The Use of Integrative Motivation in EFL Reading Skills:
A Case Study of Tertiary-level Thai University Students

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บทคัดย่อ

นักศึกษาไทยในระดับอุดมศึกษาจำเป็นต้องเรียนและสื่อสารภาษาอังกฤษให้ได้อย่างมีประสิทธิภาพเพื่อให้สามารถ
เข้าถึงแหล่งความรู้และเพื่อที่จะได้ตอบสนองต่อศาสตร์วิชาต่างๆ ที่มีมาตรฐานระดับโลกที่สูงขึ้น ในประเทศไทยมีการใช้และ
การสอนภาษาอังกฤษเป็นภาษาต่างประเทศและผู้เรียนจำเป็นที่จะต้องพัฒนาทักษะในทุกด้าน โดยเฉพาะทักษะด้านการอ่านเพื่อ
ให้สามารถเข้าใจสื่อการสอนที่หลากหลายและรวบรวมข้อมูลต่างๆ สำหรับการศึกษาและวิชาชีพ แรงจูงใจเป็นปัจจัยที่สำคัญใน
การเรียนภาษาต่างประเทศ และแรงจูงใจของนักอ่านนับเป็นปัจจัยที่สำคัญในการกำหนดคุณภาพและความสำเร็จในการอ่าน
งานวิจัยเล่มนี้รายงานการนำทฤษฎีแนวคิดแรงจูงใจแบบบูรณาการของ Robert Gardner มาใช้ในการสอนหลักการอ่านสำหรับ
นักศึกษาไทย 40 คนในระดับอุดมศึกษาของมหาวิทยาลัยเอกชน ผู้วิจัยสร้างหลักการอ่านที่นำเสนอในงานวิจัยนี้ โดยการนำ
ตัวแปรนามธรรมของแรงจูงใจแบบเชิงบูรณาการซึ่งมีองค์ประกอบสามประการ (ความสนใจ ความพยายาม และ ทัศนคติ) มาใช้
ในแผนการสอนทั้งเก้าแผนสำหรับวิชาการอ่านและการเขียนในระดับกลาง โดยในแต่ละแผนการสอนประกอบด้วยกิจกรรมการ
เรียนรู้ด้านการใช้ภาษาหกกิจกรรม มีการใช้บทความเป็นฐานเพื่อนำไปสู่ทักษะการแสดงออกทางภาษาของผู้เรียนนั่นคือการ
พูดและการเขียน วิธีและขั้นตอนในการสอนเน้นการมีส่วนร่วมและปฏิสัมพันธ์ระหว่างผู้เรียนและระหว่างครูผู้สอนและผู้เรียน
การมีส่วนร่วมและปฏิสัมพันธ์ของผู้เรียนเป็นส่วนสำคัญในกิจกรรมการเรียนรู้ซึ่งมีข้อกำหนดและเกณฑ์การวัดที่ชัดเจนในแต่ละ
แผนการสอน ผลการทดลองทั้งในเชิงปริมาณและเชิงคุณภาพซึ่งได้จากแบบทดสอบก่อนและหลังเรียน ผลสะท้อนของอาจารย์
ผู้สอนและการสัมภาษณ์แบบโครงสร้างโดยครูผู้สอน รวมทั้งผลคะแนนปฏิบัติของผู้เรียนซึ่งได้จากการทำกิจกรรมการเรียนรู้
พบว่าวิธีการสอนแบบใหม่นี้สามารถทำให้แรงจูงใจเพื่อการอ่านของผู้เรียนดีขึ้นอย่างชัดเจน ทั้งยังช่วยพัฒนาความสามารถใน
การอ่านได้ภายในระยะเวลาอันสั้น ด้วยเหตุนี้แนวทางการศึกษาของงานวิจัยชิ้นนี้จึงควรได้รับการนำไปประยุกต์เพื่อใช้ในการ
พัฒนาการเรียนการสอนให้มีประสิทธิภาพมากยิ่งขึ้น

*คำสำคัญ: แรงจูงใจแบบบูรณาการ ทักษะด้านการอ่าน แรงจูงใจในการอ่าน ความสามารถในการอ่าน การศึกษาระดับ
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Abstract

At the university or tertiary level, Thai students are required to study and communicate effectively in
English to access resources to meet increasingly strict world standards in all disciplines. In Thailand, where

English is used and taught as a foreign language, EFL learners need to develop English proficiency in every skill, especially in reading to fully comprehend a wide range of materials and gather written information for their academic studies and careers. Motivation is a crucial factor in learning a foreign language and reader motivation is a significant factor in determining the quality and success of the reading experience. This study reported on applying Robert Gardner's theory of integrative motivation to teaching reading for forty tertiary-level EFL Thai students at a private Thai university. A teaching method for reading was created by applying integrative-motivation construct consisting of three elements (Interest, Effort, and Attitude) into nine lesson plan modules for an intermediate English reading and writing course. Each module consisted of six language-learning activities. A reading text for each module was used as a platform for students' productive skills – speaking and writing. The teaching method and procedure emphasized participation: student-student and teacher-student interaction. Student participation and interaction were an integral part of the learning tasks and activities using clear-cut lesson module guidelines. The results from quantitative and qualitative data of the research tools including the pretests; post-tests; researcher-teacher feedback; and structured interview as well as student classroom activity performance scores showed that implementing this novel teaching method markedly enhanced reading motivation and improved students' reading proficiency even over a short period. Such an approach should then be introduced elsewhere for effective, successful EFL teaching and learning outcomes.

Keywords: *Integrative Motivation, Reading Skills, Reading Motivation, Reading Proficiency, Tertiary Level Education*

I. Introduction and background of the study

At the university or tertiary level, Thai students are required to study and communicate effectively in English to access resources to meet increasingly strict world standards in all disciplines. In Thailand, where English is used and taught as a foreign language, EFL learners need to develop English proficiency in every skill, especially in reading to fully comprehend a wide range of materials and gather written information for their academic studies and careers (Chumworatayee, 2012).

Although Thailand is faced with increasing demands to produce Thais competent in every English skill, English teaching and learning in Thailand has become a total failure, still focusing on passing examinations and Thai students lack motivation and do not know how and where to advance their English skills in meaningful ways (Chusanachoti, 2009).The English proficiency of Thai students has long been found to be low (Pratontep & Chinwonno, 2008). For example, Thailand's average TOEFL score in 2013 was among the three lowest in ASEAN. One of the reasons for this deficiency is said to be fixed patterns of teaching in the Thai educational system and a lack of innovative tools, including more interactive methods that would engage students—the focus of this study.

Several studies (Bhakdikul, 2007; Sanpatchayapong, 2010) and the researcher's current study as well as her own experiences with Thai university students for 12 years (from 2003-2015) suggest that four factors hinder learning English for Thai university students:

- Lack of motivation
- Short-term learning goals
- Negative attitudes toward learning English, and
- Lack of confidence to use English as a mean of communication.

The level of unsatisfactory achievement for English learners in Thailand is also due to poor English instruction in schools and lack of motivation to learn. Learning English in Thailand focuses on accuracy in grammar and vocabulary (Yaoharee, 2013). Students are taught to memorize grammatical rules and vocabulary with few opportunities to practice English in real-life situations. English language instruction is oriented around teachers, textbooks, and assigned individual work in class. Teachers are the center of every learning process and the sole source of knowledge in the classroom. At the same time, students become passive learners who just wait for teachers to impart knowledge and instructions. This results in students who are unable to function effectively in English—particularly in real and unpredictable communicative contexts. These Thai students who master only grammar and vocabulary don't show equivalent competence in other skills such as speaking, writing, and reading. With the widely criticized 'traditional' Thai approach to learning English, students aren't motivated to be creative, to use critical thinking skills, or to develop and learn on their own outside the classroom.

According to a NIDA Poll (2014) Thai university graduates are unqualified, with many uninterested in learning but interested only in seeking degrees. In this poll, 32.4 percent of the respondents felt that university instruction put more emphasis on theory than practice, while approximately 22 percent felt that the lecturers were unqualified. From this data, it would be reasonable to conclude that instructional methods and teachers can affect student interest and motivation to learn and that this can result in unsatisfactory learning performance and outcomes.

Not surprisingly, Thai students with low English proficiency can experience frustration in reading. This is supported by a National Statistical Office Survey (2005) finding that almost 31 percent of Thais (or approximately 18 million people) don't like reading. Without exception, Thai university students also face the problem of poor reading ability as reflected in their poor reading scores (Munsakorn, 2012) Siripanich & Laohawiriyanon (2010) pointed out that reading skills are essential for further learning—particularly for higher-level learners who must read varied and complex texts to extract information from textbooks, reports, research, and the like.Munsakorn (ibid) observed that EFL university students must read a large number of academic texts, but that many at the tertiary level entering universities seem unprepared for the reading demands placed on them. As readers, EFL students should be interacting with the text using both linguistic and background sources to interpret it (Chalaysap, 2012). However, a number of reading practitioners since 1970 have suggested that L2 and EFL learners' reading comprehension is affected by several factors. Not surprisingly, one crucial factor in the successful reading is reader motivation (Alderson, 2000: 53).

According to Brown (2007) motivation can be defined by people's choice of a goal and the effort they devote to pursue that goal. Motivation is a major determinant and one of the most important predictors of second-language acquisition and is regarded as a crucial element and a key learner characteristic that determines the rate, success, or failure of second- or foreign-language learning. Since motivation provides the driving force to sustain the long and tedious learning process, a number of researchers have found that students with greater second/foreign language learning motivation generally have higher grades and achieve higher target language proficiency (Segalowitz & Freed, 2004).

McBride (2012) sees English in Thailand as a prestige tool for higher education and for professional achievement; however, a number of researchers argue that the English curriculum in Thai universities cannot meet the demands for English used in the workplace (Wiriyachitra, 2002). Former Thai Education Minister Chinaworn Boonyakiat has pointed out that "the unchanged teaching pedagogies in Thailand which focus on memorization and repetition, and do not challenge learners to exercise their critical and analytical skills lead to lack of motivation in language learners" (Matichon Online Newspaper, 2011; cited in Kitjaroonchai & Kitjaroonchai, 2012).

As noted earlier, motivation is considered significant for language-learning, since the 1950s, Gardner and Lambert have conducted wide-ranging research into the motivational role in second-language learning and have extensively studied foreign-language learners to determine how motivational factors affect their language-learning success. In Thailand, several studies on higher-level education have been based on Gardner and Lambert's theory of motivation (Degang, 2010; Choosri & Intharaksa, 2011). They found that EFL/ESL students can be motivated to learn English by both integrative and instrumental motivation. (These two types of motivation are explained in detail later in section.) Research conducted by Jehdo (2009) shows that Thai students' motivations are mixed between integrative and instrumental motivation. Through the lens of their theories, this research focuses on these two types of motivation which have been widely accepted in a number of countries, including Thailand.

Gardner's theory has identified two distinct types of motivation: integrative and instrumental (Gardner, 1983, 1985, 1996, 2001, 2006; Gardner & Lambert, 1959, 1972).

Instrumental motivation is defined as learning a language because of some external factors such as tangible rewards or for some utilitarian-oriented purpose: Learners have a desire to learn the language to accomplish some non-interpersonal purpose such as to advance a career, to pass an exam, or for entertainment. Instrumental orientation, then, relates to be a more functional reason for learning the target language (Gardner, 1983: 20).

Integrative motivation, on the other hand, is based on willingness, interest in learning the language, and a desire to learn about or associate with those who use it. Interestingly, integratively motivated learners may desire integration not with a foreign speech community or native speakers but with their own nationals—not necessarily identified with any native variety. These students see great value in being able to speak foreign languages as well as experiencing an appreciation of different cultures (Gardner, 1983, 1985, 2001; Gardner & Lambert, 1959). Gardner's theory posits that integrative motivation is a construct consisting of three elements: *Interest, Effort, and Attitude.*

• **Interest** relates to the learner's desire or need to achieve learning goals and success in a target language—that is, learners are interested in learning the language to fulfill certain needs, which is rewarding. Interest determines engagement with a learning topic, task processes, and language skills (Grabe, 2009). Integratively motivated learners are more likely to express an interest and desire to succeed, to feel involved, to be attentive, and then to strive for success in the target language (Resnick & Hall, 2000).

• **Effort** relates to the learner's willingness or eagerness to invest effort in learning activities so as to progress and achieve good grades. When motivated learners encounter target language input, they tend to pay attention to it and process it actively, consistently attempt to learn, including doing extra work, asking for clarification, sharing their thoughts and learned knowledge, explaining ideas about the learning topic to others, discussing learning concepts, and seeking out opportunities to learn more beyond the in-class learning content (Weimer, 2014).

• **Attitude** relates to a learner's favorable or positive attitude toward every aspect of target-language learning and its speakers (Abidin, et al., 2012). Some researchers such as Nuchnoi (2001) and Petrides (2006) believe that a positive attitude is associated with learning that is: enjoyable, interesting, necessary, useful, rewarding, educational, and easy. Also, motivated learners with positive attitudes are likely to help their peers in learning which often allows them to experience the fun and joy of learning within groups. Thus a positive attitude can help facilitate learning and influence the learner's success or failure in learning another language since it relates to developing strong, self-managed learning techniques and confidence (McWhorter, 2009).

Both types of motivation are essential for foreign language learning. A great deal of research, however, has shown that language learners who are integratively motivated are more successful and proficient in language learning than those who are only instrumentally motivated because their motivation is stronger and more powerful than that of instrumentally motivated learners (Hernández, 2008; Yu & Downing, 2012). Numerous studies have concluded that learners with high integrative motivation work harder and learn faster than those with low integrative since it is integrative motivation that plays a central role and can sustain long-term success in learning (Masgoret & Gardner, 2003).

As noted earlier, it is challenging for Thai university students (the subjects of this study) to achieve competency in English as a foreign language, particularly in reading skills: Despite having learned English since childhood, most are still far from the desired level of proficiency. Nuchnoi's 2001 study shows that most Thai university students are slightly more instrumentally motivated than integratively motivated: Thus they tend to have rather short-term goals of only passing courses and fulfilling university requirements but don't exert much effort in actually learning English. In fact, students are likely to lose track of their true reasons for learning as they lack a genuine interest in and positive attitudes toward learning English as a foreign language. Considering the positive effects of integrative motivation on second- and foreign-language learning, it was decided to design and conduct this study to investigate to what degree this motivation supports language learning in EFL reading, enhances motivation in learning, and eventually improves English proficiency.

II. Integrative motivation in learning EFL

Not surprisingly, neither of the two types of motivational orientations alone lends itself well to language learners' achievement and satisfactory language proficiency. The research and studies cited earlier, however, suggest that EFL learners who are integratively motivated perform better and achieve more overall success (Masgoret & Gardner, 2003). Thus based on the assumption that integrative motivation will likely be a powerful predictor for language learning, it should be emphasized in the EFL classroom for more effective, successful outcomes.

Integration of integrative motivation in English reading skills

Reading, in general, has been viewed as hard work by most ESL/EFL students. To be good readers students need effective motivational support from teachers and the curriculum. ESL/EFL teachers in the reading classroom can support and encourage motivational growth using a variety of methods (Dörnyei, 2005).

Interest - Interest is associated with automatic attention that facilitates learning, holds students' attention, encourages effort, and supports learning, leading to more efficient information processing and better information recall (McDaniel, et al., 2000). According to Zhang & Fu (2008) EFL teachers should employ a variety of methods, designing and selecting varied, interesting, challenging classroom activities and materials to catch and maintain students' interest. The aim: to eventually increase motivation and engagement in classroom learning. Thus while participating in classroom activities—particularly in reading—interest can be heightened when students are fully involved in these activities, employing interactive, problem-solving techniques to extract and communicate meaning from texts. A variety of reading strategies can be employed to help extract textual meaning such as clarifying, making connections, questioning, predicting, summarizing, and evaluating (Doolittle, et al., 2006; Stricklin, 2011).

Effort -Reading is an effortful meaning-searching and meaning-constructing process (He, 2008). To encourage student effort in learning reading, lessons and activities should promote autonomy and choice and provide students opportunities to investigate topics that interest them. The students themselves should be able to: process information deeply; collaboratively support each other as learners; present findings to their classmates; and participate in group discussions (Roberts, et al., 2008). Teachers should provide reading activities such as scanning, skimming, detailing, and highlighting that encourage using different styles of reading for different purposes to produce more efficient, active, engaged readers, and for better comprehension (Kawabata, 2007). With all these approaches student motivation can be greatly enhanced, leading ultimately to reading improvement.

Attitude - Positive attitude is an important factor which helps ensure that students are willing to read, enjoy reading, become proficient, and become lifelong readers as their attitude toward reading will affect their overall academic progress in addition to their reading achievement (Momani, 2009). Students who have a positive attitude toward reading love to read, make good progress, and view reading as a pleasure every step of the way. To encourage positive attitudes as an integrative motivation construct into teaching

EFL reading, teachers should encourage students to realize that reading is meaningful communication, and is constant information- and meaning-seeking—both in independent and guided reading (Burns, 2006). Given this, EFL teachers can suggest reading activities such as actively searching for key ideas as they read to promote a positive attitude toward EFL, thus enhancing their motivation to learn and become good readers (McWhorter, 2009).

In addition, to enhance students' interest in, effort for, and attitude toward ESL/EFL reading skills teachers can—and should—help students plan and supervise their discussions and group work over time to ensure that their interactions go well. This can increase students' comprehension, motivation, engagement, and interest in classwork (Grant & Shin, 2011).

III. Study Objectives

Considering Thai university students lack of motivation to read, their low proficiency in English as a foreign language as well as the strengths of an integrative orientation noted earlier, the researcher constructed a teaching method that applies this type of motivational approach to how reading was taught and learned in an EFL setting with tertiary-level learners at a Thai university, this study aimed to answer two research questions:

1) To what extent can an integrative motivation enhance EFL reading motivation for tertiary-level Thai university students?

2) To what extent can an integrative motivation improve EFL reading proficiency for tertiary-level Thai university students?

IV. Definition of terms

Integrative Motivation – a willingness or interest in learning the language and a desire to learn about or associate with those who use it (Gardner, 1985, 2001).

Reading Skills – a process undertaken by the readers to reduce uncertainty about meanings, a text conveys which results from a negotiation of meaning between the text and the reader themselves —most texts are understood in different ways by different readers.

Reading Motivation – a student's desire to participate in a reading activity for its own sake out of interest and curiosity, and for enjoyment

Reading Proficiency – the ability to read proficiently which is a fundamental skill that affects the learning experiences and school performance of students (Carnine & Carnine, 2004).

Tertiary Level Education – education at a college or university

V. Significance of study

As noted previously, most Thai university students are regarded as poor readers with poor reading comprehension in English which results in low English proficiency and unsatisfactory achievement for English learners in Thailand. With direct and indirect relationships between reading motivation and reading achievement; therefore, studying a method that applies an integrative orientation to teaching reading should give us insight into this issue and should help us implement reading instruction that improves reading proficiency through enhanced reading motivation. Moreover, the findings and discussions of both the theoretical and practical implications of this study should expand our research knowledge of reading and reading motivation.

VI. Research methodology

Creswell & Clark (2011) believed that a single data set wasn't enough to answer a research question and that the embedded design of qualitative and quantitative data as well as other different types of data was needed. Hence both qualitative and quantitative data were embedded within the teaching experimental design and were collected and analyzed during, and after the teaching experiment to determine the impact of Gardner's integrative motivation on EFL reading motivation and proficiency for tertiary-level Thai university students.

• Research setting and participants

The participating university is located in PathumThani province on the outskirts of Bangkok. As of 2015 this was the only private university to be assessed on educational standards quality by the Thai Office for National Education Standards and Quality Assessment and rated "Very good". Every process of this study was conducted by the researcher-teacher; the study was carried out as a teaching experiment - nine sessions of the teaching experiment were conducted in normal English class time in an intermediate English reading and writing course class with forty selected Thai students from the Faculty of Pharmacy. Of the forty participants, thirty were females and ten were males ranging in age from 19 to 21. The teaching experiment was started in September 2014 and was completed in December 2014.

• Instruments and data collection

To further ensure validity, all instruments were examined and revised based on the advice and suggestions of two experts and language specialists from the Faculty of Education of the participating University to ensure that they were reliable. The research instruments applied in this study are as follows:

Lesson plan modules

Nine lesson plan modules based on Gardner's integrative orientation theory were created, with three modules each for these elements in the integrative motivation construct: Interest, Effort, and Attitude. Each module was carried out within 120 minutes using a teaching method and procedure that emphasized learner participation, collaboration, and interaction in two modes: teacher-student and student-student. Learner participation, collaboration, and interaction were part of the learning tasks and activities with clear-cut module lesson plans for these. The following learning task guidelines were used to provide a framework for these learning

activities and other research tools: pre/post tests; teacher feedback; and structured interviews. Here are those guidelines for each of the three elements:

Interest - modules 1 to 3

1 Students are actively involved in a task and classroom activities.

2 Students try to communicate using the target language with teachers and peers.

3 Students ask teachers to clarify concepts they don't understand well.

4 Students are attentive during the lessons.

Effort - modules 4 to 6

1 Students make every effort to communicate meaning and ideas effectively.

2 Students try for good marks and test scores by striving to learn as much as possible.

3 Students look for additional information to clarify points they don't fully understand.

4 Students exchange learning experiences and thoughts among peers and teachers.

Attitude - modules 7 to 9

1 Students enjoy being in the class and working on learning tasks.

2 Students like to help their peers to complete pair tasks.

3 Students express impressions and positive feelings toward the language and/or about the speakers of the target language.

4 Students feel confident that they can manage to understand the most difficult and complex material presented for practice by the teacher.

Reading materials

Reading texts were used as a platform for the productive skills of speaking and writing based on nine reading texts with these selection criteria based on the content on science or science for daily life-related theme and that can generate language functions and language function performance measurement for communication skills in reading, speaking, and writing within 110-120 minutes for teaching-learning activities of each class period. The reading texts were selected with these aims:

• To provide suitable texts related to general science, medical science, and technology to stimulate interest for these students in Pharmacy.

• To help students acquire a new way of viewing the world by using authentic texts with contents related to their lives (either inside or outside school), their interests, and situations or ideas they saw as meaningful and important.

• To activate interest in reading by introducing reading texts about some global issues that would arouse classroom discussions about these topics as the post-reading activity, and

• To reinforce the students' interest by selecting reading texts with a suitable number of new words, recognizing that suitable text shouldn't contain too many new words, and that the average new-word percentage should be approximately 3 to 6 percent per paragraph (Mao, 2011), with the List of Vocabulary

Taught in Intermediate Reading Practice (Folse, 2004) as a guideline for checking new words and selecting suitable texts.

Learning activities

Learning activities were created based on the learning-task guidelines mentioned earlier. The objective: to enable students to transfer learned language knowledge in reading to the productive language skills of speaking and writing. These learning activities in three sets of modules were included:

Modules 1-3

Communication skills	Individual work	Pairwork
Reading	Clarifying	Making connections
Speaking	Questioning	Predicting
Writing	Summarizing	Evaluating

Modules 4-6

Communication skills	Individual work	Pairwork
Reading	Scanning	Skimming
Speaking	Presenting	Discussing
Writing	Detailing	Highlighting

Modules 7-9

Communication skills	Individual work	Pairwork
Reading	Independent searches	Collaborative searches
Speaking	Reporting	Reacting
Writing	Selecting	Commenting

Each activity was scored 1-10 according to the students' performance, with students doing the activities individually and in pairs. However, they were not allowed to change their partner throughout the course due to the research validity concerns. In each lesson plan module, participants did the activities for each type of communication skill individually and in pairs—one individually and the other in pairs. However, only the individual work was used to gauge language proficiency improvement. Pairwork, on the other hand, was done to promote collaboration and to motivate participants to be more enthusiastic and work harder (Kelly, et al., 2002).

Pretest questionnaire

Before starting lesson plan modules 1, 4, and 7 the students were asked to complete a 10-item pretest questionnaire using the Likert scale (1-5 points) in the presence of the researcher - teacher. Based on the learning-task guidelines mentioned earlier, they were asked to tell us about their desire to learn English

(Interest); their motivational intensity (Effort); and their attitude toward learning English (Attitude). They were also asked to share with us what they felt about the learning tasks, the learning activities, and their class-room performance. The data collected were retained by the researcher-teacher for later analysis.

Post-test questionnaire

After Modules 3, 6, and 9 participants were asked to complete a 10-item post-test questionnaire in the presence of the researcher-teacher, again using the Likert scale. Based on the learning-task guidelines as in the Pretest questionnaire, they were asked once again to respond to questions about interest, effort, and attitude and to share their feelings about the learning tasks, the learning activities, and their classroom performance after having completed all the learning activities. The data collected were also retained by the researcher-teacher for later analysis.

Teacher feedback

As with the students, the researcher-teacher completed a 10-item questionnaire based on the learning-task guidelines as in the Pretest and Post-test questionnaire with classroom observations after each module to evaluate her teaching for every class module, using the Likert scale. In addition, the researcher - teacher also evaluate the participants' performance for six target language function and gave qualitative feedback to the theme based on her evaluation of their performance for the six target language functions in each module. The results obtained were used as quantitative data and qualitative data for the study.

Structured Interview

At the end of the study structured interviews were conducted with a selected cross-section of 15 participants: Adler and Adler (1987) suggested that at least 12 interviewees could give a researcher experience in planning and structuring interviews, conducting and partially transcribing these, and generating quotations for the paper. For this study a qualitative structured interview was used for this study to collect rich data and to deepen understanding of the study results.

The researcher-teacher planned, conducted, recorded, transcribed, and translated them, generating quotations for this paper. The interviews were conducted a week after the nine-session teaching experiment. Thus fifteen participants were randomly selected from the sample group with mixed abilities, including both males and females. They were then interviewed individually to answer 12 questions preliminarily set according to the learning-task guidelines used as in the other instruments. The participants asked to be interviewed in Thai because they thought they could give clearer answers in this way. The interviews were videotaped, along with photos.

VII. Study results

• Integrative motivation teaching model analysis and results

To answer the first research question (To what extent can an integrative orientation enhance EFL reading motivation for tertiary-level Thai university students?) the sum-up points of the pretests and post-tests for the nine classroom teaching modules were calculated, analyzed, and compared, with the difference values analyzed using the statistical rule of range (Tsimashenka, et al., 2012). Each value of difference was classified and grouped (using the five-scale Likert scale) to measure attitudes (Likert, 1932) as the guiding criteria: Very significant; Significant; Moderately significant; Of little significance; and Insignificant. This method helped facilitate the data analysis and give a clearer answer to the research question. Of the several statistical methods for analyzing data, the statistical rule of range was used—a simple calculation of the difference between the largest and smallest observed values to see the actual spread of data in the data set. The formula:

Range = the highest value – the lowest value.

The range value was then divided by 5 for the width of each scale so that each difference value could be categorized. The differences between pretest scores and post-test scores were analyzed to find out whether and by how much reading motivation increased or decreased after the teaching experiment, with the results eventually being used to answer the research question.

To answer the second research question *(To what extent can an integrative orientation improve EFL reading proficiency for tertiary-level Thai university students?)* the participants' individual activity performance scores for each module were summed up to measure changes in their performance during the course: these were analyzed to see whether and by how much their scores increased throughout the course. However, the participants' pairwork performance scores weren't analyzed to answer this research question since any changes could be affected by other factors such as their partners' proficiency or studiousness.

Interest component analysis and results

The quantitative data that was obtained after completing modules 1-3 included the results of forty sets of pretests, post-tests, and individual activity performance scores for the interest-based classroom teaching. Table 1 below shows the spread between Interest-based pretest and post-test.

Student No.	Pretest	Posttest	Improvement	Student No.	Pretest	Posttest	Improvement
4	14	48	34	3	24	47	23
33	10	44	34	18	22	45	23
35	12	45	33	31	13	36	23
29	15	46	31	20	18	40	22
24	17	47	30	11	24	45	21
23	15	44	29	15	15	35	20
6	18	45	27	16	18	34	16
9	14	41	27	25	25	40	15
14	19	46	27	7	27	41	14
34	11	38	27	27	21	35	14
12	13	39	26	37	20	34	14
30	13	39	26	38	24	38	14
39	15	41	26	5	22	35	13
40	11	37	26	28	28	41	13
10	16	41	25	17	22	34	12
13	20	45	25	8	21	30	9
1	23	47	24	2	45	47	2

Table 1: *Interest-based* pretest and post-test spread

Table 1 above shows the highest difference value at 34, with the lowest value at 2. To classify the participants into subgroups the statistical rule of range and five-scale Likert scale were applied. The result was a range of 32 (34-2), which was divided by 5 to determine the width of each scale, at approximately 6. This was then used to classify the difference values (the changes in motivation) into five subscales shown below:

Range	Subscale	Number
27-34	Very significant	10
21-26	Significant	13
15-20	Moderately significant	8
9-14	Of little significance	8
2-8	Insignificant	1

Table 2: *Significance of interest* pretest and post-test results

It is evident that all post-test scores were higher than the pretest scores, with 31 of 40 participants being rated as "Very significant" to "Moderately significant".

According to the participants' classroom activity performance scores, of 40 students, 13 continued to improve in their activity performance scores from Module 1 through Module 3, with nine improving in Module 3 from Module 2. To be clear: this was three sessions over only three weeks, so it is not possible to reach any conclusions about improved proficiency over such a short period.

Effort component analysis and results

The same quantitative data methods applied to the interest-based teaching were also applied to the effort-based teaching to obtain the data collected from pretests, post-tests, and individual performance scores for the activities in modules 4-6.

Student No.	Pretest	Posttest	Improvement	Student No.	Pretest	Posttest	Improvement
34	12	50	38	5	20	38	18
13	18	50	32	36	13	31	18
29	15	47	32	11	29	46	17
31	12	42	30	37	23	40	17
35	14	44	30	40	24	40	16
14	19	48	29	1	30	44	14
30	11	39	28	25	16	30	14
39	21	49	28	26	26	40	14
10	20	46	26	38	31	45	14
23	15	41	26	16	26	39	13
4	21	46	25	27	24	37	13
33	16	41	25	8	21	33	12
24	21	44	23	19	29	41	12
32	20	43	23	17	26	36	10
12	14	36	22	28	28	38	10
6	23	44	21	2	40	48	8
22	13	34	21	20	35	43	8
15	21	41	20	7	34	36	2
9	20	39	19	3	== Incomplete ==		
21	31	50	19	18	== Incomplete ==		

Table 3: *Effort-based* pretest and post-test spread

The difference values between the effort-based pretest and post-test scores shown in Table 4 ranged from 38 to 2. The resulting range value was 36 (38 minus 2). This was then divided by 5, with the width of each scale at approximately 7 which was used to classify the difference values. The five subscales then look like this:

Range	Subscale	Number
31-38	Very significant	3
24-30	Significant	9
17-23	Moderately significant	12
10-16	Of little significance	11
2-9	Insignificant	3

Table 4: *Significance of effort* pretest and post-test results

It is clear that all post-test scores were also higher than the pretest scores, with 24 of 38 participants being rated as "Very significant" to "Moderately significant".

By looking at the participants' individual classroom activity scores for modules 4-6, of 40 students, six gradually increased from Module 4 through Module 6, and that the scores for 12 were higher in Module 6 than in Module 5. However, it should be cautioned that reaching any reliable conclusions as to improved proficiency from this isn't possible as we are looking at three sessions over only three weeks.

Attitude component analysis and results

The same quantitative data methods applied to the interest-based teaching and effort-based teaching were also applied to attitude-based teaching to collect the data from pretests, post-tests, and individual performance scores for the activities in modules 7-9.

Student No.	Pretest	Posttest	Improvement	Student No.	Pretest	Posttest	Improvement
34	11	48	37	8	18	40	22
35	13	48	35	22	13	35	22
30	11	43	32	23	19	41	22
32	19	50	31	24	16	37	21
6	15	45	30	17	17	37	20
29	15	45	30	5	17	36	19
31	12	42	30	38	28	47	19
10	17	46	29	26	27	45	18
4	14	42	28	20	31	48	17
33	14	42	28	27	22	38	16
12	13	40	27	28	30	44	14
13	15	41	26	40	20	34	14
9	12	37	25	25	20	33	13
14	21	46	25	37	19	32	13
15	18	43	25	1	26	37	11
16	19	44	25	7	39	48	9
21	25	50	25	18	45	46	1
39	16	41	25	3	41	41	0
11	24	48	24	2	47	44	-3
19	26	50	24				
36	13	37	24				

Table 5: *Attiude-based* **pretest and post-test spread**

Table 7 shows that 38 participants' post-test scores were higher than their pretest scores, with 33 of 40 participants being rated "Very significant" to "Moderately significant" for modules 7-9. The difference values between the attitude-based pretest and post-test scores are shown in Table 4.10 The range value for this component was 40 (37 minus -3). The range value of 40 was then divided by 5, with the resulting width of 8 per scale. This value was then used to classify the difference values between pretest and post-test. The five subscales then look like this:

Range	Subscale	Number
31-37	Very significant	7
22-29	Significant	17
14-21	Moderately significant	9
6-13	Of little significance	4
3-5	Insignificant	3

Table 6: *Significance of attitude* pretest and post-test results

According to the students' individual classroom activity scores for modules 7-9, of 40 students, 14 gradually increased their scores from Module 7 through 9, with 12 receiving higher scores in Module 9 than in Module 8. However, it should be noted that reaching any reliable conclusions as to improved proficiency from this isn't possible as we are looking at three sessions over only three weeks.

• Researcher-Teacher evaluation results

After each module the researcher-teacher completed a questionnaire to evaluate classroom teaching for the interest-based module (1-3), the effort-based modules (4-6), and the attitude-based modules (7-9). Thus the total possible for the ten evaluated items was 50. The total scores for each set of three modules were compared and analyzed, with the results then used to help answer the research questions. In addition, the researcher-teacher also gave feedback to the students by evaluating their performance on six target language functions for each set of three modules together with some written comments. The scores for six target language functions were summed up with a total of 30 points. The quantitative data from the teacher feedback and her classroom observation of student performance were coded, calculated, examined, and analyzed to help answer the research questions. This classroom teacher feedback for the nine modules is explained as follows.

Interest-based teaching evaluation

At the end of modules 1, 2, and 3 the researcher-teacher completed a questionnaire that was used to evaluate her teaching and to evaluate the students' performance for the six target language functions used in the activities during these three modules. With total possible scores of 50, the researcher-teacher gave herself 36 for Module 1, 39 for Module 2, and 41 for Module 3, with a range of 36 to 41, and with the total scores increasing with each successive module, indicating that she believed she was doing better in later classes. This could be due to her familiarity with the students and better understanding of the teaching procedures and the students.

According to the results of a self-evaluation questionnaire for teaching the interest-based six target language functions, of 30 possible points for each module, 22 points were scored for Module 1, 23 for Module 2, and 25 for Module 3. These increasing scores indicate that the teacher could see the students performing better in each successive session. This might have resulted from their having more experience and greater familiarity with the activity processes, learning contents, their peers, and the teacher. Written comments by the researcher-teacher are summarized here:

- Most students were confused and weren't sure how to do the activities at the beginning.

- With more practice and experience in the course they improved and could perform the tasks better as well as completing the activities more quickly.

- The students who showed good collaboration with their partners could complete the tasks more quickly and their performance was satisfactory.

Effort-based teaching evaluation

After completing modules 4, 5, and 6 the researcher-teacher again reflected on and evaluated her teaching for these three effort-based modules, then completed the feedback questionnaire. She also evaluated the classroom activity performance for the six effort-based target language functions. With total possible scores of 50, the researcher-teacher gave herself 38 for Module 4, 39 for Module 5, and 43 for Module 6. With a range of 38 to 43, and with the total scores increasing with each successive module, this again showed that the researcher-teacher saw continuous improvement in her teaching during the three modules. This possibly resulted from her greater familiarity with the group and the teaching procedures.

As with the interest-based modules, feedback was given to the students on their classroom performance for six target language functions on the three effort-based modules. Of 30 possible points for each module, the researcher-teacher scored 19 for Module 4, 24 for Module 5, and 26 for Module. As with the results from the interest-based modules, these increasing scores showed that the teacher was able to see the students' improvement in each successive session: This could be a result of the students' better understanding of the learning processes and contents, gaining more experience, and greater familiarity with peers and the teacher. The researcher-teacher again also gave written feedback on student performance, which is summarized here:

- The tasks seemed very new to most of the students: Thus they spent quite a long time complete the activities at the first class.

- The students became more confident in later classes and took less time to prepare themselves for the activities since they had freedom to use any kind of method to complete the tasks successfully.

- By collaborating with their partners the students became more confident in doing the activities

Attitude-based teaching evaluation

For the last three modules (7-9), the researcher-teacher also evaluated her *attitude*-based teaching via classroom observation and evaluated the students' classroom activity performance for their target language functions during these three modules. As with the *interest*-based feedback and *effort*-based feedback, the researcher-teacher scored her teaching at 37 for Module 7, 42 for Module 8, and 43 for Module 9 of a possible total of 50. With a range of 37 to 43, and with the total scores increasing with each successive module, this again confirmed that the teaching performance gradually improved. This was possibly influenced by familiarity with the group and the teaching procedures.

As with the previous six modules, feedback was given to the students on their classroom activity performance for six target language functions during these three attitude-based modules. Of 30 possible points for each module, the researcher-teacher scored 20 for Module 7, and 25 each for modules 8 and 9. As with the results from the other six modules, these increasing scores confirmed that the students' improvement was seen in each successive class. This emphasized that the students' better classroom activity performance was influenced by better understanding of the learning processes and contents, more learning experience, and familiarity with their peers and the teacher. The researcher-teacher again provided some written feedback about the students' performance for the six target language functions during these attitude-based teaching modules, which is summarized here:

- The students could understand some of the easy tasks and completed them quite quickly from the beginning.

- The students did the tasks and activities collaboratively and continued discussing their ideas with their partners during the activities.

- For more complicated tasks, not all students could achieve good target language performance at first, but they improved and clearly had better work performance in later classes.

• Structured interview responses and results

As discussed earlier, the interviews were conducted after the nine modules with fifteen randomly selected participants: each was interviewed individually to answer questions set according to Gardner's integrative motivation theory. Afterwards the researcher-teacher transcribed the responses from videotape into written form, and then translated the transcriptions into English. All questions were designed to capture how participants responded to the experiment to help answer the research questions.

Twelve structured interview questions related to integrative motivation were divided into three parts following the integrative motivation constructs: interest, effort, and attitude (alphanumeric codes below refer to these questions) have been summarized here ...

Interest -

Engaging fully in learning tasks and classroom activities (I1) – Almost all participants assumed that this course would be like their previous English courses which had resulted in negative experiences in learning English and had demotivated them. However, these participants reported that they became actively involved in class and in the learning tasks and activities when they found that everything was very different from what they had experienced in the past. This new style of learning interested and challenged them as they could do and complete activities with their fully involved peers.

Using the target language with teachers and peers (I2) – At first, some participants hardly used English to communicate with peers despite having to communicate in English with the teacher in doing activities such as presentations. This was caused by anxiety, unfamiliarity with this new approach, and unpleasant past experiences in learning English, in addition to a fear of making mistakes. Every participant tried harder, communicated more in English with their peers, and became more confident in later class sessions.

Asking the teacher to clarify concepts (I3) – Participants asked the teacher to clarify concepts they didn't understand. Since they had to look for additional information during the activities, they mostly asked the teacher to clarify points that were unclear. Some also asked the teacher how to do the activities correctly.

Paying attention to the teacher in class (I4) –All participants reported that they paid attention to the teacher in class. A few didn't pay much attention at the beginning, but most reported being more attentive than in the past when they found that the course, the activities, and the learning processes were interesting and enjoyable. In addition, some participants' attention increased steadily throughout the course as they could use their own ideas in doing tasks and activities freely and didn't have to worry about whether they were 'right' or 'wrong'. One participant said that this course really was, in fact, learner-centered.

Effort -

Communicating intended meanings and ideas effectively (E1) – Although some participants tried harder in later class sessions, all reported that they tried harder to communicate their intended meaning and ideas effectively than in the past. They tried hard throughout the course as the tasks became more difficult and the reading texts became more advanced, reporting that they had to look for more information or use different techniques to communicate the meaning of ideas more clearly. In addition, some tried hard in class because they wanted to help their partners to complete the tasks and activities well.

Trying to get good marks, do the best to learn, and do well on tests (E2) – All participants reported that they tried to get good marks, do their best to learn, and do well on the tests and activities. They also tried to search for information and interesting materials from several sources so as to understand the learning content when doing the assigned tasks and activities. They wanted to ensure that the information they presented was clear to their listeners. Moreover, they helped their peers to search for and check materials and information collaboratively so as to do well in learning and get good marks.

Looking for information to clarify points not fully understood (E3) – All participants looked for additional information to clarify points they didn't fully understand. For any unclear points or ideas, most searched for information from several Web sites as well as other sources to help them understand clearly and correctly. They usually looked for the meanings of certain terms, content-related information, and translations.

Sharing learning experiences and thoughts with peers and the teacher (E4) –All participant pairs shared their learning experiences and thoughts with their partners and peers. They discussed topics, shared some facts and the meaning of reading topics, and helped each other select the best materials for their activities. All participants normally shared their learning experiences and thoughts with the teacher via activities such as the presentations.

Attitude -

Feelings about the course and working on the learning tasks (A1) – All participants reported that they enjoyed the course and working on the learning tasks. They felt relaxed, challenged, and motivated since the learning style here was far different from the 'traditional' English courses that they had had before. They enjoyed the tasks and activities because they had full freedom and didn't feel hemmed in when completing their activities. They particularly enjoyed the course when they could talk with peers, and exchange ideas and knowledge together freely.

Helping peers complete group tasks (A2) –The participants felt good about helping peers to be well-prepared and complete the tasks. They liked helping each other by giving opinions, collecting additional information, sharing materials and ideas, clarifying unclear points, and collaboratively completing tasks successfully.

Feelings about the language and about speakers of the language (A3) –Most participants reported that they hadn't liked English and didn't even want to learn it due to their past negative experiences in English courses. However, they all knew that English was necessary for them—that being competent in English was important, and that it would be useful in their lives. They reported a more positive impression of English during and after the course, saying that they wanted to be like English speakers. Some participants had been positive toward English and thought that those who could speak English seemed to have greater vision than those who couldn't.

Confidence in understanding difficult and complex material (A4) – Most participants weren't very confident at the beginning of the course: They were nervous, afraid, anxious, and felt uncomfortable in class. However, they all gradually became more confident and their confidence kept increasing throughout the course. Most said that they were confident in managing to understand the most difficult and complex materials given by the teacher after gaining more experience in class. The tasks served as platforms or blueprints for doing other tasks in the future. One participant said that the teacher never put any pressure on them, which made her more confident.

VIII. Discussion

• Research questions

This study primarily attempted to determine if applying Gardner's integrative motivation constructs (Interest, Effort, and Attitude) in an EFL setting could enhance reading motivation and improve reading proficiency. Thus all research instruments were designed and implemented in teaching experiments to answer this question. The validation of the data and the results—both quantitative and qualitative—was based on these research tools and on participants' performance scores in the learning activities. Findings for the two research questions together with both quantitative and qualitative data analysis and results from the Interest-based, Effort-based, and Attitude-based teaching modules are discussed here. The research questions and their answers are discussed one by one ...

1) To what extent can an integrative orientation enhance EFL reading motivation for tertiary-level Thai university students?

Considering the strengths of integrative motivation, the researcher constructed a teaching method by applying this type of motivational approach to teaching and learning reading in an EFL setting. It was expected to confirm that an integrative motivational orientation approach can enhance EFL reading motivation for tertiary-level Thai university students. Quantitative and qualitative data analysis and results obtained from pretests and post-test questionnaires are discussed here following Gardner's integrative motivation constructs of interest, effort, and attitude, as applied in the teaching modules to eventually answer this research question.

Interest-based analysis and results for research question 1. For the three interest-based modules discussed in the previous section, all post-test scores were higher than the pretest scores. Note that for more than half the students the differences were considered either very significant or significant, with only approximately one-third moderately significant or of little significance. For Student #2, however, his post-test score was slightly higher than his pretest score by only 2 points (see Table 1). The reason: as with others in other modules, the explanation is that his pretest score (at 45 points) and post-test score (at 47 points) were both extremely high compared to the others tested. So he and others like him had nowhere to go.

Effort-based analysis and results for research question 1. The effort-based pretests and post-tests for modules 4, 5, and 6 show that the post-test results for 38 participants were again higher than the pretest results in every case. Approximately one-third of the pretest and post-test differences were considered very significant or significant. Another one-third increased moderately significantly from pretest to post-test. The other one-third was considered as of little significance, while only three students' scores between the two tests changed insignificantly.

Attitude-based analysis and results for research question 1. The pretests and post-tests for the attitude-based modules presented on Table 7 show that the post-test scores for 38 of 40 participants were higher than their pretest scores. The results for almost two-thirds of these participants were considered very

significant or significant, while only one-third were considered moderately significant and of little significance. The attitude-based pretest versus post-test improvement (spread) for the 40 students on Table 7; however, appears to be an anomaly for the lowest three students on the list, with spreads of only 1, 0, and -3. However, also note that these three scored remarkably high on the pretest to begin with at 45, 41, and 47 of 50 total. (The next three highest pretest scores were only 39, 31, and 30.) So, in fact, these students' post-test scores are where they are because, again, they had nowhere to go. The answer here isn't that they lacked motivation in learning EFL reading or that their motivation in EFL reading wasn't enhanced after this teaching experiment. The answer, instead, is that they were already highly motivated readers both before and after the study.

The analysis and results for this study have shown marked improvement in EFL reading motivation after completing only nine sessions (over only nine weeks) of this teaching experiment. The results laid out in this section show that an integrative orientation approach to teaching and learning EFL reading is valid and can significantly enhance EFL reading motivation for tertiary-level Thai university students.

2) To what extent can an integrative orientation improve EFL reading proficiency for tertiary-level Thai university students?

As mentioned previously, a great number of research studies have shown that language learners who demonstrate integrative motivation are more successful and proficient in their efforts than those who demonstrate only instrumental motivation. Thus this teaching method has been created by applying this type of motivational approach to teaching and learning reading in an EFL setting to prove that an integrative motivational orientation approach can improve EFL reading proficiency for tertiary-level Thai university students. Here individual performance scores obtained from classroom activities, data from researcher-teacher feedback, and structured interview responses were used to answer this research question. As noted, only the individual work performance was used to gauge language proficiency improvement throughout the program. Pairwork, on the other hand, were not mainly examined and analyzed to answer this research question since changes in these scores could be affected by other factors such as a partner's proficiency, studiousness, and relationships between peers.

Interest-based analysis and results for research question 2. The individual activity performance scores for the interest-based modules 1-3 show that, of 40 students total: 13 continued to increase from Module 1 through Module 3, and 9 improved in Module 3 from Module 2. Because this measures performance for three sessions, we can't reach any conclusions about improved proficiency over only three weeks. Nevertheless, the researcher-teacher evaluation of student performance scores for the interest-based modules (1-3) showed gradual increase over the three modules: Of 30 total points, 22 were given for Module 1, 23 for Module 2, and 25 for Module 3.

Effort-based analysis and results for research question 2. As for the interest-based class modules, individual activity work performance was used to gauge language proficiency improvement throughout the

effort-based modules (4-6). Of the 38 students who completed every activity in these three modules, the total scores of six gradually increased, while those for 12 students were higher in Module 6 than in Module 5. However, the differences in the students' scores for each module didn't vary much: minor changes were seen between scores whether the scores were increasing or decreasing over these three modules. However, the researcher-teacher's evaluation scores of the students' performance on the six effort-based language functions gradually increased from Module 4 through Module 6: Of a possible 30 points, 19 was given for Module 4, 24 for Module 5, and 26 for Module 6.

Attitude-based analysis and results for research question 2. During the three attitude-based teaching modules (7-9) the same number of classroom activities was done as in the previous six modules. The individual performance scores were again used to gauge improvement in language skills and EFL reading proficiency. The total individual activity scores for each module are shown in Table 4.12. In these modules 36 students of 40 completed all activities successfully, with one-third of the group (13 students) increasing steadily, while the other 12—almost one-third of the total—scored higher in Module 6 than in Module 5. The total scores for all items rated by the researcher-teacher on student performance for the six attitude-based target language functions; nonetheless, dramatically increased between Module 7 and modules 8-9. Of a possible 30 points, the researcher-teacher gave 20 points for Module 7 and 25 points each for modules 8 and 9.

Based on the discussion in this section, it is evident that approximately one-third of the participants' performance scores improved throughout the course. When examining the other participants' scores for all modules, however, there were small differences, while some participants' scores didn't increase—designated as 'Incomplete'. Together with the assessments from researcher-teacher feedback and the participants' responses from the structured interview, the study has demonstrated that tertiary-level Thai university students' reading proficiency can be improved through enhanced motivation using this integrative orientation approach. In other words, a positive relationship has been demonstrated between integrative motivation and EFL reading proficiency.

IX. Limitations of the study

This study successfully investigated and proved the validity of an integrative motivational orientation in learning English as a foreign language for tertiary-level Thai university students. However, four limitations of the study need to be made clear ...

The subjects of the study - Because this study looked at forty students who studied in the same school year, from the same faculty, in the same university generalizing the findings as effective in other school years, faculties, or universities should be done with caution as these subjects can't represent the great diversity of learning contexts.

The time constraint - The study results were related to these subjects only at the limited time the data were collected. However, it is doubtful that the results would change if a similar study were to be

conducted over a different or longer period with the same subjects.

The teaching experiments and investigation - These were based on a limited survey, interview, and classroom observations due to time limitations. If further teaching experiments and investigation were carried out with more time given, the results would yield richer information about the effects of integrative motivation on EFL reading motivation and proficiency.

Data collection - Data collection from all research instruments was confined to only one teacher over the course of study. If more teachers either from the same or different institutions had been available to share classroom experiments, more comprehensive results would have emerged to capture a fuller perspective and the effects of integrative motivation on learning reading in English as a foreign language for the tertiary-level Thai university students.

X. Recommendations for future research

This study has provided answers to the research questions Nevertheless, due to its limitations some questions remain unanswered and recommendations and suggestions for future research are offered here ...

- Conducting similar research with a larger sample size and a greater variety of subjects would be more fruitful for future research and focusing on a different segment to gain a better understanding of Thai students' motivation in learning English as a foreign language with more varied educational, economic, and geographical backgrounds.

- It would also be worthwhile to conduct longitudinal studies or case studies with a longer time frame to extend the investigation into students' development, changes, and improvement in their reading motivation and language proficiency in an EFL setting. It might be helpful for other researchers to have a more in-depth understanding of the subjects' backgrounds, personal beliefs, motivational factors, and how they interact with the learning environment.

- The mixed methodology employed in this study proved useful. However, so as not to restrict the results to data yielded only by some instruments, expanding instruments with a broader and deeper reach and more inclusion of teacher-researchers or educators might help shed some light on other areas. Future studies will require continuous efforts to improve the research instruments and data collection procedures.

XI. Conclusion

Two research questions have been addressed for this study, with teaching experiments to confirm that an integrative orientation approach to teaching and learning EFL reading skill is valid. Validation of both the quantitative and qualitative data and results was based on the research tools and on the students' performance scores for every learning activity.

The results of the study showed that implementing an integrative orientation approach for EFL reading markedly enhanced tertiary-level Thai university students' reading motivation. In addition, the students' activity performance scores confirmed that English reading proficiency could be improved though

enhanced motivation using this approach. In other words, integrative motivation was a powerful predictor for language learning and should be emphasized in EFL classrooms. Put simply, an integrative motivational approach helped improve proficiency in a second or foreign language with more effective, successful outcomes. With these study results, this novel alternative teaching method should benefit EFL students, teachers, and administrators in Thailand and elsewhere. This innovative teaching approach can then be applied more widely for more effective, successful outcomes in teaching and learning English as a foreign language elsewhere.

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