

**ATTITUDES AND MOTIVATION IN ENGLISH LANGUAGE LEARNING:
A CASE STUDY OF ATTARKIAH ISLAMIAH SCHOOL**

Hasnee Maduerawae

**A Thesis Submitted in Partial
Fulfillment of the Requirements for the Degree of
Master of Arts (Language and Communication)
School of Language and Communication
National Institute of Development Administration
2014**

**ATTITUDES AND MOTIVATION IN ENGLISH LANGUAGE LEARNING:
A CASE STUDY OF ATTARKIAH ISLAMIAH SCHOOL**

Hasnee Maduerawae

School of Language and Communication

Assistant Professor.....*Kasma Suwanarak*.....Major Advisor

(Kasma Suwanarak, Ph.D.)

The Examining Committee Approved This Thesis Submitted in Partial
Fulfillment of the Requirements for the Degree of Master of Arts (Language and
Communication).

Assistant Professor.....*M.L. Jirapa Abhakorn*.....Committee Chairperson
(M.L. Jirapa Abhakorn, Ph.D.)

Assistant Professor.....*Kasma Suwanarak*.....Committee
(Kasma Suwanarak, Ph.D.)

Assistant Professor.....*Sureepong Phothongsunan*.....Committee
(Sureepong Phothongsunan, Ph.D.)

Assistant Professor.....*Saksit Saengboon*.....Dean
(Saksit Saengboon, Ph.D.)

August 2014

ABSTRACT

| | |
|------------------------|--|
| Title of Thesis | Attitudes and Motivation in English Language Learning: A Case Study of Attarkiah Islamiah School |
| Author | Miss Hasnee Maduerawae |
| Degree | Master of Arts (Language and Communication) |
| Year | 2014 |

The research aims at studying the attitudes and motivation in English as a foreign language learning of Thai secondary school students. The study sits within the theoretical framework of constructivist theory taking into account Gardner's attitude and motivation in language learning. The study considers students' motivation in English language learning into 2 motives: instrumental and integrative motivation. Participants of this study are 239 Mathayomsuksa 5 students (Grade 11) and 10 English language teachers from Attarkiah Islamiah School. A questionnaire based on Gardner's Attitude/Motivation Test Battery (AMTB) was used to investigate the students' attitudes and motivation. A semi-structured interview was then developed to explore the teachers' views on students' attitudes and motivation in English language learning.

The results show that the students had positive attitudes towards English language learning. The instrumental reasons (educational achievement and job opportunities) of the students were slightly greater than the integrative reasons (people and cultural reason). Interestingly, students were less likely to hold integrative motivation in English language learning because they were lack of good learning opportunities. One of the factors influencing their motivation in language learning might be because of the insurgency taking place in the southernmost provinces of Thailand. The study contributed some perspectives on teaching practices that may help in encouraging students' attitudes and motivation to better learning achievement.

ACKNOWLEDGEMENTS

This thesis would not have been possible without the guidance, the help, and the support of people around me, some of whom I will give particular acknowledgement to here.

I would like to express my gratitude to my thesis supervisor, Asst. Prof. Dr. Kasma Suwanarak. She has broadened and enhanced my understanding of the notion of attitudes and motivation in foreign language learning. Without her advice, assistance, patience, and good support, this master thesis would not have been completed.

Besides my advisor, I would like to acknowledge my thesis committee, Asst. Prof. Dr. Sureepong Phothongsunan and Asst. Prof. Dr. ML. Jirapa Abhakorn for their suggestions and advice during the study.

I also want to thank my wonderful friends who provided me with encouragement, knowledge, and support throughout the time of doing this thesis. I will not be able to mention all of them here, but I am hopeful they will recognize my appreciation. My sincere thanks also go to the staff of the secretarial office of the School of Language and Communication for the kindness and the help to complete this thesis.

I am grateful to the teacher at Attarkiah Islamiah who assisted me along the way of conducting the research. Additionally, a special thanks goes to Nueillias Toyibshukor. He significantly influenced my decision to study at the School of Language and Communication and encouraged me to do this thesis.

Finally, I would also like to thank my family for the support and the encouragement they always provided me throughout the learning experiences, especially during the time of writing this thesis.

Hasnee Maduerawae

August 2014

TABLE OF CONTENTS

| | Page |
|--|-------------|
| ABSTRACT | iii |
| ACKNOWLEDGEMENTS | iv |
| TABLE OF CONTENTS | v |
| LIST OF TABLES | vii |
| LIST OF FIGHRES | viii |
| | |
| CHAPTER 1 INTRODUCTION | 1 |
| 1.1 Background of the Study | 1 |
| 1.2 Research Rationale | 2 |
| 1.3 Objectives of the Study | 4 |
| 1.4 Research Questions | 4 |
| 1.5 Significance of the Study | 4 |
| 1.6 Scope of the Study | 5 |
| 1.7 Definitions of Key Terms | 6 |
| 1.8 Organization of the Thesis | 8 |
| CHAPTER 2 LITERATURE REVIEW | 9 |
| 2.1 English Language Teaching in Thailand | 9 |
| 2.2 Attitudes of Learning English as a Foreign Language | 14 |
| 2.3 Motivation of Learning English as a Foreign Language | 17 |
| 2.4 Previous Studies on Attitudes and Motivation | 26 |
| CHAPTER 3 MOTHODOLOGY | 33 |
| 3.1 Theoretical Framework of the Research | 33 |
| 3.2 Population and Sampling | 35 |
| 3.3 Research Tools and Data Collection | 37 |
| 3.4 Procedures of the Research | 39 |
| 3.5 Pilot Study | 42 |

| | |
|---|------------|
| 3.6 Content Validity | 42 |
| 3.7 Reliability Test | 43 |
| 3.8 Data Analysis | 44 |
| 3.9 Limitation of the Study | 45 |
| CHAPTER 4 DATA ANALYSIS AND FINDINGS | 46 |
| 4.1 Findings in Response to Research Question 1 | 46 |
| 4.2 Findings in Response to Research Question 2 | 53 |
| 4.3 Findings in Response to Research Question 3 | 63 |
| 4.4 Conclusion of the Findings | 70 |
| CHAPTER 5 DISCUSSION AND CONCLUSION | 72 |
| 5.1 Summary and Discussion of the Findings | 72 |
| 5.2 Implications of the Study | 81 |
| 5.3 Recommendations | 82 |
| 5.4 Conclusion | 83 |
| BIBIOGRAPHY | 85 |
| APPENDICES | 92 |
| Appendix A Questionnaire Survey in English | 93 |
| Appendix B Interview Questions in English | 96 |
| Appendix C The Sum of IOC Questionnaire Test | 99 |
| Appendix D The Sum of IOC Open-Ended Test | 103 |
| Appendix E The Sum of IOC Interview Questions Test | 104 |
| Appendix F Questionnaire Survey in Thai | 107 |
| Appendix G Interview Quotations in Thai | 111 |
| Appendix H Descriptive Statistics (Frequency) | 114 |
| Appendix I Summary of Open-Ended Responses (Question 1) | 117 |
| Appendix J Summary of Open-Ended Responses (Question 2) | 118 |
| Appendix K Summary of Open-Ended Responses (Question 3) | 120 |
| BIOGRAPHY | 122 |

LIST OF TABLES

| Tables | Page |
|--|------|
| 2.1 Ordinary National Educational Test (O-NET) Report of Matayomsuksa 6 (Grade 12) Academic Years 2010-2012 | 12 |
| 3.1 The Sample Size | 36 |
| 3.2 Students' Demographic Information | 36 |
| 3.3 Teachers' Information | 37 |
| 3.4 The interpretations of students' attitudes and motivation | 44 |
| 4.1 Students' Attitudes towards English Language Learning | 47 |
| 4.2 Students' Instrumental Motivation towards English Language Learning | 54 |
| 4.3 Students' Integrative Motivation towards English Language Learning | 55 |
| 4.4 Students' Desire to Learn English Language | 56 |

LIST OF FIGURES

| Figures | Page |
|--|-------------|
| 2.1 The Model of Motivation Invented by Gardner and Smythe (1975) | 18 |
| 2.2 Gardner's Integrativeness Motivation | 23 |
| 3.1 Relationship of Constructivism and the English Language Developed by the Author | 33 |
| 3.2 Procedures of the Study | 40 |

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

“How is it that some people can learn a second language or foreign language so easily and so well while others, given what seem to be the same opportunities to learn, find it almost impossible?” (Gardner and Lambert, 1972, p. 131).

Attitudes and motivation in language learning are two important factors determining the effort and the process in the learning. Having negative attitudes towards the language learning and the speakers of the target language as well as lacking of motivation may influence the extent of success in language learning. A number of research in the field of language learning (e.g., Dörnyei, 2003; Ellis, 1997; Gardner & Lambert, 1972; Li & Pan, 2009; Mun, 2011; Tahaine & Daana, 2013) indicate that attitudes and motivation are the crucial factors influencing in learning the target language. Regarding this, Gardner (1985) considers that attitudes and motivation indicate how well students can learn and perform the target language. Additionally, Dörnyei (1988) claims that classroom environment including teachers affect the degree of attitudes and motivation in the learning. Therefore, these 2 factors are two of the important factors determining how successful students will be.

As attitudes and motivation are important factors in learning a foreign language, previous studies (e.g., Li & Pan, 2009; Mun, 2011; Tahaine & Daana, 2013) have been considered the relationship of attitudes and motivation influenced by the initial study of Gardner and Lambert (1972). Those studies focus on 2 types of motivation which are integrative and instrumental motivations which to some extent are related to attitudes in language learning. Students who have integrative attitudes will show their interest to learn the language and they will perform the learning better

than the others (Ellis, 1994). Similarly, Lifrieri (2005, p.14) states, “Attitudes are necessary but insufficient indirect conditions for linguistic attainment. Only when paired up with motivation proper do attitudinal tendencies relate to the levels of student engagement in language learning, and to attainment.” Therefore, understanding students’ attitudes and motivation in language learning would be effective in order to help teachers develop teaching materials and classroom activities related to students’ motivation to better language achievement.

1.2 Research Rationale

In spite of the importance of English in the globalized world, the upcoming of the ASEAN Economic Community (AEC) in 2015 also plays significant roles encouraging Thai students to be interested in English language learning. The ASEAN Economic Community 2015 (The Association of South East Asian Nations) exhibits important cooperation amongst the 10 ASEAN member countries: Thailand, Indonesia, Malaysia, Philippines, Singapore, Brunei Darussalam, Vietnam, Myanmar, Laos, and Cambodia (Association of Southeast Asian Nations, 2012). There are three major areas of cooperation: Political-Security, Economic, and Socio-Cultural. In order to develop the countries together and to obtain mutual advantages, the ASEAN Charter Article 34 addresses that the language to be used among the member countries should be the English language (Association of Southeast Asian Nations, 2012). Accordingly, it emphasizes, “The working language of ASEAN shall be English” (Association of Southeast Asian Nations, 2012). As a result, English is acceptable as the official language of communication for the ASEAN member countries. Learning and understanding English, therefore, will be advantageous to Thai students since the ASEAN community will make it necessary for the students to use the English language to communicate and understand other ASEAN members.

However, there is a common dissatisfaction among Thai educators and Thai students with the results of the English language performances. For example, the ‘World Economic Forum Global Competitiveness’ reports that the quality of Thailand’s higher education is ‘abnormally low’ compared with other ASEAN member countries (Schwab, 2013). Consequently, a former Secretary General of

ASEAN, Dr. Surin Pitsuwan, claimed that the English language is an important factor affecting Thai education and has the potential to be a significant language tool with which to address Thailand's education woes. Nevertheless, the English language is not commonly used on a daily basis; not everyone is interested in learning it. In line with this, the report of the Ordinary National Educational Test (O-NET) which contributed to university entrance of Thai students during the academic years 2007-2009 revealed that secondary school students were weak in the English language, especially in Narathiwat province where the average score of English was placed in the bottom level of the country (National Institute of Educational Testing Service, 2012). This would be attributed to the lack of the students' interest in English language learning and to the insurgency that is currently taking place in Narathiwat province.

This study, therefore, investigates students' attitudes and motivation in English language learning in the Islamic private school, Attarkiah Islamiah School, in Narathiwat province. All of the students in the school are Thai-Muslim students whose knowledge of the Malay dialect and the Thai language might be greater than that of the English language. The students might not have positive attitudes and may be lack of motivation towards English language learning. Moreover, due to the social insurgency frequently occurring in Narathiwat province, the lack of English language teachers may be one of the factors influencing students' attitudes and motivation in English language learning. Some students may have a negative attitude and a lack of motivation because they might want to learn the language with native speakers of English and competent language teachers, while others may be strongly motivated to learn the language in order to become effective English learners. Attitudes and motivation in English language learning of Narathiwat students, therefore, are investigated in order to understand their interests and to develop teaching practices to better language performance.

1.3 Objectives of the Study

The objectives of this research are:

- 1) To examine the students' attitudes towards English language learning at Attarkiah Islamiah School.
- 2) To explore the students' motivations in relation to the students' English language learning.
- 3) To investigate the teachers' perceptions towards the students' attitudes and motivations towards English language learning.

1.4 Research Questions

Based on the objectives of this study, three research questions were developed:

- 1) What are the students' attitudes towards English language learning at Attarkiah Islamiah School?
- 2) What are the students' motivations in relation to their English language learning?
- 3) What are the teachers' perceptions of the students' attitudes and motivations towards English language learning?

1.5 Significance of the Study

Much research in the area of second language acquisition has emphasized the relationship between the roles of attitudes and motivation influencing students' achievement in language learning (e.g., Daana & Tahaine, 2013; Deci & Ryan, 2000; Dörnyei, 1998; Gabillon, 2007; Gardner, 1985; Mun, 2011; Shuib, 2009). As Gardner (1985) demonstrated, learning a second language successfully does not solely depend on a learners' society, but also social and psychological features shed light on their learning. Therefore, students' attitudes and motivation towards English language learning may be important factors in process of language learning.

The case study of this study was undertaken in the largest Islamic private school in Narathiwat province where teaching four important languages, Thai,

English, Malay, and Arabic, is compulsory. Social science subjects are taught in Thai and English, while Islamic knowledge uses Arabic and Malay as a medium of instruction. All of the student participants are Thai-Muslim students who tend to be more proficient in Malay and Thai than English. To some extent, the students could show different degrees of attitude and motivation regarding their goals of learning the languages. Moreover, it can be highlighted that the degree of difficulty of the languages proportionately impacts the degree of interest towards the English language. Such attitude and motivation are relative to the success in language learning. Consequently, the implications of this study are expected not only to help teachers to understand students' attitudes and motivation towards language learning, but also facilitate the teachers to develop their teaching styles and teaching materials accordingly to the students' perspectives. Since classrooms are the first places where the students are probably exposed to and learn a foreign language, the role of language teachers might be one of the key success factors influencing the attitudes and motivation of the students to engage in language learning, and to become familiar with English language culture.

1.6 Scope of the Study

1.6.1 The Sample Group

Due to the limitation of accessibility to students in Islamic private schools in the southernmost provinces of Thailand, the scope of this study focuses only on the Islamic private school students in Attarkiah Islamiah School in Narathiwat province. The participants of this study are only 239 Matayomsuksa 5 students who are studying in the Academic Year 2013 and 10 English language teachers of the school.

1.6.2 Independent Variables

Matayomsuksa 5 (Grade 11) students and English language teachers of the school are the independent variables of the thesis. The students' English language achievement is not investigated.

1.6.3 Dependent Variables

The research contains 3 major dependent variables:

- 1) Attitudes towards English language learning;
- 2) Instrumental motivation in English language learning; and
- 3) Integrative motivation in English language learning.

1.7 Definitions of Key Terms

1.7.1 Second Language Acquisition (SLA)

SLA is the investigation processes and ways people learn other second/third languages after acquiring their first language (Ellis, 1997; Ortega, 2013).

1.7.2 English as a Foreign Language (EFL)

EFL is English language learnt by non-native English speakers; this term is used in countries where English is not generally used as a tool to communicate on a regular basis.

1.7.3 Attitude

Attitude is the psychological state of an individual that defines beliefs and feelings about the English language and English speaking communities (Gardner, 1985).

1.7.4 Motivation

Motivation is the internal and emotional states that affect the extent of an individual's needs to learn a language (Ellis, 1997; Gardner, 1985).

1.7.5 Instrumental Motivation

Instrumental motivation is individual efforts to learn a foreign language for a particular purpose to improve educational achievement and well-paid job opportunities (Ellis, 1997; Gardner & Lambert, 1972). The definitions of instrumental motivation are similar to extrinsic motivation that it refers to individual needs to learn

a language because of external rewards. It is motivation driven from outside the individual such as money, praise, and grades (Brown, 2007; Deci & Ryan, 2000).

1.7.6 Integrative Motivation

Integrative motivation is individual needs to learn a second or foreign language because of self-interest in the people and the culture of a particular language in which the individual needs to take part (Ellis, 1997; Gardner & Lambert, 1972). The definitions of integrative motivation are closely related to intrinsic motivation which refers to individual desires to learn a language because of personal rewards. An individual may also learn a language because of self-satisfaction to participate in language activities for his/her own sake such as enjoyment and challenge (Ellis, 1997).

1.7.7 Language Achievement

Language achievement is primarily measured by language testing and performance; it is often used as a measure in educational contexts (Macaro, Murphy, & Vanderplank, 2013). The appropriate learning strategies used for foreign language learning can define the degree of success in language learning (Onwuegbuzie, Phillip, & Daley, 2000).

1.8 Organization of the Thesis

This paper comprises of 5 chapters.

Chapter 1, Introduction, starts with background of the study in relation to attitudes and motivation in language learning, followed by research rationale of doing this research that is derived from the factors that may increase and influence students' motivation in language learning.

Chapter 2, Literature Review, is categorized into 4 main sections. The first section reviews the English language teaching in Thailand that includes the educational policies of the southernmost provinces of Thailand and the English language performance of Thai students. The second section presents the notion of attitudes in language learning, and then reviews the notion of motivation in language learning. In the last section, the review of the previous studies on attitudes and motivation in language learning is presented.

Chapter 3, Methodology, presents the data and methodology of this study. The conceptual framework of the study which is constructivism is introduced. Moreover, the major participants and the 2 research tools which are a questionnaire survey and a semi-structured interview of this study are presented. Apart from the research tools, the research procedures and data analysis are demonstrated in order to introduce the overall pictures of the research investigation.

Chapter 4, Data Analysis and Findings reports the findings of the study starting with the analysis of the students' attitudes in English language learning from both quantitative and qualitative data. Then, the students' motivation in English language learning are revealed to show what the important factors motivate them to learn and to be interested in the English language. In addition, the teachers' perceptions on students' attitudes and motivation in English language learning are illustrated to demonstrate how teaching practices could be developed to increase the students learning motivation and the effectiveness in language learning.

Finally, Chapter 5, Discussion and Conclusion, discusses factors that may influence the students' attitudes and motivation in English language learning in Narathiwat province. The conclusions of this study will then be offered at the end.

CHAPTER 2

LITERATURE REVIEW

This chapter provides a review of the literature which investigates the attitudes and motivations of secondary school students towards learning English as a foreign language. The review firstly sheds light on English language teaching in Thailand including English language performance of Thai students, followed by attitudes about English language learning. Next, the theory of motivation in language learning is presented based on Gardner's model of motivation, relationship between attitude and motivation, and success in English language learning. The review lastly presents the discussion of previous studies related to attitudes and motivation in English language learning.

2.1 English Language Teaching in Thailand

Because of the rapid growth in communication technology and social change, the English language has become an international language serving as an important means of communication in several areas, especially those of education and business. The roles of English are widely presented for many purposes such as to communicate, to seek knowledge, and to understand the cultures of other communities. In Thailand, the English language is the most important foreign language being employed to develop students' language performance. Its use is advantageous in communicating with other international communities effectively, especially with ASEAN member countries. In addition, proficiency in the English language may be important in obtaining a well-paid job. Some Thai researchers are now demonstrating a new trend of English curricula used in Thailand. These curricula have focused on English language learners, giving them an opportunity to acquire knowledge depending on their inclination to construct their own English knowledge base and to be able to solve

problems of language use by themselves such as appropriate word use and production of new sentences (Wongsothorn, Hiranburana, & Chinnawongs, 2002).

In fact, the new trend in the Thai English curricular places a student-centered focus as a key in the teaching process, giving opportunity for students to practice the language in order to master it (Ministry of Education, 2001). Moreover, the inclusion of task activities related to students' interests is also a new trend in language teaching to enhance the students' language ability (Office of the National Education Commission, 2003). In addition, the implementation of new technology during the process of language teaching and learning has become an important tool to assist in improving students' language proficiency (Noytim, 2006). Consequently, Kitjaroonchai (2012) asserted that within the English language educational reform of Thailand over the last twenty years, language education and the teaching pedagogies have widely changed from a traditional approach to a communicative approach. Students are expected to receive benefits from their language learning by applying what they have learnt to authentic situations. They can notice how the language is used from classmates and class activities to implement it in the real world such as asking for and giving directions in English.

Apart from the general educational reform of Thailand, the Thai Ministry of Education additionally formulated a key educational policy of applying the learning to the contexts of the southernmost provinces of Thailand where there are clear differences in culture and linguistic practice. Essentially, the educational policy is developed in response to culture, belief, and social practices in order to fully understand the way of life and enhance the quality of education in a specific context. If a government arranges the same policy for a different educational context, the quality of education in the southernmost provinces of Thailand may not achieve adequate academic value. Education in the southernmost provinces is noticeably different from other contexts in comparison to other provinces of Thailand. People hold a strong belief in the importance of religious study (Nookua, 2011). Many Muslim families send their children to Islamic private schools in order to learn both social science subjects and religious studies, whereas some families do not. As a result, the Thai government has authorized the organization of religious study in conjunction with the national curriculum to increase opportunities for students to have

multiple choices in learning in a local context. Therefore, to understand and access educational achievement, the Ministry of Education (2010) formulated a specific educational policy accordingly to the local contexts.

The educational policies specifically practiced in the Southernmost Provinces of Thailand consist of 14 items (Ministry of Education, 2010). Only two key policies, the Educational Development Plan and Enhancing Educational Quality in Southern Thailand, are emphasized in this present research. These two items are more closely related to students' attitudes and motivation in English language learning and so are the most relevant to the research context of what enhances the quality of students' learning. Understanding students' perceptions in the language learning can be useful for language teachers to fit the teaching methods and activities to the students effectively. Also, the implementation plan of the two policies can develop the educational performance of the students in the particular areas (Ministry of Education, 2010).

The first policy, Educational Development Plan, mainly focuses on two principles of educational policy:

- 1) Improving the quality of education; and
- 2) Providing a great learning opportunity for the students in southern Thailand so that their educational equality and capability are enhanced compared with students in other provinces of Thailand.

The second policy, Enhancing Educational Quality in Southern Thailand, focuses on four principles:

- 1) Strengthening learning and teaching the Thai language;
- 2) Developing teachers and learners of Islamic Tadika and Po Noh schools;
- 3) Improving assessment of study achievement; and
- 4) Introducing media and technology for teaching assistance.

In summary, perceiving the attitudes and motivations of the students in the research context can be a crucial way to implement the policy of the Ministry of Education of Thailand. If language teachers understand their students' perceptions about learning the language, they to some extent could understand and provide appropriate teaching practices to motivate students to develop their language

performance. In addition, if these two policies are successfully practiced, the educational quality of students will be enhanced. Recognizing the attitudes and motivations of the students can therefore be a primary way to improve the educational quality of the students. More to the point, it can be seen in the following section that Thai students, in general, have performed poorly on both National and International English tests.

2.1.1 English Language Performance of Thai Students

Although educational reform in Thailand has been implemented in Thai schools over the last decade, the English language learning of Thai secondary schools still cannot meet the degree of language achievement as presented in the latest performance of Ordinary National Educational Test (O-NET), from academic years 2010-2012 that is illustrated in Table 2.1 below.

Table 2.1 Ordinary National Educational Test (O-NET) Report of Matayomsuksa 6 (Grade 12) Academic Years 2010-2012

| The Statistic of Ordinary National Educational Test (O-NET) Of Matayomsuksa 6 students (Grade 12) from 2010-2012 | | | | | |
|---|----------------|-------------------------------|------------------------|-------------|-----------|
| Year | Subject | Number of Students | Total Score | Mean | SD |
| 2010 | English | 354,531 | 100.00 | 19.22 | 12.01 |
| 2011 | English | 370,561 | 100.00 | 21.80 | 11.09 |
| 2012 | English | 392,468 | 100.00 | 22.13 | 11.63 |

Source: National Institute of Educational Testing Service (2012).

In the academic year 2010, the average English score of Matayomsuksa 6 students was just 19.22. One year later, the mean score slightly increased from that of 2010. In the academic year 2012 the mean score was similar to the previous two years. It is noted that the Matayomsuksa 6 students of Thailand who are to be admitted to higher education still could not achieve a high level of English language learning measured by the O-NET test.

Furthermore, Thai students' scores on the 2010 Test of English as a Foreign Language (TOEFL) are ranked 116 from 163 countries. In comparison with other ASEAN countries, the quality of English proficiency of Thai students could be categorized as low proficiency. The total score of Thai students taking the test is slightly higher than those from Cambodia, Laos, Vietnam and Myanmar, but the score is obviously behind other countries such as Malaysia, the Philippines, and Singapore.

However, the TOEFL score is only one tool measuring the language proficiency of learners. There is another measurement, the world's most official in-depth ranking of language proficiency across the world ("Bangkok Post," 2012). It is a survey of Education First by using an English Proficiency Index (EF EPI), a global language training company ("Bangkok Post," 2012). According to this measurement, the English language proficiency of Thai students in 2012 was almost the lowest in Asia; Thailand was ranked 42nd out of 44 countries. Meanwhile, the proficiency level of Vietnamese students has shifted to a higher degree than that of Thai students.

In sum, the results of the English language performance of Thai students in the last three years are apparently low compared to the results of students in other ASEAN countries. The results, therefore, highlight the significant problem of the need to develop the English proficiency of Thai students at all levels.

2.2 Attitudes of Learning English as a Foreign Language

According to Gardner (1985), attitude is the important component of effective language learning. The notion of attitude in the field of language learning has been defined by many scholars (e.g., Anantasi, 1976; Buckledee, 2011; Lefton, 1994). It is noticeably related to an individual's cognitive and affective dispositions towards the language and its social community.

In terms of cognitive disposition, Anantasi (1976) documented that attitude is the mental state of an individual to be able to think about an object. Cognitive is also an individual's belief, opinion, and thoughts about something that affects the extent of reaction, either positively or negatively. The terms of attitude and opinion, generally, can be used interchangeably since there are not crucial differences between them. Still, in terms of affective disposition, attitude is clearly related to an individual's feeling towards something because it can be either a positive/favorable or negative/unfavorable feeling which determines behaviors and actions. In other words, attitude is an individual's feeling and emotional expression such as love, like, and dislike.

In fact, the extent of human attitude cannot directly be measured in numerical value; it can only be observed from performance. As a result, Gardner (1985) agreed with Anantasi (1976) that the degree of an individual's attitude can be gauged by perceiving their action, behavior, and performance towards language learning; that is, whether they like it or not. Lefton (1994), moreover, explained the measurements of attitudes, which can be evaluated from three dimensions, cognitive, emotion, and behavior of an individual. These dimensions refer to beliefs, feelings, and experiences towards language learning.

The definitions of attitude presented above are not critically different from each other as they all indicate an individual's point of view, either positive or negative, towards a particular object. As attitude is an individual's internal state showing the belief and feeling, whether favorable or unfavorable, towards something, Baker (1988, as cited in Buckledee, 2011). Attitude is differentiated into five characteristics:

- 1) Attitude is cognitive and affective;
- 2) Attitudes measure degree of favorability and unfavorability;
- 3) Attitude determines individual's behavior, but is not a necessary condition;
- 4) Attitude comes from learning, not from genetic transmission; and
- 5) Attitude develops and modifies from individual's experience.

These five characteristics defined by Baker clearly indicate that attitude is derived from human thinking and feeling driven from one's inner state. It can be changed by the learning and experiences of an individual, as mentioned by Lefton (1994) and Anantasi (1976).

Moreover, Stern (1983) differentiated attitude in relation to language learning into three types:

- 1) Attitude towards the groups and people who speak a particular language;
- 2) Attitude towards certain language learning (L2/FL); and
- 3) Attitude towards common language learning.

Interestingly, Gardner (1985) classified attitudes in response to language learning into two types:

- 1) Attitudes towards language learning; and
- 2) Attitudes towards the community of the target language.

Those two kinds of attitudes are widely accepted by researchers to determine the degree of success in language learning. Similarly, this study is demonstrated the types of attitudes in language learning which are students' attitudes about English language learning, the culture, and the people of English speaking like the notion of Gardner (1985).

2.2.1 Positive and Negative Attitudes towards English Language

Learning

To the extent of favorability in learning English as a foreign language, language researchers take the importance of individual's aspects about culture and people who speak a particular language into consideration (e.g., Ellis, 1997; Gardner, 1985; Karahan, 2007; Savignon, 1983). In relation to positive and negative attitudes; for example, Thai students might obtain different degrees of English learning because they hold different attitudes. For students who have a positive attitude towards the language and towards the people of the language, they will be pleasant to be associated with that particular language culture. Additionally, they might actively motivate themselves in classroom learning to fulfill their own personal requirements. On the other hand, students who carry a negative attitude might be reluctant to learn and participate in a particular language community. Therefore, there is a general agreement among second language researchers that an effective way to comprehend language achievement is to study learners' attitudes to see whether they are positive or negative towards foreign language learning (e.g., Ellis, 1997; Gardner & Lambert, 1972; Karahan, 2007).

Many researchers agree that holding attitudes towards language learning and attitudes towards the community of the target language are importantly related to successful language learning, especially attitude towards language learning itself (e.g., Buckledee, 2011; Gardner & Lambert, 1972; Savignon, 1983). Gardner (1985) explained that the learner's attitude towards the language group will significantly influence the success in language learning. If learners hold a positive attitude towards the target group, they will maintain the motives to learn the language; in contrast, if they hold a negative attitude towards the group, they will refuse to learn the new language. Gardner (1985, p.8) proposed the importance of carrying attitude in language learning as follows:

In the language learning situation, if the students' attitudes are favorable, it is reasonable to predict, other things being equal, that the experience with the language be pleasant, and the students will be encouraged to continue. Simply, favorable attitudes tend to cause the experience to be perceived positively. If, on the other hand, attitudes are negative, the experiences will tend to be perceived unfavorably.

In sum, having positive attitudes regarding language learning is related to successful language learning. Apart from holding positive attitudes towards language learning, attitudes towards the language teacher and language environment are also important in the way of determining success in learning English as a foreign language. Although some people might expect that a person who has a high language aptitude is usually more successful in language learning than another who has less, Gardner (1985) explicitly argues that the differences of human perceptions are generally related to human attitude and that attitude will have an impact on the process of language achievement.

2.3 Motivation of Learning English as a Foreign Language

The perspective of motivation has its roots in the behavior and cognitive theories focusing on the individuals' performances that derive from their mental perception (Pintrich & Schunk, 1996). It is an important component in second language learning and it usually determines individual practices. This can be the answer to the question as to why some students pay more attention in class while others do not, or why some language learners are positively interested in learning a second language while some are not (Pineda, 2011). Regarding this, Pintrich and Schunk (1996) explained that motivation cannot directly be observed but can be noticed and inferred from individuals' performances.

According to the definition of motivation in language learning, motivation is internal and emotional states that affect the extent of an individual's needs and efforts to learn a language (Ellis, 1997; Gardner, 1985). Lefton (1994, p. 363) defined motivation as a desire of an individual reaching a specific goal to fulfill his/her own desires as "A motive is a specific condition, usually internal and usually involving some form of arousal, that directs an organism's behavior toward a goal." Recently, Dörnyei and Otto (1998) concluded that motivation is not stable, and can change over time; it also determines students' behaviors when learning a language.

In this section the researcher has reviewed some motivational definitions in relation to language learning. Next, the theory of motivation will be presented.

2.3.1 Gardner's Model of Motivation for Successful English Language Learning

Gardner and Lambert (1972) categorized motivation as one of the social variables that is an important factor in raising the success in language learning. Social psychology researchers considered the responses of learners to learn the language as a function of social context and developed the theory of motivation in language learning that is grounded in the study of John Carroll, who introduced the concept of individual aptitude differences towards successful second language learning.

In 1975, Gardner and Smythe illustrated the components of motivation which consist of four main elements: group specific attitude, learner's motive for learning the target language, affective factors, and extrinsic and intrinsic motivation (see Figure 2.1).

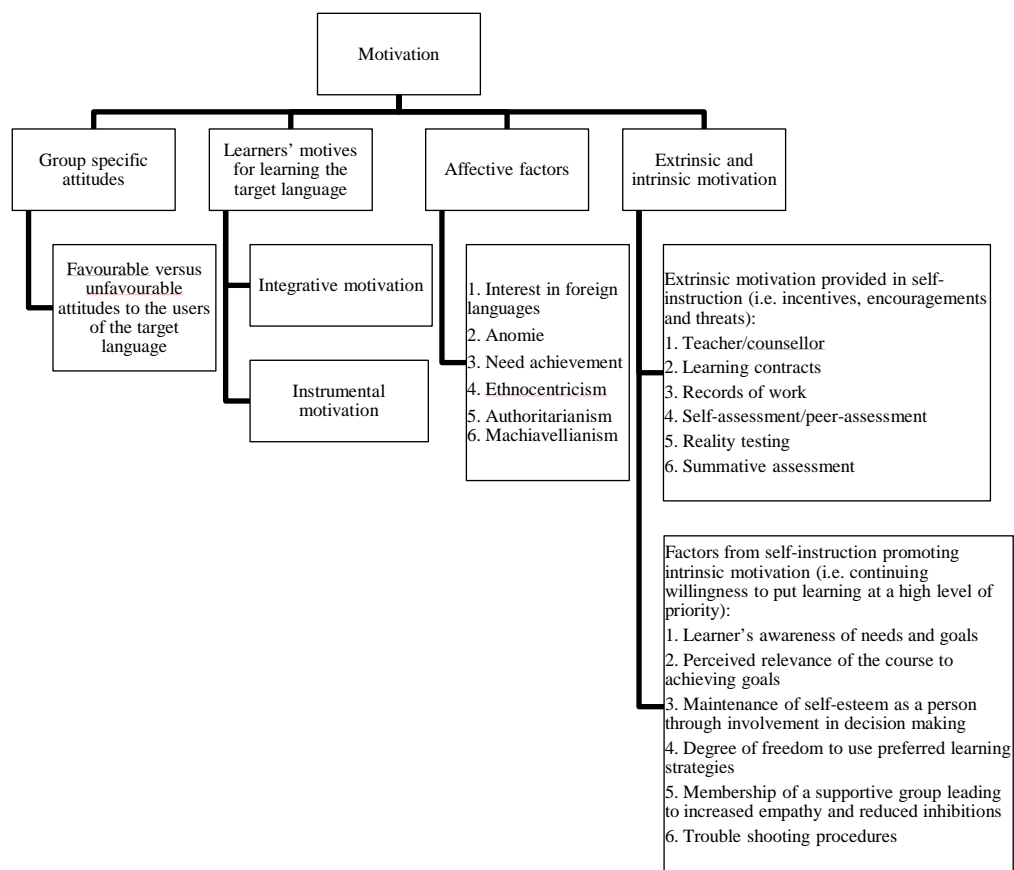


Figure 2.1 The Model of Motivation Invented by Gardner and Smythe (1975)

Source: Finch (2010).

According to Figure 2.1, the first element is group specific attitudes involving favorable and unfavorable attitudes towards the users of the target language. It is the learner's attitude towards the language members. The second is the learner's motives for learning the target language. It consists of two elements: instrumental motivation and integrative motivation. The third is affective factors which are feelings, recognitions, and desire related to foreign language learning. The last element of motivation is extrinsic and intrinsic motivation. The extrinsic motivation is from environment surrounding learners and it is usually involved with external rewards, such as praise and money. Intrinsic motivation is a personal reward to learn a language, especially to participate in activities for his/her own reasons such as for interest and challenge. According to the second element, a learner's motive for learning the target language, Gardner and Lambert (1972) intentionally emphasized the intensity of motivation for learning the language, focusing on two motives, integrative motivation and instrumental motivation.

These two types of motivation, instrumental and integrative, are differentiated by Gardner and Lambert (1972). Instrumental motivation refers to learning a language for utilitarian purposes and for the advantages of being proficient in the particular language. Learners attentively learn the language to obtain social recognition and economic benefit, such as getting a well-paid job, reading technical materials, and obtaining a higher social status (Gardner, 1985; Norris-Holt, 2001). On the other hand, integrative motivation refers to the desire of language learners to be part of a particular language community, the personal interest in the people and cultures, and respect for the group's way of life (Gardner, 1985; Norris-Holt, 2001). It usually refers to people who have a positive attitude towards the language. Gardner (1985, p. 203) defined integrative motivation, "Learning a language because the learner wishes [wishes] to identify himself with or become integrated into the society of the target language". Sometimes learners indicating they have integrative motivation in language learning need to be accepted into the particular language group as a member and they may be rejected from their original group (Dörnyei, 2013).

Those are the major types of motivation from Gardner's point of view. They emphasize the socio-cultural dimension that could be characterized as the macro perspective (Dörnyei, 2003). Gardner and Lambert (1972) considered motivation to

learning a second language to be the initial force for exposure to the language community which is defined as the integrative aspect.

Similarly, various researchers classify types of motivation for learning a language on the basis of Gardner's view. Ellis (1997) developed the concept of motivation in language learning from Gardner and Lambert's notion by classifying four types of motivation: instrumental, integrative, resultative, and intrinsic motivation. Instrumental motivation is the need for gaining some language advantages, whereas integrative motivation is the learners' desire to engage in the culture of the language learning. Resultative motivation is the individual's motivation for learning the language because they are happy with their language learning results. The language can be both cause in language achievement and result in their language learning. The last motivational type presented by Ellis (1997) is intrinsic motivation, which is derived from the learner's feelings of need to engage in language learning, however those learners do not emphasize the importance of the language community. Also, learners learn the language without external enforcement; they just enjoy the language, even though they may not have much opportunity to use it on a daily basis.

In 2000, Brown additionally categorized motivation into four types: intrinsic-integrative, intrinsic-instrumental, extrinsic-integrative, and extrinsic-instrumental (as cited in Carreira, 2005). Intrinsic-integrative motivation indicates that learners need to integrate themselves into the cultures of the particular language group, for example, for personal immigration and marriage, while intrinsic-instrumental motivation is to achieve the advantages of learning a second language, such as, to attain a good job and gain economic status. Moreover, extrinsic-integrative motivation is defined as learning a second language so that the learner can integrate him/herself into a certain language community, and extrinsic-instrumental is motivation to learn a second language because of external power such as the needs of a company to improve an employee's language quality. In fact, Brown has integrated the relationship between intrinsic-extrinsic motivation and integrative/instrumental motivation since he recommended there are slightly different meanings between intrinsic-integrative and extrinsic-instrumental factors indicating personal motivation. Particularly in a foreign language classroom, intrinsic and extrinsic motivation normally pertain to language learners more than integrative and instrumental motivation does since the former

factors are not concerned very strongly with the language cultures and the particular language community (Carreira, 2005).

However, the researcher takes instrumental and integrative motivation into account. Even if the study is in the context of foreign language learning, the researcher still considers students' opinions about cultures and the people of English speaking communities, and realizes the establishment of the ASEAN community in 2015. Also, these two types of motivation can be classified as an individual's motivation of English learning as socially motivated (integrative motivation) and personally motivated (instrumental motivation).

2.3.2 Gardner's Earlier Socio-Educational Model in Relation to Motivation

The first socio-educational model was formulated by Gardner in 1985. This model was developed from the model of Lambert's social psychology and that of Carroll, who focused on factors determining effective language learning such as motivation and an opportunity to learn. Gardner (1985) proposed that the degree of success in second language acquisition is obviously related to the feelings of the learners towards the particular language community. Therefore, the first model which is concerned with social milieu and learning context has an important effect on shaping an individual's motivation in learning the language. The social milieu is the learner's cultural belief towards the particular language. It is the perception of the learner towards the culture of the second language group. Gardner's (1985) model underlines the importance of integrative motivation, which is derived from the particular language culture.

However, Dörnyei (1988) attempted to develop a new motivational concept by shifting the emphasis from a social cultural dimension (integrative motive) to educational issues, by focusing on the specific language classroom context. Dörnyei (1988) categorized the learning context into three dimensions: the Language Level, the Learner Level, and the Learning Situation Level. His second language motivational theory considers the specific context which is influencing learning motivation, such as the language classroom and the language teacher, or classroom learning motivation in general. The language teacher also plays an important role that

seems to directly affect the learners' interest because the teaching style can indicate the extent of motivation in a language classroom. Dörnyei (2013) claims that the effective way to discern the extent of second language motivation is to investigate how the specific context, such as a classroom, influences the learners' perspectives and affects their interest in language learning.

2.3.3 Gardner's Motivation and Learning Situation Model

Gardner developed his socio-educational model by highlighting the educational setting (Pineda, 2011) by focusing on integrative capacity and attitudes towards the learning situation leading to language achievement.

In 2000, Gardner generated a model for the role of integrativeness motivation and language achievement (Ushida, 2005). The model shows three significant variables forming integrative motivation which are integrativeness, attitudes toward the language situation, and motivation. These three variables have a great impact on language achievement. Dörnyei and Schmidt (2001, p. 6) additionally explained the model of Gardner stating that "someone may demonstrate high levels of integrativeness and/or a very positive attitude toward the learning situation, but if these are not linked with motivation to learn the language, they will not be particularly highly related to achievement". Therefore, it can be shown that learning situation and learners' motivation in learning the language plays an important role in successful language learning.

Recently, the new version of Gardner's socio-educational model, in 2010, was developed on the basis of integrativeness and attitude towards learning situations which are the factors of teacher and classroom (Pineda, 2011). This is the latest version where Gardner expands all factors having an effect on motivation in learning a language. The three main elements are integrativeness, instrumentality, and attitudes towards the learning situation. The integrativeness consists of integrative orientation (IO), interest in foreign language (IFL), and attitudes towards French Canadians (AFC): French Canadian is a particular case study of Gardner. Attitudes towards the learning situation refer to teacher and classroom in general. The acronym INS is used to refer to instrumentality. However, the latest model seems to put too much emphasis

on the motivational factor that is composed of integrativeness and attitudes towards the learning situation.

Buckledee (2011) summarized Gardner's model in relation to the integrativeness attitude towards the learning context and motivation. Three main variables are formed to reflect the extent of language achievement (see Figure 2.2).

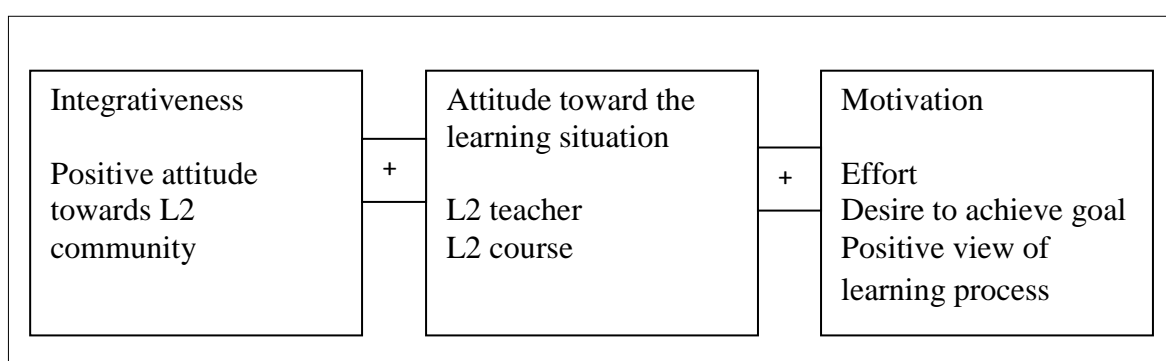


Figure 2.2 Gardner's Integrativeness Motivation

Source: Buckledee (2011, p. 30).

Buckledee (2011) explained the socio-educational model in relation to Gardner's motivation as being important to achieve language learning. Integrativeness is first introduced as a type of motivation. It refers to the learners carrying a positive attitude towards the native language community. They are really interested in the language; they need to communicate with that particular group and respect the way of life of the group (Gardner, 1985). The effective language learners usually have a positive attitude towards the second language community, plus a positive attitude towards the learning situation or the contexts of learning. The latter is the learners' attitude towards their language teacher, whether or not he/she is interesting and proficient, and an attitude towards the language course. The attitude towards the teacher, the classroom in general, the language course, and the task activities are expected to affect the learner's effort in learning the language (Pineda, 2011). Moreover, motivation is the learner's motive in any situation. The extent of success in learning the language additionally depends on the effort, the desire to reach the goal, and the positive attitude towards the learning process.

Therefore, holding an integrative and positive attitude to the learning situation can drive motivated learners to expand their effort and desire to learn the particular language successfully.

To summarize, the motivation theories of Gardner and Dörnyei, the socio-psychological study of the basis of the beliefs of Gardner's theory, that is the relationship between language learning and society cannot be separated from each other because they are the individual's social attitude. Also, these two features certainly influence the extent of language achievement. Gardner (1985) noted that the learner's attitude towards the language community and the learning motivation significantly affect the success in language learning. On the other hand, the motivational framework of Dörnyei (1998; 2013) has been highlighted for the importance of the language classroom reality, such as the language course and the teacher. He claimed that the classroom environment holds stronger power than the social dimensions in determining second language motivation. Recently, in 2010, Gardner considered the importance of attitude towards the language situation (Pineda, 2011). It is an additional factor influencing language learning. The theories of motivation, widely developed since 1959, were originated by Gardner and Lambert; however, the initial theory has been accepted by language researchers (Bernard, 2010).

2.3.4 Relationships of Attitudes, Motivation, and Success in English Language Learning

The work of Gardner and Lambert in 1959 has widely influenced the research in the area of attitude on motivation; a number of researchers believe that the relationship between attitudes and motivation are undeniably related to the extent of success in foreign language learning (e.g., Gardner, 1985; Ellis, 1997; Dörnyei & Ushioda, 2009). Gardner (1985) explained that attitudes and motivation will determine self-proficiency in the way that learners who appreciate learning something new (second/foreign language) will often have a positive attitude and high learning motivation. Those learners are more closely related to success in language learning. On the other hand, learners who have a negative attitude and less learning motivation might find it difficult to become effective learners.

Furthermore, in relation to types of motivation and attitudes, Gardner and Lambert (1972) mentioned that learners may carry both instrumental and integrative motivation in order to pass an exam and to integrate themselves into a particular community; although instrumental motivation is related to proficiency in language learning, students with both integrative motivation and highly positive attitudes towards the language community and the language itself are more commonly exposed to success in language learning than students only experiencing instrumental motivations. Thus, language learners' motivations are generally determined by their attitude towards the language community.

Moreover, Ellis (1997) supported the significance of motivation and attitude; that is, motivation of learning a foreign language generally involves an individual's attitude and feeling towards language learning. Ellis agreed with Gardner that motivation is a complex phenomenon because learners can be both integratively and instrumentally motivated in language learning at the same time. He explained the importance of motivation; it is not "something that a learner has or does not have but rather something that varies from one moment to the next depending on the learning context or task" (Ellis, 1997, p. 76). In sum, motivation and attitudes are results in language learning success, and the success could be the cause of those factors.

Again, attitudes and motivation of learners in language learning and in the language itself noticeably influence the degree of effective learning. The evidence supporting the relationship between attitudes and motivation affecting language achievement is originally derived from Gardner and Lambert (1972, p. 3) who explained, "His (language learners) motivation to learn is thought to be determined by his attitudes toward the other group in particular and toward foreign people in general and by his orientation toward the learning task itself."

In the field of learning English as a foreign language, learners' motivation can be both integrative and instrumental motivation; as well, learners' attitudes can be either negative or positive. Attitude, certainly, is associated with learners' motivation to be more proficient in English and to be more practical in English communication. As a result, an attitude is a strong predictor raising learners' motivations in learning a foreign language and leading to language proficiency (Oller, 1979). Thus,

understanding the attitude and motivation of language learners would be an effective way to improve English language proficiency of foreign language students.

2.4 Previous Studies on Attitudes and Motivation

There are many factors influencing language proficiency. Some might be influenced from both internal and external features such as from the learners themselves and/or parents. However, the attitude and motivation of learners are important factors related to the desire to learn the language and are related to success in language learning.

In the field of foreign language learning, a number of research studies, both in Thai and international contexts, have been conducted in the area of attitudes and motivation of students towards foreign language learning. The results of these previous studies in different contexts show slight differences. Most researchers (e.g., Tamimi & Shuib, 2009; Choosri & Intharaksa, 2011; Wimolmas, 2012; Kitjaroonchai, 2012; Tahaine & Daana, 2013) reveal that English language learners have a positive attitude towards learning English as a foreign language. The instrumental motivation is commonly shown as a primary language motive, especially the studies of the Thai context and the non-English speaking countries. On the other hand, integrative motivation plays an important role in the contexts of English speaking countries such as the Philippines and in the contexts of learning a second language for internal purposes such as the contexts of learning the Arabic language.

One study showing the most similarities to the context of this present study is an inquiry of a lecturer, Dahab (2010), in the department of Arabic Language, Faculty of Liberal Arts and Social Sciences, Yala Islamic University. Dahab (2010) examined the students' attitudes towards their Arabic language use at secondary Islamic private schools in Yala province, southern Thailand. The results revealed that the Thai and Malay languages are commonly spoken to communicate on a daily basis. More significantly, he found there are three factors that highly motivate students towards Arabic language use, namely, to learn Arabic to read the Quran and communicate with people in Arabic, and to participate in Arabic dialogues during lessons. It could be inferred that students are integratively motivated to be a part of that language

culture. In addition, Dahab (2010) critically stated that the development of the Arabic language in Islamic private schools is an aspect which motivates students to learn a foreign language because the language not only plays a significant role in the schools, but learning the Arabic language also provides advantages to communicate with Arabic people and to be qualified students.

Furthermore, there are a few differences between the studies of Dahab (2010) and Choosri and Intharaksa (2011), the latter researchers directly explored the relationship between motivation and English language achievement of second-year vocational certificate level students of Hatyai Technical College, which is close to Yala province, but within a slightly different learning context. Choosri and Intharaksa (2011) indicate that students have positive motivation towards success in language learning. The results of their study were somewhat different to the results from Dahab's study (2010), which was found that most of their students learn the Arabic language in order to integrate themselves into its culture while the students from Hatyai Technical College study the English language in order to succeed in their education and future career. Here, the degree of instrumental motivation is shown as a significant motivation feature.

Wimolmas (2012) further examined the degree of motivation in language learning in the categories of instrumental and integrative motivation of students at an international institute of engineering and technology at Sirindhorn International Institute of Technology (SIIT), Thammasat University, Bangkok, the capital city of Thailand. The subjects of this study are university students with a higher degree of education than the subjects in the studies of Dahab (2010) (secondary students) or Choosri and Intharaksa (2011) (second-year vocational certificate level). However, the findings of the Wimolmas' study show similar results to the study of the vocational certificate students in that instrumental motivation greatly motivated the students to learn the English language; even though the university students have a higher degree of education than the vocational certificate students, both groups still have the same motive for learning the English language - that is, instrumental motivation. Students expect to use the language as a tool to get a good job and to succeed in future education.

Kitjaroonchai (2012) similarly investigated the level of English language learning motivation of secondary students in Saraburi Province in central Thailand. The findings show students have high levels of motivation in learning the language for both integrative and instrumental reasons; however, the latter reason highly exceeds the former reason. Students learn the language in order to complete the school requirements and to engage in effective workplaces. These motivations are similar to those students from previous studies, such as Wimolmas' (2012), Choosri's and Intharaksa's (2011) studies but slightly different in some social needs areas. Kitjaroonchai noted that students perceived that one of the significant reasons of language learning is to communicate effectively with other people in the ASEAN community and to understand the culture and the way of life of other communities. The desire to learn the English language in recent years varies somewhat from the past when most people were concerned about the importance of the ASEAN community and whether domestic or foreign companies required their employees to have a high proficiency in English. Therefore, the results presented by Kitjaroonchai (2012) obviously indicate that the high level of motivation in learning the English language is because the students are actively regarding the launch of AEC 2015.

Moreover, Obeidat (2005) explored the attitudes of Malaysian students studying at Al-Albeit and Yarmouk University towards learning the Arabic language. The Malay and English languages are the official languages in Malaysia, however, the Arabic language is closely related to a majority of Malaysians in a particular way. For example, for them there is an additional spiritual link because the Holy Quran, which details the complete way of life for Muslims, is written in Arabic. The study shows that the students have a highly positive attitude towards learning the Arabic language and are more integratively motivated in learning the target language because they are supporters of Arabic culture, thinking, and behaviors. It can be noticeably perceived that students from the study of Dahab (2010), in Yala province, show similarities to the Malaysian context regarding the attitude and motivation towards learning Arabic as a foreign language.

Lao et al. (2010) particularly examined the intrinsic motivation factors of freshman students in Manila, Philippines, where there is specific motivation for communication skills for the students to acquire the language. The results show that

students are intrinsically motivated to learn a second language, especially speaking and reading skills, because English plays a significant role in the Philippines, both in the area of education and in social contexts. The finding is somewhat different from the study of English as a foreign language in a country like Thailand because English in the Philippines is a means of instruction and is used as one of the official languages, while most Thai students learn English mainly to gain an advantage from the language. It could be acknowledged that being a master in linguistic skills can help students achieve future goals.

Still, motivation plays a significant role in determining the success or failure in foreign language learning, research within a Chinese context by Li and Pan (2009) examined the motivation and achievement of English major students in Qingdao Agricultural University. The researchers illustrated in the study that both highly successful language learners and minimally successful learners have high instrumental motivation. The researchers additionally mentioned that learners with high motivation can acquire the language better than those lacking in motivation. Li and Pan (2009) also asserted the significance of motivation in that students who lack motivation in language learning, no matter the conditions of the learning, find it difficult to succeed, while students who are highly motivated in language learning seem to achieve language success more easily. Conversely, Carreira (2006) found that Japanese elementary school students' intrinsic and extrinsic motivations towards learning English changed with age. The researcher claimed that the motivation of language learning gradually decreased as the age of the learners increased and there was an influence on this from the teachers and the environment. In short, attitude and motivation are important to succeed in language learning, and instructors and learning contexts are main factors influencing the learning. The researcher suggested that providing an appropriate language learning atmosphere and developing teaching materials and teaching strategies for students in higher grades would be advantageous to encourage students learning a second language.

Moreover, Mun (2011) similarly investigated the perceptions of undergraduate schools in China regarding two motivations in the process of learning the English language. Generally, the Chinese language is the primary language of instruction in the government schools and the English language is employed as a foreign language.

The findings were not surprisingly different from the study of Li and Pan (2009); that is undergraduate students have a strong instrumental motivation in their second language learning due to certain purposes such as in the educational areas, even though a minority group of the students see learning the English language as an integrative motivation. In fact, most Chinese undergraduates do not expect the English language to be used significantly in their casual contexts since the Chinese use their own language to communicate on a daily basis.

Furthermore, there are various research studies into the attitudes and motivation in English as a foreign language learning of students from Middle Eastern countries. For instance, Shams (2008) deduced that individual experiences and motivation are the factors influencing learners' attitudes and anxiety towards language learning. The study explored students' attitudes, motivations, and anxiety towards learning the English language in Karachi, Pakistan. The results highlight similar factors to those of the Chinese students studied by Li and Pan, 2009 and Mun, 2011. These results confirmed that students have an affirmative attitude and enthusiasm towards learning the language as well as a greater degree of instrumental motivation compared to integrative motivation. In addition, the anxiety of the students is apparent when the use of English is examined.

Similarly, Sadighi and Zarafshan (2006) in the field of foreign language learning investigated the effects of attitudes and motivation on the use of language learning strategies of Iranian EFL University Students. The study found that attitudes is a significant factor influencing the use of Language Learning Strategies (LLSs); students with a positive attitude often use LLSs more than students with a negative attitude, and in relation to language motivation, the integratively motivated students use more strategies than instrumentally motivated students.

Additionally, to consider the Middle Eastern students' attitudes and motivation in English language learning, Tamimi and Shuib (2009) investigated motivation and attitudes of petroleum engineering students at Hadhramout University of Sciences and Technology in Yemen. The results reveal that instrumental motivation is the main reason for the students to learn the English language, and they have positive attitudes towards the use of the language and its culture in a particular context. In other words, the instrumentally motivated learners in the Middle East, Southeast Asia (including

Thailand), and East Asia (including China and Japan) indicate that they are motivated to learn English as a foreign language to reach the requirement of the schools and to get a better job.

Recently, Tahaineh and Daana (2013) stated that some learners are successful in learning the language if they are integratively motivated whereas others are better if they are instrumentally motivated and, again, some learners can achieve success with the language if they have both integrative and instrumental motivation. The researchers investigated the social psychological variables, motivation and attitudes of Jordanian undergraduate students and their communities towards learning English where Arabic language is the official language. The findings present similar results as those of Tamimi and Shuib (2009) that the students are more supported by instrumental motivation than integrative motivation. However, even though the latter motivation is, in fact, the weakest factor influencing their language learning, the students still have positive attitudes towards the target language and the culture of its people.

Other supporting studies from European countries are presented. For example, Gabillon (2007) investigated a group of French university students' attitudes and motivation in English language learning and in the language itself. Most participants had fairly negative attitudes, lower motivation and mainly extrinsic motivational orientations (instrumental motivation) towards learning English. It is somewhat different from the attitudes and motivation of Asian students who have a more positive attitude, but both Asian and European students have similar instrumental motivation. The researcher also claimed that using their mother tongue during the English language classes is sometimes valuable for the students to acquire the language, for example, giving an explanation in their first language for clearer understanding. Gabillon (2007) additionally suggested that creating an appropriate curriculum correlated to the needs of the learners and within the specific context is valuable in order to raise accurate language use and encourage students to learn the language.

Similarly, Gutiérrez, Madrid, and Uribe (2011) explored the impact of attitude variables related to the context of teaching and learning a second language with students from two different geographical areas: Mexican American students residing

in California and Spanish students residing on the Southern coast of Spain. The researchers found that students who are frequently in contact with a community that speaks the target language have increased positive attitudes and are influenced by motivation to learn the language. The students are also commonly affected by the environment of the learning context. These students could be categorized under integrative motivation as Gardner states that integrative motivation is the desire to be part of the other community (1985). Similarly, Dahab (2010) found that students have the desire to learn the language in order to integrate with those cultures. Additionally, in the case of the Spanish students, their motivation to learn English is clearly instrumental motivation.

Overall, the roles of attitude and motivation in English language achievement have been determined as the fundamental factors reflecting the processes and the outcomes of language learning. These factors are independent of language aptitude. Learners who have a positive attitude and carry both integrative and instrumental motivation are highly successful in language learning (Gardner, 1985).

CHAPTER 3

METHODOLOGY

This chapter expounds on the research methodology including data collection and data analysis in order to answer the research questions mentioned in the Introduction chapter. The framework of the research was first introduced, followed by research participants and data collection which is presented into 2 methods: quantitative and qualitative. The data analysis is also illustrated into 2 sections which consist of the details from a questionnaire survey and a semi-structured interview. The limitation of this study will be presented at the end of this chapter.

3.1 Theoretical Framework of the Research

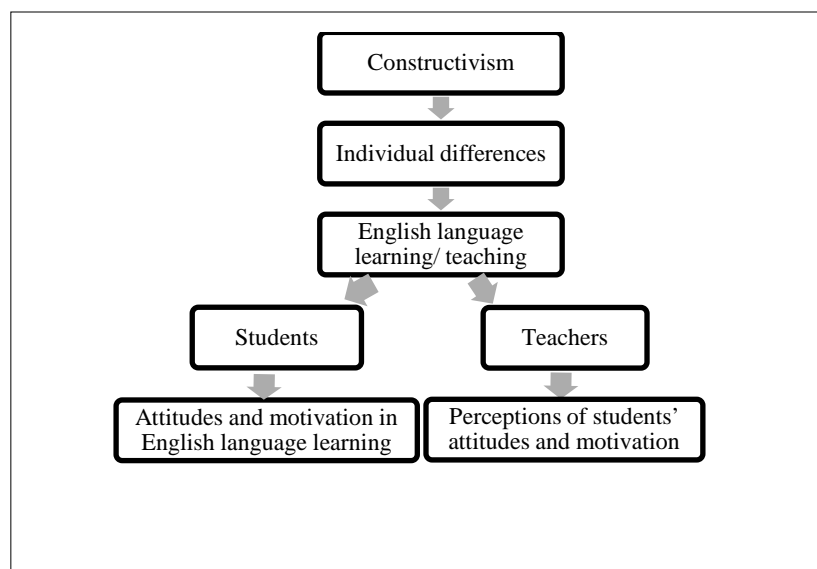


Figure 3.1 Relationship of Constructivism and the English Language Developed by the Researcher of This Current Study

Figure 3.1 illustrates the theoretical framework of this study that is taken from constructivist theory. This theory supports the notion that individuals normally construct new ideas and knowledge based upon their past and current knowledge as well as through experiencing things (Watzlawick, 1984). Accordingly, so as to understand the reality of a particular phenomenon, it is necessary for the researcher to find out how people construct their worlds and what meanings they give to their experiences. It is believed that those who have experienced the real situation are able to construct their own meanings of that particular thing or situation (VandenBoss, 2007). Therefore, the meanings could best be obtained from those who have lived in the area of study.

At this point, it could be said that this study was conducted under the concept of constructivism and also within the framework of an interpretive approach. Overall, this study aims to gain insights into the viewpoints of the research participants and try to interpret and find out how they make sense of their lives and their experiences. In detail, how the concepts of constructivism and interpretive approach are related to the present study can be described.

Regarding individual differences, the constructions of the perspectives in English language learning are based on current and previous knowledge of them. The students may construct attitudes and motivation in English language learning based on their thoughts, experiences, and their perceptions of the real world. Moreover, this study also considers an interpretative approach in order to see how the students and teachers construct their attitudes and motivation. Then, the researcher interprets their views on the issues under the investigation.

3.2 Population and Sampling

The context of this study is the Attarkiah Islamiah School located on Treerat Road, Bangnak District, Muang, Narathiwat Province, Thailand. This particular school was selected for the study because it is the largest Islamic private school located in Narathiwat Province under the Narathiwat Educational Service Area Office 1. The school consists of lower-secondary levels (Mathayomsuksa 1-3) and upper-secondary level schools (Mathayomsuksa 4-6) with 98 classrooms and 4,297 students. Additionally, Attarkiah Islamiah School provides an educational system based on moral conduct Islamic ethics, intellectual development, self-reliance, and emphasizing the importance of family, society, and nation.

The participants in this study are secondary school students in Mathayomsuksa 5 (Grade 11). The researcher specifically chose this target group because these students were actively preparing themselves for university admission and had sufficient experience in English language learning. Therefore, it would be advantageous to investigate these students' attitudes and motivations towards English language learning in order to develop effective language teaching.

3.2.1 A Questionnaire Survey

The sample size of this present research is calculated by using a simplified formula of Yamane (1967) for setting the number of student participants.

| | |
|---------|---|
| Formula | $n = \frac{N}{1 + Ne^2}$ |
| Meaning | <p>n = the sample size</p> <p>N = the population size, and</p> <p>e = the level of precision (0.05= 5%)</p> |

Table 3.1 The Sample Size

| Samples | Total (N) | Sample (n) | Sample method |
|----------------|------------------|-------------------|----------------------|
| Students | 594 | 239 | Taro Yamane |

As shown in Table 3.1, 594 (N) is the number of all Mathayomsuksa 5 (M.5) students at Attarkiah Islamiah School, while 239 (n) refers to the number of student participants in this research calculated from a simplified formula of Yamane.

Moreover, the general information of the students including students' level, gender and age is presented in Table 3.2.

Table 3.2 Students' Demographic Information

| | Information | Number of Students | Percentage (100%) |
|---------------|--------------------|---------------------------|--------------------------|
| Level | M. 5 | 239 | 100 |
| Gender | Male | 48 | 20.1 |
| | Female | 191 | 79.9 |
| Age | 14-15 | 1 | 0.4 |
| | 16-17 | 235 | 98.3 |
| | 18-19 | 3 | 1.3 |

As indicated in Table 3.2, all participants were Mathayomsuksa 5 students (M.5) of Attarkiah Islamiah School. Almost three quarters of them were female (79.9%) and 20.1% was male. Most of the students were aged between 16-17 years old.

3.2.2 A Semi-Structured Interview

There are 10 English language instructors at the school, but the number of those who teach Mathayomsuksa 5 is only 4. Therefore, all 10 language teachers took part in the research interview because they are local people who are familiar with the context of learning and who understand the social and language speaking cultures' of the students. Additionally, the background information including name (anonymity), teaching class, and teaching experiences of the teachers are presented in the Table 3.2 below.

Table 3.3 Teachers' Information

| Name | Teaching class | Teaching experiences |
|-------------|-----------------------|-----------------------------|
| Teacher 1 | M. 5 | 20 Years |
| Teacher 2 | M. 4 | 15 Years |
| Teacher 3 | M. 5 | 11 Years |
| Teacher 4 | M. 6 | 9 Years |
| Teacher 5 | M. 5 | 8 Years |
| Teacher 6 | M. 5 | 7 Years |
| Teacher 7 | M. 6 | 5 Years |
| Teacher 8 | M. 4 | 6 Years |
| Teacher 9 | M.6 | 4 Years |
| Teacher 10 | M.3 | 3 Years |

3.3 Research Tools and Data Collection

The major objective of this present research is to investigate students' attitudes and motivations towards English language learning. Therefore, the Attitude/Motivation Test Battery (AMTB) designed by Gardner in 1985 was adapted for this research study. For the data collection, this research used two instruments with two data collection methods: a questionnaire survey including closed and open-ended questions, and a semi-structured interview.

3.3.1 A Questionnaire Survey

The questionnaire is adapted from the Attitude Motivation Test Battery (AMTB), originally presented by Gardner (1985). For the data investigation, the researcher administered the questionnaire which consisted of three main sections: demographic information, attitudes and motivation in form of five-point Likert Scale, and the open-ended questions (See Appendix A).

The first section is demographic information consisting of three dimensions which are gender, level, and age of participants. The participants were asked to give information in the brackets provided.

The second section is attitudes and motivation which consist of 33 items in form of five-point Likert Scale. The form of the Likert Scale was adopted from the studies of Kitjaroonchai (2013) as well as some of the questionnaire items regarding the upcoming of ASEAN community were selected with some word adaptations. In addition, some questionnaire items were adopted from the study of Tahaineh and Daana (2013). The form of five-point Likert Scale ranges from 5 to 1: strongly agree (5), agree (4), moderately agree (3), disagree (2), and strongly disagree (1). It contains three main dimensions which are attitudes towards English language learning, integrative/instrumental motivation, and desire to learn English, with a total of 33 items. The questionnaire items 1 to 15 measure the degree of attitudes towards English language learning. Items 16 to 25 ascertain the motivation of English language learning, and items 26 to 33 measure the desire to learn the language.

The third section consists of open-ended questions asking for precise perspectives from the students. There are three questions related to students' personal perspectives towards learning the English language, consisting of attitudes/motivation in language learning and suggestions towards teaching practices and effective learning.

3.3.2 A Semi-Structured Interview

A semi-structured interview is used as a method of this study. The questions of the interview were designed by the researcher with four items based on the research questions as the main theme to be explored (See Appendix B). The first question examined the language teachers' point of view about the importance of attitudes and motivation towards learning the language. The second question considered the importance of understanding the students' attitudes and motivation in language learning. The third question investigated the teachers' views on the students' objectives in language learning. Finally, the last question explored the processes of teaching practices that can encourage students in language learning.

3.4 Procedures of the Research

Figure 3.2 briefly presents the procedures of this research in collecting the data from the Mathayomsuksa 5 students and the English language teachers to help readers see the overall pictures of this study.

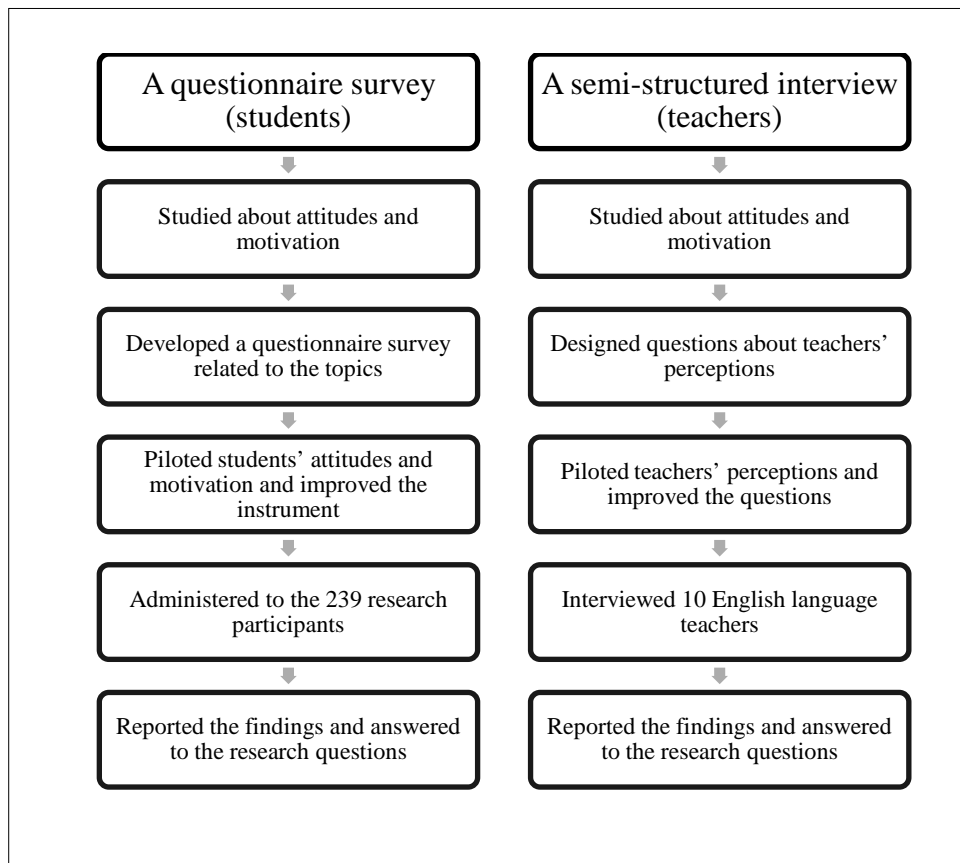


Figure 3.2 Procedures of the Study

This study employs the mixed methods of questionnaire survey and interview. The questionnaire was first formulated in English and then translated into Thai to help the participants thoroughly understand all the items, followed by piloted the questionnaire from other school students. After piloting, the questionnaire had some item improvements. Then, the questionnaire was distributed to 239 students in order to conduct the students' attitudes and motivation in English language learning. The students were asked to complete all 3 sections of the questionnaire which are demographic information, 33 attitudes and motivation items utilizing the Likert Scale, and three questions in the open-ended section. Before contributing the questionnaire, the researcher asked for the cooperation of the students to complete the three open-ended questions in order to collect precise information about their opinion related to English language learning. Additionally, the students were informed that their anonymity must be respected. Once the questionnaire data were collected, the

researcher evaluated the data by using the statistical program, Statistical Package for the Social Sciences (SPSS), as well as analyzing the results. In the last section of the questionnaire survey, the researcher analyzed and grouped the findings of each question in terms of the same themes. The information gathered from the students answered the research questions 1 and 2.

In addition, the interview questions was developed the questions by the researcher based on the research objectives. All the questions were piloted and then improved for the appropriateness of the interview. After that, the researcher contacted the school coordinator to allow the researcher to interview the English language teachers. Then, the interview was undertaken with 10 English language teachers after the data received from the students was completely analyzed. The researcher was able to interview only 7 English language teachers. The group of them was invited by the head of English language teacher to participate in the interview. They were interviewed together to identify their perceptions towards the students' attitudes and motivation in English language learning. They were asked each question in Thai using simplified questions to increase the intimacy between the researcher and the participants. Note-taking and mobile-recording were used to record the teacher responses. Furthermore, another 3 English teachers could not be interview at that time due to their busy teaching schedules, but they allow the researcher to leave the paper of the interview questions to the head of the English language teachers. They responded this interview by answered the questions in written form. The head of the English teachers asked the researcher to collect the paper in the next day. Finally, a total of 10 teacher interviews were reported to answer the research question 3.

The student participants and the names of the teachers were changed to protect their anonymity. In addition, the information gained from the participants was used solely for the research objectives and is not available for further access.

3.5 Pilot Study

These research tools were piloted in order to ensure that the tools would function appropriately and correspond to the research objectives and questions before the final research administration. A small group of students and teachers from other private schools in the southernmost districts in Pattani province were selected. The researcher selected a school in the Pattani province because the context of the school is similar to that of the research target group. Thirty students were randomly selected to complete the questionnaire survey. Additionally, two English language teachers administrated the interview question tests. The answers and the comments were derived from the students and teachers that were useful in improving the tools before the survey was finally administered. Some confusing words obtained from some students who asked for the literal meaning in each question item on the questionnaire were adjusted in order that the student participants could understand easily. Similarly, some of the interview questions were deleted and improved to the best interest of the teachers' participants in order that they could provide the most information data.

3.6 Content Validity

The Index of Congruence (IOC) was used to measure and evaluate the validity of questionnaire survey and interview questions by a thesis advisor and another 2 thesis committees. The evaluation process was carried out by indicating the number (1, 0, and -1) of each item and assessing the research tools to be incongruent with the research objectives. The following formula was used to evaluate the instrument validity:

| | |
|-------------|-----------------------------------|
| Formula | $IOC = \frac{\sum R}{N}$ |
| IOC meaning | Index of Congruence |
| R | The scored measurement by experts |
| $\sum R$ | The sum of scored measurements |
| N | Number of experts |

The evaluation number rating was defined as:

| | |
|--------------|--|
| 1 indicating | the experts agree that the research tools in each item clearly measure the objectives of the research. |
| 0 | the contents of the research instrument are unclear in relation to the research objectives. |
| -1 | the experts clearly agree that the research tools in each item do not measure the research objectives. |

The validity of the research tools was tested and evaluated by 3 evaluators: the thesis advisor and another 2 thesis committees. In detail, the standard scored validity of the interview questions and the questionnaire survey obtained from the evaluators could be either greater than or equal to 0.5 (Khotakhun, 2012). The summation of the Five-point Likert scale from the questionnaire validity test is shown in Appendix C and the opened-ended validity test is presented in Appendix D. Besides, the content validity of the interview questions is shown in Appendix E. All of the tools were eventually considered to be valid by the evaluators and suitable for being administered to the research participants.

3.7 Reliability Test

Cronbach's Alpha value was used to test reliability of the questionnaire content. 30 secondary school students in Pattani province were piloted; as a result, the Cronbach's Alpha value of all 33 questionnaire questions is 0.72. This indicates that the question items on the questionnaire are reliable for being used as a research tool of this current study.

3.8 Data Analysis

The data obtained from a questionnaire survey and an interview were then analyzed through quantitative and qualitative methods respectively.

3.8.1 A Questionnaire Survey

The reliability of the questionnaire survey was test by using a cronbach-alpha coefficient test. The test revealed that a reliability coefficient of the questionnaire was 0.72 which is considered as acceptable. For validity, the questionnaire was checked by using the Index of Congruence (IOC). The data in response to question items in sections 1 and 2 of the questionnaire were derived from the student participants and were then analyzed through an SPSS program, version 16, in terms of frequency (%), mean (M), and standard deviation (SD).

The interpretations of the students' attitudes and motivation were analyzed by classifying the obtained data into 3 levels which are low, moderate, and high illustrated in Table 3.4 below. A mean score of 1.00-2.33 is considered to be low level, while a mean score of 3.67-5.00 is determined to be high level.

Table 3.4 The Interpretations of Students' Attitudes and Motivation

| Mean | Interpretation |
|-----------|----------------|
| 1.00-2.33 | Low Level |
| 2.34-3.66 | Moderate Level |
| 3.67-5.00 | High Level |

Besides, the responses of the student participants to the open-ended section on the questionnaire were analyzed through a grouping method. Finally, the interpretations of the findings were considered based on the details of responses related to the research questions.

3.8.2 A Semi-Structured Interview

The validity of the interview questions was proved by the Index of Congruence (IOC). There were 3 evaluators who are a thesis advisor and another 2 thesis committees. Once the interview questions had piloted and improved for appropriateness of the research interview, in the analysis process, the data from all 10 teachers was translated into English individually. After that, the teacher responses were analyzed through a grouping method.

3.9 Limitation of the Study

The research respondents were Mathayomsuksa 5 students (Grade 11) from Attarkiah Islamiah School in Narathiwat province. The research investigation was conducted in only a single school with limited research participants, 239 students and 10 English language teachers. Also, the focuses of the study merely investigated primary data of the students' attitudes and motivation and the teachers' perceptions of the student perspectives in English language learning. Therefore, the generalizability is a limitation of this study.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

Most of the attitude and motivation data obtained from sections 1 and 2 in the questionnaire survey and a semi-structured interview were then analyzed. The analysis of the questionnaire data and the interview responses were then processed. The first section shows the findings in response to research question 1 which explains the students' attitudes towards English language learning. The second section reports the findings in response to research question 2 which illustrates the students' motivation in English language learning. The third section describes the findings analysis of research question 3, which mainly analyzes the results of the follow-up interview.

4.1 Findings in Response to Research Question 1

4.1.1 Students' Attitudes in English Language Learning

In this section, students' attitudes towards English language learning were analyzed based on the first research question.

According to the responses to attitudes about English language learning, almost all of the students were interested in learning English as a foreign language (see Table 4.1). It is interesting to show that items 1 and 5 receive the highest mean score of 4.64 which refers to the students believing that learning English was really good and they expected to be fluent in English. When asked about the importance of English language teaching in Thailand, the responses were at a mean score of 4.48 with an interesting view that English was a very important subject of the school program. In contrast, when asked about the value of spending time learning English (items 11 and 13), most of the students did not think that learning English was a waste of time. They had quite low mean scores of 1.70 and 1.69 respectively.

Table 4.1 Students' Attitudes towards English Language Learning

| Items | M | SD |
|---|-------------|------|
| 1. Learning English is really great. | 4.64 | 0.63 |
| 2. I really enjoy learning English. | 3.80 | 0.93 |
| 3. English is a very important part of the school program. | 4.48 | 0.66 |
| 4. I plan to learn English as much as possible. | 4.28 | 0.75 |
| 5. I love English. | 3.84 | 1.04 |
| 6. When I hear someone speak English well, I wish I could speak like others. | 4.64 | 0.63 |
| 7. The development of our country is possible mainly by educated people who know English well. | 4.27 | 0.79 |
| 8. At least some other subjects should be taught in English at the secondary level in Thailand. | 3.65 | 1.03 |
| 9. I do not like English. | 2.16 | 1.16 |
| 10. I would rather spend my time on other subjects than English. | 2.50 | 1.02 |
| 11. Learning English is a waste of time. | 1.70 | 0.93 |
| 12. I think that learning English is boring. | 2.03 | 1.04 |
| 13. When I finish Mathayomsuksa 6, I shall give up the study of English entirely because I am not interested in it. | 1.69 | 0.96 |
| 14. English should not be the medium of instruction in secondary school in Thailand | 1.72 | 1.07 |
| 15. English should not be a compulsory subject in secondary school in Thailand | 2.00 | 1.17 |

In conclusion, most of the students revealed that they had positive attitudes towards English language learning. They believed that English was a very important language, and educated people who know English well were important for the development of our country. The students reported that in order to speak English well, they should be happy with and interested in learning English. The students also indicated that if it is possible, they would continue learning English after finishing secondary school.

4.1.2 The Responses to the Open-Ended Question on Students' Attitudes

This section contains the responses to the open-ended question 1 that is about the students' attitudes towards the importance of English. The majority of the students indicated that learning English was important for various purposes. The opinion provided by the students, therefore, can be grouped into five major areas:

- 1) Importance of learning English for communication;
- 2) Importance of learning English for the ASEAN community;
- 3) Importance of learning English for further education;
- 4) Importance of learning English for future careers; and
- 5) Others.

Most of the students mentioned that learning English was important because of the advantages of communication, the ASEAN community, and their further study. The majority of the students indicated that English was very important for successful communication and almost half of them stated that it is useful for the upcoming ASEAN community. Additionally, some of the students indicated that English is excellent for further education, and a group of them commented that English is important because it gives them better opportunity for their future careers.

Considering the importance of English language for communication, most of the students commented that English is the most widely spoken language in the world. It is the language of international communication, international business, and international technology. The students believed that being able to communicate in English could help them understand people across the world and negotiate with others successfully, such as understanding others when they are travelling to other language communities. For example, the students showed that English could help them develop

good relationship with other people who speak English. As one of the students mentioned, “As English is an international spoken language, English is a very important language to communicate with foreigners and understand them; and many people in the world recognize that English is undeniably important.” Regarding this, many students expected to use English as a tool to communicate with people who can speak English, especially people who are in ASEAN countries.

Considering the importance of learning English for the ASEAN community, many students recognized that the upcoming ASEAN community in 2015 is an important reason for being proficient in English because the ASEAN community represents greater opportunities for the free flow of human capital, tourism and education scholarship. In detail, the students totally agreed that English is the dominant language for ASEAN member countries to facilitate communication between people from different countries. Interestingly, they pointed out that apart from learning English for communicative purposes, English is an imperative language for them in order to increase opportunities to receive a scholarship, to enhance knowledge, to understand ways of life, and to work with other ASEAN countries effectively. As one of the students stated, “English language learning is very important because it helps us to listen, speak, and read effectively. Especially, the launch of the ASEAN community forces us to use more English in our daily lives.” Furthermore, some students reported that it is necessary for Thai students to improve their language proficiency because the ASEAN community requires people who know English well and who can deal with others in English. Similarly, another student stated,

Learning English is important because the ASEAN community will be launched soon. If we do not know English, we will lose great opportunities to compete with others. Thai students should use English to communicate with each other as a daily routine so that we are familiar and get used to the language.

Accordingly, it would be a good phenomenon that the students seriously consider the importance of English for the upcoming ASEAN community because proficiency in English would not only be beneficial for students themselves but also increase the quality of Thai education.

Regarding the importance of learning English for further education, a great number of the students realized that English is essential for their present and future study. They believed that English is really important for all students at all education levels. Interestingly, some other students reported that English could help them achieve high scores for university entrance examination or university admission because some universities require English scores of 30% or higher of the National Test. Likewise, few students pointed out that English would help them fulfill their ambition to study abroad. As one of them indicated, “To achieve in education, English is a crucial language for studying in Malaysia and in America.” Consequently, the students at this level apparently considered English as an important language for university admission because it is necessary for them to learn in order to continue their education and to get good jobs in the future.

According to the importance of English for future careers, a number of students in this study believed that English proficiency would help them get good jobs. Most of them emphasized the advantage of knowing English which would help them have better jobs and career advancement. For example, one student stated that learning English and having English proficiency would help her have a good job. Another student mentioned the importance of English for developing herself according to world globalization because almost all area of working place may be dominated by English in a few years. Additionally, some students realized that as employees, if they understand English in the workplace context, they would be more confident to deal with others and we would be happy to work in that place. As one student explained, “Lacking English knowledge, we might lose great opportunities for receiving a good job in a good workplace, and we might stand behind those who know English.”

Moreover, some students showed other beliefs on the importance of English for technological usages and for surviving in other places, while few students expressed negative opinions in English language learning. These responses were placed in the group of *Others*. For example, one student commented that learning English is important as the knowledge obtained help encourage learners to know how to appropriately use a computer program written exclusively in English. Likewise, another student gave a metaphor to the importance of English. The value of knowing

English is like having a car. The student showed that having a good vehicle can take an owner to wherever he wants safely. It is similar to having knowledge of English because those who know English could go everywhere they want to and would be living in that place safely.

In contrast, only two male students showed slightly different opinions. One of them, for example, believed that English was important for others in general but not for him who did not totally need English. Another student pointed out that English was not important because he had trouble in learning the language. He did not know how to use the language, how to speak with others grammatically, and did not know what was the purpose of learning the English language.

4.1.3 Students' Suggestions for English Language Learning

Referring to the positive attitudes of the students towards English language learning, various interesting student suggestions on how to learn English effectively were revealed in order to perceive their opinions for helping them succeed in language learning. The suggestions of the students can be grouped as follows:

- 1) The importance of practicing;
- 2) The importance of conversation;
- 3) The importance of setting a learning goal;
- 4) The importance of English rules; and
- 5) The importance of having a positive attitude.

A number of the students put a high value on the importance of listening and speaking practices. They suggested that in having a good command of English, we should practice English as much as possible and try to learn and from different types of books because they could help us remember the meanings of new words in long term. Moreover, a majority of the students commented that listening practice was likely much more important than speaking practice. As one of the students commented, "The more we listen to the English language, the more we can learn and remember; therefore, we should make an effort to get used to the English by listening everything in English such as news, songs, and movies."

Another student stated that it was good to listen to what we are interested in and to watch interesting TV programs in English (e.g., TV shows, NBA basketball, cartoons, movies, & concerts).

Besides, a group of the students stated that conversation was an excellent way to develop their English skills, such as trying hard to speak with English speaking people and being more confident in communicating through English. As one of the students commented, “We should not be afraid of making a mistake in English when communicating to others.” It could be implied from this that learning from mistakes might be another useful way of learning English effectively. However, some students believed that the most effective way for enhancing language competence is living in an English speaking environment. They believed that the environment could best help them learn and acquire the language correctly. As one of the students pointed out, “If possible, learning English in an international school and in an English speaking country is an effective way to attain the language.”

Moreover, setting English learning is another interesting suggestion. In relation to the belief about setting a learning goal, a small group of the students interestingly pointed out that to have a certain goal (e.g., to pass an exam, to travel, to communicate, & to get a good job) in English learning was very important because it would not only encourage but also motivate them to learn the language seriously. For example, one student commented “To keep in mind, having a goal of learning the English language can help us be happy and learn the language easily.”

In addition, a very small number of the students suggested that knowing about English language rules was essential for foreign language students in order to understand and use the language grammatically. One of them commented that “It would sound strange, but understanding the basic rules of English are very useful in English practices; we can realize some restrictions in language use and can use the language correctly.” Other students added that grammatical comprehension was advantageous in order to produce sentences and to convey effective messages. For example, creating grammatical sentences can help both senders and receivers understand what you are talking about. Similarly, two students believed that knowing and understanding the rules of English were important in English writing because some English tests evaluated the extent of language proficiency from English writing.

One of them addressed that “English grammar is important for writing skills, especially for writing an essay.”

Furthermore, having a positive attitude about English learning was also mentioned by several students. As one of them stated, “We should be happy and have fun in language learning.” It would be true that the more students have fun, the easier they will participate in language learning. Additionally, some students agreed that affirmative thinking about the English language and English classroom learning was a very important role leading to language achievement. As one student commented, “It is worth expressing positive feelings towards the people who speak English and the language teacher because we will be interested in the way they say and do; these would shape our thinking about learning the English language.” Likewise, the language teacher plays an important role in language teaching and in motivating students to be interested in the language. Some of the students suggested that the teacher was a person who significantly determines the extent of students’ attitudes in English learning. Accordingly, all students’ responses could be implied that to be successful in language learning, the students should not only have good learning strategies, environments, and goals, but also good attitudes towards the language itself and the language teachers.

4.2 Findings in Response to Research Question 2

4.2.1 Students’ Motivation in English Language Learning

In this section, the research question 2 aiming to explore the students’ motivation in relation to their English language learning is the main focus.

In the area of motivation, the data analysis was computed based on three major areas:

- 1) Instrumental motivation;
- 2) Integrative motivation; and
- 3) Desire to learn English.

Regarding instrumental motivation (see Table 4.2), a number of the students showed that they were instrumentally motivated. Items 20 relating to students’ learning motivation to communicate with people speaking English and with

those in ASEAN countries receive the highest mean score of 4.58. Items 16 and 18 got mean scores of 4.44 and 4.29 respectively; this indicates that there were highly motivated students of English. They were also related to future careers and getting good jobs. Items 17 and 21 were in relation to learning English for facilitating students to be more educated continuing future study. These received mean scores of 4.07 and 3.80 respectively. When asked if they were praised and respected for knowing English, item 19 was the lowest item of the instrumental motivation in English language learning. It had a mean score of 3.43.

Table 4.2 Students' Instrumental Motivation towards English Language Learning

| Items | M | SD |
|--|-------------|------|
| Instrumental Motivation: Studying English is important for me because | | |
| 16. I will need it for my future career. | 4.44 | 0.79 |
| 17. English will make me a more knowledgeable person. | 4.07 | 0.84 |
| 18. English will be useful for getting a good job. | 4.29 | 0.81 |
| 19. Other people will respect me more when I know a foreign language. | 3.43 | 1.03 |
| 20. I will be able to communicate with people who speak English and those in ASEAN member countries. | 4.58 | 0.64 |
| 21. English will help me to further my studies | 3.80 | 0.93 |

According to integrative motivation, the students indicated that they were also integratively motivated (see Table 4.3). A mean score of each item in this section was not too much varied from each other. Item 23 related to motivation in learning English for understanding cultures and traditions of the ASEAN member countries showed the highest mean score of 4.18. This is followed by item 22 related

to the students' interest of learning English for making friends with foreigners and with native language speakers. It also had a quite high mean score of 4.13. Item 24 related to the students' motivation in learning English for appreciating English stories and novels also received somewhat the high mean score of 4.07. Moreover, items 25 related to the students' interest in learning English for understanding the way of life of the ASEAN member countries showed slightly low mean score of 3.94 compared to other items.

Table 4.3 Students' Integrative Motivation towards English Language Learning

| Items | M | SD |
|---|-------------|------|
| Integrative Motivation: Studying English is important for me because | | |
| 22. English helps me to easily make friends with foreigners. | 4.13 | 0.85 |
| 23. I can understand the cultures and traditions of the ASEAN member countries. | 4.18 | 0.77 |
| 24. I can understand English stories, novels, and literature. | 4.07 | 0.90 |
| 25. English helps me to better understand the ways of life of the ASEAN member countries. | 3.94 | 0.88 |

In sum, most of the students highlighted that they carried both instrumental motivation and integrative motivation. They believed that English learning could help them to be more knowledgeable and successful in further studies and careers. The students also yielded that English learning can help them communicate with others easily. Moreover, they reported that English learning can help understand cultures and the ways of life of others, especially those in ASEAN member countries. It could be said that the students of this study are both instrumentally and integratively motivated, but students are slightly inclined toward instrumental motivation rather than integrative motivation.

Furthermore, considering the desire to learn English (see Table 4.4), the data obtained from the students was most likely relevant to those of attitudes and motivation. The descriptive statistics of the students' desire to learn English presents that item 29 related to students' desire to learn English in order to speak fluently showed the highest mean score of 4.58.

Table 4.4 Students' Desire to Learn English Language

| | Items | M | SD |
|-----|--|-------------|-----------|
| 26. | I have a strong desire to know aspects of English as much as possible. | 4.38 | 0.77 |
| 27. | If it were up to me, I would spend my time learning English as much as possible. | 3.61 | 0.97 |
| 28. | I want to learn English so well that it will become natural to me. | 4.35 | 0.79 |
| 29. | I wish I were fluent in English. | 4.58 | 0.69 |
| 30. | Knowing English isn't really an important goal in my life. | 2.46 | 1.22 |
| 31. | I do not have any great wish to learn more than the basics of English. | 2.30 | 1.18 |
| 32. | To be honest, I really have no desire to learn English. | 1.72 | 1.02 |
| 33. | I sometimes daydream about dropping English. | 1.68 | 1.02 |

Additionally, item 26 regarding the desire to know all aspects of English had a mean score of 4.38. Interestingly, item 32 and 33 related to students' desire to learn English in general and to stop learning the language showed low mean scores of 1.72 and 1.68 respectively. It could be concluded that most of the students have strong desire to learn English. They wish to be fluent in English. The majority of them believed that

knowing English was really important. Therefore, having great opportunities are important in English language learning in any foreign contexts.

4.2.2 The Response to the Open-Ended Question on English Learning Motivation

This section shows responses to the open-ended question 2 regarding the students' motivation in English language learning. The data obtained from the students can be categorized into two major types of learning motivation:

- 1) Instrumental motivation
 - (1) Learning English for educational attainment;
 - (2) Learning English for communication; and
 - (3) Learning English for future career.
- 2) Integrative motivation.
 - (1) Learning English for appreciating the way of life of others;
 - (2) Learning English for knowing people and to be like others; and
 - (3) Learning English because of self interest in the language itself.

According to instrumental motivation, the first students' motivation in English language learning in this study would be relevant to educational attainment. Most of the students commented that they wanted to pass several exams in the next year such as National Test (NT) and a university admission, so they needed to learn English. As one of the students mentioned, "The factor motivating learning the English language is admission to Mae Fah Luang University where English is the medium of the University instruction; therefore, having a good command of English is really necessary."

Additionally, a group of the students pointed out that being admitted to a well-known university was their English learning motivation. One of them wanted to get into the faculty of political science which requires a high score of English. Likewise, some students reported that they had a strong desire to continue studying for a Bachelor's Degree at an international university, so they needed to learn and develop their English skills. Therefore, it could be implied that the students were making an effort in learning English for educational achievement. Most of them have

a unique purpose for successful education which is earning a high score of English in order to get into a university.

Moreover, a big group of the students stated that English is important as it is useful for communication. They mentioned that learning English for communicative purposes was more essential than learning only the language's principles. As one of them addressed,

Speaking English fluently as a first language and being able to communicate with people who can speak English are another expectation of English learning; actually, it is least enjoyable to study only the abstract rules or advanced English grammar.

Some of the students indicated that they sometimes used English for talking with family members and chatting with foreign friends. More than fifty students pointed out that they used English to communicate with their foreign friends, especially through online communication such as Facebook, Line, and Twitter. Interestingly, one of the student noted that online communication was one of the essential ways to develop English speaking because she felt more comfortable interacting with people through online chatting than through face-to-face communication. It could be concluded that some of the students held communicative motivation in English language learning. Technology might be one of the significant tools encouraging them to communicate with those who can use English and to appreciate the use of English.

In addition, many students put emphasis on the motivation in learning English for furthering their careers. They concerned the advantages of English for getting good jobs and high salary. One of the students mentioned that they wanted to be tourist guides, so learning English and being proficient in English were necessary for her. Similarly, a small group of the students showed that they wanted to have better English skills in order to obtain a good job for a better quality of life. Interestingly, one of the students commented,

English is necessary for me because I want to expand my families' business to other Asian countries. I need to contact and negotiate with them in English, so I am practicing and learning the English language as much as possible.

This could be shown that some of the students had future job opportunities which could also be considered as instrumental motivation in English language learning. Besides, those students not only had instrumental motivation but some of them also had integrative motivation in English language learning.

Regarding integrative motivation, a small group of the students emphasized that they learnt English because they wanted to know how the particular people convey the messages and to know if the meaning of each word mean differently. One of the students mentioned that “If we learn the English language, it means we also learn culture of those people; we would appreciate and perceive the value of their cultures and their thinking through the language.” It could be implied that even though social-cultural distance such as language are the important factors preventing students in foreign language context learning the English language. Some of the students in this study still had the motivation in being interested in participating social activities.

Moreover, some of the students pointed out that their English learning motivation was to have foreign boyfriends/girlfriends. This would be a good factor influencing students’ interest in English language learning. Additionally, a number of the students mentioned that people surrounding them such as family members, teachers, and friends were other important people encouraging them to be interested in English language learning. For example, a couple of students emphasized that their brothers and sisters were a model of studying the English language. One of them pointed out that “My brother is the most influential person who encourages me in English learning because he can use English effectively.”

Besides, a quarter of the students showed that language teachers significantly affected their satisfaction and motivation in English language learning. One of the students highlighted that she expected to get a scholarship to study English in English speaking countries like her English language teacher. Still, some students indicated that they would like to be good at English like their friends and classmates because those who were good at English usually obtained good opportunities participating in several education activities from both inside and outside of the school. Therefore, it can be implied that people in society would be one of the crucial factors influencing students’ interest in English language learning.

Furthermore, approximately half of the students reported that they were interested in the language itself. Some of them showed that they loved to read English books, to listen to English songs, and to watch an international movie without sub-title. One of them commented, “Expecting to meet a popular international singer is the goal of English learning.” It could be conclude that it is a good phenomenon that the students are interested in the foreign language like English because Gardner (1985) mentioned that those who are interested in the language and have both instrumental and integrative motivation are closely to succeed in English language learning.

4.2.3 Students’ Suggestions for English Language Teaching

Several interesting students’ suggestions on English language teaching were presented in order to perceive the students’ opinions, and to support teachers to meet their students’ needs to improve effective language teaching in this context. The suggestions of the students can be grouped as follows:

- 1) The importance of language teachers;
- 2) The importance of teaching materials; and
- 3) The importance of communicative teaching.

In response to the language teacher, a number of the students suggested that the teachers be native English speakers because they could learn many interesting things from the native speakers (e.g., word choices, pronunciation, and cultures of language use) and they would have a great opportunity to speak English with them. As one of the students stated,

In English language learning, students felt more motivated to study English with foreign teachers because we could use English throughout the language class. We have to be enthusiastic all the time because we might not understand what the teachers are talking about.

Moreover, a group of the students believed that the extent of successful learners absolutely depended on personal ability of teachers (e.g., interesting teaching, low stress during classroom teaching, understanding the needs of the students, and creating good atmosphere in language classroom). As one of the students reported,

“English teaching should be fun and be more creative in language teaching.” A teacher should be a significant person promoting students’ interest in English language learning. Besides, some of the students indicated that a teacher should have good relationships with students. One of them illustrated that “At least, an English language teacher has to be friendly (e.g., greeting and having small talk before starting the class); it can be helpful for students to be familiar with the questions concerning language learning.” In other words, the teachers should be friendly and funny in order to release their students’ tension whereas the teachers be serious when necessary. It could be implied that if teachers reduce the space between themselves and the students, their students would be happy and probably more interested in English language learning.

Additionally, about 20% of the students recommended that a language teacher should have good English language skills because it is his/her responsibility to teach and give some advice to the students. Two of them emphasized that English language teachers who are highly proficient to some extent could affect students’ attitudes and motivation in English learning. Interestingly, one of the students stated that an English language teacher should be good enough to manage their classroom, to create effective courses, and to handle the students’ questions effectively. The language teachers are likely to be an important factor influencing the students’ interest because most of the students are likely to prefer to learn the language with highly competent teachers and interesting teaching materials.

Furthermore, interesting teaching materials were suggested by several students. One of the students commented that effective teaching tools were influencing effective language learning. Likewise, almost a quarter of the students realized that good and appropriate teaching materials played a significant role in English language learning. As one of the students noted, “In enhancing the proficiency of English language learning, technological teaching materials can significantly help us access to the language in every skill (e.g., from CDs, YouTube, Online sources, and so on.)” It could be implied that appealing teaching tools are useful for foreign language students to concentrate on the lessons. It would be very interesting if the students learn the language through interesting language materials. The more attractive teaching materials, the more interested they were in the language.

In addition, communicative language teaching was suggested by the majority of the students. Most of the students pointed out that English language teaching should be focused on communicative purposes rather than English grammar. One of them stated that “On a daily basis, we use the English language as a tool to communicate with foreigners who speak other different languages, so the teacher should be concerned how to use the language in real situations rather than anything else.” Similarly, one of the students showed that a language teacher should not put more emphasis on English forms and structures than English conversation because she would like to speak English naturally. Additionally, a couple of students stated that if it is possible, English grammar should be rarely taught in the class because grammar would not be the most important part in English language learning. It could be concluded that considering the importance of English communication would be more preferable than focusing on English formal structures.

4.3 Findings in Response to Research Question 3

In response to research question 3, teachers' perceptions on students' attitudes and motivation towards English language learning examine were revealed.

The interview questions were designed for finding out perceptions of 10 English language teachers' perceptions on how they perceived their students' attitudes and motivation in English language learning in general. It would be useful to see if the responses of the teachers corresponded with the students because the responses of them might be helpful for language teachers and Thai educators to figure out the appropriate and effective ways to support students in enhancing their English language learning. Therefore, the following sections showed some of the teachers' responses from a semi-structured interview.

4.3.1 Attitudes and Motivation as Crucial Factors in English Language Learning

All the teachers' responses showed that the students carrying positive attitudes and having a certain goal are important for success in English language learning. Three of the teachers commented that attitudes and motivation played important factors in influencing students in language learning. One of them said that "If a student wants to be successful in foreign language learning, good language motivation and positive attitude are needed." Another teacher revealed that if a student wants to be a flight attendant, being a flight attendant is her motivation. The student will keep in mind that she should focus on developing her English skills, so her dreams will come true. This would be implied that students who consider learning English with a positive attitude are likely to be happy in language learning and they usually have high motivation for further study in English-related fields.

Without positive attitudes and high levels of motivation, the students are less likely to succeed in language learning. Therefore, the teachers mentioned some crucial factors in influencing the students' attitudes and motivation towards English language learning as follows:

1) Goal of learning;

From the interview, one of the teachers commented that most of the students still did not have a certain goal, those students should be first concerned about the purposes of their learning (e.g., asking themselves about the needs of further education and careers) in order to directly concentrate on the language learning.

2) Opportunity;

Moreover, a lack of opportunity to be exposed to real English usage was also determined by two teacher participants. One of them commented that the students were less likely to have good opportunities in English learning because of the insurgency in the southernmost provinces of Thailand (e.g., limited English language teachers, limited foreign travelers). Therefore, the insurgency led to the extent of accessing to the language use in real situations in order to practice and develop English skills.

3) Environment;

Additionally, two language teachers emphasized that learning environment absolutely affected students' English learning. One of them commented that if it is possible, learning in English speaking contexts is very helpful for students to form good attitudes and high levels of motivation. For example, living abroad will force or encourage students to learn the language whether they want to learn the language or not. This is due to the fact that the surrounding environment will instigate them to use the English language. It might be difficult at the beginning, but he will definitely learn English by the end. Therefore, a teacher should use the language in class as much as possible. Teachers should create English speaking environment.

4) Family support and interesting;

Besides, family support and interesting teaching materials were considered as important factors encouraging students to be interested in the language.

5) Others.

Remarkably, self-development and Thai education system were categorized into the group of *Others* influencing attitudes and motivation in English language learning. A student's self-development was mentioned by the teacher as it is always a factor indicating the willingness to participate in language learning. Students who always strive to develop their proficiency in English skills seemed to have better

attitudes and better performance in English language learning. Another teacher commented that students' attitudes and motivation in English were very often influenced by the Thai educational system. From this, the teacher mentioned that most students in the southernmost provinces of Thailand were not developed at their early stage, so they were less likely to be concerned about the importance of English language learning.

4.3.2 Benefits of the Teachers Recognizing Students' Attitudes and Motivation

All teacher participants revealed that understanding students' viewpoints could help them develop language lessons related to the students' perceptions. One of the teachers believed that as a teacher, it was important to know and understand how students think about the language, the people who speak English, and the learning motivation. Some students might have positive attitudes towards the language, whereas some may not. If students do not really prefer to learn the language, it would be teacher's responsibility to change the students' attitudes and to create interesting materials to attract their attention. Similarly, another teacher emphasized that "Understanding students' viewpoints are important because if students are not motivated, it is the first priority of a language teacher to motivate them before teaching the lessons." The teacher additionally commented that teaching students who are not motivated is useless because they might not pay much attention to the class.

Moreover, one of the teachers discussed the advantages of recognizing students' opinions in language learning, stating that a teacher would absolutely know how to teach students in an effective way. Sometimes, focusing too much on books does not help students fully understand what they have learnt. In contrast, playing too much is also not good. Thus, it would be advantageous for a language teacher to develop teaching materials and appropriate teaching methods. As one teacher commented, "If a teacher knows why students want to learn the language, she can create lessons that are more directly beneficial to students' goals."

4.3.3 The Main Objective of English Language Learning

Most of the responses of the teachers corresponded to the students' results from the students' questionnaire. Most of the teachers believed that the main objective of students in English language learning was instrumental motivation which was to prepare themselves for getting higher scores in English examinations.

In relation to instrumental motivation, a majority of the teachers revealed that those students wanted to pass and have good scores for university admission that could be seen from the effort to learn English in an extra class outside the school. Some of the teachers commented that almost all secondary school students were looking forward to their future job, so those students usually appreciated the value of language learning. As one of the teachers illustrated,

Some students would like to work in the area of the English language usages, such as a language teacher and a pilot, so they need to have high English language scores on several examinations in order to fulfill their dreams.

Moreover, a few of the teachers believed that most of the students learnt the English language because it was a compulsory subject. Students have no choice in denying learning the language; they have to learn because it is a school's requirement. Apart from the school requirement, three of the teachers believed that students had other instrumental reasons in paying attention to language learning (e.g., to study abroad and to participate in AEC). As one of the teachers commented, "Most M.5 students want to be able to communicate and use English effectively; some of them want to study and work abroad."

However, according to integrative motivation, only one teacher believed that students learnt the language because they were integratively motivated. The teacher mentioned that there might be a small group of the students that wanted to know people who speak English because some of them were good in English. Those students also had foreign friends, so they might be integratively motivated in order to understand and appreciate the culture activities of their friends.

Accordingly, it could be concluded that the perceptions of the language teachers on the students' motivation in language learning are significant in shaping the students' learning process in a foreign context.

4.3.4 Willingness to Participate in the Language Class

In response to the willingness to participate in the language class, interesting views were reported. More than half of the teachers mentioned that most of the students were willing to learn English in class, whereas some were not. It might be a common experience that not all students are interested in the same thing. One of the teachers commented,

Students are willing to study from the materials directly related to language use in the real situations. Very few students are interested in learning abstract grammar concepts, so sometime they would probably feel bored when they were in the class.

Similarly, one of the teachers commented that the students who love learning the language seemed to be enthusiastic to learn the language by asking an interesting question and making an effort to speak in English, but some were not. Therefore, sometimes offering classroom activities and additional scores were some of the interesting teaching strategies applying in this context.

In addition, giving additional scores in the classroom setting was helpful for language teachers for asking students' classroom participation. One teacher revealed that some students were good at participating in classroom because they, personally, were interested in the language. For those who were not willing to learn or who were more like passive students, giving additional English scores was an important factor encouraging students' interest in learning processes.

Another teacher, additionally, commented that the students would actively engage in the English classroom if they were given opportunities from their teacher. For example, giving students more responsibility for self-learning and asking students challenging questions would be advantageous. However, one of the teacher stated that the extent of willingness or unwillingness was likely difficult to measure because English was a compulsory subject of the school. The students have to learn the English subject at school at least twice a week; therefore, a possible way to evaluate the willingness to learn was to consider the background knowledge of the students. Students with good background knowledge of English seemed to be willing to learn the language, while those who were weak in English were likely to get bored with

learning processes. Therefore, interesting teachers' strategies would be important matter raising the students' learning motivation.

4.3.5 How to Motivate the Students to Learn English Effectively

The teacher responses of the teachers to the ways they motivate their students to learn English in the class included applying English to real use, bilingual speaking, technological teaching materials, game playing, and introducing careers. One of the teachers commented that a language teacher should teach and apply the lesson to real use in their daily life. Also, a teacher should gradually try a difficult topic and keep repeating the same topic in different ways in order to help students understand what they have learnt.

Considering the use of language in the classroom was also commented by the teachers. Two of them thought that using both Thai and English in language teaching was a primary way of encouraging students to learn English. One of them said that a teacher should communicate with students by using both English and the native language in order to generate positive attitudes persistently in English learning. Especially, when the students seemed to be confused, the teacher should explain in Thai.

Moreover, one teacher emphasized the benefit of using interesting technological teaching materials. She pointed out that "The advanced technological teaching materials can help students truly understand what they have learnt because they will see from the picture and listen from the sound." Additionally, three of the teachers proposed that they used various teaching strategies to motivate their students. One of the teachers commented that they often played interesting games with the students because the games could help the teachers get along with their students. Interestingly, introducing careers related to the fields of English speaking (i.e., a tour guide, a teacher, a hotel staff, and a doctor) were mentioned. One teacher indicated that she often advised on the importance of English language for careers. For example, by employing English as a medium of communication, many companies would offer higher salaries to those who can speak English. Thus, the expectation of a higher salary due to the capability of speaking English would be a good inspiration to motivate students to learn the English language.

4.3.6 Suggestions for the Development of English Learning Motivation

Regarding the suggestions about the development of English language teaching to enhance students' motivation, the responses of the teachers during the interview can be categorized into two issues:

1) Exchange students; and

One of the teachers suggested that it was a good idea to have exchange students from native English speaking countries in the school and send some students on be exchanged there. In doing so (exchanging students abroad) the cost may be high, but the outcome is worth the cost. Those exchange students would come back with the language and cultures of English speaking people because the students might learn the language from their friends.

2) English teaching.

Two English teachers, moreover, recommended that the language teaching be taught from Kindergarten level or at the early stage of school. Particularly, rural schools in three southernmost provinces of Thailand are rarely concerned about the importance of English. They additionally reported that lacking English teachers was one of the important factors affecting English language learning because some rural schools administered teachers who did not graduate in a majoring of English to be an English language teacher. Likewise, one teacher suggested that, due to the lack of English language teachers in the southernmost provinces of Thailand, teachers graduating from other fields of education be responsible for their responsibility English language teaching as well. This would be an important issue influencing students' learning achievement and preventing good quality of Thai education.

4.4 Conclusion of the Findings

To summarize this chapter, the analysis findings were divided into two main parts: data obtained from 239 students and from 10 English teachers. The M.5 students at Attarkiah Islamiah School revealed positive attitudes about English language learning as evaluated by the questionnaire survey. The students additionally indicated a high level of instrumental and integrative motivation, but the instrumental motivation were quite greater than integrative motivation. The responses of the students in relation to instrumental motivation were grouped into three main reasons:

- 1) For educational achievement;

The majority of the students desired to learn English because they wanted to gain good scores of English and to get into a university.

- 2) For further career; and

A number of the students showed that they needed to use English as an instrument to obtain a good job after completing a bachelor degree. Some of them expected to be hired by other ASEAN countries.

- 3) For communicative purposes.

Half of the students showed their English learning motivation in order to be able to communicate and negotiate with someone who can speak English.

Additionally, in relation to integrative motivation in English language learning, the students' responses can be summarized in three main reasons:

- 4) For understanding English speaking cultures;

Some of the students expected to understand the actual meaning of people who convey messages in English. They also expected to participate in some cultural activities of those who speak English and also who speak other different languages.

- 5) For making friends with English speaking people; and

A group of the students believed that English would be a tool to know people, to get along well with them, and to be part of language communities.

6) For being similar to be like others in social environment.

Many students are integratively motivated by their social environment. Some of them had a family member as an idol, while some had a language teacher as a model in English language learning.

Moreover, the English language teachers at Attarkiah Islamiah School acknowledged the importance of understanding students' attitudes and motivation towards English language learning in order to develop language teaching. They also agreed that the first reason motivating the students to learn English was the educational requirement. Most of the teachers agreed that using appropriate teaching materials could help their students concentrate on learning the English language.

Besides, both the students and teachers agreed to the importance of making an effort in language learning and the role of the language teacher influencing students' levels of learning attainment. In this study, gender and age of the student participants were not found to influence the degree of attitudes and motivation in English learning.

In the next chapter, a summary of the findings and discussion of the 3 research questions will be presented. The implementation of this study and the recommendations for further study will also be provided.

CHAPTER 5

DISCUSSION AND CONCLUSION

In this chapter, the overall analysis of the findings regarding attitudes and motivation in English language learning from the questionnaire survey and interview approaches is discussed based on the data obtained in response to three research questions. This chapter is composed of four sections. The first is a discussion of a summary of the findings. The second section presents the implications of this study. The third section addresses the recommendations of the areas for further research. The final section is the conclusion of the study.

5.1 Summary and Discussion of the Findings

The summary of findings is discussed based on the research objectives and research questions. There are three main topics in relation to 1) the students' attitudes towards English language learning; 2) the students' motivation in English language learning; and 3) the teachers' views on the students' attitudes and motivation.

5.1.1 Attitudes towards English Language Learning

According to the analysis illustrated in Chapter 4, it has been found that the Mathayomsuksa 5 (grade 11) students at Attarkiah Islamiah School in Narathiwat province held positive attitudes about learning English as a foreign language. In responses to the questionnaire of a five-point Likert scale, the average mean score was 4.20 which is interpreted as carrying good attitudes in English language learning. The students showed that learning English was really great and they expected to speak English well not only language classes, but also with English speaking people. The

students additionally believed that learning English was important for themselves and for the development of the country in order to negotiate with English speaking countries effectively.

The findings of this study are similar to previous research in the contexts of learning English as a foreign language such as in the study of Pineda (2011), Shams (2008), and Tahaineh and Daana (2013). Those students had affirmative feelings about learning English. This could be implied that since English has become the dominant global language, most students expect to gain benefits from being competent in English. The students of English language from both Thailand and other non-English speaking countries seem to give positive value on the importance of English learning.

5.1.1.1 Students' Attitudes and English Scores of Previous Ordinary National Educational Test

The attitudes of the students in this current study were in contrast to the results of the Ordinary National Educational Test (O-NET), which contributed to university entrance of Narathiwat students during 2010-2012. The English score of the O-NET of Narathiwat students including Attarkiah Islamiah school students were rather low. Regarding this, it is in contrast with the students' attitudes in English language learning that the students in this study have positive attitudes towards English. They need to be more practical and to be able to speak English like other students who have a good opportunity to learn English with the experts. Due to the change of society, people need to be aware of the necessity of using English as well as the students in this area. Therefore, one of the factors showing the contradictory results between previous O-NET test and students' attitudes in English language learning might be the lack of education opportunities in order to improve English skills at advanced level.

When compared to students' in other parts of Thailand, the students in this area seem to be lacking of learning opportunities and have poor families' background knowledge (Malley, 2010). This in turn can lead to language learning attainment because the extent of success might come from the differences of students' language learning opportunities and practices. These little differences in turn could

lead to a bigger difference in learning success. As Gladwell (2008, p. 33) mentioned, about the success,

It is those who are successful, in other words, who are most likely to be given the kinds of special opportunities that lead to further success. It's the rich who get the biggest tax breaks. It's the best students who get the best teaching and most attention.

Accordingly, as so to understand the reality of the students' language performance, to some extent the influencing of learning opportunity may be one of the important phenomena enhancing the success in language learning. Students with good opportunities in English learning, and good family background of English proficiency are more likely to be successful in English language learning because their families to some degree are likely to be more concerned about higher education. As a result, they tend to support their children to achieve their learning goals. Having a good opportunity more or less helps increase positive attitudes and then achieve their learning goals.

5.1.2 Motivation in English Language Learning

With regard to motivation in English language learning, this study mainly focuses on two types of motivation based on the formulation of Gardner and Lambert (1972): integrative motivation and instrumental motivation.

According to the analysis of students' English learning motivation at Attarkiah Islamiah School, it is apparent that the students held both integrative and instrumental motivation, but were slightly inclined towards instrumental motivation. Consistently, the results of this study were similar to other previous studies in Thailand and other Asian countries; those studies revealed that students learning English as a foreign language are dominated by instrumental motivation such as education achievement (e.g., Choosri & Intharaksa, 2011; Wimolmas, 2012; Li & Pan, 2009; Mun, 2011; Tamimi & Shuib, 2009). However, the findings of this study are slightly different from the other research studies; almost all of the students in this context emphasized the value of learning English for the upcoming of ASEAN community in 2015. It can be implied that social trends to some extent have been embracing the English

language because it is going to be the official language of the ASEAN countries, and it will be widely used at all levels in Thai society.

In relation to instrumental motivation, two main factors significantly affected the students' motivation in English language learning which were educational attainment and future career opportunities. These two instrumental motivations can be discussed as follows.

5.1.2.1 The Students' Instrumental Motivation towards Educational Achievement

The Mathayomsuksa 5 (Grade 11) students at Attarkiah Islamiah School disclosed that educational achievement highly motivated them to learn English. A great number of them considered that it was important to learn English in order to pass the exam and succeed in higher level education such as to get into a university and to get a scholarship studying abroad. Accordingly, the findings of this study are similar to students participating in other research studies on learning English as a foreign language. For example, Kitjaroonchai (2012) examined secondary and high school students in Saraburee province as well as Nuchnoi (2008) investigated English major students at Rangsit University. In other countries, Tahaineh and Daana (2013) explored English learning motivation of undergraduate students in Jordan as well as the study of Pineda (2011) on English learning motivation of students in Mexican colleges. All of the studies showed support of the students' motivation in learning the English language for educational reasons. Those researchers interestingly found that in order to meet the school requirement, to pass the university entrance exam, or even to get a certificate of graduation their participants should hold instrumental motivation in English language learning (Carreira, 2006; Li & Pan, 2009; Kitjaroonchai, 2012; Pineda, 2011; Tahaineh & Daana, 2013). Therefore, it is undeniable that the first reason of the students in English language learning is for current and future education achievement.

One of the factors encouraging students' instrumental motivation in English language learning might be the social value. Entering a top ranked university seems to be considered as an important social value in the society. People in this context always admire and praise graduates who receive their degrees from famous universities. Similarly, students who study in a foreign university are likely to be

praised by people in that society. Not only for university entering but primary school and secondary school students also want to be praised and admired from other people with their high score of English. The students who do not get desired scores will be left behind. That is why they need to be more active in English language learning and improve their English score because many universities in Thailand, normally, require students who can obtain a high score on English exams. It can be shown that this social factor importantly influences the students' motivation in English language learning in order to gain high English scores, to study at a highly ranked university, and to succeed in graduation.

5.1.2.2 The Students' Instrumental Motivation towards Future Job Opportunities

It was found in this study that the students who had high instrumental motivation to learn the English language mostly aimed for future career success and well-paid jobs. The findings were also in accordance with the previous research in the area of motivation in English language learning such as in the contexts of China, Jordan, Malaysia, and Pakistan which were elaborated in the research of Carreira (2006); Li and Pan (2009); Shams (2008); Tamimi and Shuib (2009); Tahaineh and Daana (2013). However, Coleman (2010) claimed that previous research has failed to link and recognize the relationship of English learning motivation and the employment opportunities.

As the world of globalization and business are dealing with the competence of English speakers, learning English can lead to students' new career opportunities and advancement. Competence in the English language can also increase students' competitiveness and ability to get good jobs and work in the right fields since most good job positions require applicants who are proficient in not only English but also others (e.g., aviation, business, language schools, medical center, etc.). Regarding this, in the 21st century, many non-native speakers of English use the language in the workplace for negotiation and presentation. Even in some companies in Thailand, English is very necessary. Due to the fact that a large number of people in society are proficient in English, learning and having good knowledge of English, therefore, can increase the chance of getting a high salary job and perhaps being hired

abroad particularly in English speaking countries such as United States, Australia, and in some countries of ASEAN community like Singapore, Vietnam, and Malaysia.

However, the results of this study are likely to contradict with some studies in the contexts of English speaking countries or learning English as a second language such as Spain and the Philippines (e.g., Gutiérrez et al., 2011; Lucas et al., 2010). Typically, students in English speaking countries or in second language contexts learn English to complete school programs and perform in their daily lives (e.g., transportation, school, restaurant, and communication, etc.). Those people may not put value on learning English or being proficient in English to increase job opportunities because English is considered as a second language for the students. In this regard, Filipino, Malaysian, and Indians generally have excellent English skills; yet, their motivation in English learning is usually due to integrative purposes (will be discussed in the following section) rather than instrumental purposes. The proficiency in English as a second language used in daily routines may have more positive impact for them in the growing demand of job opportunities compared with foreign language learners in this research, whose English skills are low.

Apart from the instrumental motivation in English learning, most of the students still have strong integrative motivation in order to associate with English speaking people and to comprehend social cultures of those people, especially of ASEAN member countries.

5.1.2.3 The Students' Integrative Motivation towards Understanding Others' Social Cultures and Being Knowledgeable People

In the area of integrative motivation, two important factors played significant roles in the students' English learning: motivation for getting along well with English speaking people and being proficient in English as other foreign language learners. Many students stated that one of the attractive motivation in English learning was to understand the actual meanings of the conversations and the messages conveyed by people who speak other different languages. This finding is consistent with the study of Kitjaroonchai (2012) which found that the students in his study were well aware of the importance of English for understanding cultures and the different ways of life in neighboring countries.

The two aspects of students' integrative motivation might be influenced by the upcoming ASEAN community. During these two years, the promotion of the establishment of the ASEAN community has been fashionably presented in Thailand through TV programs, education centers, and even through social media. The students were more likely to be active in English language learning because they wanted to be part in the English speaking community in order to understand the words in a conversation correctly and to get along well with those people.

Apparently, the insurgency in three southernmost provinces of Thailand may be one of the major factors influencing the students' integrative motivation in English language learning. Since the insurgencies begin in January 2004, insurgents have been attacking and killing people in the three southernmost provinces of Thailand, especially people in the area of education. This in turn is leading to the decline of the number of tourists and foreigners. They may be one of the factors influencing the extent of students' integrative motivation in English language learning. When compared to other contexts in Thailand, students in this study may be lacking opportunities to expose to English outside the class to be able to communicate and establish good relationships among English speaking people. If they have more opportunities to interact to other people or even with foreigners, they will make better effort to learn and understand others' languages and cultures as well as they will be familiar with the interaction between those people. Therefore, it is undeniable that the issue of the insurgency occurring in the three southernmost provinces is likely to affect students' English learning motivation; it additionally leads to reducing the development of the educational system as a whole, such as the quality of support and language teaching management, and reducing the quality of English language performance.

5.1.3 Teachers' Views on Students' Attitudes and Motivation in English Language Learning

The findings from all 10 English language teachers indicated most of the students hold instrumental motivation in order to pass all exams rather than integrative motivation which is more concerned about cultures of the English language. When compared to the students' motivation, there are few different beliefs between teachers and students. The similarity is that the majority of the students indicated that they were instrumentally motivated, while some of those students revealed that they were both instrumentally and integratively motivated. A great number of students pointed out that they needed to be part of the English community; they need to understand different cultures of other language speakers and they need to learn English without any threats from others. Surprisingly, only one of the teachers illustrated the extent of integrative motivation affecting the students' motivation in English language learning. Therefore, different perceptions between the students and teachers in this study could be attributed to be one of the factors influencing the way of teaching in the language classroom that is focusing on grammatical teaching.

5.1.3.1 The Teachers' Views and Grammatical Teaching

According to the students' responses, most of them revealed that the English language teaching has been focused too much on English grammar without integrating the use of the language in real situations. Accordingly, the students may not fully understand the actual use of the content of learning. Likewise, Krashen (1987, p. 6-7) argued, "Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drills." With regard to the teachers' views, the causes that may dominate their perceptions on the students' English learning are the Thai educational systems and the university admission's system. Many types of tests (e.g., O-NET, National Test (NT), school education test, university entrance test) are provided as a means to assess students' English competence. Students are directly forced to take exams in order to achieve the requirements of the educational system. This could be implied that the educational system and the assessment of language learning might shape the language teachers' perspectives on the students' actual learning motivation, and then would contribute to grammatical teaching phenomenon.

5.1.3.2 Motivating Students Learning English and Enhancing Teaching Practice in the Language Classroom

All of the teachers indicated that there were many benefits of understanding students' purposes of English language learning, such as giving an example of the lesson related to their interest and contributing proper tasks. One teacher explained, "When I know their motivation of English learning, it is easy for me to create teaching material and teaching activities accordingly to their motivation in order to help them reach the goal of learning." Another teacher suggested that using both Thai and English was a fundamental way to contribute to the interest in the language classroom. Accordingly, teaching methods or even teaching materials had been taken into the teachers' consideration as the important factors contributing to students' good motivation in English language learning. When comparing this finding to the study of Gabillon (2007), it was apparent that the most important factor of students language learning in class were teachers and their teaching styles. Likewise, Felder and Henriques (1995, p. 28) proposed, "Matching teaching styles to learning styles can significantly enhance academic achievement, student attitudes, and student behavior." Therefore, developing the quality of teaching and considering the students' attitudes/motivation in English learning would be necessary in order to enhance students' interest in English and to help them go forward in the right pathways of language learning.

In English teaching, two teacher participants reported that some students were lack of patience practicing the English language in their own time. In this regard, success would not be reached without the great amount of practices. Likewise, Gladwell (2008) remarks that very little amount of innate ability dominates the degree of success. The things that dominate and distinguish the degree of ones' success are having great opportunities and hard-work. Considering the opportunity to practice, Kang'ahi et al. (2012) claimed that achievement in language learning greatly increases when the focus is on students by giving the opportunity to practice the language in real situations. The students can develop themselves through critical thinking and through the extent of engaging in classroom activities.

Regarding the strategies used to motivate students in the English language classroom, the findings showed that it is important to create a relaxed

classroom atmosphere and establish good relationships with the students. Without pressure, the students were likely to feel free to interact with the teacher and become more confident to speak in English. This view is in line with the study of Dörnyei and Csizér (1998). They claim that without good teaching, good curriculum, and sufficient motivation, students cannot succeed in long-term language learning. They additionally remark that good motivational strategies were necessary to enhance students' motivation in classroom language learning.

5.2 Implications of the Study

By studying attitudes and motivation towards English language learning at Attarkiah Islamiah School, the findings can contribute as a beginning point in order to develop teaching courses and even teaching materials matching students' interests. Some implications of this study are as follows:

- 1) The finding of this study can facilitate language syllabus designers to consider the needs and the interests of language learners. The course activities should be interesting in order to encourage the students in English language learning because the students need to learn English for educational achievement, job opportunity, and especially communicative purposes. Therefore, it is important to advocate students' English exposure which can be used in real situations rather than emphasizing only English grammar. In the area of English teaching, the development of curriculum in this research context should also consider students' feelings and needs in order to fulfill their motivation in English learning and support them to meet their goals of learning.

- 2) When teachers know students' actual goals of learning, the teachers can play a role in motivating and encouraging students to enhance their language competence in order to reach their expectations.

- 3) Language learning situations, such as the role of teachers, directly affect students' progress in the learning. Therefore, qualified English language teachers should be first selected as effective language teachers may need to teach how to use challenging methods. Accordingly, students are likely to have positive feelings in English learning and become successful language learners.

5.3 Recommendations

Based on the context of this research, this study reports the students' attitudes and motivation in English language learning by using a questionnaire survey and a semi-structured interview. The results, which show that the students had both instrumental and integrative motivation, but are slightly more inclined to instrumental motivation, may be unique for only this study. Therefore, the researcher would like to recommend three aspects for further research: different school levels and school contexts, other research methodology, and other influencing factors in English language learning.

1) It would be useful to study attitudes and motivation of students in different school contexts, such as other Islamic private schools and other Thai government schools in Pattani and Yala provinces. Moreover, study in different levels should also be regarded, such as primary levels and other secondary levels: Mathayomsuksa 4 (Grade 10) and Mathayomsuksa 6 (Grade 12) in order to compare and interpret the similarities and the differences of participants' responses. As a result, the findings would be more explicit.

2) Other research methodologies should be used such as experiments, control groups, and classroom observation in order to gain more precise information and to better understand students' perceptions and behaviors. For example, observing students' thinking and behavior before and after a certain experiment (e.g., levels of motivation in English learning in different situations, students' language performance). As a result, researchers can categorize the different groups of the findings in order to explicitly identify causes and results of the study.

3) In relation to examining the extent of success in English language learning, other factors (e.g., learning environment, students' effort, language proficiency, and language teachers) should be recognized. For example, learning environment should support students' confidence in accessing the language. Researchers can investigate the supportive factors and the barrier in language learning. A researcher may comprehend the actual problems influencing English language learning (e.g., the problems of classroom atmosphere, English language teachers, and material budgets) in order to find the appropriate ways to enhance the

quality of English language learning. Besides, investigating the extent of language practice and levels of students' language skills: reading, writing, listening, and speaking may help syllabus planners and language teachers recognize ways to support and increase students' learning motivation since their learning motivation may dynamically change throughout time.

5.4 Conclusion

This study investigated students' attitudes and motivation in English language learning of secondary students (Grade 11) at Attaikiah Islamiah School in Narathiwat province. The findings revealed that the students had positive attitudes towards English language learning. This study also coincides with previous studies (e.g., Pineda, 2011; Shams, 2008; Tahaineh & Daana, 2013). The students in this study stated that they were happy to learn English and positively agreed that knowing English was important for them to communicate with people from different countries, especially people in ASEAN countries, to continue in higher education, and to gain better job opportunities. The findings showed that English language teachers were an important factor determining the extent of students' attitudes in English language learning.

In reference to the students' motivation, the findings of this study showed that they had both instrumental and integrative motivation, but the instrumental motivation was somewhat more important than integrative motivation. This is consistent with other studies conducted in the contexts of foreign language learning (e.g., Carreira, 2006; Li & Pan, 2009; Kitjaroonchai, 2012; Shams, 2008). The students expected that learning the English language would be advantageous for their educational achievement, future job opportunities, communication, and understanding English speaking cultures. Students felt more motivated to learn English for the upcoming ASEAN community in order to establish good relationships with people from the ASEAN member countries, to gain better education and occupation opportunities. The results of the study show that grammatical teaching was over-emphasized in language class without integrating enough real use scenarios. This might be a great factor influencing students' learning motivation because they felt frustrated using English.

Another possible factor influencing students' learning motivation is the insurgency in three southern border provinces of Thailand. This would be the cause of a shortage of experienced and qualified teachers since the experienced teachers seem increasingly move to other parts of the country while newly qualified teachers often do not apply for jobs in this region (Malley, 2010). The students also lack opportunities for exposure to the English language like speaking and listening with tourists and foreigners in real situations because of the insurgency. The results of this study indicated that the students preferred to learn English for communicative purposes rather than grammatical teaching.

However, the findings of this study contrast with other studies of those who found that integrative motivation was the main factor motivating students in English learning, especially research investigating the contexts of learning English as a second language (e.g., Gardner, 1985; Gutiérrez et al., 2011; Lao et al., 2010). They indicated that their participants preferred to integrate themselves to be part of the community and to communicate with people in their community successfully. This research finding, to some extent, could help teachers and syllabus planners to consider the appropriate way in increasing students' motivation, encouragement, and positive attitudes towards further English learning in order to enhance students' English proficiency. The possible ways to increase their language competency and create good learning motivation in general are to develop language teaching system. This could be developed by integrating students in language teaching such as group discussions and classroom presentations. The findings of this study are limited to the participants only in this context and may not be representative of different participants in other private Islamic and government schools.

BIBLIOGRAPHY

- Al-Tamimi, A., & Shuib, M. (2009). Motivation and attitudes towards learning English: A study of petroleum engineering undergraduates at Hadhramout university of sciences and technology. *GEMA Online Journal of Language Studies*, 9 (2), 29-55.
- Anastasi, Anne. (1976). *Psychological testing* (4th ed.). New York: Macmillan.
- Anorue, C. (2004). *Patterns of teacher student interaction in social studies in imo state secondary school*. (Unpublished doctoral dissertation). University of Port Harcourt, Nigeria.
- Association of Southeast Asian Nations. (2012). *Charter of the association of southeast asian nation*. Retrieved from <http://www.asean.org/asean/asean-charter/asean-charter>
- Bangkok Post. (2012, July 27). *English skills below Asean partners*. Retrieved from <http://www.bangkokpost.com/breakingnews/304600/thai-ranks-no-42-in-english>
- Bernaus, M., Masgoret, A. M, Gardner, R. C., & Reyes, E. (2004). Motivation and attitudes towards learning languages in multicultural classrooms. *The International Journal of Multilingualism*, 1 (2), 75-89.
- Bernaus, M., Masgoret, A. M., & Gardner, R. C. (2001). Examining the Role of Attitudes and motivation Outside of the Formal Classroom: A test of the mini-AMTB for children . In Dörnyei, Z. and Schmidt, R., eds. *Motivation and second language acquisition* (pp. 281-295). Honolulu: University of Hawai'I, Second Language Teaching and Curriculum Center.
- Bernard, J. 2010. *Motivation in foreign language learning: the relationship between classroom activities, motivation, and outcomes in a university language-learning environment*. Retrieved from <http://repository.cmu.edu/cgi/viewcontent.cgi?article=1077&context=hsshonors>
- Bishop, Robert C. (2007). *The philosophy of the social sciences*. New York: Continuum.
- Bryant, D. A., & Hallinger, P. (2013). Synthesis of findings from 15 years of educational reform in Thailand: lessons on leading educational change in East Asia. *International Journal of Leadership in Education: Theory and Practice*, 16 (4), 399-418.
- Brown, H. (2000). *Principles of language learning and teaching*. New Jersey: Prentice Hall
- Buckledee, S. (2011). *The role of motivation in second language acquisition*. United Kingdom: Arima.

- Carreira, J. M. (2005). New framework of intrinsic/extrinsic and integrative/instrumental motivation in second language acquisition. *The Keiai Journal of International Studies*, 16 (December), 39-64.
- Choosri, C., & Intharaksa, U. (2011). Relationship between motivation and students' english learning achievement: a study of the second – year vocational certificate level Hatyai Technical College students. *In The 3rd International Conference on Humanities and Social Sciences*. Faculty of Liberal Arts, Prince of Songkla University.
- Crotty, M. (2005). *The foundations of social research: meanings and perspective in the research process*. Thousand Oaks, CA: Sage.
- Crystal, D. (2003). *A dictionary of linguistics & phonetics* (5th ed.). Australia: Blackwell.
- Coleman, H. (2010). *The English language in development*. London: British Council. Retrieved from www.teachingenglish.org.uk/transform/book
- Daana, H., & Tahaineh, Y. (2013). Jordanian undergraduates' motivations and attitudes towards learning English in EFL context. *International Review of Social Sciences and Humanities*, 4 (2), 159-180.
- Dahab, M. I. (2010). Students' attitudes toward their Arabic language use at islamic private secondary schools in Yala province, southern Thailand. *AL-NUR*, 5 (9), 41-53.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self determination in human behavior*. NY: Plenum Press.
- Deci, E. L., & Ryan, R. M. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54–67.
- Dickinson, L. (1987). *Self-instruction in Language Learning*. Cambridge: Cambridge University Press.
- Dewey, J. (1929). *The sources of a science of education*. New York: Horace Liveright.
- Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The Modern Language Journal*, 78 (3), 273-284.
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching*, 31 (3), 117-135.
- Dörnyei, Z., & Csizér, K. (1998). Ten commandments for motivating language learners: results of an empirical study. *Language Teaching Research*, 2 (3), 203–229.
- Dörnyei, Z., & Ottó, I. (1998). Motivation in action: A process model of L2 motivation. *Working Papers in Applied Linguistics*, 4, 43-69.
- Dörnyei, Z., & Schmidt, R. (2001). *Motivation and second language acquisition*. Honolulu, HI: University of Hawaii Press.
- Dörnyei, Z. (2003). Attitudes, orientations, and motivations in language learning: advances in theory, research, and applications. *A Journal of Research in Language Studies*. 53 (S1), 3–32.
- Dörnyei, Z., & Ushioda, E. (Eds.). (2009). *Motivation, Language Identity and the L2 Self*. Bristol: Multilingual Matters.

- Dörnyei, Z. (2013). The relationship between language aptitude and language learning motivation: individual differences from a dynamic systems perspective. In Macaro, E., eds. *Continuum: Companion to second language acquisition* (pp. 247–267), London: Continuum.
- Duo, Pey-chewn. (2003). *Elementary school English teachers' attitude toward "learning English as a foreign language" in Taiwan*. (Unpublished doctoral dissertation). Pennsylvania State University, United States.
- Ellis, R. (1997). *Second language acquisition*. New York, NY: Oxford University Press.
- Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.
- Education First. (2003). *English proficiency index*. Retrieved from <http://www.ef.co.th/epi/>
- Felder, R. M., & Henriques, E. R. (1995). Learning and teaching styles in foreign and second language education. *Foreign Language Annals*. 28 (1), 21-31.
- Finch, A. (2010). *A task-based university Efl program in Korea: Design, implementation and formative evaluation*. Retrieved from <http://www.finchpark.com/afe/affect.htm>
- Gabillon, Z. (2007). Learner beliefs on L2 attitudes and Motivation: An Exploratory Study. In Bernhardt, k. and G. Davis, D., eds. 1 (1). (pp. 68-90). *Lingua et linguistica*. UK: Shakespeare Centre Press.
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second language learning*. Rowley, MA: Newbury House Publishers.
- Gardner, R.C. (1985). *Social psychology and second language learning: The role of attitude and motivation*. London: Edward Arnold.
- Gardner, R.C., & MacIntyre, P.D. (1993). A student's contributions to second language learning. Part II: Affective variable. *Language Teaching*. 26, 1-11.
- Gardner, R.C. (2001). Integrative motivation and second language acquisition. In Dörnyei, Z. and Schmidt, R., eds. (pp. 1-19). *Motivation and Second Language Acquisition*. Honolulu.
- Gladwell, M. (2008). *Outliers: The story of success*. New York: Little, Brown and Company.
- Guildford, J. P. (1959). *Personality*. New York: McGraw-Hill.
- Gutiérrez, J., Madrid, D., & Uribe, D. (2011). Crossnation differences in attitudes of secondary english learners. *World Journal of English Language*, 1 (1), 9-18.
- Hall, G. (2011). *Exploring English language teaching: Language in action*. NY: Routledge.
- Hamayan, E.V. (1995). Approaches to alternative assessment. *Annual Review of Applied Linguistics*, 15, 212-226.
- Hadley, A. O. (1993). *Teaching language in context*. Boston: Heinle & Heinle.
- Harmer, J. (1991). *The practice of English language teaching*. London: Longman.
- Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.
- Human Rights Watch. (2010). *Targets of both sides" violence against students, teachers, and schools in Thailand's southern border provinces*. NY: Human Rights Watch.

- Ismail, J. (1988). *Exposure, attitudes, motivation and achievement in Esl among Malay learners: A socio-psycholinguistic study*. (Unpublished doctoral dissertation). Sheffield University, England.
- Kang'ahi, M., Indoshi, F. C., Okwach, T. O., & Osodo, J. (2012). Teaching styles and learners' achievement in kiswahili language in secondary schools. *International Journal of Academic Research in Progressive Education and Development*, 1 (3), 62-87.
- Karahan. F. (2007). Language attitudes of Turkish students towards the English language and its use in Turkish context. *Journal of Arts and Sciences Say*, 7 (May), 73-87.
- Klaus Schwab (Ed.). (2013). *The global competitiveness report 2013–2014*. Geneva: World Economic Forum.
- Krashen, Stephen D. (1981). *Second language acquisition and second language learning*. University of Southern California: Pergamon Press.
- Krashen, Stephen D. (1987). *Principles and practice in second language acquisition*. Prentice-Hall International.
- Krashen, Stephen D. (1987). Principles and practice in second language Acquisition. In Ricardo Schutz Stephen Krashen's *Theory of second language acquisition*. Retrieved from [http:// www.sk.com.br/sk-krash.html](http://www.sk.com.br/sk-krash.html)
- Kitjaroonchai, N. (2013). Motivation toward English language learning of students in secondary and high schools in education service area office 4, Saraburi province, Thailand. *International Journal of Language and Linguistics*, 1 (1), 22-33.
- Khotakhun, P. (2012). *IOC หนี้อะไร*. Retrieved from <https://sites.google.com/site/prapasara/2-6> (In Thai)
- Lefton, Lester A. (1979). *Psychology* (3rd ed.). Massachusetts: Allyn and Bacon.
- Li, P., & Pan, G. (2009). The relationship between motivation and achievement- a survey of the study motivation of English majors in Qingdao Agricultural University. *English Language Teaching*, 2 (10), 123-128.
- Lifrieri, V. (2005). *A sociological perspective on motivation to learn EFL: The case of escuelas plurilingües in Argentina*. (Unpublished M.A thesis). University of Pittsburgh, USA.
- Liow, J. C. (2009). *Islam, education, and reform in southern Thailand*. Singapore: Institute of Southeast Asian Studies.
- Lucas, R. I. (2010). A study on the intrinsic motivation factors in second language learning among selected freshman students. *Philippine ESL Journal*, 4 (February), 3-23.
- Lucas, R. I., Pulido, D., Miraflores, E., Ignacio, A., Tacay, M., & Lao, J. (2010). A study on the intrinsic motivation factors in second language learning among selected freshmen students. *The Philippines ESL Journal*, 4, 3-23.
- Iemjinda, M. (2007). Curriculum innovation and English as a foreign language (Efl) teacher development. *Educational Journal of Thailand*, 1 (January-December), 9-20.
- Macaro, E., Murphy, V.A., & Vanderplank, R. (2013). A compendium of key concepts in second language acquisition. In Macaro, E., eds. *Bloomsbury companion to second language acquisition*. (pp. 29-106). Sydney: Bloomsbury.

- Malley, B. O. (2010). *The longer-term impact of attacks on education one education systems, development and fragility and the implications for policy responses*. Retrieved from http://www.protectingeducation.org/sites/default/files/documents/efa_unesco_-_the_longer_term_impact_of_attacks.pdf
- Mun, W. Y. (2011). *A study of instrumental and integrative motivations as factors influencing utar third-year chinese undergraduates in learning Esl*. (Bachelor research project). Universiti tunku abdul rahman, Malaysia.
- Ministry of Education. (2001). *Education reform at the ministry of education (1996-2007)*. Retrieved from <http://www.moe.go.th/English/nu/reform.htm>
- National Institute of Educational Testing Service. (2012). *Research*. Retrieved from http://www.niets.or.th/index.php/research_th/view/8
- Norris-Holt, J. (2001, June). Motivation as a Contributing Factor in Second Language Acquisition. *The Internet TESL Journal*, 7 (6). Retrieved from <http://iteslj.org/Articles/Norris-Motivation.html>
- Noytim, U. (2006). *The impact of the internet on English language teaching: A case study at a Thai rajabhat university*. (Unpublished doctoral dissertation). University of Tachnology, Sydney.
- Nookua, S. (2011). The Patterns of Language Use in the Southernmost Provinces of Thailand. *Journal of Cultural Approach*, 12 (22), 26-35.
- Noom-ura, S. (2013). English-teaching problems in Thailand and Thai teachers' professional development needs. *English Language Teaching*, 6 (11), 139-147.
- Nuchnoi, R. (2008). A survey of the motivation of the Rangsit University English major students towards learning English. *Journal of Humanities and Social Sciences*, 5 (9), 93-116.
- Obeidat, M. M. (2005). Attitude and motivation in second language learning. *Journal of Faculty of Education*, 18 (22), 1-17.
- Office of the National Education Commission. (2003). *National education act B.E. 2542 (1999) and amendments (second national education act B.E. 2545 (2002))*. Bangkok: Office of the National Education Commission.
- Oller, J. W. (1979). *Language tests at school*. London: Longman.
- Onwuegbuzie, A.J., Phillip Bailey, P., & Daley, C. E. (2000). Cognitive, affective, personality, and demographic predictors of foreign-language achievement. *The Journal of Educational Research*. 94 (1), 3-15.
- Ortega, L. (2013). SLA for the 21st Century: Disciplinary progress, transdisciplinary relevance, and the bi/multilingual turn. *A Journal of Research in Language Studies*, 63 (1), 1-24.
- Pengnate, W. (2012). *Motivation, attitude and English learning behaviors of the low-graded students*. International Conference on Business and Industrial Research Thai-Nichi Institute of Technology, Bangkok, Thailand, (May), 177-181.
- Premssirat, S., & Samoh, U. (2012). Planning and implementting Patani Malay in bilingual education in southern Thailand. *Journal of the Southeast Asian Linguistics Society (JSEALS)*, 5, 85-96.
- Pineda, A. S. (2011). *Attitude, motivation, and English language learning in a Mexican college context*. (Unpublished doctoral dissertation). The University of Arizona, USA.

- Pintrich, P., & Schunk, D. (1996). *Motivation in education*. New Jersey, USA: Prentice Hall.
- Richard, Jack, C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Australia: Cambridge University Press.
- Richard, M, Felder, & Eunice, R. Henriques. (1995). Learning and teaching styles in foreign and second language education. *Foreign Language Annals*, 28 (1), 21–31.
- Sadighi, F., & Zarafshan, F. (2006). Effects of attitude and motivation on the use of language learning strategies by Iranian EFL university students. *Journal of Humanities of Shiraz University*, 23 (1), 71-80.
- Saiyasombut, S., & Siam Voices. (2012, Mar 21). Asiancorrespondent.com. *Thai education failures – part 4: Dismal english-language training*. Retrieved from <http://asiancorrespondent.com/78647/thai-education-failures-part-4-dismal-english-language-education/>
- Savignon, S. J. (1983). *Communicative competence: theory and classroom practice*. Reading, MA: Addison-Wesley.
- Shams, M. (2008). Students' attitudes, motivation and anxiety towards English language learning. *Journal of Research and Reflections in Education*, 2 (2), 121-144.
- Stern, H. (1983). *Fundamental concept of language teaching*. Oxford: OUP.
- Suwanarak, K., & Phothongsunan, S. (2008, 4-6 November). Attributions of high achieving Thai university students perceiving themselves as failures in English usage. *8th Annual South East Asian Association for Institutional Research (SEAAIR) Conference Proceedings*. STIE Perbanas Surabaya, Indonesia.
- Silijaru, T. (2007). *Data processing and analysis by using spss (7th ed.)*. Bangkok: business r and d. (In thai)
- Ushida, E. (2005). The role of students' attitudes and motivation in second language learning in online language courses. *CALICO Journal*, 23 (1), 49-78.
- VandenBos, G. R. (Ed.). (2007). *APA dictionary of psychology*. Washington, DC: American Psychological Association.
- Wall Street English. (2013). *Wall Street English prepares yourself to get ready for AEC 2015*. Retrieved from <http://www.wallstreetenglish.in.th/index.php/wall-street-english/aec/?lang=en>
- Watzlawick, P. (1984). *The invented reality: How do we know what we believe we know? : contributions to constructivism*. New York: Norton.
- Wikileaks. (2006, August 11). *Southern violence: Visit to prominent islamic schools*. Retrieved from http://www.wikileaks.org/plusd/cables/06BANGKOK4917_a.html
- Wilkins, D. (1972). *Linguistics in language teaching*. Cambridge: CPU.
- Wimolmas, R. (2012). *A survey study of motivation in English language learning of first year undergraduate students at Sirindhorn international institute of technology (siit), Thammasat university*. Pp. 904-915. Thammasat University. Retrieved from http://www.fllt2013.org/private_folder/Proceeding/904.pdf
- Wongsothorn, A., Hiranburana, K., & Chinnawongs, S. (2002). English language teaching in thailand today. *Asia-Pacific Journal of Education*. 22 (2), 107-116.

- Yamane, Taro. (1967). *Statistics: An introductory analysis* (2nd ed). New York: Harper and Row.
- Yang, X. (2012). Attitude and motivation in L2 learning among Um Master students. *International Journal of Management and Sustainability*, 1 (1), 13-22.
- Yin, Chengbin. (2008). *Language learning strategies in relation to attitudes, motivations, and learner beliefs: Investigating learner variables in the context of English as a foreign language in China*. (Unpublished doctoral dissertation). University of Maryland, College Park, United States.

APPENDICES

Appendix A Questionnaire Survey in English

Attitudes and Motivation Questionnaire

Instructions: Please indicate your answer with a tick (✓).

1. Gender () male () female
2. Level () M. 4 () M. 5 () M. 6
3. Age () 14-15 years () 16-17 years () 18-19 years.

Instructions: Please answer the following questions regarding your attitudes and motivation towards learning the English language. Please indicate your answer appropriately in the box provided.

Measurement:

- 5 = strongly agree
- 4 = agree
- 3 = moderately agree
- 2 = disagree
- 1 = strongly disagree

| Attitudes and Motivational items | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| Attitudes towards Learning English | | | | | |
| 1. Learning English is really great. | | | | | |
| 2. I really enjoy learning English. | | | | | |
| 3. English is a very important part of the school program. | | | | | |
| 4. I plan to learn as much English as possible. | | | | | |
| 5. I love English. | | | | | |
| 6. When I hear someone speak English well, I wish I could speak like others. | | | | | |
| 7. The development of our country is possible mainly by educated people who know English well. | | | | | |
| 8. At least some other subjects should be taught in English at the secondary level in Thailand. | | | | | |
| 9. I do not like English. | | | | | |
| 10. I would rather spend my time on other subjects than English. | | | | | |
| 11. Learning English is a waste of time. | | | | | |
| 12. I think that learning English is boring. | | | | | |
| 13. When I finish Mathayomsuksa 6, I shall give up the study of English entirely because I am not interested in it. | | | | | |

| Attitudes and Motivational items | 5 | 4 | 3 | 2 | 1 |
|--|----------|----------|----------|----------|----------|
| 14. English should not be the medium of instruction in the secondary schools in Thailand. | | | | | |
| 15. English should not be a compulsory subject in secondary schools in Thailand. | | | | | |
| Instrumental Motivation: | | | | | |
| Studying English is important for me because | | | | | |
| 16. I will need it for my future career. | | | | | |
| 17. English will make me a more knowledgeable person. | | | | | |
| 18. English will be useful in getting a good job. | | | | | |
| 19. Other people will respect me more if I know a foreign language. | | | | | |
| 20. I will be able to communicate with people who speak English and those in ASEAN member countries. | | | | | |
| 21. English will help me to further my studies. | | | | | |
| Integrative Motivation: | | | | | |
| Studying English is important for me because | | | | | |
| 22. English helps me to easily make friends with foreigners. | | | | | |
| 23. I can understand the cultures and traditions of the ASEAN member countries. | | | | | |
| 24. I can understand English stories, novels, and literature. | | | | | |
| 25. English helps me to better understand the ways of life of the ASEAN member countries. | | | | | |
| Desire to Learn English | | | | | |
| 26. I have a strong desire to know all aspects of English. | | | | | |
| 27. If it were up to me, I would spend my time learning English as much as possible. | | | | | |
| 28. I want to learn English so well that it will become natural to me. | | | | | |
| 29. I wish I were fluent in English. | | | | | |
| 30. Knowing English isn't really an important goal in my life. | | | | | |
| 31. I do not have any great wish to learn more than the basics of English. | | | | | |
| 32. To be honest, I really have no desire to learn English. | | | | | |
| 33. I sometimes daydream about dropping English. | | | | | |

Open-Ended Questions

1. Personally, is it important for you to study the English language? If so, please explain why it is important.

.....

.....

.....

2. What is your motivation to learn English?

.....

.....

.....

3. In your view, what are the suggestions towards teaching and learning the English language?

.....

.....

.....

Appendix B Interview Questions in English

.....

1. In your view, do you think attitudes and motivation are the crucial factors employed in learning English as a foreign language?

- 1.1 If yes, why are these factors important?

.....
.....
.....

- 1.2 If no, why are they not important?

.....
.....
.....

- 1.3 Are there any crucial factors influencing English language learning? If so, what are they?

.....
.....
.....

2. Is it important for language teachers to know and understand the attitudes and motivation of the students concerning the success in language learning? If yes, how? If no, why?

.....
.....
.....

- 2.1 If yes, what are the benefits of the teacher recognizing the attitudes and motivation of the students?

.....
.....
.....

3. What is the main objective of the students for English language learning?

.....
.....
.....

3.1 Are there other reasons for the students to learn the language apart from school requirement? If so, what are the reasons? If not, why?

.....
.....
.....

3.2 Are the students willing to learn the language in the classroom? If so, how? If not, why?

.....
.....
.....

3.3 Do the students actively engage in learning English in class? If so, how? If not, why?

.....
.....

4 How could the processes of teaching and learning be contributed to encourage the students to learn the language effectively?

.....
.....
.....
.....

4.1 How do you motivate your students to learn the English language?

.....
.....
.....
.....

4.2 Do you have any suggestion regarding the development of English curriculum and the teaching probability to enhance your students' English learning motivation? If so, how?

.....

.....

.....

.....

Appendix C The Sum of IOC Questionnaire Test

.....

IOC Measurements:

(1) indicates that the experts agree that the research tools in each item clearly measure the objectives of the research.

(0) indicates that the contents of the research instrument are unclear in a relation to the research objectives.

(-1) indicates that clearly agree that the research tools in each item do not measure the research objectives.

| Questions | Degree of IOC (1, 0, -1) | | | Sum/3 |
|--|--------------------------|-------------|-------------|-------|
| | Committee 1 | Committee 2 | Committee 3 | |
| Attitudes towards Learning English | | | | |
| 1. Learning English is really great. | 1 | 1 | 0 | 0.6 |
| 2. I really enjoy learning English. | 1 | 1 | 1 | 1 |
| 3. English is a very important part of the school program. | 1 | 1 | 1 | 1 |
| 4. I plan to learn as much English as possible. | 1 | 1 | 1 | 1 |
| 5. I love English. | 1 | 1 | 0 | 0.6 |
| 6. When I hear someone speak English well, I wish I could speak like others. | 1 | 1 | 1 | 1 |
| 7. The development of the country is possible mainly by educated people who know English well. | 1 | 1 | 0 | 0.6 |

| Questions | Degree of IOC (1, 0, -1) | | | Sum/3 |
|---|--------------------------|-------------|-------------|-------|
| | Committee 1 | Committee 2 | Committee 3 | |
| 8. At least some other subjects should be taught in English at the secondary level in Thailand. | 1 | 0 | 1 | 0.6 |
| 9. I do not like English. | 1 | 0 | 1 | 0.6 |
| 10. I would rather spend my time on other subjects than English. | 1 | 1 | 1 | 1 |
| 11. Learning English is a waste of time. | 1 | 1 | 1 | 1 |
| 12. I think that learning English is boring. | 1 | 1 | 1 | 1 |
| 13. When I finish Mathayomsuksa 6, I shall give up the study of English entirely because I am not interested in it. | 1 | 1 | 1 | 1 |
| 14. English should not be the medium of instruction in the secondary schools in Thailand. | 1 | 1 | 1 | 1 |
| 15. English should not be a compulsory subject in secondary schools in Thailand. | 1 | 1 | 1 | 1 |
| Instrumental Motivation: | | | | |
| Studying English is important for me because | | | | |
| 16. I will need it for my future career. | 1 | 1 | 0 | 0.6 |
| 17. English will make me a more knowledgeable person. | 1 | 1 | 0 | 0.6 |
| 18. English will be useful in getting a good job. | 1 | 1 | 1 | 1 |
| 19. Other people will respect me more if I know a foreign language. | 1 | 1 | 0 | 0.6 |
| 20. I will be able to communicate with | 1 | 1 | 1 | 1 |

| Questions | Degree of IOC (1, 0, -1) | | | Sum/3 |
|---|--------------------------|-------------|-------------|-------|
| | Committee 1 | Committee 2 | Committee 3 | |
| people who speak English and those in ASEAN member countries. | | | | |
| 21. English will help me to further my studies. | 1 | 1 | 1 | 1 |
| Integrative Motivation: Studying English is important for me because | | | | |
| 22. English helps me to easily make friends with foreigners. | 1 | 1 | 1 | 1 |
| 23. I can understand the cultures and traditions of the ASEAN member countries. | 1 | 1 | 1 | 1 |
| 24. I can understand English stories, novels, and literature. | 1 | 1 | 1 | 1 |
| 25. English helps me to better understand the ways of life of the ASEAN member countries. | 1 | 1 | 1 | 1 |
| Desire to Learn English | | | | |
| 26. I have a strong desire to know all aspect of English. | 1 | 1 | 1 | 1 |
| 27. If it were up to me, I would spend my time learning English as much as possible. | 1 | 1 | 1 | 1 |
| 28. I want to learn English so well that it will become natural to me. | 1 | 1 | 1 | 1 |
| 29. I wish I were fluent in English. | 1 | 1 | 0 | 0.6 |
| 30. Knowing English isn't really an important goal in my life. | 1 | 1 | 1 | 1 |
| 31. I do not have any great wish to learn | 1 | 1 | 0 | 0.6 |

| Questions | Degree of IOC (1, 0, -1) | | | Sum/3 |
|---|--------------------------|-------------|-------------|-------|
| | Committee 1 | Committee 2 | Committee 3 | |
| more than the basics of English. | | | | |
| 32. To be honest, I really have no desire to learn English. | 1 | 1 | 0 | 0.6 |
| 33. I sometimes daydream about dropping English. | 1 | 1 | 0 | 0.6 |

Appendix D The Sum of IOC Open-Ended Test

.....

.....

IOC Measurements:

(1) indicates that the experts agree that the research tools in each item clearly measure the objectives of the research.

(0) indicates that the contents of the research instrument are unclear in a relation to the research objectives.

(-1) indicates that clearly agree that the research tools in each item do not measure the research objectives.

| Questions | Degree of IOC (1, 0, -1) | | | Sum/3 |
|--|--------------------------|-------------|-------------|-------|
| | Committee 1 | Committee 2 | Committee 3 | |
| 1. Personally, is it important for you to study the English language? If so, please explain why it is important. | 1 | 1 | 1 | 1 |
| 2. What is your motivation to learn English? | 1 | 1 | 1 | 1 |
| 3. In your view, what are the suggestions towards teaching and learning the English language? | 1 | 1 | 1 | 1 |

Appendix E The Sum of IOC Interview Questions Test

.....

IOC Measurements:

(1) indicates that the experts agree that the research tools in each item clearly measure the objectives of the research.

(0) indicates the contents of the research instrument are unclear in a relation to the research objectives.

(-1) indicates clearly agree that the research tools in each item do not measure the research objectives.

| Questions | Degree of IOC (1, 0, -1) | | | Sum /3 |
|--|--------------------------|-------------|-------------|-----------|
| | Committee 1 | Committee 2 | Committee 3 | |
| 1. In your view, do you think attitudes and motivation are the crucial factors employed in learning English as a foreign language? | 1 | 1 | 1 | 1 |
| 1.1 If yes, why are these factors important? | 1 | 1 | 1 | 1 |
| 1.2 If no, why are they not important? | 1 | 1 | 1 | 1 |
| 1.3 Are there any crucial factors influencing English language learning? If so, what are they? | 1 | 1 | 1 | 1 |

| Questions | Degree of IOC (1, 0, -1) | | | Sum /3 |
|--|--------------------------|-------------|-------------|-----------|
| | Committee 1 | Committee 2 | Committee 3 | |
| 2. Is it important for language teachers to know and understand the attitudes and motivation of the students concerning the success in language learning? If yes, how? If no, why? | 1 | 1 | 0 | 0.6 |
| 2.1 If yes, what are the benefits of the teacher recognizing the attitudes and motivation of the students? | 1 | 1 | 0 | 0.6 |
| 3. What is the main objective of the students for English language learning? | 1 | 1 | 0 | 0.6 |
| 3.1 Are there other reasons for the students to learn the language apart from school requirement? If so, what are the reasons? If not, why? | 1 | 1 | 0 | 0.6 |
| 3.2 Are the students willing to learn the language in the classroom? If so, | 1 | 1 | 0 | 0.6 |

| Questions | Degree of IOC (1, 0, -1) | | | Sum /3 |
|---|--------------------------|-------------|-------------|-----------|
| | Committee 1 | Committee 2 | Committee 3 | |
| how? If not, why? | | | | |
| 3.3 Do the students actively engage in learning English in class? If so, how? If not, why? | 1 | 1 | 0 | 0.6 |
| 4. How could the processes of teaching and learning be contributed to encourage the students to learn the language effectively? | 1 | 1 | 1 | 1 |
| 4.1 How do you motivate your students to learn the English language? | 1 | 1 | 1 | 1 |
| 4.2 Do you have any suggestion regarding the development of English curriculum and the teaching probability to enhance your students' English learning motivation? If so, how? | 1 | 1 | 1 | 1 |

Appendix F Questionnaire Survey in Thai

แบบสอบถามเกี่ยวกับทัศนคติและแรงจูงใจในการเรียนภาษาอังกฤษ

ข้อชี้แจง: กรุณาขีดเครื่องหมายถูกในช่องว่างที่เตรียมไว้

1. เพศ () ชาย () หญิง
2. ชั้น () ม. 4 () ม. 5 () ม. 6
3. อายุ () 14-15 ปี () 16-17 ปี () 18-19 ปี

ข้อชี้แจง: กรุณาตอบคำถามเกี่ยวกับทัศนคติและแรงจูงใจในการเรียนรู้ภาษาอังกฤษต่อไปนี้ ซึ่งไม่มีคำตอบที่ถูกต้องหรือผิดและให้คุณตอบคำถามตามความเป็นจริง

ระดับการให้คะแนน: 5 = เห็นด้วยอย่างยิ่ง
 4 = เห็นด้วย
 3 = เห็นด้วยปานกลาง
 2 = ไม่เห็นด้วย
 1 = ไม่เห็นด้วยอย่างยิ่ง

| ความพึงพอใจ | 5 | 4 | 3 | 2 | 1 |
|--|---|---|---|---|---|
| ทัศนคติต่อการเรียนภาษาอังกฤษ | | | | | |
| 1. การเรียนภาษาอังกฤษเป็นเรื่องที่ดีมาก | | | | | |
| 2. ฉันสนุกกับการเรียนภาษาอังกฤษมาก | | | | | |
| 3. ภาษาอังกฤษเป็นสิ่งสำคัญอย่างหนึ่งในหลักสูตรของโรงเรียน | | | | | |
| 4. ฉันวางแผนที่จะเรียนภาษาอังกฤษให้ได้มากที่สุด | | | | | |
| 5. ฉันชอบภาษาอังกฤษ | | | | | |
| 6. เมื่อใดที่ฉันได้ยินใครที่พูดภาษาอังกฤษเก่งๆ ฉันหวังว่าฉันจะพูดได้อย่างเขา | | | | | |
| 7. คนที่มีการศึกษาและรู้ภาษาอังกฤษมีความสำคัญต่อการพัฒนาประเทศของเรา | | | | | |
| 8. บางรายวิชา ในระดับมัธยมศึกษาของไทยควรที่สอนเป็นภาษาอังกฤษ | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| 9. ฉันไม่ชอบภาษาอังกฤษ | | | | | |
| 10. ฉันอยากจะใช้เวลาสำหรับการเรียนวิชาอื่นมากกว่าวิชาภาษาอังกฤษ | | | | | |
| 11. การเรียนภาษาอังกฤษเป็นเรื่องที่เสียเวลา | | | | | |
| 12. ฉันคิดว่าการเรียนภาษาอังกฤษเป็นเรื่องที่น่าเบื่อ | | | | | |
| 13. เมื่อฉันเรียนจบ ม.6 ฉันไม่สนใจที่จะเรียนภาษาอังกฤษอีกต่อไป | | | | | |
| 14. ไม่ควรใช้ภาษาอังกฤษเป็นสื่อกลางในการเรียนการสอนในระดับมัธยมศึกษาศึกษาในประเทศไทย | | | | | |
| 15. ไม่ควรกำหนดให้ภาษาอังกฤษเป็นวิชาบังคับในระดับมัธยมศึกษาในประเทศไทย | | | | | |
| Instrumental Motivation ประเภทของแรงจูงใจ การเรียนภาษาอังกฤษมีความสำคัญ เพราะ | | | | | |
| 16. ฉันจะได้นำไปใช้สำหรับการทำงานในอนาคต | | | | | |
| 17. จะทำให้ฉันเป็นคนที่มีความรู้มาก | | | | | |
| 18. จะช่วยให้ฉันได้ทำงานที่ดี | | | | | |
| 19. จะทำให้ฉันเป็นที่ยอมรับจากผู้อื่นมากขึ้นเมื่อฉันมีความรู้ภาษาอังกฤษ | | | | | |
| 20. ฉันจะได้ใช้สื่อสารกับผู้ที่พูดภาษาอังกฤษและผู้ที่อยู่ในประเทศสมาชิกอาเซียน | | | | | |
| 21. จะช่วยให้ฉันเรียนต่อในระดับที่สูงขึ้นได้ | | | | | |
| Integrative Motivation ประเภทของแรงจูงใจ การเรียนภาษาอังกฤษมีความสำคัญ เพราะ | | | | | |
| 22. การเรียนภาษาอังกฤษช่วยให้ผูกมิตรกับเพื่อนต่างชาติได้ง่าย | | | | | |
| 23. ทำให้ฉันเข้าใจวัฒนธรรมและประเพณีของประเทศสมาชิกอาเซียน | | | | | |
| 24. ทำให้ฉันเข้าใจเรื่องราวต่างๆ นิยาย และวรรณคดีที่เป็นภาษาอังกฤษ | | | | | |
| 25. การเรียนภาษาอังกฤษช่วยให้ฉันเข้าใจวิถีชีวิตของประเทศสมาชิกอาเซียนดีขึ้น | | | | | |
| ความปรารถนาที่จะเรียนภาษาอังกฤษ | | | | | |
| 26. ฉันมีความปรารถนาอย่างมากในการที่จะรู้ภาษาอังกฤษใน | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| ทุกๆด้าน | | | | | |
| 27. ถ้าฉันสามารถกำหนดได้ ฉันจะใช้เวลาให้มากที่สุดเท่าที่จะเป็นไปได้เพื่อการเรียนรู้ภาษาอังกฤษ | | | | | |
| 28. ฉันอยากเรียนภาษาอังกฤษให้ดีขึ้นใช้ภาษาได้อย่างเป็นธรรมชาติ | | | | | |
| 29. ฉันหวังว่าฉันใช้ภาษาอังกฤษได้อย่างคล่องแคล่ว | | | | | |
| 30. การรู้ภาษาอังกฤษไม่ใช่เป้าหมายที่สำคัญอย่างยิ่งในชีวิตฉัน | | | | | |
| 31. ฉันไม่มีความปรารถนาอย่างแรงกล้าที่จะเรียนรู้ภาษาอังกฤษให้มากกว่าการเรียนรู้ในระดับพื้นฐาน | | | | | |
| 32. ที่จริงแล้วฉันไม่ได้ปรารถนาที่จะเรียนภาษาอังกฤษเลย | | | | | |
| 33. บางครั้งฉันก็คิดไปเองว่าได้เลิกเรียนภาษาอังกฤษไปแล้วแต่นั่นก็เป็นเพียงความฝันที่เป็นไปไม่ได้ | | | | | |

คำถามปลายเปิด

1. โดยส่วนตัวแล้วคุณคิดว่าการเรียนภาษาอังกฤษมีความสำคัญกับคุณหรือไม่ อย่างไร? โปรด

อธิบาย

.....

.....

.....

.....

2. สำหรับคุณ อะไรคือแรงจูงใจในการเรียนภาษาอังกฤษ

.....

.....

.....

.....

3. คุณมีข้อเสนอแนะอย่างไรบ้างเพื่อให้การเรียนรู้และการสอนภาษาอังกฤษมีประสิทธิภาพยิ่งขึ้น

.....

.....

.....

.....

Appendix G Interview Quotations in Thai

คำถามในการสัมภาษณ์

1. ในความคิดของท่าน ท่านคิดว่าทัศนคติและแรงบันดาลใจเป็นปัจจัยสำคัญในการเรียนภาษาอังกฤษหรือไม่?

- 1.1 ถ้าใช่ ปัจจัยเหล่านี้มีความสำคัญอย่างไร?

.....

.....

.....

- 1.2 ถ้าไม่ใช่ ทำไมถึงไม่มีความสำคัญ?

.....

.....

.....

- 1.3 ยังมีปัจจัยสำคัญอื่นๆอีกหรือไหม ที่มีผลในการเรียนภาษาอังกฤษ? ถ้ามี ปัจจัยดังกล่าวคืออะไร?

.....

.....

.....

2. ครูสอนภาษามีความจำเป็นที่จะต้องรู้และเข้าใจทัศนคติและแรงจูงใจของนักเรียน เพื่อให้บรรลุผลสำเร็จในการเรียนรู้ภาษาหรือไม่? อย่างไร? ถ้าไม่ใช่ เป็นเพราะเหตุผลอะไร?

.....

.....

.....

2.1 อะไรคือประโยชน์ที่ครูสอนภาษารับรู้ถึงทัศนคติและแรงบันดาลใจของนักเรียนในการเรียนภาษาอังกฤษ?

.....

.....

.....

.....

3. ท่านคิดว่าอะไรคือเหตุผลหลักในการเรียนภาษาอังกฤษของนักเรียน?

.....

.....

.....

3.1 ยังมีเหตุผลอื่นๆอีกหรือไม่ ที่นักเรียนเรียนต้องเรียนภาษาอังกฤษนอกจากเรียนเพราะเป็นส่วนหนึ่งในวิชาบังคับของโรงเรียน?

.....

.....

.....

3.2 นักเรียนมีความต้องการและยินดีที่จะเรียนรู้ภาษาอังกฤษในชั้นเรียนหรือไม่? อย่างไร? ถ้าไม่ เป็นเพราะเหตุผลอะไร?

.....

.....

.....

3.3 นักเรียนมีความกระตือรือร้นในการมีส่วนร่วมในการเรียนภาษาอังกฤษในห้องเรียนหรือไม่อย่างไร? ถ้าไม่ เป็นเพราะเหตุผลอะไร?

.....

.....

.....

4. ควรใช้กระบวนการในการสอนและการเรียนรู้อย่างไรที่จะกระตุ้นให้นักเรียนเรียนรู้ภาษา
อย่างมีประสิทธิภาพ?

.....

- 4.1 ท่านกระตุ้นหรือจูงใจนักเรียนให้มีความต้องการเรียนภาษาอังกฤษอย่างไร?

.....

- 4.2 ท่านมีข้อเสนอแนะอื่นๆในการพัฒนาหลักสูตรภาษาอังกฤษและความเป็นไปได้ใน
การสอนภาษาอังกฤษ เพื่อที่จะยกระดับการเรียนภาษาอังกฤษของนักเรียนให้มี
ประสิทธิภาพยิ่งขึ้นหรือไม่? อย่างไร?

.....

Appendix H Descriptive Statistics (Frequency)

.....

| Items | | 1 | 2 | 3 | 4 | 5 |
|-------|--|-------------|-------------|-------------|-------------|-------------|
| | | sd | sa | | | |
| 1. | Learning English is really great. | 0 | 1.3 | 4.6 | 22.6 | 71.5 |
| 2. | I really enjoy learning English. | 2.1 | 4.6 | 28.9 | 39.3 | 25.1 |
| 3. | English is a very important part of the school program. | 0 | 0.8 | 7.1 | 35.1 | 56.9 |
| 4. | I plan to learn English as much as possible. | 0 | 2.1 | 12.1 | 41.0 | 44.8 |
| 5. | I love English. | 2.9 | 6.7 | 25.1 | 32.2 | 32.6 |
| 6. | When I hear someone speak English well, I wish I could speak like others. | 0 | 0.8 | 6.3 | 20.1 | 72.8 |
| 7. | The development of our country is possible mainly by educated people who know English well. | 0 | 2.5 | 14.2 | 36.8 | 46.4 |
| 8. | At least some other subjects should be taught in English at the secondary level in Thailand. | 0 | 10.5 | 25.1 | 39.4 | 21.3 |
| 9. | I do not like English. | 36.4 | 29.3 | 21.8 | 6.7 | 5.9 |
| 10. | I would rather spend my time on other subjects than English. | 17.6 | 33.1 | 34.3 | 11.3 | 3.8 |
| 11. | Learning English is a waste of time. | 51.5 | 34.3 | 9.6 | 1.3 | 3.3 |
| 12. | I think that learning English is boring. | 36.0 | 38.5 | 15.1 | 7.1 | 3.3 |

| Items | 1 | 2 | 3 | 4 | 5 |
|---|-------------|------|-------------|-------------|-------------|
| | sd | | | | sa |
| 13. When I finish Mathayomsuksa 6, I shall give up the study of English entirely because I am not interested in it. | 55.2 | 29.7 | 8.4 | 4.2 | 2.5 |
| 14. English should not be the medium of instruction in secondary school in Thailand. | 58.2 | 23.4 | 10.0 | 4.2 | 4.2 |
| 15. English should not be a compulsory subject in secondary school in Thailand. | 43.9 | 31.0 | 12.1 | 6.3 | 6.3 |
| Instrumental Motivation: Studying English is important for me because | | | | | |
| 16. I will need it for my future career. | 0 | 2.9 | 10.5 | 25.5 | 61.1 |
| 17. English will make me a more knowledgeable person. | 0.4 | 2.1 | 23.8 | 37.2 | 36.4 |
| 18. English will be useful for getting a good job. | 0.8 | 1.7 | 13.0 | 36.0 | 48.5 |
| 19. Other people will respect me more when I know a foreign language. | 3.3 | 14.2 | 35.1 | 30.1 | 17.2 |
| 20. I will be able to communicate with people who speak English and those in ASEAN member countries. | 0 | 1.7 | 3.8 | 29.3 | 65.3 |
| 21. English will help me to further my studies | 0.4 | 2.1 | 12.6 | 31.1 | 51.9 |

| Items | 1 | 2 | 3 | 4 | 5 |
|---|-------------|------|-------------|-------------|-------------|
| | sd | | | | sa |
| Integrative Motivation: Studying English is important for me because | | | | | |
| 22. English helps me to easily make friends with foreigners. | 0.4 | 1.7 | 23.0 | 33.5 | 41.1 |
| 23. I can understand the cultures and traditions of the ASEAN member countries. | 0.4 | 1.7 | 15.1 | 44.8 | 38.1 |
| 24. I can understand English stories, novels, and literature. | 0.8 | 4.6 | 18.4 | 38.1 | 38.1 |
| 25. English helps me to better understand the ways of life of the ASEAN member countries. | 0 | 4.2 | 29.7 | 33.9 | 32.2 |
| 26. I have a strong desire to know aspects of English as much as possible. | 0.4 | 0 | 15.5 | 29.3 | 54.8 |
| 27. If it were up to me, I would spend my time learning English as much as possible. | 1.3 | 9.6 | 37.2 | 29.7 | 22.2 |
| 28. I want to learn English so well that it will become natural to me. | 0 | 1.7 | 15.1 | 29.7 | 53.6 |
| 29. I wish I were fluent in English. | 0 | 1.7 | 7.1 | 22.2 | 69.0 |
| 30. Knowing English isn't really an important goal in my life. | 27.6 | 26.8 | 24.3 | 14.6 | 6.7 |
| 31. I do not have any great wish to learn more than the basics of English. | 31.4 | 29.7 | 19.7 | 15.1 | 4.2 |
| 32. To be honest, I really have no desire to learn English. | 55.6 | 26.8 | 9.6 | 5.0 | 2.9 |
| 33. I sometimes daydream about dropping English. | 59.4 | 23.0 | 11.3 | 2.5 | 3.8 |

Note: 1= strongly disagree; 2 = disagree; 3 = moderately agree; 4 = agree; 5 = strongly agree

Appendix I Summary of Open-Ended Responses (Question 1)

.....

คำถาม 1 โดยส่วนตัวแล้วคุณคิดว่าการเรียนภาษาอังกฤษมีความสำคัญกับคุณหรือไม่ อย่างไร โปรดอธิบาย

ความสำคัญของการเรียนภาษาอังกฤษต่อการสื่อสารและการเข้าร่วมประชาคมอาเซียน

1. มีความสำคัญมาก เพราะเป็นภาษาที่ใช้ในการดำเนินชีวิตในอนาคต หากใครสามารถพูดได้หลายภาษาก็จะยิ่งได้กำไรมากขึ้น
2. มีความสำคัญต่อการเข้าใจการสื่อสารกับผู้คน โดยเฉพาะกับเพื่อนบ้านภายในประเทศอาเซียนด้วยกัน

ความสำคัญของการเรียนภาษาอังกฤษต่อการศึกษา

3. สำคัญอย่างมาก เพราะต้องการศึกษาต่อในมหาวิทยาลัย ... (ไม่ขอเอ่ย) เพราะมหาวิทยาลัยนี้มีการคัดเลือกโดยใช้ภาษาอังกฤษ
4. สำคัญอย่างมาก เพราะฉันต้องการเรียนต่อระดับอุดมศึกษาที่ต่างประเทศ

ความสำคัญของการเรียนภาษาอังกฤษต่อการประกอบอาชีพในอนาคต

5. มีความสำคัญมาก เพราะมันจะช่วยต่อเติมให้ฉันได้เรียนต่อที่เมืองนอกและมีอาชีพการงานที่ดี
 6. โดยส่วนตัวแล้วก็คิดว่ามีความสำคัญโดยเฉพาะอย่างยิ่งปัจจุบันเป็นยุคแห่งการแข่งขัน การเรียนภาษาอังกฤษอาจจะได้เปรียบด้านการเลือกงานมากกว่า
-

Appendix J Summary of Open-Ended Responses (Question 2)

คำถาม 2 สำหรับคุณ อะไรคือแรงจูงใจในการเรียนภาษาอังกฤษ

เรียนภาษาอังกฤษเพื่อต้องการศึกษาต่อและต้องการสื่อสาร

1. เพื่อจะใช้ในการเรียนระดับอุดมศึกษาต่อไป อยากพูดให้เก่งเหมือนเจ้าของภาษา
2. เรียนเพื่อใช้ในการติดต่อสื่อสารเพราะคนส่วนใหญ่ใช้ภาษาอังกฤษเป็นสื่อกลาง
3. อยากพูดได้และเก่งเหมือนพี่สาว
4. เหตุผลที่อยากเรียนคือ เห็นเพื่อนๆและรุ่นพี่ที่เขาเก่งภาษาอังกฤษก็อยากพูดเก่งเหมือนเขาบ้าง และก็อยากไปเรียนต่างประเทศด้วย
5. ด้วยความที่ทางบ้านปลูกฝังให้เรียนภาษาอังกฤษ ฉันเลยอยากเรียนภาษาอังกฤษให้มากขึ้นกว่าเดิมและอีกอย่างฉันอยากไปศึกษาต่อต่างประเทศ เพื่อเรียนกับเจ้าของภาษา

เรียนภาษาอังกฤษเพื่อการประกอบอาชีพในอนาคต

6. ฉันอยากเป็นคุณครูสอนภาษาอังกฤษ
7. แรงบันดาลใจคือความฝันเพราะความฝันที่อยากจะเป็นเป็นสายอาชีพที่ต้องใช้ภาษาอังกฤษ เลยต้องมีความพยายาม
8. ฉันอยากเป็นทูต อยากทำงานเกี่ยวกับภาษา

เรียนภาษาอังกฤษเพื่อต้องการรู้จักคน

9. อยากได้เพื่อนชาวต่างชาติและอยากทำงานต่างประเทศ

เรียนภาษาอังกฤษเพราะความชอบส่วนตัว

10. การอ่านนิยายที่ชื่นชอบมากๆ การติดตามข่าวสารของศิลปินต่างชาติที่เราชื่นชอบผ่าน social network และมีความฝันที่อยากเป็นเกิร์ล ทำให้รู้สึกว่าจะต้องเก่งอังกฤษให้ได้

เรียนภาษาอังกฤษเพราะความชอบส่วนตัว

11. โดยส่วนตัวเป็นคนชอบภาษาอังกฤษอยู่แล้ว ยิ่งได้พูดคุยสนทนากับชาวต่างชาติเป็นสิ่งที่ภูมิใจที่สุด
 12. อยากเท่
-

Appendix K Summary of Open-Ended Responses (Question 3)

.....

คำถาม 3 คุณมีข้อเสนอแนะอย่างไรบ้างเพื่อให้การเรียนรู้และการสอนภาษาอังกฤษมีประสิทธิภาพยิ่งขึ้น

ด้านการสื่อสาร

1. ถ้าเป็นไปได้อยากให้ทุกคนพูดภาษาอังกฤษใน 1 อาทิตย์ทั้งสัปดาห์ สัปดาห์ถัดไปก็พูดภาษาอื่น เช่น ไทย มลายู หากพูดไม่ได้ก็ฟังหรือใช้ภาษามือ หากทำอย่างนี้ได้ก็จะพูดได้แน่นอน เหมือนที่ประเทศ อินโดนีเซีย พวกเขามีการบังคับให้พูดภาษาอังกฤษใน 1 สัปดาห์ แล้วอีกสัปดาห์ก็พูดภาษาอื่น หากมีว แต่คิดว่าเด็กไทยทำไม่ได้หรอก! ก็ทำไม่ได้ต่อไป หากไม่ต้องการพัฒนาเด็กก็หยุด แต่เด็กทุกคนต้องการ พัฒนา แก่ออกนโยบาย
2. อยากให้สอนแบบปฏิบัติมากกว่าทฤษฎีที่เอาแต่จดๆแต่ไม่ได้เอามาใช้ อยากให้มีการสอนแบบ ฟัง พูด อ่าน เขียน ไม่นั่นแกรมม่ามากเกินไป เน้นพูดมากๆ และอาจารย์จะต้องไม่กดดันเด็กที่ไม่กล้าพูด มันจะ ยิ่งทำให้เด็กไม่ชอบภาษาอังกฤษ
3. อยากเรียนให้พูดได้ ไม่ใช่เรียนแต่ไวยากรณ์เพื่อสอบๆแต่พูดไม่ได้สักคำ
4. ควรเริ่มที่โรงเรียน ควรใช้ภาษาอังกฤษในเวลาเรียน ควรสอนเกี่ยวกับการสนทนา ไม่ใช่สอนแต่หลัก ไวยากรณ์
5. ควรเน้นการสนทนามากกว่าหลักการ เพราะส่วนใหญ่เราต้องใช้ในการสนทนา และควรฝึกไปเรื่อยๆ ก็ จะยังมีประสิทธิภาพมากขึ้น
6. อยากให้เปลี่ยนวิธีการเรียนการสอน ไม่อยากเรียนตามแต่ในตำรา อยากให้มีการบูรณาการกับ ชีวิตประจำวันให้มากขึ้น ไม่อยากให้นั้นหลักภาษา แต่อยากให้นั้นการพูดคุยเพื่อให้นักเรียนสามารถ พูดได้

ด้านครูผู้สอนและสื่อการเรียนการสอน

7. ควรมีอุปกรณ์หรือสื่อต่างๆ เพื่อให้การเรียนการสอนเข้าใจมากยิ่งขึ้น ควรมีตัวอย่างในสิ่งที่เรียนหรือเห็นสภาพความเป็นจริง
 8. หากอาจารย์ที่สามารถสื่อภาษาได้ชัดเจนและสอนเก่ง สนุก ไม่น่าเบื่อ หากอาจารย์ที่สอຍการสนทนาไม่ใช่สอนไวยากรณ์แล้วก็สอบ หากเวลาสอนที่ใช้ความสร้างสรรค์มากกว่านี้ ไม่ใช่สอนเพื่อนสอบ ฉะนั้นต้องการพูดคุยสารในชีวิตประจำวันได้
 9. ควรที่จะปลูกฝังภาษาอังกฤษให้เด็กๆ ตั้งแต่เล็กๆ เพราะเด็กๆ มีความจำดีและพร้อมรับรู้เพิ่มเติมที่
 10. ควรสอนหลักไวยากรณ์ให้เข้าใจมากๆ จริงใจและจริงจังต่อการสอนให้มาก เรียนแบบการสนทนาไม่ใช่เพียงแค่ทำแต่แบบฝึกหัด
 11. ควรมีสื่อภาษาอังกฤษปะตามบริเวณต่างๆ ของโรงเรียน มีนโยบายให้พูดภาษาอังกฤษอย่างน้อย 1 วันต่อสัปดาห์ คุณครูที่สอนควรสอนให้เด็กรู้สึกรักอยากเรียนภาษาอังกฤษ
 12. ควรจะเพิ่มคาบอังกฤษพร้อมกับเน้นพวกสนทนามากกว่าไวยากรณ์ เพราะการสนทนาอาจเป็นพื้นฐานในการฝึกพูดอังกฤษได้
 13. อย่าเน้นแกรมม่ามากเกินไป เน้นสิ่งที่ต้องใช้ในชีวิตประจำวัน สอนแบบสนุก ไม่เครียด และควรสั่งการบ้านก่อนที่จะสอนคาบต่อไป
-

BIOGRAPHY

NAME

Hasnee Maduerawae

ACADEMIC BACKGROUND

Bachelor Degree in English
Prince of Mae Fah Luang University,
Chiang Rai Province, Thailand in 2011