

Motivation Toward English Language Learning of Thai Students Majoring in English at Asia-Pacific International University

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Abstract

This study sought to investigate the types of motivation (integrative or instrumental) that English major Thai students at Asia-Pacific International University have toward the learning of the English language, and the correlation between the students' learning motivation and their academic achievement (GPA). A modified 20- item motivational survey adapted from Gardner's (1985) Attitude/Motivation Test Battery (AMTB) was administered to 137 English major Thai students. The findings reveal that the students had high levels of integrative and instrumental motivation to learn English. Their instrumental motivation was found slightly higher than their integrative motivation. The investigation also demonstrated that there is a significant positive relation between students' learning motivation and their academic achievement (GPA). Following these findings, some pedagogical implications are discussed with their recommendations.

Key words: motivation, English language, learning

Introduction

Over the last two decades the volume of research on foreign or second language learning motivation has increased remarkably (Dornyei, 2001; Dornyei, Csizer, & Nemeth, 2006; Kyriacou, 2005; Ushioda, 2006, Kyriacou & Zhu, 2008). Countries in Southeast Asia, including Thailand, realize the vital role of English as a lingua franca for foreign investment, the economy, industry, science, medicine, information and technology, education, and communication. Since the Thai government passed the law on education which allowed any Thai student to attend an international school in 1992, the growth in the number of International schools in Thailand has been nothing short of phenomenal (Techavijit, 2007). However, parents who couldn't afford to enroll their children in an International school, the youngsters are still secured under the 2002 Education Act Amendment, guaranteeing them a 14-year free education (National Report, 2004). With this educational scheme, Thai students could learn English as early as the primary level since English had long been made a compulsory subject from primary to high school level. More foreign teachers were employed to teach English in public and private schools in Thailand. Recently, Former Education Minister Woravat Auapinyakul launched *Thailand's English Speaking Year 2012 program* on December 26, 2011, with the purpose of preparing Thai people for the ASEAN Community in 2015. With this initiative program, schools throughout the nation are encouraged to set one day in a week to encourage their students to use English in classroom and outside classroom setting. Then why is Thai students' English test performance marginally substandard over the past years? (NIETS, 2011: EF English Proficiency Index, 2011). Is it because of the teaching quality at the Thai schools, or the students' lack of motivation in learning English? Motivation is widely accepted by educators as "a key component of a model of language learning achievement" (Gardner, 1985; Dornyei & Otto, 1998; Brown, 2000; Spolsky, 2000; Elyildirim & Ashton, 2006).

This study investigated the motivation of Thai students majoring in English at Asia-Pacific International University, Saraburi Province, Thailand, and the correlation between the students' learning motivation and their academic achievement (GPA). Some pedagogical implications were discussed with their recommendations.

Objective of this study

This study aimed to investigate the types of motivation (integrative or instrumental) that Thai English majors at Asia-Pacific International University hold toward the learning of English language.

Research Questions

1. What types of motivation (integrative or instrumental) could be the primary source of Thai English majors' motivation toward learning the English language?
2. Is there any significant correlation between the students' learning motivation (integrative and instrumental motivation) and their academic achievement (GPA)?

Literature Review

The review of literature includes a brief overview of foreign language learning in Thailand, the theory of motivation proposed by Robert C. Gardner (1985), and a survey of related studies.

Foreign Language Learning in Thailand

Having never been colonized, Thailand has only Thai as its official language. Disagreement later rose over adopting English as a second language for teaching and learning in Thai schools. The former Thai Education Minister, Chinaworn, stated: "Other countries that have declared English as their second official language were normally viewed as former colonies, but Thai is the only official language of Thailand" (Bangkok Post, October 20, 2010). He added that more than the issue of adopting English as a second language, the more important issue was putting a serious effort to improve English teaching and learning in schools and making it the main foreign language in the country. Understanding and speaking only the official language of the country would be a great dilemma in the face of globalization and internationalization, in which all countries coalesce into a world community for varied purposes. Dr Rom Hiranyapruek, director of Thai Software Park (cited in Wiriyachitra, 2001) affirmed, saying that English is as important to the domain of information technology as other infrastructures. Thai people have a high proficiency in technology but their below average level of English competence keeps them from making much progress in terms of science and technology.

The 2011 National Institute of Educational Testing Service (NIETS results for the English test by primary 6 (grade 6), Mathayom 3 (grade 9), and Mathayom 6 (grade 12) students nationwide showed mean scores of 20.99, 16.19, and 19.22, respectively (NIETS, 2011), and brought much discussion among leading educators. Chinaworn pointed to unchanged teaching pedagogies that emphasized rote learning instead of appropriate learning process, rendering the students unable to think critically (Maitichon, 2011). "Rote learning only focuses on memorization and repetition, and it does not challenge learners to exercise their critical and analytical skills. This results in a lack of motivation in language learners. Thai classrooms are static and students lack involvement in learning, resulting in a lowering of Thai students' academic competitiveness (Fry, 2002; Wiratchai, 2002; Atagi, 2002).

Thai children are raised in an environment where their mother tongue is spoken, as in all other nations that use their indigenous language as an official language. Children at a very young age unconsciously absorb their mother tongue (L1) and use it freely because the circumstances and environment compel them to do so. Williams (1994, cited in Dornyei, 2001, p. 66) stated that the learning of a foreign language involves far more than simply learning skills, or a system of rules, or a grammar; it involves an alteration in self-image, the adoption of new social and cultural behaviors and ways of being. Thus, acquiring a foreign or second language demands a high level of motivation.

The Theory of Motivation

The Oxford Dictionary of English defines motivation as "a reason or reasons for acting or behaving in a particular way with interest or enthusiasm" (Oxford Dictionary of English, 2004), while Online Business Dictionary explains motivation as an "internal and external factor that stimulates desire and energy in people to be continually interested in and committed to a job, role, or subject, and to exert persistent effort to attain a goal" (Online Business Dictionary, 2010). In line with Dornyei and Otto (1998, p. 65), Harmer (2007, p. 98) defined motivation as "the dynamically changing cumulative arousal or internal drive in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and successfully or unsuccessfully acted out". Gardner (1985) stated that motivation is "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in the activity." According

to Gardner, in order to understand why language learners were motivated, it is essential to understand the learners' ultimate goal or purpose for learning the language. He referred to this as learner's orientation. His theory of second language learning motivation is identified into two distinct orientations, namely integrative orientation and instrumental orientation, both of which affect foreign language learners in one way or another.

In integrative orientation, learners acquire a foreign or second language to become familiar with members of the language community or learn about their culture or values. Motivation to learn a second language stems from positive feelings toward the community that speaks that language (Gardner, 1985: 82-3, cited in Dornyei, 2001, p. 50). This type of motivation is defined by Deci and Ryan (1985) as intrinsic motivation in which learners find enjoyment and interest in learning a language with a positive attitude. Integrative orientated learners demonstrate interest in learning a foreign language in order to better understand the culture, tradition, and community of the people who speak that language. They may even have a desire to increase their affiliation with the target community (Liuliene & Metiuniene, 2006). The integrative oriented learners have positive attitudes towards the community or people and their culture who speak that foreign language. Integrative oriented learners show more persistent and intense motivation than other learners (Gardner, 1985). They have a strong desire to learn the language and have positive attitudes toward the learning situation, and are more likely to expend more effort and efficiency in learning the language. Likewise, Clement, Dornyei & Noels, (1994) found that learners with high integrative motivation tend to work harder and learn faster than those who have low integrative motivation. Language learners reflect their willingness and interest in social interaction with members of other groups (Gardner and MacIntyre, 1993: 159). Dornyei and Clement (2000) found that integrative motivation is "the most powerful general component of language-related affective disposition, determine language choice, and level of effort language learners intended to invest in the learning process." Learners with integrative orientation show great interest in English, put much effort into English learning, have a high academic self-concept (Cokley, Barnard, Cunningham, & Motoike, 2001), high self-efficacy (Yi-Guang, Lin, et al. 2003), tend to persist when facing challenging tasks, recognize the importance of learning the language and internalize it into their self-value system (Wang, 2008). So they put in more effort and search for more appropriate strategies, which lead to greater achievement. As integrative orientation is believed to relate to and support language acquisition, it should be encouraged and enhanced.

An instrumental orientation or extrinsic motivation refers to the learning of a foreign/second language for pragmatic gains such as passing examinations or university requirements, obtaining a prospective career with lucrative income, or for further education overseas. Gardner, et al. (1983) defines instrumental motivation as "learning a language because of some more or less clearly perceived utility it might have for the learner." The learner desires to learn the language in order to accomplish some non-interpersonal purpose. He is motivated by external factors such as appraisal, gratification, pledge, or money to compel them towards accomplishment without realizing their genuine interest. They perform mainly for the attainment of a desired external reward. Schools that emphasize grades, tests and competition usually only encourage learners' extrinsic motivation and such a strategy may have an influence on learners' interpersonal purpose or learning progress in the long run (Wang, 2008). According to Wang, instrumental motivation is "a controlled motivation which decreases autonomy and causes external perceived locus of causality (EPLOC)". Walker and Deci (2006, cited in Wang, 2008) found extrinsic motivation a significant variable that predicted a shallow cognitive strategy, which was negatively related to achievement. Language teachers are discouraged from employing teaching pedagogies which insinuate external factors in class activities assisting learners to produce a successful outcome. Therefore, the extrinsic motivation can only be applied when a learners' intrinsic motivation is declining (Lile, 2002).

It may be hypothesized that the integrative motivation outperforms the instrumental one in terms of language cognitive persistence and mastery. However, foreign or second language acquisition both have an impact on learners' motivation one way or another. According to Dornyei (2001), integrative and instrumental motivations are not found to be at the opposite ends of a continuum. They are positively related and both are affectively loaded goals and can produce learning. They both may be in return enhanced by better proficiency and higher achievement in the target language (Dornyei, 1994; 2001). Brown (2007, p. 173) adds that successful classrooms usually incorporate both intrinsic and extrinsic motivation. Wan-er (2008) averred that although instrumental motivation does not have the same positive function as integrative motivation, it will very often function positively together with integrative motivation in a learner's study. Language teachers must understand the circumstances under which they can use extrinsic motivational strategies without undermining the intrinsic motivation which learners already have, and teachers can safely use extrinsically oriented strategies when their students have absolutely no intrinsic interest in the activities (Spaulding, 1992).

Related Studies

There is a plethora of research on learner motivation toward learning English that has been carried out internationally. In Thailand, for example, Degang (2010) investigated the level and type of English language learning motivation of 50 second year Thai students majoring in Business English at Assumption University. The study revealed that these students were relatively highly motivated and were found to be close to being equal in instrumental and integrative motivation, although on the subtler assessment, they were more slightly ahead with integrative motivation in learning English.

In Yemen, Al-Quyadi (2002) conducted research to investigate Yemeni EFL learners in term of attitudes and motivation. He found that the students had a high level of both instrumental and integrative motivation toward learning the English language and that they had positive attitudes towards the English language. Al-Tamimi and Shuib (2009) investigated the Yemeni petroleum engineering students' motivation and attitudes towards learning the English language and found instrumental motivation to be the primary source of their motivation. These students had a great desire to learn the English language for both utilitarian and academic reasons.

In China, Liu (2007); Kyriacou and Zhu (2008); Wang (2008) studied Chinese university and high school students' attitudes toward and motivation for learning English and the correlations of the variables with the students' English proficiency and the perceived influence of important factors. The students were found to have positive attitudes toward learning English and were highly motivated to study it, and they had more instrumental than integrative motivation toward learning English. The student's attitudes and motivation were positively correlated with their English proficiency. Furthermore, the students' English learning motivation was dominated by life and career-based reasons rather than integrative reasons, and students with external motivation learned English mainly for the praise of their teachers, examination results and graduation, while students with internal motivation recognized the importance of English learning and internalized it into their self-value system.

These studies show both integrative and instrumental motivation to be very important factors to compelling learners to master their foreign or second language learning goals. Failure or success of L2 learners seems to be determined by their level of motivation. This perspective of foreign language acquisition sparked the interested in investigating which types of motivation could be the primary driving force for the Thai students majoring in English at Asia-Pacific International University.

Research Methodology

Participants

The sample for this study consisted of 137 Thai students majoring in English at Asia-Pacific International University. The participants were 62 male and 75 female students, ages between 18-24, and undertaking English as their major at different levels from first year to fourth year.

Instrument

The instrument used in this study consisted of a motivational survey and an open-ended question.

a) The motivational questionnaire was adapted from the questionnaires developed by (1) Gardner (1985) for his Attitude Motivation Test Battery (AMTB) using the integrative and instrumental orientation scales; (2) Clement et al. (1994); (3) Liu (2007); (4) Wang (2008); and (5) Degang (2010) care being taken to avoid repetition. Liu (2007) and Wang (2008) investigated Chinese students' motivation towards learning English, and Degang studied the Thai English business students' motivation toward English language learning. The questionnaire consisted of 20 five-point Likert (1932) scale items (on a scale of 1-5, ranging from strongly disagree =1 to strongly agree =5). The questions about integrative motivation were items 1, 2, 3, 7, 8, 9, 13, 16, 17, 18 (see appendix) and the questions about instrumental motivation were items 4, 5, 6, 10, 11, 12, 14, 15, 19, 20 (see appendix). For this motivational survey, the researchers chose statements that were most suitable for Thai students and the reality of their cultural context.

b) The open-ended question was intended to unearth the students' English language learning difficulties.

The students were asked to list the barriers or difficulties which they encountered while learning English as a foreign language.

The questionnaire format consisted of the following parts (see appendix):

Part I: General information of respondents: gender, age, grade point average (GPA), only for general information.

Part II: Integrative motivational items (1,2,3,7,8,9,13,16,17,18), and instrumental motivational items (4,5,6,10,11,12,14,15,19,20; see appendix).

These questionnaire items were rated on the five-point Likert scale (1=strongly disagree to 5 = strongly agree).

Part III: An open-ended question on students' perception of language learning difficulties.

It is worthwhile mentioning that the questionnaire items were originally bilingual since some participants in the basic level might not correctly perceive all the questions in English. However, only the English version can be viewed in the appendix. The researchers closely supervised the administration of the questionnaires to ensure that the participants understood all the items accurately.

Data Analysis Procedures

The data collected from the questionnaire in this study were computed and analyzed in terms of means, and standard deviation, using the MINITAB. The responses to the open-ended question in Part III of this survey form were categorized by outlining problems of language skills or difficulties.

To interpret the mean score for students' motivational level, the researchers adopted the interpreting procedure designed by Best (1981) and Degang (2010) as shown in Table 1.

Table 1

Interpretation of Mean Score of Motivational Levels

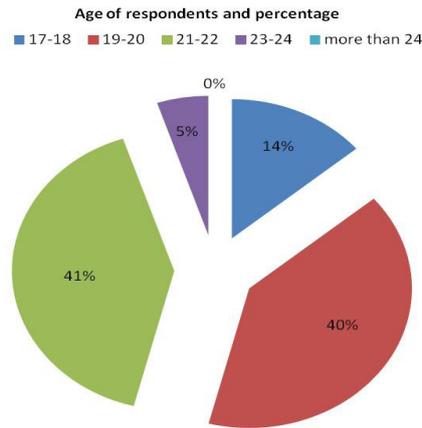
Scale	Mean Range	Motivational Level	Score Range
5	strongly agree	very high	4.50 – 5.00
4	agree	high	3.50 – 4.49
3	moderate	average	2.50 – 3.49
2	disagree	low	1.50 – 2.49
1	strongly disagree	very low	1.00 - 1.49

The mean score for each item indicated the level of students' motivation; the higher score indicated that students had high motivation, while the lower score indicated low motivation.

Results and Analysis

The 137 respondents were 62 male and 75 female students. They were in different years of study and therefore in different age ranges, as Figure A portrays. No one was above 24 years in this study.

Figure A: Age of respondents and percentage



The following two tables (Tables 2 and 3) outline all the 20 question items, their resulting itemized mean scores (\bar{x}) and stand deviations (SD).

Table 2: Mean scores of integrative motivation items

Integrative Motivation Items	\bar{x}	SD
Q1. Studying English is important to me because I can understand their culture and tradition.	4.15	0.73
Q2. Studying English is important to me because I can understand English stories, novels, and literature	4.05	0.75
Q3. Studying English can be important for me because I will be able to participate more freely in activities among other groups who speak English.	4.42	0.71
Q7. Studying English helps me to better understand the ways of life of native English speakers.	4.16	0.75
Q8. Studying English helps me to easily make friends with foreigners.	4.47	0.66
Q9. Studying English helps me to associate with foreigners and learn about their values and beliefs.	4.20	0.73
Q13. Studying English helps me to be an open-minded and friendly person like native English speakers.	4.06	0.75
Q16. The American and British are kind and cheerful.	3.72	0.89
Q17. I enjoy watching English news and movies.	3.85	0.84
Q18. I enjoy reading English books, articles, newspapers, and magazines.	3.60	0.80

Table 3: Mean scores of instrumental motivation items

Instrumental Motivation Items	\bar{x}	SD
Q4. Studying English can be important for me because it will help me to get an ideal job in the future.	4.64	0.63
Q5. Studying English can be important for me because I will need it for my future career.	4.69	0.57
Q6. Studying English can be important for me because it will make me a more knowledgeable person.	4.57	0.59
Q10. Studying English can be important for me because other people will respect me more if I know a foreign language.	3.83	0.89
Q11. Studying English can be important for me because it will help me to further my studies.	4.48	0.65
Q12. Studying English can be important for me because it will help me search for information and materials in English on the Internet.	4.43	0.64
Q14. Studying English is important to me because it will help me when I travel abroad.	4.62	0.61
Q15. Studying English is important to me because it will help me to achieve at school.	4.37	0.70
Q19. I study English diligently because I want to earn a university degree.	4.12	0.84
Q20. I study English diligently because it is an important tool for communication.	4.50	0.77

The following table indicates the average mean score and standard deviations of the two motivational types: integrative and instrumental. The results are presented in the average mean scores indicating the motivational levels based on the criteria of Likert (1932), as outlined on Table 1 (page 5).

Table 4: Mean scores and standard deviations of the motivational types (N = 137)

Types of Motivation	Mean	Standard Deviations	Motivational Level
Integrative	4.0467	0.5669	High
Instrumental	4.4241	0.4068	High

As shown on the Table 4, the average mean scores of integrative motivation and instrumental motivation are 4.04 and 4.42, respectively, which fall in the category of 'high' motivation of learning English as indicated in the motivational level in Table 1 on page 5.

A comparison of the two types of learning motivation, integrative motivation and instrumental motivation, shows that the Thai English majors at Asia-Pacific International University had close to equal integrative and instrumental motivation to learn the English language although the average mean score of the instrumental motivation is just a little slightly higher at 0.38.

These research findings correspond to those of the studies of Liu (2007) on Chinese students' motivation to learn English at the tertiary level in which she found that students' instrumental orientation slightly outperformed integrative orientation; of Kyriacou and Zhu (2008) on Shanghai pupil's motivation towards learning English in that their study results indicated that Chinese pupil's motivation was dominated by instrumental reasons concerning career enhancement and the need for examination success; and of Al-Tamimi and Shuib (2009) on motivation and attitudes towards learning English of Yemeni undergraduates who undertook petroleum engineering at Hadhramout University of Sciences and Technology and whose study revealed that the students' instrumental reason for learning English was higher than their integrative reason.

However, the study's results contradicted those of Degang (2010) who studied the motivation toward

English language learning of Thai students majoring in Business English at an English-medium University, in which he found that the students' integrative motivation was slightly higher than their instrumental motivation. The supposition was given that these students' results may be attributed to the rather competitive environment of an English-medium University in the predominantly Thai speaking country of Thailand.

It is worth analyzing some items of significance in the questionnaire, particularly the items that secured the highest mean scores and lowest mean scores. The following are the first three items with the highest mean score and lowest mean scores. Each group is arranged in the descending order from the highest to the lowest and from the lowest to the highest mean scores respectively.

Table 5: Highest Scored Items

Items	\bar{x}	SD
Q5. Studying English can be important for me because I will need it for my future career.	4.69	0.57
Q4. Studying English can be important for me because it will help me to get an ideal job in the future.	4.64	0.63
Q14. Studying English is important to me because it will help me when I travel abroad.	4.62	0.61

Table 6: Lowest Scored Items

Items	\bar{x}	SD
Q18. I enjoy reading English books, articles, newspapers, and magazines.	3.60	0.80
Q16. The American and British are kind and cheerful.	3.72	0.89
Q10. Studying English can be important for me because other people will respect me more if I know a foreign language.	3.83	0.89

As can be seen in Table 5, Question 5: Studying English can be important for me because I will need it for my future career ($\bar{x} = 4.69$, $SD = 0.57$), and Question 4: Studying English can be important for me because it will help me to get an ideal job in the future ($\bar{x} = 4.64$, $SD = 0.63$) rated the highest. These two items deal with career and professions and both received very high scores. From the mean scores it can be interpreted that students perceive the importance of English language as a means to help them in their career prospects. The findings are congruent with those of Kyriacou and Zhu (2009) in that they found that Shanghai pupils tended to be dominated by extrinsic reasons for learning English because they were concerned about their future careers. It is well understood that over the last few decades Thailand has invited foreign investors in the country whose investments generate income and employment for local citizens. According to the American Chamber of Commerce in Thailand (AmCham, cited in Arvizu, 2011) Thai employees with English proficiency stand a greater chance for promotion or career advancement. Approximately 50% or half of Thai students who major in English at Asia-Pacific International University are ethnic minorities, and in that they have their own dialects apart from Thai. Education and English language skills may help improve their quality of life and social status.

Question 14: Studying English is important to me because it will help me when I travel abroad ($\bar{x} = 4.62$, $SD = 0.61$). This fairly highly rated score may reflect students' awareness of the language as a vital instrument for effective communication when they travel abroad. They well perceived that English is a lingua franca or an international language which is widely spoken. The above mentioned items appear to show students' strong instrumental motivation.

Motivational questions in Table 6, Question 18: I enjoy reading English books, articles, newspapers, and magazines ($\bar{x} = 3.60$, $SD = 0.80$), and Question 16: The American and British are kind and cheerful ($\bar{x} = 3.72$, $SD = 0.89$) received the lowest scores. Although these two questions received the lowest scores compared to other items, they did not mean that students were less motivated to read English books or English newspaper, or that they did not view Americans and British as cheerful and kind people. The mean scores still imply that students had fairly highly integrative motivation, as referred to the interpretation of the mean scores of motivational levels as defined in Table 1 on page 5.

In conclusion, the Thai English majors of Asia-Pacific International University have high integrative and instrumental motivation to learn English. Their integrative and instrumental motivational levels were found

to be fairly close although their instrumental motivation was slightly higher than their integrative one. Such findings may suggest that the institution find ways to maximize the use of available resources and to implement any necessary language programs to promote and enhance positive learning motivational trends for language learners to achieve learning goals.

Correlation between student’s learning motivation (integrative and instrumental) and academic achievement (GPA)

Table 7: Correlation between students’ learning motivation and academic achievement (GPA)

Motivational Types	Significant Correlations	Interpretation
Integrative	r = 0.293	Significant*
	*p< 0.001	
Instrumental	r = 0.218	Significant*
	*p<0.010	

Table 7 shows that the correlation coefficient (r) between students’ integrative motivation and their academic achievement (GPA) is = 0.293 (p < 0.001), while the correlation coefficient (r) between their instrumental motivation and their academic achievement (GPA) is =0.218 (p<0.010). The statistical analysis suggests that there is a significant positive relation between students’ learning motivation (both integrative and instrumental) and their academic achievement. This shows that both integrative and instrumental motivations are positively associated with an increase in academic achievement. Wang’s (2008) study on motivation and English achievement of Chinese students indicated that autonomous extrinsic motivation correlated positively with intrinsic motivation and academic achievement. Wan-er (2008) infers that instrumental motivation may not have the same positive function as integrative motivation, but it would very often function positively together with integrative motivation in a learner’s study. Gardner (2007) claims that grades in English are more highly related to the measure of both integrative and instrumental motivation.

Discussion on the open-ended question results

Seventy students responded to the open-ended question of the research questionnaire. Their comments were categorized into listening comprehension problems, speaking problems, reading comprehension problems, grammatical and writing problems, and other varied problems. However, many of these respondents indicated more than one language problem in the comments. Such comments were listed in different particular language problems as defined by the five categories. Repetition of comments is indicated by the number in parentheses in each category as shown in Table 8 below.

Table 8: Language skills problems and other problems

Listening Comprehension Problem	Speaking Problem
<ul style="list-style-type: none"> - I can't catch all the words my teacher speaks. (1) - I'm weak in listening skills. (4) - My language skill is listening.(1) - I can't comprehend well enough when I listen to others speaking English. (12) - I need to improve in the area of listening. (4) - I don't understand my teacher's accent. (2) - My listening comprehension is poor. (2) - My teacher speaks too fast and I can't follow. (3) 	<ul style="list-style-type: none"> - I'm weak in speaking skills. (1) - My language skill is speaking. (2) - I need to improve in the area of speaking. (3) - I can't respond to my teacher when she asks questions. (3) - I can't use long sentences to speak. (2) - I feel shy to speak English to my friends. (2) - I have difficulty with correct pronunciation because the tones are different from Thai. (1)
Reading Comprehension Problem	Grammatical and Writing Problem
<ul style="list-style-type: none"> - My language skill is reading. (2) - I can't comprehend when I read so I can't follow up. (1) - After reading I tend to forget. (1) - I need to improve my reading skills. (1) 	<ul style="list-style-type: none"> - My language skill is writing. (2) - I need to improve in the area of grammar so I can communicate more effectively. (2) - I need to improve in the area of writing. (3) - I can't write long sentences. (1) - I find a lot more about grammar that I don't know. (1) - I get confused with grammar, particularly spoken and written language. (1)

Other Problems	
- I can't retain vocabulary. (7)	
- My English vocabulary is limited. (5)	
- I don't understand the meaning of words, so I waste time looking for the meanings from a dictionary.(1)	
- Language comprehension (8)	
- I want to learn more to improve my language. (1)	
- I don't study hard enough. (2)	
- Class activities are not motivating. (1)	
- I need to find ways to improve myself in learning English. (1)	
- Some foreign students are proud of themselves and they don't want to be friends with us. (1)	
- I need to improve my classroom behavior. (1)	
- I'm sort of a slow learner. (1)	
- I can't translate well. (2)	
- It's a little difficult to learn the language. (1)	
- I'm about average. (1)	
- I have financial problem because I come from a poor family. I want to have a good opportunity like other students. (1)	
- I tend to understand better when my teacher gives more explanation. (1)	
- I don't understand all what the teacher teaches, so I can't achieve all the course objectives. (1)	
- I fall asleep in class. (1)	
- Language class is too short to study each day. (1)	
- I need to improve in different areas. (1)	
- My classmates hardly speak English. (2)	
- I can't use proper words to communicate. (1)	

Table 8 shows the language problems that students encountered while learning English. However, since the above data were based on the 70 respondents who indicated their language difficulties in the questionnaire, such data may not effectively portray language difficulties that Thai English majors at Asia-Pacific International University experience as a whole. It might be helpful in some way for the researcher to learn and understand these students' language problems since these comments may well contribute to future study on language learning difficulties. Table 8 merits further analysis. The language skills problems and other problems are shown with the number of times they were repeated. The language problems encountered can be described in the following way:

Figure B: Encountered Language Problems

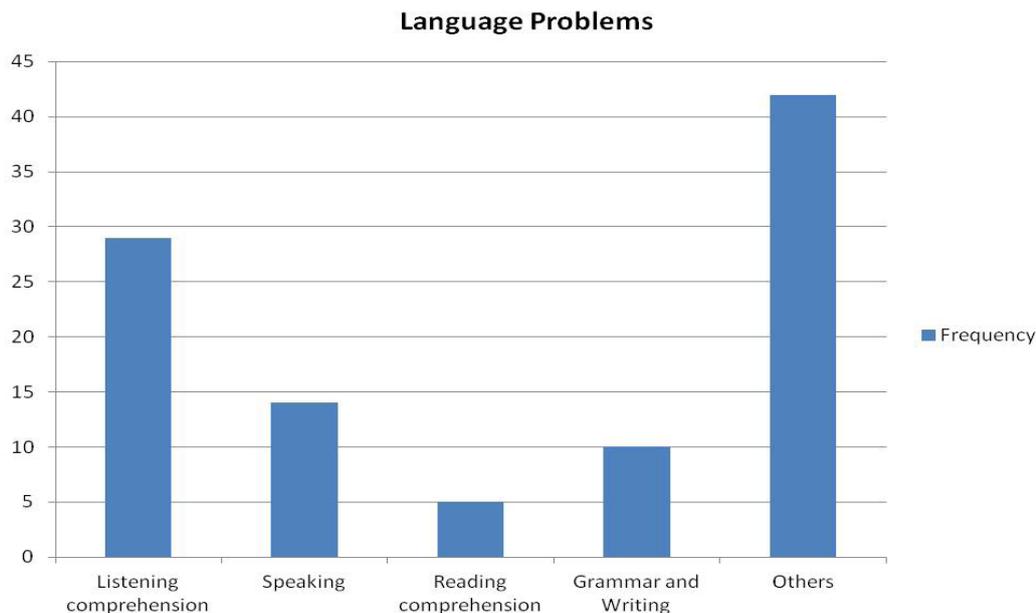


Figure B shows the frequency of encountered language learning problems. Except for other problems, listening comprehension was rated the highest among the four language skills, implying it to be the most difficult problem encountered in acquiring language skills. As shown in Table 8 of encountered language problems in the category of listening comprehension, students commented *“I can’t comprehend well enough when I listen to others speaking English.”* 12 times, which is the highest frequency. One factor behind it may be English language teachers who have different accents. These students take courses with different teachers who come from different countries. Other factors include listening exercises or activities, in which conversations or talks are voiced by various speakers: native and non-native speakers, with strong or mild accents. Such language skill needs to be drilled on a regular basis.

Speaking was rated as the second most difficult language skill encountered besides other problems. This might be because students are required to work on their presentations or they are asked to respond to teachers’ questions in class, and they cannot respond to those questions. A comment reads: *“I can’t respond to my teacher when she asks questions.”* Thus, language speaking drills cannot be excluded from other language learning skills. It is necessary for language learners to have high levels of confidence to be able to speak out in the language

Grammatical and writing problems were rated the third most difficult language skills, and reading comprehension problems were rated the least difficult. However, these language skills require further training or practice and they should not be less emphasized. Providing proper training may help guide students to master the language.

Apart from the four language skills, other problems that students encountered while learning the language were such items as language comprehension (appeared 8 times from the comments, which is the second highest rated by respondents), vocabulary retention (7), limitation of vocabulary (5) (see Table 8).

The above mentioned language problems and other difficulties which these students encountered need to be furthered addressed with recommendations. This will be highlighted in the research implications.

Conclusion

This study attempted to investigate the types of motivation (integrative or instrumental) that Thai English majors at Asia-Pacific International University had toward the learning of the English language, and the correlation between the students’ learning motivation (integrative and instrumental) and their academic achievement (GPA). The statistical analyses revealed that these students had both high integrative and instrumental motivation to learn English. Their integrative and instrumental motivational levels were fairly close although their instrumental motivation was found to be slightly prominent. These findings could

be attributed to the fact that students realized the importance of English language as a means for career opportunity (\bar{x} = 4.69) and that language competency would help them find an ideal job in the future (\bar{x} = 4.64). Students perceived well that knowing English would enhance their knowledge when they searched for information online (\bar{x} = 4.43) or when they undertake advanced studies (\bar{x} = 4.48). About half of the students who undertook English as their major in the Faculty of Arts and Humanities at Asia-Pacific International University were from upcountry. They knew that their educational opportunity was significant since not many ethnic minorities have an access to such privilege. The university tuition fees when compared to other public or private universities in this region were rather high. Therefore, when the opportunity was granted, these students needed to grasp it. Over the last few years after the Office of Higher Education Commission (OHEC) started scrutinizing the quality of education of higher education institutions nationwide, the Faculty of Arts and Humanities of Asia-Pacific International University prepared its self-assessment reports, and in that data disclosed that English major graduates who responded to the graduate employment survey claimed that they could secure jobs shortly after graduation (Faculty of Arts and Humanities: Self-Assessment Reports 2009-2011). This proves that English proficiency plays a pivotal role in job employment in this country. As the rapid development of economy in the country in recent years increased with of foreign investments in Thailand, English language has been in high demand in the labor industry (Hiranyapriek, cited in Morris, 2010). University graduates with high English competency in various fields such as business, education, or science and technology, may find job employment more easily than those whose English language skills are illiterate. This can be a significant element in persuading students to undertake English as their major.

Asia-Pacific International University provides opportunity for Thai students to learn English since the student body comprises over 20 nationalities who have different language and cultural backgrounds. Such factor may reckon in these students' learning motivation in order that they can communicate more effectively and make friends with foreigners or learn about their culture and values while investing in school. When looking at the questionnaire, the results showed that many of the students agreed that learning English would help them to make friends with foreigners (\bar{x} = 4.47) or participate in group activities that require English (\bar{x} = 4.42), or learn about their values and culture (\bar{x} = 4.15), and get to understand their ways of life better (\bar{x} = 4.16). The university is a boarding school and most of these students stay in the university dormitory. Some of these students may have foreign roommates and through them they can learn and share personal interests or values. Apart from this the university provides extra-curricular activities such as cultural shows, international food fair, campus family group, religious and social programs. All these available activities on campus, students are encouraged to take part in those programs. Some may have become regular members of a particular association or club. Through active participation and involvement in the activities they may unconsciously and gradually absorb others' cultural values. Students might slowly develop positive relationship and become good friends with foreigners. As Garner (2007) averred that learning the language it is necessary to communicate and participate in ones environment and as a consequence, motivation can play an important role in learning a second or foreign language (Liuoliene and Metiuniene, 2006) and if the students engage in a task or activity that satisfies their curiosity the activity is intrinsically motivating and it will lead to better learning.

This study shows that there is a correlation coefficient between students' integrative and instrumental motivation and their academic achievement (GPA). The correlation coefficient (r) between their integrative motivation and their academic achievement is = 0.293 ($p < 0.001$), while the correlation coefficient (r) between their instrumental motivation and their academic achievement is = 0.218 ($p < 0.010$). The findings imply that there is a significant positive relation between students' learning motivation (both integrative and instrumental) and their academic achievement. The results of this study contribute to Gardner (1985); Ely (1986); Wen (1997); Dornyei (2001); Kyriacou & Zhu (2008); Wang (2008); Wan-er (2008) previous studies in which they found that integrative and instrumental motivations positively correlated with students' learning motivation. It can be inferred that when students' motivation increases they can acquire the language better, resulting in higher achievement. On the other hand, when their learning motivation decreases, their academic performance or learning achieve will also decline. Thus, both integrative and instrumental motivations contribute to language learners' achievement and their learning objectives.

Implications

As the research findings revealed that English major Thai students at Asia-Pacific International University were found to have both high integrative and instrumental motivation to learn English although their

instrumental motivation was slightly dominant. Students can be de-motivated if proper teaching and learning pedagogies or constructive learning procedures are inefficiently implemented. The English teachers in the Faculty of Arts and Humanities should delve into language teaching innovation or maximize the quality of teaching in order to enhance students' motivation. Learning a foreign language can be made possible with an effective learning and teaching process (Tagaki, 2005, cited in Deniz, 2010). As the findings disclosed, these students had a slightly higher instrumental motivation; such indication according to Wang (2008) may have an influence on learners' interpersonal purpose or learning progress in the long run. Students may lose interest if their goal is not achieved. Thus, it is necessary to sustain students' positive learning integrative and instrumental motivation so that they will appreciate the language as well as the culture in the long run and become more proficient in using the language for their respective means. The Faculty of Arts and Humanities may consider enhancing its students' language acquisition through the following recommendations:

Organize English Movie Nights or Listening Comprehension Contest

These programs would aim to improve students' language skills. As the findings show, listening comprehension is the most difficult language skill encountered by these students. One of the reasons students find listening comprehension difficult is that English is an international language, widely used by people from different nationalities who have different accents influenced by utterance or tones articulated when speaking their mother tongues. In order to overcome this language barrier student must be frequently exposed to different English accents. The Faculty needs to provide adequate resources for language listening drills such as English movies acted by characters selected from multi-nationalities, audio CDs, MP3, MP4, or iPods or other aural-related programs on International English Communication narrated by speakers from various nationalities. It can have students acquaint themselves with different accents and plan listening comprehension contest on a regular basis.

Organizing Speech or Writing Contests, or Reading Comprehension Competition

Such activities can be done as class projects, or the Faculty may well consider outlining these activities in its operational plan for student academic development. The defined topics for these language skills contests should be alluring and conform to current situations, or if it is perceived that a needs survey should be conducted to find out the majority's interest and plan the program according to students' needs. Such activities should be planned on a regular basis so that students would constantly improve their language skills and overcome language difficulties. A trophy may be presented to the winners, and the Faculty may help publish students' writing pieces in the university academic journal *Catalyst*.

Providing English Fun Games

There are a variety of games that have been developed by language experts to help language learners of all ages who would like to learn the English language. Those fun games may be developed with a focus to help language learners with specific language skills. Some may focus on vocabulary only, or listening or reading comprehension, while some of those games may focus on writing. Students are free to try out those English Fun Games online without expense. This is a privilege for those who have computer basic knowledge. With the availability of free learning resources, the Faculty may request the IT department to allocate English language learning database to which all games available online can be installed and introduced to students.

Construct a practical language and cultural exchange program with other Seventh-day Adventist schools in Australia or America

This is due to the fact that the University has already established an education consortium or exchange programs with its sister schools overseas. Over the last few years students from other Adventist universities such as Walla Walla University in Washington, USA, have come to the University for community service like teaching English to local secondary and high school students, or doing other outreach projects. The Faculty may consider grasping this opportunity by defining a compulsory course on service learning in its curriculum for the English major Thai students to help them plan the activities initiated by the Walla Walla professors. They could invite their teacher or students to lecture or share their insight in class.

The findings of this research were unique for Thai students undertaking English major at Asia-Pacific International University. The study results may not be generalized for other groups of students in different contexts. Therefore, the need to further explore other students in different learning environments should be investigated and the findings may yield significantly different results.

In conclusion, this study was conducted to investigate the types of motivation of English major Thai students at Asia-Pacific International University, and the significant correlation between the students' learning motivation (integrative and instrumental) and their academic achievement (GPA). It aimed to provide useful guidelines for the Faculty of Arts and Humanities of Asia-Pacific International University to implement and improve its current respective study program. The study results may not represent other similar English majors in other institutions. However, the researchers are confident that the findings are useful and will attribute to other related studies and be of value to educators or researchers whose interest focuses on learning motivation.

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