสายหรือไม่สาย จำเป็นไหม
34. มีการบ้านหรือแบบฝึกหัดไหม ถ้ามี ทำและส่งทุกครั้งไหม อย่างไรและเพราะอะไร ส่งตรงเวลา
ไหม ตรงหรือไม่ตรงอย่างไรและเพราะอะไร ถ้าไม่ตรง ก่อนหรือหลังเวลา อย่างไรและเพราะอะไร
ทำด้วยตัวเองทุกครั้งไหม อย่างไรและเพราะอะไร

35. สมุดจด (Notebook) ทำและส่งใหม่ อย่างไรและเพราะอะไร ส่งตรงเวลาไหม ตรงหรือไม่ตรง อย่างไรและเพราะอะไร ถ้าไม่ตรง ก่อนหรือหลังเวลา อย่างไรและเพราะอะไร ทำด้วยตัวเองทุกครั้งไหม อย่างไรและเพราะอะไร
36. มีการศึกษา, ฟังเพลง หรือดูภาพยนตร์ที่เกี่ยวกับเพลง ที่นอกเหนือจากการเรียนบ้างหรือไม่ อย่างไรและเพราะอะไร มีการฟังเพลงและแปลใหม่ อย่างไรและเพราะอะไร มีการฟังเพลง แล้วเขียนเนื้อเพลงจากเพลงใหม่ ศึกษาความหมายของคำใหม่ เปิด Dictionary ใหม่ ถามความหมายจากผู้อื่นหรือไม่ อย่างไรและเพราะอะไร
37. ก่อนเรียนวิชานี้ อยากเรียนวิชานี้ใหม่ ในระดับใด อย่างไรและเพราะอะไร ถ้าไม่อยากเรียนแล้ว มาเรียนวิชานี้ทำไม
38. วิชานี้ น่าสนใจกว่าวิชาภาษาอังกฤษอื่นใหม่ ในระดับใด อย่างไรและเพราะอะไร
39. ชอบวิชานี้ใหม่ ในระดับใด อย่างไรและเพราะอะไร
40. วิชานี้ทำให้ชอบวิชาภาษาอังกฤษมากขึ้นใหม่ ในระดับใด อย่างไรและเพราะอะไร
41. มีอะไรที่ตั้งใจทำในวิชานี้แต่ไม่ได้ทำ และทำไมถึงไม่ได้ทำครับ
42. ตั้งเป้าหมายหรือไม่ว่าจะได้เกรดอะไร, ถ้าตั้งเป้าหมายไว้ ตั้งว่าจะได้เกรดอะไร, ทำไม่ถึงคิดว่า จะได้เกรดนั้น, แล้วจริงๆ ได้เกรดอะไร, ได้เกรดตามที่ตั้งไว้หรือไม่, เพราะอะไรถึงเป็นเช่นนั้น, ได้เกินเกณฑ์ ตามเกณฑ์ หรือ ต่ำกว่าเกณฑ์, พยายามเต็มความสามารถหรือยัง อย่างไร ถ้ายัง ยังไม่ได้ ทักษะใดบ้าง ปรับปรุงอะไรได้บ้าง, ทำอะไรบ้างที่จะบรรลุเป้าหมาย, ถ้าไม่ได้ตามเป้าหมายมีปัญหา อะไรทำให้ไม่ได้ตามเป้าหมาย
43. คิดว่าแรงจูงใจที่จะเรียนวิชานี้มีผลต่อเกรดใหม่ อย่างไรและเพราะอะไร



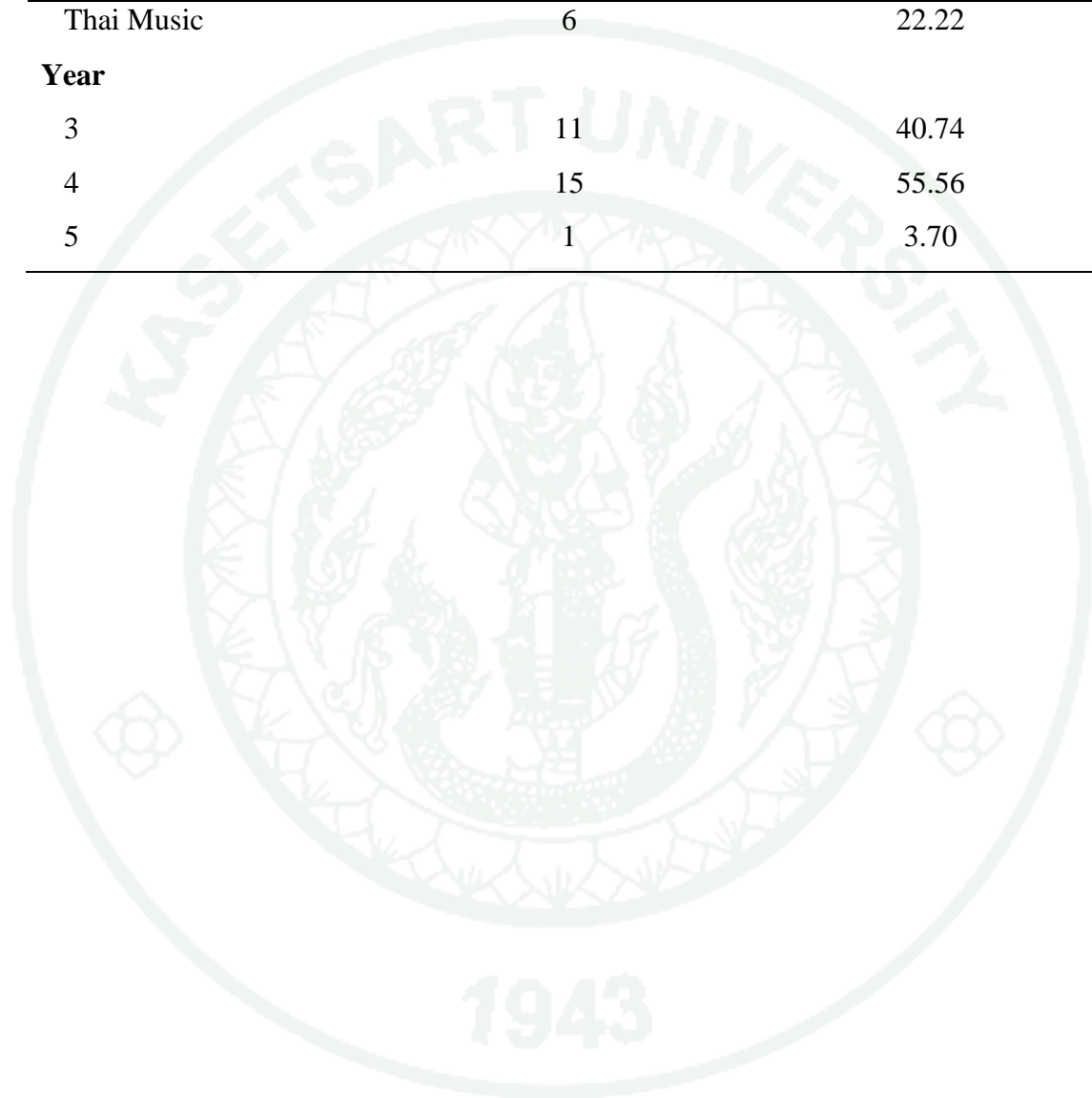
Appendix C
General Background Information

Appendix Table 1 General background information

Demographic Characteristics	Frequency	Percentage
Gender		
Male	12	44.44
Female	15	55.56
Age		
20	5	18.52
21	6	22.22
22	10	37.04
23	5	18.52
24	1	3.70
Faculty		
Humanities	13	48.15
Social Sciences	14	51.85
Major		
English Literature	3	11.11
Geography	5	18.52
History	9	33.33
Hotel	2	7.41
Thai	2	7.41

Appendix Table 1 (Continued)

Demographic Characteristics	Frequency	Percentage
Thai Music	6	22.22
Year		
3	11	40.74
4	15	55.56
5	1	3.70



BIOGRAPHICAL DATA

NAME: Mr. Naratip Rusme
DATE OF BIRTH: November 29, 1981
PLACE OF BIRTH: Bangkok
GRADUATION: B.A. (History) with First Class Honors,
Kasetsart University since 2005

