

MOTIVATION TOWARD ENGLISH LANGUAGE LEARNING OF THE SECOND YEAR
UNDERGRADUATE THAI STUDENTS MAJORING IN BUSINESS ENGLISH
AT AN ENGLISH-MEDIUM UNIVERSITY

MASTER'S PROJECT
BY
MANUSAK DEGANG

Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in Business English for International Communication
at Srinakharinwirot University
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AN ABSTRACT
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MANUSAK DEGANG

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Kardkarnklai.

This study investigated the level and type of English language learning motivation: instrumental or integrative, of 50 second-year undergraduate Thai students majoring in Business English at an English-medium University. A modified 20-item motivational survey adapted from Gardner's (1985) Attitude/Motivation Test Battery (AMTB) was conducted. The results reveal that these students are relatively highly motivated, and are even found to be close to equally motivated both instrumentally and integratively to learn English. However, on a subtler assessment, it is revealed that students are more slightly integratively motivated to learn English. This implies that integrative motivation is mildly dominant among this group of Thai students. This contradicts the findings of other previous researchers that in foreign-language contexts, their students are normally found to be instrumentally motivated. Based on this study's findings, some relevant and useful motivational learning implications are recommended for enhancement and improvement of the Thai students' motivation. Relevant language programs are also suggested in accordance with the students' encountered language difficulties encountered as communicated in the open-ended questions.

แรงจูงใจในการเรียนภาษาอังกฤษของนักศึกษาปริญญาตรีปีที่สอง วิชาเอกภาษาอังกฤษธุรกิจ
ในมหาวิทยาลัยที่ใช้ภาษาอังกฤษเป็นสื่อ

บทคัดย่อ
ของ
มนุศักดิ์ ดีแกง

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติ
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วิชาเอกภาษาอังกฤษธุรกิจในมหาวิทยาลัยที่ใช้ภาษาอังกฤษเป็นสื่อ. สารนิพนธ์ ศศ.ม.

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การศึกษาค้นคว้าครั้งนี้มีวัตถุประสงค์เพื่อศึกษาหาระดับและชนิดของแรงจูงใจในการเรียนภาษาอังกฤษของนักศึกษาปริญญาตรีปีที่สองวิชาเอกภาษาอังกฤษธุรกิจในมหาวิทยาลัยที่ใช้ภาษาอังกฤษเป็นสื่อ แรงจูงใจในการศึกษาที่กล่าวถึงแบ่งเป็นสองแบบเช่นการเรียนรู้เพื่อผ่านและเรียนอย่างจริงจังเพื่อเก่งทางภาษาโดยใช้แบบสอบถามแบบแรงจูงใจในการเรียนภาษาอังกฤษ 20 ข้อกับนักศึกษากลุ่มนี้แบบสอบถามนี้ได้รับการปรับปรุงมาจากบทสัมภาษณ์ ทดสอบทางทัศนคติและแรงจูงใจในการเรียนของการเนอร์ (1985) ผลการวิจัยพบว่านักศึกษากลุ่มนี้มีแรงจูงใจในการเรียนภาษาอังกฤษในระดับสูง และยังพบว่านักศึกษามีแรงจูงใจในการเรียนภาษาอังกฤษทั้งสองแบบที่กล่าวมาค่อนข้างเท่าเทียมกัน แต่จากการตรวจสอบเปรียบเทียบผลคะแนนเฉลี่ยในลักษณะค่อนข้างละเอียดบ่งชี้ว่านักศึกษากลุ่มนี้มีแรงจูงใจในการเรียนแบบจริงจังสูงกว่าแบบการเรียนรู้เพื่อผ่าน ซึ่งผลการวิจัยนี้ชี้ให้เห็นความแตกต่างกับผลการศึกษาของนักวิจัยคนก่อนๆที่พบว่านักศึกษาที่เรียนภาษาอังกฤษในท้องถิ่นต่างประเทศที่ไม่ใช้ภาษาอังกฤษเป็นหลักมักจะมีแนวโน้มทางการเรียนแบบเพื่อผ่านซึ่งขัดแย้งกับผลการศึกษาครั้งนี้ จากผลการศึกษาครั้งนี้ได้นำไปสู่คำแนะนำในการฝึกอบรมทางภาษาเพื่อเพิ่มพูนแรงจูงใจในการเรียนแบบจริงจังอย่างต่อเนื่อง ซึ่งพิจารณาถึงปัญหาภาษาอังกฤษทั่วไปที่นักศึกษาให้ข้อมูลมาในแบบสอบถามปลายเปิด

The Master's Project Advisor, Chair of Business English for International Communication and Oral Defense Committee have approved this Master's Project, *Motivation toward English Language Learning of Second Year Undergraduate Thai Students Majoring in Business English at an English-Medium University*, by Mr. Manusak Degang as partial fulfillment of the Master of Arts Degree in Business English for International Communication of Srinakharinwirot University.

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This Master's Project has been approved as partial fulfillment of the requirements for the Master of Arts Degree in Business English for International Communication of Srinakharinwirot University.

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CHAPTER 1

INTRODUCTION

Background of the Study

English language has become a global language or a means for international communication. The significance of English as the world wide language is clearly stated. Crystal (1997) and Nunan (2003) suggest that as the general consensus English has become a global language, a language which is widely used in higher education, business, technology, science, and the internet.

For effective communication, there is a need to attain language proficiency in order to excel in various aspects. Thus, it is important for students to master the language to catch up with the current trends. To achieve standard levels of students' communications skills, various English-medium universities have been using English as a medium of instruction apart from offering various English major courses, in the hope of training students for maximum proficiency. However, such strategy is not without its obstacles. Jochems (1993) stated that for foreign students who are not first English language speakers, "the lower the level of English proficiency, the more important a factor it becomes in accomplishing language skills.

The level of success of language learning. Among various factors, motivation, is cited as vital affecting language learning (Lambert, 1963). It is further claimed that motivation has direct effect on language achievement Garner (1985). Motivation is defined as the extent ones strive to acquire the language because of the desire to do so and the

satisfaction derived from it Garner (1985). Furthermore, motivation in learning the language is classified into two main types: integrative motivation with genuine interest in communicating with and becoming similar to members of target language community and integrative with interest in pragmatic gains; seeking a better job or a higher salary .etc., Gardner and Lambert (1972). Motivation is, also, said to combine the effort plus desire to achieve the goal as well as favorable attitudes of learning the language Gardner (1985). Dornyei, and Noels (1994) also reveal that achievement in English language of Hungarian students is significantly related to motivational indices.

Motivation is, thus, considered significant in its roles in language learning success. Along this line of thoughts, students' motivation toward English language learning can, to a certain degree, influence their learning results.

However, many previous researchers have suggested that, students may not necessarily possess desired learning motivation. And for survival or convenience reasons for English language learning, students may be inclined toward instrumental motivation which can somehow affect their learning efficiency. With the accepted significance of motivation on language learning, numerous research studies have been conducted among student groups enrolled in various English-medium institutions to determine their dominant types of learning motivation. Interestingly, several researchers have revealed that their researched undergraduate students enrolled in English-medium universities mainly learn English for instrumental reasons. For instance, Hyland (1997) found this tendency in his researched Hong Kong tertiary students. Liu (2005) agreed with this notion based on the result of her study of Chinese students at a Southern University in China. Rahman (2005) confirmed his similar findings of Bangladeshi undergraduate students while Kuiper (2007)

presented a similar scenario of Chinese undergraduates studying at New Zealand University.

Nevertheless, contrary to these researchers' findings, Moiiinvaziri (2002) discovered that Iranian students are both equally highly motivated instrumentally and integratively to learn English language. In this case, Moiiinvaziri's discovery is unusually rare as a majority of researched students are predominantly instrumentally motivated.

Taking into account the previous studies' related findings, it can be concluded that, a majority of students wherever they have been researched, has a frequent tendency to, in practice, learn English instrumentally i.e. for quick gains of passing the courses or obtaining degrees.

While the previously researched students were regular student groups enrolled in English-medium tertiary institutions situated in more predominantly English speaking settings (Hyland, 1997, Rahman, 2005 and Kuiper 2007), this present study intended to identify the Thai students' motivation, was conducted in a more specific context. The respondents were 50 second year Business English major Thai students at an English-medium Assumption university in Thailand where English usage is not as widespread. So far there are no specific research studies carried out among Business English major Thai student groups at any English-medium universities in Thailand. This study, is, thus, aimed to find out this particular group of Thai students' motivational level and type.

And, to determine the students' type and level of motivation in their English language learning, this study is divided into two main parts: integrative and instrumental motivation based on Gardner and Lambert's (1972) definition.

The study of these Business English major Thai students' responses, at English-medium Assumption University, to the above said variable is expected to provide important information in determining the extent and type of their motivation i.e. integrative or instrumental. The significance of this study should be that the responses of these Thai students, just enrolled in the first few Business English major subjects, lead to a better knowledge of their motivation. The findings of which could help the institute work toward an improvement of their motivations and, alongside, enhancing their language learning achievements at the very earliest stage of their enrollment in the first few Business English major courses.

As students aim toward mastering English proficiency for further communication success, a negatively oriented motivation, if not properly directed, may stand in their ways. Majoring in Business English, students with an objective of accomplishing English communication skills should not unnecessarily have their efforts hampered by any inappropriate motivation toward proper English language learning.

Objectives of this Study

The main objective of this research is to determine the motivational level of the 2nd year English major Thai students and if they are integratively or instrumentally motivated toward English-language learning.

Research Questions

Based on the above objective, the research questions are:

1. What is the level of motivation among these Business English major Thais' students toward English language learning?
2. Are they predominantly integratively or instrumentally motivated toward English-language learning?

Significance of the Study

The students' answers to the above-mentioned variables should uncover their motivational bias as well as their predominance between the instrumental and the integrative motivations. This is for the purpose of a better understanding and improvement of the motivational conditions where they face difficulties.

This study's findings may provide useful guidelines for the university authorities concerned with developing English-language materials/textbooks as well as better quality teaching and learning. This will lead to measures in enhancing any of the students' language learning motivational problems as revealed in their responses. Such efforts may assist these students by instilling in them more integrative language learning motivation so as to achieve a sufficient level of English.

A significant target of this research is, thus, to provide a factual basis for English-medium institutions such as Assumption University to work on their strategies in quality teaching and learning based on the students' motivation sources as they are implied in their responses. A valuable addition to the clarification of their motivational situation will be the

responses in the spaces provided for open-ended elaborations.

Scope of the Study

The data for this study was obtained through questionnaire administered to all 50 Assumption University's 2nd year undergraduate Thai students majoring in Business English, Faculty of Arts. This particular group of Thai students, who have just completed the third levels of required English courses, are at the beginning stage of enrolling in the first few Business English major courses. The survey was conducted at both Hua Mark and Suvarnabhumi campuses of Assumption University during the second semester of 2009 educational year. Identifying whether they are integratively or instrumentally motivated, we may be able to formulate measures for the improvement of their learning motivation before they embark on major relevant Business English courses. This is for the purpose of their better language learning success. At the earlier stage of learning Business English major subjects, they are the key group destined to study all Business English major subjects at this international English-medium university. Their type of motivation could, thus, be identified at this first point to assist them through their successful path of learning English.

Definitions of Terms

Due to a multitude of possible interpretations, the following particular terms used in this study may only be known in the specific environment of the tertiary education and not necessarily to the general public.

The following related terms of “motivation” are, thus, defined based on by Garnder’s (1980) definition:

Motivation – the extent ones strive to acquire the language because of the desire to do so and the satisfaction derived from it.

Integrative Motivation - A learner has a genuine, personal desire to learn a language in order to communicate more satisfactorily with a speaking community.

Instrumental Motivation - A learner is more interested in the language for gaining necessary qualifications, improving employment prospects, etc.

CHAPTER 2

LITERATURE REVIEW

This review of related literature has been conducted to provide a basis for the study. Intended variables, to be investigated in this study, are discussed herein. The significance of motivation toward English language learning as well as the findings of related studies is highlighted.

Background and General Information of the Respondents

This section details the general background and information of the respondents as well as their enrolled institution of English-medium Assumption University.

These 50 respondents of second year Business English major Thai students declared English as their major subject since they first were admitted into the Faculty of Arts, Assumption University. Since then, they have been taking other university's regular required courses in English language. At the same time, they also took compulsory English courses i.e English one through English four. According to the university's policy, they have to complete at least English III level which is the pre-requisite for enrolling in the first Business English major courses. Otherwise, they are not, qualified to participate in any major Business English courses.

Consequently, they are now at the stage of enrolling in the first few introductory Business English major courses during their 2nd semester of the 2nd educational year. The researcher believes that this is an important point for identifying their motivational type and

level for correcting or instilling in them the desired induced-language learning motivation.

Such group is an ideal group of respondents because they are destined to enroll in major Business English language courses in their university study. This should better serve the theme of this study which is English language learning related motivation.

Established in 1969, Assumption University, one of the leading private English – medium universities, is generally known as the “first international English-medium university in Thailand on the fields of business management and information technology. Using English as the sole medium of instruction, Assumption University features a large and diverse body of both Thai and foreign faculty members and international students from more than 72 countries represented at its existing two campuses i.e. Huamark and Suvannapumi campuses. Currently, there are about 1,300 faculty members and approximately 23,500 students (Assumption University Fact Manual 2009).

So, such group of this Business English major Thai students enrolled in this English-medium Assumption University, was selected target respondents for this study.

Roles of Motivation for Language Learning

This section describes the essential roles motivation plays in effective language learning.

It is widely accepted that motivation has played important part in language acquisition. Several experts on motivation and language learning have emphasized the significance of this topic. According to Gardner and Lambert (1972), motivation to learn a language is grounded in positive attitudes toward the language community and in a desire

to communicate with valued members of that community and become similar to them.

Gardner (1985: P 45) illustrated that motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language. He believed that motivation to learn a foreign language is determined by basic predispositions and personality characteristics such as the learner's attitudes toward foreign people in general, and the target group and language in particular, motives for learning, and generalized attitudes.

Moreover, Littlewood (1995: P 53) noted that in language learning as in every other field of human learning, motivation is the crucial force which determines whether a learner embarks on task at all, how much energy he devotes to it, and how long he perseveres. It is a complex phenomenon which includes many components: the individual's drive, need for achievement and success, curiosity, desire for stimulation and new experience, and so on. Gardner (1985: P 10) defined motivation for language learning as "the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity.

Thus, it is without question that motivation is known to be an influential and contributing factor in driving ones to learn the language.

Major Types of Motivation

This section discusses the details about the types learning motivation. There are two recognized types of motivation namely integrative and instrumental, both of which are regarded as significant in affecting language learning results, in one way or another.

Gardner and Lambert (1972: P 71) reiterated about the significance of Integrative as well as instrumental motivation toward language learning. A learner with integrative motivation has a genuine interest to learn language in order to communicate more satisfactorily and to gain closer contact with the language speaking community. On the other hand, a learner with instrumental motivation is more interested in how the second language can be a useful instrument toward furthering other goals, such as gaining a necessary qualification or improving employment prospects. The latter desire is of an integrative motivation, which is a better support for language learning, while an instrumental motivation is associated with a desire to learn second language for pragmatic gains such as getting a better job or a higher salary.

Similarly, Brown (2001: P 75) stated that motivation refers to the intensity of one's impetus to learn. An integrative motivation simply means the learner is pursuing a language for social and/or cultural purpose, and within that purpose, a learner could be driven by a high level of motivation or a low level. Likewise, in an instrumental motivation, learners are studying a language in order to further a career or academic goal. The intensity of motivation of a learner to attain that goal could be high or low. Moreover, Oxford and Shearin (1994) and Pelletier (2001) confirmed that instrumental motivation refers to the desire to learn a language because of some pressure or reward from the social environment (such a career advancement or a course credit). Integratively motivated students learn the language because of the inherent pleasure in doing so. They are expected to maintain their effort and engagement in the learning process, even when no external rewards are provided.

Based on the definitions of Gardner and Lambert (1972) and the afore-mentioned researchers, this study is divided into two main parts with the following given details: This is to determine if the investigated Thai students are mainly integratively or instrumentally motivated to learn English

A. Integrative Motivation focuses on how much the students learn English with a genuine interest to imitate or assimilate with the target English language, native English speakers' culture, community, their mentality, way of life etc. This would demonstrate their integrativeness towards English language learning.

B. Instrumental Motivation, on the other hands, focuses on how much the students learn English with an instrumental reason targeting convenient or immediate success like degree, future jobs, further studies, achievements etc.

As the integrative and instrumental motivations are the two main types confirmed by these previously mentioned prominent researchers, they will be applied as major variables for this study in order to decide the level and dominant learning motivation among the English major Thai students.

In summary, these two distinct types of motivation are clearly segregated and can be powerful in influencing language learning. And, in identifying learning motivation of any students' groups, we can aim toward determining these two main types of motivation and either one of these motivational aspects may possibly be found dominant. It can be implied that students studying the language, may possibly be inclined either toward integrative or instrumental motivation.

Significance of Integrative Motivation

This part illustrates the important benefits of integrative motivation on language learning.

Integrative motivation has been suggested to play a more important role in contributing to effective language learning. Lambert (1974) confirmed that integrative motivation was a more powerful predictor of linguistic achievement as it was consistently correlated with language linguistic achievement. Clement (1994) and Gardner, Lalonde & Pierson (1983) revealed that learner ranking high on integrative motivation work harder and learn faster than those who are low on integrative motivation. As well, Gardner (1989) supported the concept that integrative motivation is closely related to persistence, language attrition and retention. Richards (1995: P 96) commented that students with integrative and social/practical motivation seem to have more (and more varied) reasons for learning than do students who are primarily motivated by instrumental desire. Integratively motivated students appear to have less language anxiety, hold a more self-directed view of English language learning, and attribute causes for language learning success more constructively (i.e. as being more controllable) than their peers. Noels (2001); Oxford & Shearin (1994) further indicated that integrative motivation plays a central role in learning a language.

With the consideration of these suggestions, integrative motivation on language learning is believed to render more effective results. It would, thus, be noteworthy to investigate whether any existing student groups possess integrative motivation as the dominant type. As integrative motivation is known to relatively better support language learning, it should, be encouraged or enhanced.

Related Research

This section covers the relevant major findings in the fields of language learning motivation.

Despite their clear distinctions, it is also known that both integrative and instrumental motivation are, somehow, linked and not clearly segregated. Belmechri & Hummel (1998); Dornyei (1994) confirmed that integrative and instrumental motivation are not found to be at the opposite ends of a continuum. Oxford & Shearin (1994), Belmechri & Hummel (1998), Dornyei (2001) claimed that they are positively related and both are affectively loaded goals that can sustain learning. They both may be in return enhanced by better proficiency and higher achievement in the target language.

So these above mentioned researchers are of similar opinion that both integrative and instrumental motivation can be closely linked and not far apart in their extreme ends.

As for learning English in the foreign contexts, some researchers believe that, students are normally found with dominant instrumental motivation because they have less direct contact with native English speakers. For instance, Lukmani (1972) confirmed his findings that an instrumental motivation is more important than an integrative motivation among non-westernized female learners of English in Bombay. Liu (2005) found out in her study of 202 Chinese students in a southern university in China that these students are more instrumentally than integratively motivated to learn English. Rahman (2005) confirmed his similar findings of Bangladeshi undergraduate students who display integrative motivation toward English language learning.

Contrary to these above-mentioned researchers' concept, Moivaziri (2005) discovered in his study of 255 Iranian university students studying general English, that they are highly motivated both instrumentally and integratively. This discovery is, therefore, contradictory to these researchers' beliefs that in foreign context, instrumental is the dominant motivation.

Motivation and Attitudes toward English Language Learning

This section briefly highlights the significance of attitude as it is, somehow, closely connected to motivation.

As the importance of motivation is being discussed as the central theme of this study, connected aspect of attitude cannot be excluded and thus, hereby shortly reviewed. Basic attitudes toward learning can review further insights into the students' perception which can likely influence their learning behavior. Moreover, attitude is very much linked to motivation toward learning. Gardner (1985) suggested that attitudes are related to motivation by serving as supports of the learner's overall orientation. Attitudes play key roles in directing motivation as suggested by Gardner and Lambert (1959) that individual's motivation to learn a language is controlled by his "attitudes" towards the other group in particular and by his orientation to the learning task itself. Dornyei (2001) further confirmed that the role of attitude is to help arouse motivation and direct it toward a set of goals, either with a strong interpersonal quality (integrative motivation) or a strong practical quality (instrumental motivation).

These two closely linked aspects of students' motivation and attitudes should, therefore, at least, be given some thoughts when considering the major roles of motivation on language learning.

Previous Studies

This section details other researchers' findings which reveal certain aspects of instrumental inclination of their researched students in English language learning.

Bella and Pennington (1996) studied the perception of English language learning of vocational students in Hong Kong. The study found that, while these students expressed strong agreement to English as a medium of instruction, they are definitely motivated toward the Chinese language preferring dual-medium English and Cantonese to an all-English medium of instruction. A negative attitude is identified as both cause & effect of low English skills. Even though their attitude toward English in general can be rated positive, they show only instrumental motivation toward learning the language and for furthering their general skills.

Hyland (1997) researched Hong Kong tertiary students' perception of the importance of English support in their studies, probing into the difficulty English amounts to in studying. It was found that for Hong Kong students, although English is altogether a mere language for success, it is regarded as a rigid, non-creative means toward academic achievement. Studying English for instrumental reason, for them, English stands as a symbol of higher education, an evidence of superior knowledge that is automatically expected by the public. English is hardly seen as intended for personal communications,

and the results of this perception in the classes are obvious: passivity, note memorization and unreflecting copying.

Kuiper (2007) presents a similar scenario of students with problems rooted in poor integration of Twenty Mandarin-speaking undergraduates from the People's Republic of China at a New Zealand university. They mostly had criteria for seeking an English-medium education. Their motivation lies mainly in the fact that English has globally become a commercial language and its skills therefore desirable. The research found that the Chinese students' main desire is not acquiring greater English skills as such but an international qualification that has "portability", i.e. ease of use in various situations. Although these students seek the benefits of an English-medium education, they show very little interest in furthering their English skills both in and outside the campus focusing on learning the language on instrumental ground. While the use of English could be a significant indicator of integration, these students prefer to socialize almost exclusively among themselves for convenience and deeper understanding. Kuiper concludes her study with the following quotation: "....unless students are motivated to learn the new language, studying at an English-language medium will not, in and of itself, provide students with fluency in English."

Karahan (2007) studied the language attitudes and motivations of Turkish students in an English-medium environments toward the English language and its use in the monolingual Turkish context. He discovered that even though these students were more exposed to English in their school environment than other groups of students, they demonstrate only mildly positive attitudes toward the foreign language. They do recognize the importance of the English language and do not see communication in English as any threat to their cultural identity. However, they do not reveal a high level of motivation

toward learning the language learning English only instrumental reasons. The study can confirm only partially that a positive language attitude also leads to positive orientation and eventually to motivation for English learning.

Even though, these above-stated researchers' students are mainly found with instrumental motivation for language learning, these findings are unique in their own contexts. They can, in certain ways, be the useful basis for this current study for further discovery of the Thai students' motivational direction.

In view of all the reviewed aspects of motivation and their affect or influence on language learning, it is the researcher's ultimate intention to determine what the Thai students' extent and type of motivation will be like in their specific context of English-medium university located in the predominantly Thai-speaking country.

CHAPTER 3

METHODOLOGY

This chapter describes the methodology used in this study. It comprises four major sections: Data Source, instrument for collecting data, the construction of the questionnaire, and data analysis. The details are presented below:

Data Source

The number of respondents surveyed was 50 second year male and female undergraduate students of Business English major from Faculty of Arts, English-medium Assumption University. The reason for selecting this particular group of 2nd year students of Business English major was because they had just completed the third compulsory English course (English III) out of the four required courses. They, are, thus at the first stage of being qualified to enroll in the first few basic Business English major courses. Consequently, any of their motivational irregularities should be detected at this point. This is for the improvement of any of their problematic motivational conditions before they enroll in further required major courses.

Instrument for Collecting Data

The modified questionnaire was adapted from Gardner's (1985) Attitude/Motivation Test Battery (AMTB) and those of Liu's (2005) research work: "Chinese Students'

Motivation to Learn English". In conducting the survey, purposive sampling technique was employed as all 50 students were responding to the questionnaire; rating each questioned motivational variable relevant to their situations. The questionnaires were distributed to the 50 students in separate groups during their normal class sessions, during which time they were given clear instructions and explanation for filling out the questionnaire. The questionnaires, were then, collected upon completion

This questionnaire consists of two main parts: integrative motivation (items 1-10) and instrumental motivation (items 11-20, see Table and the Appendix).

The students rated each motivational variable they felt most likely reflect their own opinions. Such rating is based on the five-point Likert scale (on a scale of 1-5, ranging from 1= Strongly Disagree to 5 = Strongly Agree) which was further commented by Punpinij (1999), who studied the research techniques in social science and pointed out that the Likert scaling technique scored favorable or unfavorable statement differently. The questionnaire format consists of the following parts (see Appendix).

Part I: General demographic information of respondents: sex and age.

Part II: Students' motivation related to various variables of English language learning.

Part III: Additional open-ended questions on students' relevant comments or suggestions.

These additional optional comments contributed in Part III, were qualitatively analyzed according to different themes (Krippendorff, 1980) to serve as stimuli toward the implementation and practical improvements by the university as suggested in the

Significance part of the research.

A sample questionnaire is provided in the Appendix.

It is to be noted that students' demographic data only serve as their personal information and record. They are not taken into account or further analysis for this particular study.

The Construction of Development of the Questionnaire

Questionnaire items were in English language as the respondents were Business English major students who could read and understand English relatively well. However, close supervision by the researcher was given during its administration. The construction procedures followed the following steps:

The adopted questionnaire, based on Gardner's (1985) Attitude/Motivation Test Battery (AMTB) and Liu's (2005) research' questions, has been modified.

The results of interviews with students and consultations with senior lecturers of Assumption University were also taken into account when formulating the questioned items. As such, various finalized items pertaining to both students' integrative and instrumental motivations have been properly adjusted for this study.

Prior to the actual administration of the questionnaire, they were piloted with 20 Business English major students of other year levels, for content reliability. As a result, certain unclear terms/vocabularies were replaced with simpler ones.

Validity of the Questionnaire

To further ensure its content validity, the questionnaire was revised in accordance with the advice or suggestions of the following experts and language specialists: 1. Master's project's advisor, Dr. U-maporn Kardkarnklai. 2. Prof. Dr. Felix Erni, Assumption University's Former Dean, Faculty of Arts. 3. Dr. Pimporn Jundee, Graduate School of English Language, Assumption University. The final draft was developed as a result of these experts' comments and suggestions as well as the implications derived from its pilot project. Therefore, it could be considered that the study's, instrument for data collection is relatively valid.

Data Analysis

The sequences used to analyze the data are outlined as follows:

The data of Part II gathered from the questionnaire computed employing the Statistical Package for the Social Sciences (SPSS) in terms of mean Descriptive statistics was used to rank the level of students' motivation and overall mean related to different variables. The results were interpreted, categorized and tabulated on the computer sheets and calculated into the statistical values as follows:

(a) The data concerning respondents' general background as well as their comments and suggestions were calculated and presented in percentage.

Percentages were used to show the final results of students' responses.

The data are interpreted, categorized and tabulated.

(b) A five-point Likert scale was used to measure the level and type of students'

learning motivation. Such scale was used in the questionnaire to specify the level of the agreement or disagreement based on the following criteria of Likert (1932).

TABLE 1 INTERPRETATION OF SCORE RESULTS IN TERMS OF MOTIVATION

LEVELS

Scale	Mean Range	Motivational Level	Score Range
5	Strongly agree	Highest	4.50 - 5.00
4	Agree	High	3.50 - 4.49
3	Moderate	Moderate	2.50 - 3.49
2	Disagree	Low	1.50 - 2.49
1	Strongly Disagree	Lowest	1.00 - 1.49

(c) The mean was used to interpret the average score of each variable as well as the overall mean score of all items pertaining to the level and type of motivation. Such interpreting procedure was based on the criteria of Best (1970). The higher mean score of each item indicates higher motivational level and dominant type while the lower mean score signifies lower motivational level.

CHAPTER 4

FINDINGS AND DISCUSSION

This chapter highlights the overall results of this study including the demographic information of the respondents, overall mean score, average mean score of each motivational type as well as language difficulties as communicated by the students in the open-ended questions.

SPSS program was employed to analyze the raw gathered data from the 50 Business English major Thai students. The respondents were requested to indicate on a five-point scale how important each reason was for their learning motivation of English. Two types of motivation, instrumental and integrative, were focused based on Gardner and Lambert's (1972) definitions.

The findings were interpreted based on the motivational levels outlined in Table 1 (See Chapter 3), meaning the higher the scores, the more motivated students are in any motivational type and questioned items. And in order to determine the level and general tendency of the students' English learning motivation, this survey computed, covering each item, the overall mean of each motivational type: instrumental and integrative (See Tables 2 and 3).

General Information

This part indicates the general demographic data of the respondents. The results are shown based on the questionnaire as follows:

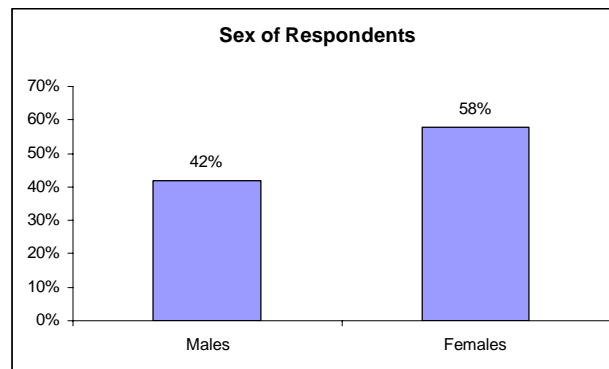


Figure 1 Gender

As shown in Figure 1, the majority of second-year English major Thai students (58%) were females, while 42% of them were males i.e. the number of females was larger than that of males. This could be because more female students are fond of studying the language than male ones.

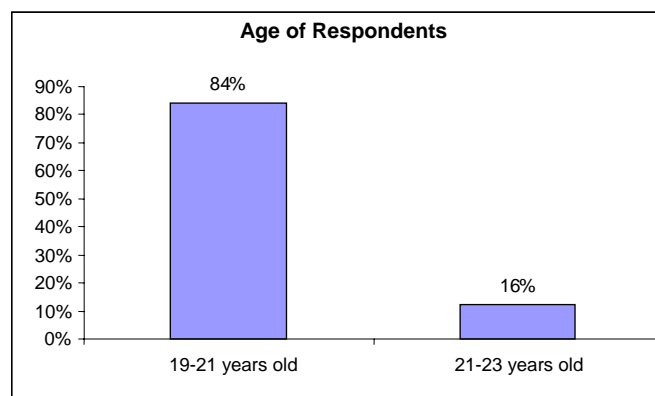


Figure 2 Range of Age

Figure 2 shows the age range, of the respondents majoring in English language at the second-year level, was from 19 to 21 years old accounting for 84%. This is the usual age range of the students at the second year level.

This section presents overall details of the study's results, their significance in comparison to those of the previous studies as well as the tables featuring various items with their mean scores.

The following two tables (Tables 2 and 3) outlines all the 20 questioned items, their resulting itemized mean scores and their corresponding motivational levels, which serve as the basis for further interpretation and implications.

The following Table 2 contains 10 instrumentally motivated related items (Items 1 to 10)

TABLE 2 MEAN SCORES OF INSTRUMENTAL MOTIVATION (ITEMS)

Topic: Instrumental Motivation	Mean	Rating of
		Motivational Level
Q1. I mainly focus on using English for class assignments and the exams.	3.44	Moderate
Q2. I simply quote the textbooks and do not really communicate myself when speaking or writing in class.	2.80	Moderate
Q3. I am interested in reading only English textbooks for my university study, but not other English texts e.g. newspapers.	2.34	Low
Q4. I am more interested in earning an English-medium university degree and a good job than learning English language itself.	2.90	Moderate
Q5. I am more interested in furthering my higher education than learning English language itself.	2.98	Moderate
Q6. Learning English is important for traveling abroad.	4.40	High
Q7. Learning English is important for making me a knowledgeable and skillful person.	4.56	Highest

TABLE 2 (CONTINUED)

Q8. Learning English is important for making me an educated person.	4.40	High
Q9. Being proficient in English can lead to more success and achievements in life.	4.32	High
Q10. Being proficient in English makes other people respect me.	3.36	Moderate

The following Table 3 contains integratively motivated related 10 items (Items 11 to 20).

TABLE 3 MEAN SCORE OF INTEGRATIVE MOTIVATION (ITEMS)

Topic: Integrative Motivation	Mean	Rating of Motivational Level
Q11. Studying English enables me to understand English books, movies, pop music etc.	4.40	High
Q12. Studying English enables me to better understand and appreciate the ways of life of native English speakers.	3.60	High
Q13. Studying English enables to be able to keep in touch with foreign acquaintances.	4.12	High
Q14. Studying English enables me to discuss interesting topics in English with the people from other national backgrounds.	4.06	High
Q15. Studying English enables me to transfer my knowledge to other people e.g. giving directions to tourists.	3.96	High
Q16. Studying English enables me to participate freely in academic, social, and professional activities among other cultural groups.	3.72	High

TABLE 3 (CONTINUED)

Q17. Studying English enables me to behave like native English speakers: e.g. accent, using English expressions.	3.50	High
Q18. Studying English enables me to appreciate English arts and literature.	3.20	Moderate
Q19. Studying English helps me to be an open-minded, and sociable person like English speaking people.	3.84	High
Q20. I am determined to study English as best as I can to achieve maximum proficiency.	4.10	High

This following section discusses in details the study's major findings pertaining to the overall mean score and average mean score of each motivational type: instrumental and integrative. The results are presented in the average mean scores indicating the motivational levels based on the criteria of Likert (1932), as shown on the table (Page 24, :Chapter 3). This means the higher the scores, the more motivated students are in any motivational type or questioned items.

TABLE 4 OVERALL MEAN SCORE AND AVERAGE MEAN SCORE FOR
INSTRUMENTAL AND INTRIGARTIVE MOTIVATION

Type of Mean Scores	Mean	Motivational Level
Average Mean Score for Instrumental Motivation	3.55	High
Average Mean Score for Integrative Motivation	3.85	High
Overall Mean Score	3.70	High

As shown on the Table 4, the overall mean score of (3.70: “High”) reveals that these Business English major Thai students are highly motivated to learn English, which indicates the level of their learning motivation as queried in research question No. 1.

In comparing the two types of learning motivation: integrative and instrumental, it has been found that, students are close to equally motivated instrumentally (mean = 3.55) and integratively (mean = 3.85) to learn English, with each falling in the category of “High”.

This study's results are consistent with those of Moivaziri's (2006) findings of Iranian students who demonstrated equal levels of both instrumental and integrative motivation. And this is also in accordance with the confirmation of Belmechri's (1994) that instrumental and integrative motivations are not opposite ends of a continuum. This is due to the fact that such two motivational types are mainly on the same level and as among these Thai students are not found drastically different.

However, on a subtler assessment, figures (contrasting between Instrumental: 3.55 and Integrative: 3.85) reveal that students are even more integratively motivated to learn English. These findings are, furthermore, contradictory to the belief of other researchers, including that of Lukmani's (1972), due to the fact that in foreign language contexts, like Thailand, Thai students' instrumental motivation is not found dominant.

Such findings also differ from the findings of other previous researchers who found that their students studying in English-medium universities in the setting with even relatively stronger English influence, were generally learning English on instrumental ground (Hyland 1997, Liu 2005, Rahman 2005 and Kuiper 2007).

Also, the dominance of integrative motivation among these Business English major Thai students may be attributed to a rather competitive environment of English-medium

Assumption University, the first major International university, in the predominantly Thai-speaking country of Thailand.

A majority of instructors (65%) at English-medium Assumption University, though comprising multinational faculty members, are still Thai. Thus, in reality, Thai students still have limited contact with foreigners Mahakhan (1980). Consequently, in such a foreign context like Thailand, where students have less direct contact with native speakers of the target English language, instrumental motivation is not found dominant among them. And this also contradicts Liu's (2005) findings, who discovered that his Chinese students being equally in English speaking context within China, were instrumentally motivated in learning the English language.

Conclusively, even though these English major Thai students are found to be almost equally motivated both instrumentally and integratively to learn English, their integrative motivation is more dominant. Contradictory to other previous researchers' findings, this integrative trend is noteworthy and deserves further attention and enhancement.

Discussion of the Highest and Lowest Mean Scored Items

This section describes some items of significance which are divided, into two groups, the highest mean scores and lowest mean scores. Each group of six items is arranged in the descending order from the highest to the lowest scored items and from the lowest to the highest respectively.

TABLE 5 HIGHER SCORED ITEMS

Items' Details	Mean	Motivational Level
Q7. Learning English is important for making me a knowledgeable and skillful person.	4.56	Highest
Q6. Learning English is important for traveling abroad.	4.40	High
Q8. Learning English is important for making me an educated person.	4.40	High
Q11. Studying English enables me to understand English books, movies, pop music etc.	4.40	High
Q9. Being proficient in English can lead to more success and achievements in life.	4.32	High
Q13. Studying English enables to be able to keep in touch with foreign acquaintances.	4.12	High

The above Table 5 contains a group of six higher scored mean items among all the items which are relatively highly motivated items as described as follows:

Item 7: Learning English is important for making me a knowledgeable and skillful person (mean = 4.56: "High") while Item 8: Learning English is important for making me an educated person (mean = 4.40: "High"). These fairly highly rated points may reflect the Thai students' value and appreciation of the English language, as educated or knowledgeable persons are expected to be able to use English relatively well. These aspects may help drive students toward working hard to become knowledgeable and educated persons with a good knowledge of English. These above mentioned four items appear to show students' strong instrumental motivation. However, the overall mean scores still confirm the students' dominant inclination toward integrative motivation.

Item 6: Learning English is important for traveling abroad (mean = 4.40: “High”).

Travelling abroad is rated rather highly by the students. This reveals the students' enthusiasm for travelling probably due to an international climate of Assumption University with a sizable number of foreign faculty members and international student body. And a number of Thai students have had chances to travel and study abroad prior to enrolling at Assumption University. This is similar to Lui's (2005) findings that her researched Chinese students were keen to learn English for possible chances of travelling abroad due to their exposure to an increasing number of a tourists in touristic city like Xia'men, where her research took place. This can be another contributing factor in motivating Thai students to learn English.

Item 11: Studying English enables me to understand English books, movies, and pop music (mean = 4.40: “High”). This possibly indicates the level of appreciation students have for understanding English books, movies and music, because these respondents are English major students, and such interest in understanding these issues may reflect their higher level of motivation in learning. This represents another good influence in language learning.

The other relatively higher mean scored items like Item 13. with the mean of 4.12 (Studying English enables me to be able to keep in touch with foreign acquaintances) and Item 20 (See Table 3), which achieves the mean score of 4.10 (I am determined to study English as best as I can to achieve maximum proficiency) are worthy of observation. These two highly rated items demonstrate that students may realize the necessity and value, and high level of English language skills to keep in touch with their foreign friends. Furthermore, their rather strong determination to study English as best as they can to achieve maximum

proficiency (Mean Score = 4.10: Item 20) confirms such an overall relatively high level of motivation.

TABLE 6 LOWER SCORED ITEMS

Items' Details	Mean	Motivational Level
Q3. I am interested in reading only English textbooks for my university study, but not other English texts e.g. newspapers, magazines.	2.34	Low
Q2. I simply quote the textbooks and do not really communicate myself when speaking or writing in class.	2.80	Moderate
Q4. I am more interested in earning an English-medium university degree and a good job than learning English language itself.	2.90	Moderate
Q5. I am more interested in furthering my higher education than learning English language itself.	2.98	Moderate
Q18. Studying English enables me to appreciate English arts and literature.	3.20	Moderate
10. Being proficient in English makes other people respect me.	3.36	Moderate

Table 6 features the six items with mostly low mean scores which indicate the students' moderate motivation for these areas, as elaborated below:

For item No. 3, students are hesitant (mean = 2.34: "Moderate") to agree that they only read university textbooks but not other texts e.g. newspapers, magazines. This shows that they do not exactly disregard the importance of outside university English texts for practicing their reading habits or skills.

Item 2: I simply quote the textbooks and do not really communicate myself when speaking or writing in class (Mean = 2.80: "Moderate"). This implies that students do not fully agree with this point, showing that they are not just copying from textbooks' word for word when communicating their points in English.

Item 4: I am more interested in earning an English-medium university degree and a good job than learning English language itself (Mean = 2.90: "Moderate"). This item falls into the category of "moderate", meaning they are not just motivated to learn English for a university degree and good jobs, but rather serious in language learning.

Item 5: I am more interested in furthering my higher education than learning English language itself (2.98: "Moderate"). Similar to the above item 4, students are not just learning the language for pursuing a higher education, but are rather intent on studying it.

Item 18: Studying English enables me to appreciate English arts and literature (Mean = 3.20: "Moderate"). This item achieves only the "Moderate" category, which implies that English arts and literature are still something far above their comprehension or appreciation. This aspect may require further attention for further improvement or enhancement among these English major students.

Item 10: Being proficient in English makes other people respect me (Mean = 3.36: "Moderate"). Interestingly, this point also reaches only the "Moderate" category, indicating that students do not exactly agree with this aspect. This is similar to the opinion expressed by Iranian students that possessing English proficiency does not necessarily command other people's respect Moivaziri (2002). It is, thus, seen that people's respect is not of great influence in their English learning motivation.

Given the overall means and other significant major points, this study post points to the fact that these Thai students are highly motivated and almost equally motivated both instrumentally and intregatively to learn Englsih. However, the finer statistic results still confirm that these Thai students are slightly inclined toward integrative motivation.

In conclusion, these Thai students are found to be almost equally instrumentally and integratively motivated to learn the language. However, the integrative motivation is slightly more dominant among this group. Such findings should provide an insight to concerned institutions to implement any necessary language programs for enhancing and sustaining positive integrative motivational trends.

Other Language Difficulties Gathered in the Open-Ended Question Part

This section highlights the major language difficulties encountered by these Business English major students as contributed by them in the open-ended questions.

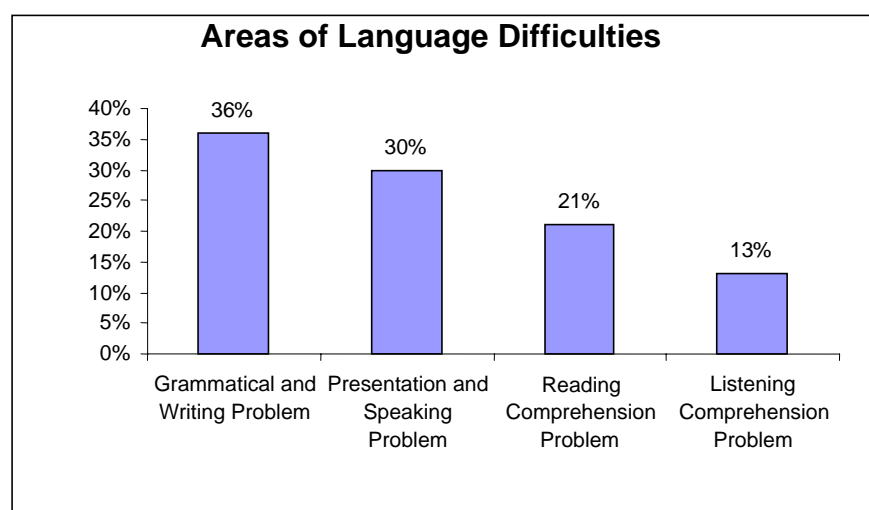


Figure 3 Encountered Difficult Language Skills

In Figure 3, four language skills, of difficulty faced by these English major Thai students suggested in the additional opened-ended questions, are given in percentage.

Grammatical and writing problems (36%) is rated by the students as the most difficult problem faced. Students most likely encounter this problem because they have to complete their class assignments, quizzes, midterm and final papers in writing in all subjects. Thus, this skill is required for training and practice

Presentation and speaking problems (30%) is classified as the second most difficult skill faced. This may be because part of Assumption University's course requirements include students individual and group class presentations on several topics. As the students may still lack confidence in this area, necessary oral presentation skills cannot be excluded in further training.

Reading comprehension problems (21%) is stated as the third most difficult skill. This may point to the fact that textbooks, reading materials, quizzes, midterm, and final exam papers are all in English language at English-medium Assumption University. This skill should be further enhanced through training or practice.

Listening comprehension problems (13%) is rated the least difficult skill. This shows that through class studies and lectures in English, students seem to be familiar with listening in English. However, as pointed out by the students, this skill is not without its problems. Thus, it still needs enhanced training and practice.

These areas of language skills encountering difficulties can serve as guidelines for institutions to organize more practical language programs addressing these particular needs.

In conclusion, the overall study's motivational results as well as the above-mentioned particular areas of language difficulties need to be further addressed possibly along the recommendations as highlighted in the following Chapter Five.

CHAPTER 5

CONCLUSION

This chapter discusses the findings, discussions, and recommendations of this study. The implications of the study as well as recommendations for organizing enhancing workshops or supplementary tutorial English classes are also suggested.

Conclusion

This section briefly highlights the study's major findings for further necessary suggestions.

This study was undertaken to determine the extent and type of English language learning motivation, instrumental or integrative, among 50 second-year Business English major Thai students of Assumption University. The overall mean results reveal that these Thai students are highly motivated to learn English. It has further been found that the students are close to equally motivated instrumentally and integratively to learn the language. However, based on a finer assessment, it is discovered that the students are slightly more strongly motivated integratively to learn English. Though the related results are not drastic, this integrative trend of this student group is noteworthy.

Despite such findings, the study still presents students' potential motivational weaknesses, as their integrative dominance can easily lose the momentum if not properly enhanced. The students' related difficulties in the language skills, as communicated in the open-ended questions deserve further attention. All these findings have relevant

implications and should therefore lead to recommendations for further training or studies.

Implications of the Study

This section presents the study's implications and recommended language training programs in line with the study's findings.

As previously mentioned, these 2nd year Business English major Thai students are found motivated more integratively than instrumentally toward English language learning. The integrative motivational aspect should be nurtured for their learning efficiency and language proficiency, otherwise their interest may gradually disintegrate. Students can become de-motivated in the course of their learning if proper motivating factors are not maintained (Liu, 2005). This may well occur to this group of English major Thai students as their integrative motivation is found only slightly dominant. However, as integrative motivation can still be a good trend or influence in English language learning (Gardner, 1985, Lambert, 1974, and Clement, 1994), it may be enhanced through various means for a sustainable motivation and interest.

The students' inclination toward integrative motivation could be of great value for the University toward an even further enhancement through new focuses on the university's English language enhancing programs. The university has the potentials to excel in the number of integratively motivated students through various innovative strategies. To maintain the students' motivation to learn English and ultimately improve their proficiency, it might be beneficial for the institute to implement on-going extra-curricular language programs involving both Thai and foreign faculty members and students. This is to

encourage interaction and close contacts between Thai and native English speakers for the enhancement, constant exposure and the language usage along with other measures as mentioned below:

1. Extra-curricular programs: English-on-campus programs, English debate contests, joint English-speaking stage shows or performances including both Thai and foreign students.

2. Encouragement of the students' interest in the language through periodical textbook adjustments and revision.

3. Creation of topical understanding in interactions with other English native speakers by emphasizing various topics of conversations.

Moreover, as revealed in the findings, these English major Thai students are not very highly motivated to learn and appreciate English arts and literature. Increasing a focus on the benefits and pleasures of English arts and literature is suggested through:

1. Cultural, arts and literature studies through special class sessions and,
2. Additional, easier and more enjoyable outside reading texts on arts and literature subjects.

Finally, such extra-curricular activities linking both Thai and foreigners are expected to maintain students' constant interest and motivation in language learning. This can be achieved through closer, more frequent contact and interaction with native speakers of English. So, their integrative motivation development can be accelerated and enhanced.

Language Practice or Training

This part deals with special non-credit training or tutorials conducted by English Instructors for students who are weak in certain areas of their English language skills. The open-ended questions revealed that these English-major Thai students are facing the following language-related difficulties, leading to suggestions for more training in such areas.

Grammatical and writing

Presentation and speaking

Reading comprehension

Listening comprehension

To address these particular concerns, the usually non-credit cost-free tutorial courses provided by various English Instructors would have to be specifically tailored toward integrating the encountered difficult skills. But such courses can be adjusted to longer periods: i.e 45 hours per semester and to an increased frequency of at least one and a half hours a week. Such cost-free tutorials can be offered weekly throughout the whole semester of any educational year level. Periodical skill tests can then be carried out to monitor the learning progresses.

The courses can be more specifically organized so these difficult skills can be taught separately to this group. In such a way, students can be more regularly trained toward improving their weaker language skills. This may further keep them more motivated in language learning and improvement, and eventually increase their level of integrative motivation.

Limitation of the Study

This study poses a number of limitations as its results found may not be representative or generalized for other groups of students due to the following reasons:

1. The respondents were only 50 of 2nd-year Business English major Thai students, Faculty of Arts.
2. The study was carried out at Assumption University, which is a private English-medium university.
3. The respondents were only freshly enrolled in the very first few Business English major subjects in their second semester of the second educational year.

As such, the findings may not be adequately generalized for other various groups of students in different contexts i.e. students of other majors, departments and faculties within Assumption University or among other institutions.

Therefore, the need to investigate these motivational learning aspects, among other student groups with different contexts or diversity still remains in order to determine their particular motivational situations.

Recommendations for Further Studies

The findings of this study are unique for this particular group of students: i.e. their fairly equal motivation in both instrumental and integrative aspects and even with a slight dominance of the integrative motivation. On the other hand, the study of other institutions' students with largely different context may yield significantly different results.

Thus, the needs and opportunities to further explore other student groups of various contexts and diversity are widespread and strongly recommended, with the following specific targets:

1. The same group of Business English major Thai students, but at the higher year levels: i.e. 3rd or 4th years of their study.
2. Other regular student groups with different majors, departments, faculties and year levels at the same institution of English-medium Assumption University.
3. Other English major students or Thai student groups at other English-medium or Thai-medium private as well as public universities.

As the English learning motivation aspect has been emphasized as one important learning factor, the need to determine the actual motivational situations of any student groups is worthwhile. This is for the benefit of their language-learning effectiveness and proficiency.

In conclusion, this study was conducted to provide some insights into the level and type of motivation of 2nd year Business-English major Thai students at English-medium Assumption University. It strove to provide useful guidelines and knowledge for institutions to improve their respective English programs. Although the data source of this study may not represent all other similar English Major Thai student groups, the researcher is still confident that the results will give a relative representation and be of great value to authorities or researchers concerned. Students' learning motivation can be a great source of knowledge, providing understanding when it comes to implementing relevant programs conducive to a more motivating learning atmosphere. Adequately motivating students can lead to efficient language learning and ultimate language proficiency.

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APPENDIX

Questionnaire

“MOTIVATION TOWARD ENGLISH LANGUAGE LEARNING OF THE SECOND YEAR UNDERGRADUATE THAI STUDENTS MAJORING IN BUSINESS ENGLISH AT AN ENGLISH-MEDIUM UNIVERSITY”

This questionnaire features the aspects related to students' motivation toward English language learning. Your answers will be very helpful and greatly appreciated for the success of this study. Thank you for your cooperation.

The questionnaire is divided into 2 parts.

Part I: Students' Personal Data

Part II: Students' motivational levels (i.e. integrative or instrumental) regarding various variables of English language learning.

Part III: Additional open-ended questions on students' relevant comments or suggestions.

Part I: Students' Personal Data

Instructions: Please select your best answers with an “X” providing appropriate responses.

1. Sex () 1. Male () 2. Female

2. Age Years old.

Part II: Motivational types and levels pertaining to English language learning

Instruction: Please indicate your choice with an “X” in the appropriate boxes providing the answers you may feel most strongly about (Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2 and Strongly Disagree = 1).

Instrumental Motivation	5	4	3	2	1
1. I mainly focus on using English for class assignments and the exams.					
2. I simply quote the textbooks and do not really communicate myself when speaking or writing in class.					
3. I am interested in reading only English textbooks for my university study, but not other English texts e.g. newspapers, magazines.					
4. I am more interested in earning an English-medium university degree and a good job than learning English language itself.					
5. I am more interested in furthering my higher education than learning English language itself.					
6. Learning English is important for traveling abroad.					
7. Learning English is important for making me a knowledgeable and skillful person.					
8. Learning English is important for making me an educated person.					
9. Being proficient in English can lead to more success and achievements in life.					
10. Being proficient in English makes other people respect me.					
Integrative Motivation	5	4	3	2	1
11. Studying English enables me to understand English books, movies, pop music etc.					
12. Studying English enables me to better understand and appreciate the ways of life of native English speakers.					
13. Studying English enables to be able to keep in touch with foreign acquaintances.					
14. Studying English enables me to discuss interesting topics in English with the people from other national backgrounds.					
15. Studying English enables me to transfer my knowledge to other people e.g. giving directions to tourists.					
16. Studying English enables me to participate freely in academic, social, and professional activities among other cultural groups.					
17. Studying English enables me to behave like native English speakers: e.g. accent, using English expressions.					
18. Studying English enables me to appreciate English arts and literature.					
19. Studying English helps me to be an open-minded, and sociable person like English speaking people.					
20. I am determined to study English as best as I can to achieve maximum proficiency.					

Part III

1. Other problems in learning English

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2. How could learning English be made better for you?

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Thank you for your kind cooperation.

VITAE

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