



กลวิธีการสร้างแรงจูงใจสำหรับห้องเรียนภาษาอังกฤษในประเทศไทย: มุมมองของครูผู้สอนภาษาอังกฤษ

Motivational strategies for English classrooms in Thailand:

Perspectives of English teachers

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บทคัดย่อ

ด้วยเหตุว่าแรงจูงใจได้รับการยอมรับให้เป็นหนึ่งในปัจจัยสำคัญต่อการเรียนรู้ภาษาที่สอง/ต่างประเทศ วิธีการที่ครูสร้างแรงจูงใจให้นักเรียนถูกยกขึ้นเป็นปัญหาสำคัญอีกปัญหาหนึ่งในสาขาการเรียนรู้ภาษา (Sugita & Takeuchi, 2009) งานวิจัยหลายชิ้นค้นพบว่าการใช้กลยุทธ์การสร้างแรงจูงใจสามารถเป็นเรื่องอคติทางวัฒนธรรม (Dörnyei & Csizér, 1998) งานวิจัยชิ้นนี้นำวิธีการของ Cheng และ Dörnyei (2007) มาใช้โดยมีจุดมุ่งหมายที่จะระบุมุมมองของครูสอนวิชาภาษาอังกฤษชาวไทยเรื่องความสำคัญและการใช้กลยุทธ์การสร้างแรงจูงใจ 48 วิธี นอกเหนือจากนี้ งานวิจัยชิ้นนี้ต้องการสำรวจความสัมพันธ์ระหว่างกลยุทธ์การสร้างแรงจูงใจที่สำคัญและกลยุทธ์ที่ได้รับการใช้บ่อยครั้ง ครูสอนวิชาภาษาอังกฤษในโรงเรียนในสังกัดการศึกษาขั้นพื้นฐานในประเทศไทยจำนวน 74 คนได้ตอบแบบสอบถามสองชุดที่มีจำนวน 48 ข้อเหมือนกัน โดยคัดเลือกด้วยวิธีการเลือกกลุ่มตัวอย่างที่ได้จากการกล่าวอ้างถึง (snowball sampling) ผลการวิจัยแสดงให้เห็นว่ากลยุทธ์การสร้างแรงจูงใจที่ผู้เข้าร่วมงานวิจัยเห็นว่าสำคัญที่สุด คือ “พฤติกรรมของครูที่ต้องตามกาลเทศะ” ซึ่งมีความสอดคล้องกับผลการวิจัยที่คล้ายคลึงกันในประเทศฮังการีและประเทศไต้หวัน ผลงานวิจัยอีกจุดที่น่าสนใจ คือ “การนำเสนอภาระหน้าที่อย่างเหมาะสม” ที่ถูกมองว่าเป็นกลยุทธ์การสร้างแรงจูงใจที่มีความสำคัญน้อยที่สุด ได้รับการรายงานว่าเป็นกลยุทธ์การสร้างแรงจูงใจที่ผู้เข้าร่วมงานวิจัยใช้บ่อยครั้งที่สุด ผลการวิจัยข้อนี้เผยความไม่สอดคล้องกันระหว่างกลยุทธ์การสร้างแรงจูงใจที่ถูกมองว่ามีความสำคัญและกลยุทธ์ที่ได้รับการใช้จริง นอกจากนี้ งานวิจัยยังค้นพบว่าหลักสูตรแกนกลางจำกัดการใช้กลยุทธ์การสร้างแรงจูงใจบางกลยุทธ์โดยครูวิชาภาษาอังกฤษชาวไทยอีกด้วย

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Abstract

With motivation being recognised as one of the key factors in second/foreign language learning, how teachers motivate students has been raised as an important issue in the language learning field (Sugita & Takeuchi, 2009). Studies have revealed that the use of motivational strategies can be culturally biased (Dörnyei & Csizér, 1998). Adopting the approach from Cheng and Dörnyei's (2007), this research aimed to identify Thai teachers of English's perspectives on the importance and their use of 48 motivational strategies. In addition, relationships between the reported important motivational strategies and the frequently used strategies were investigated. Two sets of questionnaires with the same 48 items were distributed to 74 English teachers in basic education schools in Thailand using snow-ball sampling strategy. The results showed that the most important motivational strategy as perceived by the participants was 'proper teacher behavior,' which is consistent with the results of similar studies in Hungary and Taiwan. Interestingly, 'present tasks properly,' which was perceived as the least important motivational strategy, was reported to be used the most frequently among the participants. This finding reveals a mismatch between the perceived important motivational strategy and the actual used one. Also, Thai English teachers have been found to be constrained to apply certain motivational strategies by the Basic Education Core Curriculum.

คำสำคัญ: แรงจูงใจ/ กลยุทธ์สร้างแรงจูงใจ/ ครูวิชาภาษาอังกฤษ

KEYWORDS: MOTIVATION/ MOTIVATIONAL STRATEGIES/ ENGLISH LANGUAGE TEACHERS

Introduction

In second language learning, "motivation" has been considered as one of the key factors which strongly affects learners (Cheng & Dörnyei, 2007). Motivation not only can stimulate students learning interest, but can also enhance students' continual learning, as well as sustain them in the tedious second language learning process (Dörnyei & Csizér, 1998). Dörnyei (1998) found that without sufficient motivation, even those learners who are talented could fail to learn a second language well. Palmer (2009) emphasized the importance of motivation in light of constructivist theories that no learning can happen without motivation. On the other hand, with enough motivation, no matter in what learning environment or learning ability, the learner will be able to achieve competency in a second language (Palmer, 2009). Al-Mahrooqi, et al (2012) described motivation as oil that lubricates different aspects of language learning to make them work efficiently and thus produce expected results.

In the self-determination theory (SDT), Deci and Ryan (1985) distinguished two fundamental types of motivation, namely intrinsic motivation and extrinsic motivation. The former refers to doing something out of inherent interest or pleasure, while the latter refers to doing something for a certain result other than the task itself. In SDT, intrinsic motivation is considered as long-lasting while extrinsic motivation is situation-based, usually shorter-termed. In the classroom, if the tasks the teacher assigns are not interesting and do not create pleasure, students' motivation to learn could just be for the sake of academic credits

but not for language learning itself (Ryan & Deci, 2000). Ramage (1990) found that students who chose to continue learning Spanish or French after achieving a certain grade level were intrinsically motivated, while those who dropped learning language were characterized as motivated by external regulations. Nevertheless, Noels et al. (2000) found that external factors can be internalized to some degree, and Wen (1997) found that both intrinsic and extrinsic motivations can lead to success for Chinese language learners. Undoubtedly, knowing how to use effective forms of extrinsic motivation and how to promote the internalization of motivation becomes a key strategy for successful teaching (Ryan & Deci, 2000).

Chambers (1999) argued that teachers can influence students' positive and negative attitudes toward learning. Nowadays, since education primarily takes place in schools, teachers play an important role in motivating students in language learning (Chamber, 1999). Guilloteaux and Dörnyei (2008) revealed a positive relationship between English teachers' motivational practice and students' learning and motivational state. Depending on teaching environments and students' background, teachers may use different strategies to promote students' motivation (Al-Mahrooqi et al., 2012). In Thailand, basic education students from grades 1 to 12 have to learn English as a core subject (Ministry of Education, Thailand). Generally, Thai students do not have many opportunities to use English in their daily life. In such a situation, it is apparent that English teachers would need to work hard to help the students to see the importance of English to keep them engaged in learning tasks. Loima and Vibulphol (2014) found that Thai ninth grade students had a 'moderate' level of motivation to learn English and their motivation seemed to be supported mainly as the whole group using institutional, controlling measures rather than giving space for students' individual learning. Their findings lead to an increased awareness by teachers on how to motivate students.

In the area of foreign language learning, a number of studies have been conducted into the effects of motivation on language learning which has shown positive results, however, studies on how to motivate students and what motivational strategies can be used have not been fully investigated (Sugita & Takeuchi, 2009). One of the most popular studies was conducted by Dörnyei and Csizéi in Hungary in 1998. They administered questionnaires to 200 Hungarian English teachers to find the most important and most frequently used motivational strategies among the teachers. The results were rank-ordered and the top ten macrostrategies—clusters of motivational strategies that share similar conceptual ideas—were proposed as the "Ten commandments". The study then discussed how the ten macrostrategies were reported using by the English teachers in the study. 'Set a personal example with teachers' own behaviour was reported as the perceived most important motivational strategy while 'familiarize the learners with the target language culture' was

perceived as the least important one in Hungary's study. Concerning about frequency of using the motivational strategies, as it reported, Hungarian teachers hardly ever using the motivational strategy of 'promoting goal-setting and goal-orientedness' in their practical teaching. Cheng and Dörnyei (2007) modified Dörnyei and Csizéi's study in Taiwan and found four of the top five macrostrategies coincided with the results from Hungary, though not completely in the same order. 'Set a personal example with teachers' own behaviour' was perceived as the equally most important motivational strategy in Taiwan and Hungary. Besides the similarities, differences were also found. 'Promote learners' autonomy' was perceived not important whereas 'recognize students' effort and hard work' was perceived as highly important and reported as being frequently used in Taiwan.

Dörnyei and Csizér (1998) noted that studies on motivational strategies can be culturally biased, the motivational strategies proposed from one educational setting may not apply in the same way in another setting. Following their idea, studies have been conducted in various countries including (but not limited to) Cheng and Dörnyei (2007) in Taiwan, Alrabai (2011) in Saudi-Arabia, Guilloteaux (2013) in Korea, Ruesch et al. (2012) in the United States, and Al-mahrooqi et al. (2012) in Oman. Similarities and differences in the teachers' perception and use of motivational strategies have been found. In Thailand, however, empirical data on the situation of the use of motivational strategies in English classrooms is insufficient. This study is therefore the first attempt to offer an insight into the teachers' perceived importance and use of motivational strategies for English classrooms in Thailand.

Objectives

The research objectives for the present study were as follows:

1. To identify the most important and least important motivational strategies as perceived by English teachers in Thailand.
2. To identify the most frequently and least frequently used motivational strategies in basic education English classrooms in Thailand.
3. To investigate the relationships between the important motivational strategies and the frequent motivational strategies used in basic education English classrooms in Thailand.

Methodology

The present study is a survey study, which aims to investigate English teachers' perspectives on the importance and the use of motivational strategies in English classrooms at the basic level of education.

Population and Participants

The population in this study was Thai nationality teachers who were teaching English in basic education English classrooms from grades 1 to 12 in Thailand. The participants were obtained by using a 'snowball' sampling strategy (Cheng & Dörnyei, 2007). Eleven English teachers from different basic education schools agreed to be the key informants to find five

to six participants in order to obtain the total of 100 participants for the study. The eleven key informants were divided into 2 groups, one group had 6 teachers while the other group had 5. Each key informant then distributed the questionnaires to other English teachers that they knew either from their school or others. The two groups were informants of different topics under investigation—the importance and the frequency of the use of motivational strategies. In total, 74 English teachers from schools in various areas of the country participated in the study. Thirty-eight of them (51%) answered the ‘importance’ questionnaire and the other thirty-six (49%) answered the ‘frequency’ questionnaire.

The 74 participants had different teaching experience and background, fourteen (19%) were male teachers, fifty-six (76%) were female teachers (four participants did not identify their gender on the questionnaire). The number of teaching years ranged from 1 month to 35 years. In terms of the experiences in other countries, twelve (16%) of them had studied abroad. Concerning teaching area, most of the participants were from Bangkok (62%), the rest were from the Central region (23%), North (8%), Northeast (4%) and West (1%) regions of Thailand.

Instruments

The questionnaires adopted from Cheng and Dörnyei’s (2007) were used in this study to investigate the teachers’ perspectives about the importance and the use of motivational strategies. The ‘importance’ questionnaire and the ‘frequency’ questionnaire contained the same set of items, referring to 48 motivational strategies. In the importance questionnaire, the participants were asked to rate each strategy using 6 rating scales ranging from 1 ‘not important’ to 6 ‘very important’. For the frequency questionnaire, the scales ranged from 1 ‘hardly ever’ to 6 ‘very often’.

To check whether the questionnaires were applicable to be conducted in a Thai context, the questionnaires were sent to three experts for validation. The results obtained from the three experts were positive, so the questionnaires did not need any amendments. The questionnaires were distributed in English since the participants were English teachers.

Data collection

To avoid self-flatter effects (Brown, 2007), two groups of participants were identified. One group only answered the ‘importance’ questionnaire and the other only answered the ‘frequency’ questionnaire.

The questionnaires were distributed to the key informants ‘face to face’ or by emails in November 2014, during the first semester of the 2014 academic year. A total of 100 questionnaires were distributed through the eleven key informants and finally 38 copies of the importance survey were returned, and 36 copies of the frequency survey were returned, which yielded a 74 percent return rate.

Data Analysis

The present study followed the analysis methods in Taiwan (Cheng & Dörnyei, 2007). To generate the macrostrategies, firstly the strategies were grouped according to their content similarity and gleaned from the result of the importance questionnaire; secondly, the internal consistency was analyzed using reliability analysis to check the Cronbach Alpha for the importance questionnaire and the frequency questionnaire which share the same categories of macrostrategies. When calculating the mean of each macrostrategy, some rather low scores would reduce the mean of certain macrostrategies, and affect the overall result, so the lowest score of each macrostrategy was treated as an outlier and not included (For rational, see Cheng & Dörnyei, 2007). To identify the most important and least important motivational strategies, the mean and standard deviation of each strategy from the importance survey were calculated. Then the 48 items were rank ordered according to its means.

To identify the most frequently and least frequently used motivational strategies in the frequency survey, the following analyses were conducted: 1) the mean of each strategy (to determine the frequency of the use of each strategy and 2) the difference between the mean of each strategy and the mean of all the strategies (mean-diff) (to indicate how each strategy was used below or above the average of all the motivational strategies).

To investigate the relationships between the important motivational strategies and the frequently used motivational strategies, the scores of each strategy from the importance survey and the frequency survey were standardized as z-scores, then the difference of the z-scores were calculated by subtracting the standardized z-score of the importance questionnaire from its corresponding standardized z-score of the frequency questionnaire (z-diff). By doing this, the coefficient that described whether the result of one motivational strategy in the frequency questionnaire matched with its corresponding item on the importance questionnaire was obtained. When calculating the standardized score, no items were excluded. A negative difference of z-diff indicated that a particular strategy was less frequently used, compared to the perceived importance. Whereas a positive difference of z-diff indicated that the strategy was well used according to its related importance.

Results

Macrostrategies

Following the analysis for macrostrategies in Taiwan (Cheng & Dörnyei, 2007), ten macrostrategies were categorized from the 48 microstrategies in the importance questionnaire according to its content. The internal consistency within each category was calculated using Cronbach Alpha to find out the extent to which the items were related with one another from the importance questionnaire. Overall, most macrostrategies obtained satisfactory internal consistency. All the ten macrostrategies of the Cronbach's alpha

coefficients from the importance questionnaire were above 0.60. And according to the macrostrategies categorized from the importance questionnaire, we also checked the Cronbach Alpha of the frequency questionnaire. Nine out of ten macrostrategies of the Cronbach's alpha coefficients from the frequency questionnaire were higher than 0.60. Different from asking perspectives from the importance questionnaire, the frequency questionnaire was asking participants' practical using of the motivational strategies, the macrostrategies that received lower internal consistency in frequency questionnaire is acceptable. Cheng and Dörnyei (2007) argued that since the frequency items were asking about teachers' actual use rather than their attitude, and it was unlikely that all the teachers were using all of the items, so the low coefficient value in the frequency questionnaire was natural.

Table 1: Ten macrostrategies

Ranking	Macrostrategies	Importance		Frequency	
		Mean	Cronbach	Mean	Cronbach
1	Proper teacher behavior	5.39	0.79	5.14	0.81
2	Creating a pleasant classroom climate	5.25	0.65	4.86	0.40
3	Promote learners' self-confidence	5.22	0.80	4.96	0.79
4	Make the learning tasks stimulating	5.19	0.85	4.64	0.67
5	Recognize students' effort	5.18	0.74	4.85	0.70
6	Promote group cohesiveness and group norms	5.16	0.78	4.52	0.70
7	Increase learners' goal-orientedness	5.14	0.82	4.22	0.74
8	Promote learner autonomy	5.13	0.84	4.61	0.69
9	Familiarize learners with L2-related values	5.11	0.86	4.34	0.76
10	Present tasks properly	5.01	0.71	4.88	0.61

Perceived most important and least important motivational strategies

As ranked according to the mean of each macrostrategy from the importance questionnaire (please see table 1), it is apparent that the three most important macrostrategies were “proper teacher behavior”, “creating a pleasant classroom climate” and “promote learners' self-confidence”, and the perceived three least important macrostrategies were “present tasks properly”, “familiarise learners with L2-related values” and “promote learner autonomy”.

The average score of all the 48 items was 5.13 (Please refer to the appendix). The top 5 perceived most important microstrategies were: ‘Establish a good relationship with your

students'; 'Show students you care about them'; 'Be yourself in front of students'; 'Teach students learning techniques' and 'Adopt the roles of a facilitator', whose means were 5.53, 5.45, 5.37, 5.34 and 5.32 respectively. Three of them were from the top 1 macrostrategy- "Proper teacher behavior". The perceived least important micro strategies were 'Invite senior students'; 'Invite English-speaking foreigners'; 'Display the class goals'; 'Give students choices in assessment'; 'Let students suggest class rules'; 'Involve students in designing and running the course', whose means were 4.68, 4.71, 4.79 ('Display the class goals' and 'Give students choices in assessment' had the same mean), 4.82 and 4.84 respectively, which belonged to the 6th, 7th, 8th and 9th least important macrostrategies.

The most frequently and least frequently used motivational strategies

In terms of the macrostrategies (please see table 1), the highest mean 5.14 from the frequency questionnaire was "proper teacher behaviour", it proceeded the macrostrategies of "promote learners' self-confidence" and "present tasks properly" which obtained a mean of 4.96 and 4.88 respectively. "Increase learners' goal-orientedness" had the lowest mean in terms of the frequency of use, with a mean of only 4.22. The other infrequently used macrostrategies were "familiarise learners with L2-related values" and "promote group cohesiveness and group norms", whose averages were 4.34 and 4.52 respectively.

The mean of each item from the 36 Thai English teachers actual using of the motivational strategies was calculated, the average mean of all the items being 4.58. There were 4 micro strategies' means below 4.00 (please refer to the Appendix), which showed a very low usage among the 36 participants, they were: 'Invites senior students' (M=3.00); 'Invite English-speaking foreigners' (M=3.36); 'Involving students in designing and running the English course' (M=3.64); and 'Display the class goals on the wall' (M=3.97). Compared to all the mean averages used by the teachers (Mean-diff), the above 4 microstrategie again showed large discrepancies from an average mean of 4.58, which were -1.58, -1.22, -0.94 and -0.61 respectively.

Relationships

The relationships between the important motivational strategy and the corresponding frequency item they used can be best showed from the z-diff. From the macrostrategy aspect, we discovered an interesting result, "Present tasks properly" was ranked as the 10th position from the importance survey, however, concerning its lowest important rate, it was showed to be the most frequently used macrostrategy (z-diff=1.27), which ranked in the first position. Conversely, "Proper teacher behavior" was ranked in the first position in terms of importance, but it was only ranked 7th (z-diff=-0.16) which indicated a less frequently used situation. "Increase learners' goal-orientedness" was the least frequently used macrostrategy (ranked at 10th) according to its attached 7th importance position. From the micro strategy aspect, 'Give student choices in deciding how and when they will be

assessed' got the highest z-diff score (z-diff= 2.19) according to its importance. 'Allow students to assess themselves' got the lowest score (z-diff= -1.39).

Discussion and Recommendation

Among the top 5 most important micro strategies (please refer to the Appendix), 3 out of 5 ('Establish a good relationship' 'show students you care about them' and 'Be yourself in front of students') were under the 1st macrostrategy "proper teacher behavior", which actually shared the same position as the results from Hungary and Taiwan, this not just indicated that the macrostrategy can be transferred from different cultural and ethno linguistic settings, but also proved Thai English teachers are aware of the importance of teachers' behavior, which once again showed that Thai English teachers are aware that the effort they put into a class has a strong influence on kids' motivational tendency (Stipek, 2002). However, this macrostrategy ranked 1st in The Importance Survey was only ranked 7th in The Frequency Survey according to its importance. We found out that the same three items were underused ('Establish a good relationship with your students' 'Show students you care about them' and 'Be yourself in front of students' all got negative z-diff), but they were all above the average mean of 4.58, which only indicated that Thai English teachers perceived these three items as the most important motivational strategies, but less frequently used in actual classrooms according to its over-stated importance.

Conversely, the least important macrostrategy, "Present tasks properly", was showed as the most frequently used macrostrategy which got the highest z-diff -1.27, and the micro strategies under it were all overused. This great conflict can only be explained by the fact that Thai English teachers use the motivational strategies so frequently, they believe presenting tasks properly was in the nature of things, which showed Thai English teachers shared the same perspective as Dörnyei's who claimed that it can be a powerful tool for teachers to present a task properly, it can increase students interest in the activity and raise the expectancy of task compliment (Dörnyei & Csizér, 1998).

In terms of the least perceived important micro motivational strategies, 2 out of the 4 items which got the lowest means were under the macrostrategy "Familiarize learners with L2-related values", which were 'Invite senior students' and 'Invite English-speaking foreigners', the two all received negative results in terms of mean-diff and z-diff. The results were not surprising at all given that Thai English teachers considered the two items as the least important motivational strategies, and hence it made sense for them to use the two strategies infrequently if at all. Furthermore, 6 out of 7 microstrategies under this macrostrategy were underused, with only 'Increasing the amount of English use in the class' being overused. The underutilized strategy could be explained by the fact it was difficult for Thai EFL teachers to find some senior students or native English speakers, or Thai EFL teachers may find it was unnecessary to invite senior students or native English speakers to

their English learning classroom. However, for quite a long time, culture was considered as an aspect which could be acquired by learners automatically, but this was proven to be misconceived (Brown, 2007). The awareness of the importance of learning a target culture can be attributed to target language learning, so L2-related culture or values need to be learned explicitly, Thai English teachers need to find more opportunities for students to get access to target language cultures.

“Increase learners’ goal-orientedness” was showed to be the most underutilized macrostrategy, only ranked in 10th position, however, according to its corresponding low position of importance, it made sense to see the result. All of the microstrategies were below the average frequency mean of 4.58. And with the negative mean-diff (-0.61), according to the very low important mean (3.94), ‘Display the class goals on the wall and review them regularly’ was still shown to be overused, it was because of the very low degree of importance Thai English teachers rated it, so although it was below average use, it still got a positive z-diff. It confirmed that Thai English teachers neither thought this micro strategy was important, nor did they use it frequently. Goal-setting is viewed as being of special importance in stimulating L2 learning motivation, so experts were shocked when it was found that little time and energy is spent in an L2 classroom on goal-setting (Oxford & Shearin, 1994). Besides, the microstrategy ‘Find out students’ needs and build them into curriculum’ could hardly be done for Thai teachers since the Basic Education Core Curriculum functions are a key guideline for Thai English teachers, and it was believed that the core curriculum had already set the goals for learners.

The macrostrategy “Promote learners’ autonomy” had two very dramatic results. First, of all the 48 motivational strategies, ‘Allow students to assess themselves’ was rated as the most underused microstrategy, and only got -1.39 in z-diff, which means according to its highly rated degree of importance, it was used the least frequently. Interestingly, ‘Give student choices in deciding how and when they will be assessed’ was showed as the most overused micro strategy (z-diff=2.16), however, if we assess the results more carefully, we find out that this item was rated as the 4th least important position, and mean-diff (0.14) was only slightly above the average mean, these two pieces of data lead to its most overused position. And because ‘Give students choices in deciding how and when they will be assessed’ got a high rate of z-diff, it up-leveled the whole position of macrostrategy “Promote learners’ autonomy” to a 5th position, which actually may be a lower position in the 10 macrostrategies. This indicated that actually, “promote learners’ autonomy” was underused in Thailand. As Benson pointed out that although nowadays the acceptance of autonomy in educational field is used more widely, but the practical autonomous action is still in a passive position, little has been done to promote learners’ autonomous learning (Benson, 2000). The results of ‘Allow students to assess themselves’ and ‘Give students

choices in deciding how and when they will be assessed' showed Thai English teachers were aware of the importance of allowing students to assess themselves, however, in Thailand, the Basic Education Core Curriculum plays an important and irreplaceable role as a guideline to different schools and institutions. On one hand, it does guide teachers teaching work, but on the other hand, it undoubtedly constrains teachers' when bringing their own ideas into the classroom. Furthermore, as Narksompong (2012) explained, "Current paradigms for education are too exam-oriented". In the Thai education system, the exam-orientation culture is so deeply ingrained, it can be very impractical for teachers to allow students to assess themselves.

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Appendix

Descriptive of the importance survey and the frequency survey

Macro Ranking	Macro and Micro strategies	Importance		Frequency		
		Mean	ranking	Mean	Mean-diff	Z-diff(Ranking)
<u>1</u>	<u>Proper teacher behavior</u>	5.39		5.14	0.48	-0.16 (7)
	23. Establish a good relationship with your students	5.53	1	5.39	0.81	-0.43
	2. Show students you care about them.	5.45	2	5.17	0.59	-0.47
	47. Be yourself in front of students.	5.37	3	5.11	0.53	-0.16
	40. Share with students that you value English learning as a meaningful experience.	5.21	16	4.89	0.31	0.23
	17. Show your enthusiasm for teaching.	5.18	19	4.72	0.14	0.03
<u>2</u>	<u>Creating a pleasant classroom climate</u>	5.25		4.86	0.27	0.43 (3)
	30. Create a supportive classroom climate that promotes risk-taking.	5.29	6	4.92	0.34	-0.14
	41. Avoid 'social comparison'.	5.26	11	4.83	0.25	-0.17
	1. Bring in and encourage humor.	5.21	17	4.83	0.25	0.10
	21. Use short and interesting opening activities to start each class.	4.87	42	4.81	0.23	1.92
<u>3</u>	<u>Promote learners' self-confidence</u>	5.22		4.96	0.35	0.47(2)
	36. Teach students learning techniques.	5.34	4	4.92	0.34	-0.41
	34. Provide students with positive feedback.	5.29	7	4.89	0.31	-0.20
	33. Make clear to students that communicating meaning effectively is more important than being grammatically correct.	5.21	15	4.97	0.39	0.41
	28. Encourage learners to try harder by making it clear that you believe that they can do the tasks	5.05	36	5.06	0.48	1.48
	11. Design tasks that are within the learners' ability.	5.03	37	4.83	0.25	1.09
<u>4</u>	<u>Make the learning tasks stimulating</u>	5.19		4.64	-0.01	-0.21(8)
	45. Present various auditory and visual teaching aids	5.24	13	4.64	0.06	-0.48
	27. Encourage students to create products.	5.21	14	4.58	0.00	-0.44
	43. Make tasks attractive by including novel or fantasy elements.	5.16	26	4.06	-0.52	-1.30
	12. Introduce various interesting topics.	5.16	28	4.83	0.25	0.38
	13. Make tasks challenging.	5.11	33	4.58	0.00	0.10
	18. Break the routine of the lessons by varying presentation format.	5.11	34	4.75	0.17	0.48

Macro Ranking	Macro and Micro strategies	Importance		Frequency		
		Mean	ranking	Mean	Mean-diff	Z-diff(Ranking)
<u>5</u>	<u>Recognize students' effort</u>	5.18		4.85	0.14	0.31(4)
	15. Make sure grades reflect students' effort and hard work.	5.18	18	4.81	0.23	0.22
	42. Promote effort attributions.	5.18	22	4.89	0.31	0.40
	46. Recognize students' effort and achievement.	5.16	27	4.86	0.28	0.44
	8. Monitor students' progress and celebrate their victory.	5.00	39	4.33	-0.25	0.16
<u>6</u>	<u>Promote group cohesiveness and group norms</u>	5.16		4.52	-0.13	-0.07(6)
	35. Ask students to work toward the same goal.	5.29	8	4.50	-0.08	-1.06
	3. Allow students to get to know each other.	5.29	9	4.69	0.11	-0.64
	44. Encourage students to share personal experiences.	5.13	31	4.22	-0.36	-0.79
	5. Explain the importance of the class rules.	4.92	41	4.67	0.09	1.34
	16. Let students suggest class rules.	4.82	44	4.17	-0.41	0.80
<u>7</u>	<u>Increase learners' goal-orientedness</u>	5.14		4.22	-0.42	-0.51(10)
	10. Encourage students to set up learning goals.	5.16	24	4.06	-0.52	-1.30
	20. Help the students develop realistic beliefs about English learning.	5.16	25	4.28	-0.30	-0.82
	26. Find out students' needs and build into your curriculum.	5.11	35	4.33	-0.25	-0.44
	31. Display the 'class goals' on the wall and review them regularly.	4.79	46	3.97	-0.61	0.53
<u>8</u>	<u>Promote learner autonomy</u>	5.13		4.61	-0.14	0.00(5)
	37. Adopt the roles of a 'facilitator'.	5.32	5	4.75	0.17	-0.67
	48. Allow students to assess themselves.	5.24	12	4.22	-0.36	-1.39
	24. Encourage peer teaching and group presentation.	5.13	30	4.92	0.34	0.74
	14. Teach self-motivating strategies.	5.13	32	4.42	-0.16	-0.35
	22. Involve students in designing and running the English course	4.84	43	3.64	-0.94	-0.47
	29. Give student Choices in deciding how and when they will be assessed.	4.79	45	4.72	0.14	2.16

Macro Ranking	Macro and Micro strategies	Importance		Frequency		
		Mean	ranking	Mean	Mean-diff	Z-diff(Ranking)
<u>9</u>	<u>Familiarize learners with L2-related values</u>	5.11		4.34	-0.43	-0.48(9)
	9. Regularly remind students of the benefits of mastering English	5.26	10	4.56	-0.02	-0.76
	32. Introduce authentic cultural materials.	5.18	20	4.31	-0.27	-0.87
	39. Increasing the amount of English you use in class.	5.18	21	5.06	0.48	0.77
	4. Familiarize students with the cultural background of L2.	5.16	23	4.39	-0.19	-0.58
	38. Encourage students to use their English outside the classroom.	5.16	29	4.39	-0.19	-0.58
	19. Invite English-speaking foreigners to the class.	4.71	47	3.36	-1.22	-0.37
	7. Invite senior students to share their English learning experiences.	4.68	48	3.00	-1.58	-0.99
<u>10</u>	<u>Present tasks properly</u>	5.01		4.88	0.29	1.27(1)
	6. Give clear instructions by modeling.	5.03	38	4.94	0.36	1.33
	25. Give good reasons to students as to why a particular activity is meaningful.	5.00	40	4.81	0.23	1.2