The Relationship between the CLT Approach and Thai EFL Students' Attitudes and Motivation in Learning Speaking

Wipada Wanich

wipada_w@hotmail.com

Office of the Education Council

Abstract

This study aimed to investigate the attitudes and motivation of Thai EFL students while learning to speak English in CLT classrooms. The participants in this study were eight Thai EFL students who were studying the General English (GE) course at University English Language Center (UELC) in Australia at levels 3-5 and two English teachers who were teaching Thai EFL students in the GE course. In-depth interviews, focus-group interviews, documents and questionnaires were used to collect the data. Findings indicated that Thai EFL students had positive attitudes towards learning English in the CLT classrooms in Australia. In terms of the motivation, the results indicated two kinds of motivation of Thai EFL students in learning to speak English in the CLT classrooms: primary motivation and specific motivation. Primary motivation (referring usually to long-term motivation) was identified as the extrinsic motivation (EM) and involved the EM-external regulation and EM-introjected regulation. Specific motivation (referring to the short-term motivation) was identified as the EM-identified regulation and the intrinsic motivation (IM) such as IM-knowledge. Moreover, the findings also indicated that the CLT approach enhanced the Thai students' specific motivation (EM-identified regulation and some kinds of intrinsic motivation i.e. IM-knowledge) in learning to speak in the CLT classroom by enhanced the self-determination of the participants.

Keywords: Motivation, CLT classrooms, English speaking, Thai EFL students

Introduction

Practices in second language learning and teaching change constantly, due to the findings of researchers and new theoretical models proposed by theorists. The aim of researchers and theorists is to improve students' language skills and learning achievement. As part of this endeavor, they try to find appropriate theoretical models of second language acquisition (SLA).

During the last fifty years, publications and research in foreign language teaching tend to place great emphasis on the acquisition of the spoken language. Chastain (1988), for example, points out that teaching spoken language gained attention in recent years, due to the lack of the learners' success in achieving communicative competence. The well-known pedagogy "Communicative Language Teaching" (CLT) has been proposed for the second language (ESL) classroom (Larsen-Freeman & Anderson, 2011; Savignon, 2007).

Even though much has been also said about the relationship of student attitude to SLA, little attention was paid to the vital role of these attitudes or even the reasons for their relations (Gardner, 1985). Rather, the emphasis was laid on the pedagogy of speaking. However, to achieve communicative competence in spoken language requires the learners' participation and collaboration, which in turn is based on positive attitudes and motivation (Chastain, 1988; Hernandez, 2010). Thus, learners' motivation and teaching methods should

be considered together in order to encourage the development of speaking skill of L2 learners. Admittedly, there are many factors related to speaking practice in L2 classroom such as the speaking strategies both in terms of the acquisition of pronunciation and comprehensible input. However, "in view of the difficulties of learning a second language, sustaining student motivation is a key ingredient for teaching a L2 successfully" (Noels, Clement & Pelletier, 1999:23).

This study arises out of problems Thai students have in learning to speak in ESL classrooms in Thailand. I argue problems stem from the grammar translation approach rather than the Communicative Language Teaching (CLT) approach. Due to these problems, most Thai students not only cannot speak English properly and naturally, but they also lack motivation to learn and communicate in the language in their daily lives (Noom-ura, 2013). To investigate possible ways to encourage the development of Thai learners' speaking skills, this study aims to research their attitudes and motivation in learning to speak English. In this case, I intend to focus on ESL classrooms in Australia, which use the CLT approach.

Objective of the Study

1) To identify the kinds of attitudes and motivation of Thai EFL students while learning to speak English in the CLT classroom.
2) To explore the relationship between Thai EFL students' attitudes and motivation and the CLT approach of teaching speaking.

Research Questions

1) What kinds of attitudes and motivation did Thai EFL students have while learning to speak English in the CLT classroom?
2) What was the connection between the CLT approach and Thai EFL students' motivation in learning to speak English?

Literature Review

Motivation in Foreign and Second Language Learning

The Place of motivation in SLA theory

According to Gardner (1985), learning a language is synonymous with learning how to be a social being and learning appropriate cultural behavior. It is not simply acquiring language skills or grammar, rather "learning a second language is ultimately learning to be another social person" (Crookall & Oxford, 1988:136). Many models of second language (L2) learning are socio-psychological in nature. One model, which seems to be clear and more comprehensive than other model is the one proposed by Bernard Spolsky (1989). In this model, individual achievement in second language learning is shown to depend on the combination of various conditions. In his model, an emphasis is put mainly on two clusters of conditions: the conditions of the social context (the family, the community as well as the sociolinguistic situation) and the conditions of the learners (the attitudes, the motivation, various capabilities and so on).

Spolsky further elaborates that the first cluster of conditions for the social context influences L2 learning in two ways. To begin with, the various conditions of social context shape the learners' attitudes towards the learning situation, the community of the target

language and so on, which importantly lead to the development of learners' motivation. Spolsky states the close interrelation between learners' attitudes and motivation as two conditions for L2 learning. The second influence of the social context concerns the opportunities for language learning, which are divided into formal (educational opportunities such as a language classroom) and informal situations (various social condition such as opportunities to communicate with people of the target language).

The second cluster of conditions is related to the language learners. Apart from the learners' attitudes and motivation, various individual differences such as age, personality, capabilities and previous knowledge are viewed as learner factors which affect the learner' behavior for L2 learning and outcomes. However, in a practical way, the role of students' attitudes and motivation seems to be predominant factors in SLA, and this is widely acknowledged by language teachers (Ellis, 1994). That is because if the students lack of positive attitudes to and motivation for learning the L2, it is difficult for them to be successful in learning that language.

Definitions of motivation from social psychological perspective

Gardner (1985) states, "Motivation....refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language" (Gardner, 1985:10). He argues that real motivation should comprise these three components. According to his concept of L2 motivation, Gardner also elaborates the other key terms related to this concept. To start with, *attitude* is "an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent" (Gardner, 1985:9). In terms of L2 learning, the main two types of attitudes proposed are attitudes toward learning a second language and attitudes toward the second language community (Gardner, 1985). The present study which is an exploration of the relationship between learners' attitudes and motivation and the CLT approach, pays attention to the learning process and classroom activities.

The concept of attitudes toward L2 learning is quite complex with many aspects to be considered. However, it is legitimate to assume that some aspects of the attitudes are highly related to achievement (Gardner, 1985; Dornyei et al. 2006). As Chastain (1988) mentions, students arrive in a L2 class with various attitudes. Students with positive attitudes, for example, might feel that it is possible to acquire the L2 and they always pay serious attention to the learning process and assessment. The other aspect of attitudes toward L2 learning is related to educational context such as the teacher, course, learning process, the language and so on (Gardner, 1985). This attitude directly influences the learners' behavior in the L2 classroom context. Chastain (1988) claims that the students' expectations about teacher, learning process or classroom activities might indicate their approach to the classroom situation. In short, no matter whether the students' attitudes might be positive, negative or mixed towards learning a second language, these attitudes obviously affect the students' behavior in the L2 classroom since the attitudes intimately influence the desire to learn, that is they influence *motivation*.

Gardner (1985) further states that apart from the 'goal' of learning the language, the term *orientation* is vital in the motivation process, since it defines why a learner has this goal. Due to the findings of his research, two kinds of orientations are distinguished: integrative and instrumental orientations. *Integrative orientation* refers to the reasons to learn the language, which stresses a learner's need to identify himself as a member of the target language (or at least to communicate with target language users). On the other hand,

instrumental orientation stresses more the pragmatic reasons or goals such as future career or better education. He argues that the particular kind of orientation will lead to specific motivation. For example, learners who learn the language because of their future career will later develop instrumental motivation in learning the language.

Definitions of motivation from educational psychological perspective

Recently, there have been some changes in interest away from the L2 motivation theory of Gardner's social construct to a new theory based on an educational approach (Noels, Clement & Pelletier, 1999). Although there have been many research studies in L2 motivation inspired by Gardner's theory of integrative and instrumental motivation, research findings have been inconsistent and do not support Gardner's theory. Furthermore, many researchers such as Dornyei (1990, 1994), Shaaban & Ghaith (2000), Warden & Lin (2000), and Dong Ho (2000) indicate that the kinds of motivation that students have in a particular context of an EFL country are different from the ones derived from the ESL context. Warden and Lin (2000), for example, found that there is no existence of *an integrative motivation group* among 2000 English major students at the tertiary level in Taiwan. Instead, *an instrumental motivation group* as well as *a required motivation group* (the students are motivated by English learning requirements) were identified (Warden & Lin, 2000:632). These results, which are derived from EFL contexts, are inconsistent with those found in ESL contexts, where integrative motivation plays an important role (Dornyei, 1994).

Apart from integrative and instrumental orientations, there are also other desires for learning L2 which pertain to "dynamics in the classroom context" (Noels, Clement & Pelletier, 1999 : 24). This evidence comes from the research findings of scholars such as Crookes and Schmidt (1991), Oxford and Shearin (1994), and Dornyei (1994). Oxford and Shearin (1994), for example, claim that the desires to learn L2 in a language classroom do not derive only from the social milieu, but also from (a) intellectual stimulation, (b) personal challenge, (c) showing off to friends and (d) fascination with aspects of the language. They argue that, "The evidence suggests that the current theory might not cover all possible kinds of L2 learning motivation" (p.12). Dornyei (1990), along the same lines, found that the components of motivation in EFL context consist of *"(1) an Instrumental Motivational Subsystem, (2) an Integrative Motivational Subsystem, (3) Need for Achievement, and (4) Attributions about Past Failures"* (p.45).

Because of these research findings, a number of researchers (e.g. Crookes & Schmidt, 1991; Oxford & Shearin, 1994; Dornyei, 1994a, 1994b; and Noels, Clement & Pelletier, 1999) have called for a broader theoretical perspective and research into L2 motivation. They seek to complement Gardner's socio-educational approach by considering an alternative L2 motivation model as well as conceptualizing the term motivation as it applies in foreign and second language classroom. Dornyei (1994), for example, claims that the notion of motivation itself is too dynamic and complex to define it from only one perspective. 'Motivation', according to him, "explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity" (Dornyei, 2001:7). To define the concept of L2 motivation from the educational perspective, Dornyei (2001) suggests putting L2 motivation into an educational framework. In other words, he conceptualizes L2 motivation in the particular context of a language classroom by answering the questions: Why do the students decide to learn the L2? How hard will they pursue the language proficiency? How long are they willing to sustain the language learning? Among many L2 motivation theories and approaches, the Self-Determination Theory (Deci &

Ryan, 1985) is the one which has received most attention from researchers recently with its well-known two kinds of motivation: intrinsic and extrinsic motivation.

Types of Motivation

In the light of social psychology, motivation is classified according to certain orientations or goals toward L2 learning. *Integrative Motivation* (Gardner, 1985) refers to the desire to learn L2 in order to participate in the L2 community. That is, a person learns an L2 because he is motivated by the target culture, people, social context and he wants to be part of the language's society (Cook, 2008; Dornyei, 2003). Gardner (1985) claims that integrative motivation is closely related to attitudes towards the L2 community. The people who have positive attitudes towards the target language community tend to have high integrative motivation and, thus, achieve high competence in that language. However, the notion of integrative motivation in Gardner's model has been critiqued recently because L2 learners, especially those in EFL context, have limited direct contact with L2 community and culture (Sung, 2013). Sung claims that many empirical studies indicated the lack of integrative motivation among L2 learners in various EFL contexts. Moreover, due to the role of English as a global lingua franca, it is difficult to clearly define a target language community. As a result, Ushioda (2011) proposes to re-conceptualize the concept of integrative motivation in relation to self and identity. In other words, she claims that L2 learners engage with integrative motivation because of their desire of self-expression and self-development.

Instrumental Motivation, by contrast, refers to the desire to learn L2 in order to fulfill certain practical reasons (Huguet, 2006; Hudson, 2000). As Cook (2008) says, the learner driven by this motivation always has external goals such as financial rewards, future careers or passing examinations.

In terms of Self-Determination theory, L2 motivation is described as intrinsic or extrinsic motivation. This theory sees motivation from the individual dimension rather than the social dimension, and so contrasts with Gardner's position. *Intrinsic Motivation (IM)* is the human need to be competent and self-determining in relation to the environment (Deci, 1980). According to Vallerand and his colleagues (1992), three types of intrinsic motivation are proposed, *intrinsic motivation-knowledge, intrinsic motivation-accomplishment, and intrinsic motivation-stimulation.*

The first type is related to the desire to do activities in order to investigate new ideas and develop one's knowledge. The second type stresses the need to master an activity for the pleasure experienced while trying to achieve the goal of that activity. The last type refers to the motivation based on the stimulation derived from the task itself, such as fun or enjoyment. In short, intrinsic motivation generally refers to feelings related to self-determination as well as pleasurable sensations experienced from challenging and interesting activities.

On the contrary, *Extrinsic Motivation* refers to the motivation derived from instrumental factors such as external rewards or avoiding a punishment (Noels, Clement & Pelletier, 1999). As Deci and Ryan (1985) claim, it does not mean that this kind of motivation is not related to any aspect of self-determination. Rather, the different subtypes of extrinsic motivation can be divided according to the extent to which the motivation is self-determined. As such, extrinsic motivation is classified as: external, introjected and identified regulation. *External regulation* refers to behavior influenced by external factors such as rewards or punishment or get pressured by someone to do the activity. Being externally regulated, a student might make less effort and have less involvement in L2 learning if these external

factors are removed (Noels, Clement & Pelletier, 1999). *Introjected regulation* refers to internal pressures (one pressures himself to do the activity) which the individual faces, such as guilt or self-aggrandizement. The highest level of self-determination among the three subtypes of extrinsic motivation is *Identified regulation*. According to Deci & Ryan (1985), in this case, a person chooses to do an activity because he or she views it to be valuable and worthwhile.

Teaching Speaking in Thailand

Teaching speaking based on grammar-translation and audio-lingual approaches

Although, in most ESL and EFL countries, the traditional approaches of L2 learning are challenged and partly replaced by comprehensive models and new approaches, the influences of the traditional teaching styles have still remained in a practical way. The reason for this is rooted in "the long-held belief" (Chastain, 1988, 121) of the teacher and students. Chastain argues that, although the grammar-translation (GT) and audio-lingual approaches have less accepted and important for the theoreticians and researchers, they have still positioned their strong influences in most second language classes. He claims, "One is the notion that the first step in second language learning is to have a conscious understanding of the grammar. For most teachers and students, studying language is synonymous with studying grammar". Accordingly, a number of problems regarding the learners' L2 acquisition especially for speaking skills emerge in many countries including Thailand. That is because the GE method which is aimed to develop the linguistic knowledge rather than communication focuses only on the written language skills: reading and writing (Larsen-Freeman & Anderson, 2011). In other words, based on the GT approach, ELT in Thailand puts greater emphasis on teaching written language more than spoken language. Hence, teaching speaking in Thailand is not teaching the spoken language rather it seems to be teaching to repeat the written texts. In relation to this point, the audio-lingual approach which is based on scripted dialogues is becoming the method for teaching speaking. This approach emphasizes on idealized language and memorization. That is, the students are exposed to scripted dialogues (written language), which are totally different from normal speech (spoken language). This teaching style is undoubtedly influenced by the teaching of written language in the grammar-translation approach. Burns and Joyce (1997: 82), claim that scripted dialogues "represented an idealized version of how speakers interact in different situational contexts, but the kind of language presented is usually very different from real samples of natural speech". As a result, this way of teaching speaking is ineffective in many L2 classrooms since it "ignored meaning and often produced unnatural sounding sentences" (Burns & Joyce, 1997:40).

The need for alternative teaching methods

According to the mismatch between the English, which learners are exposed to and the normal English spoken language, which tends to change over time, the need to teach the spoken language differently must be seriously considered. In order, to encourage positive student attitudes and motivation, great focus should be placed on learner-centredness. As Tudor (1996) mentions, the notion of learner-centredness has been promoted in order to meet learners' needs and should be appropriate to their cultural background. He states that "communicative language teaching focuses principally on the functional needs of learners" (Tudor, 1996: ix). In addition, Chastain (1988) claims that the goal of the speaking class

should be to fulfill the learners' needs and interests, and be realistic. The students should have opportunities to communicate in the language with their teacher and classmates in order to practice and improve their communicative skills.

An alternative approach – CLT

In recent years, the Communicative Approach has been applied to the learning process through various classroom activities in order to improve learners' language skills, especially in listening and speaking (Hernandez, 2010). Authors such as Brown (1994) and Ur (1996) have argued that the pedagogy of spoken language should develop communicative competence. Importantly, it needs to enhance students' motivation to learn the language and the CLT approach is assumed to be able to achieve these goals (Savignon, 2007).

- *Communicative Competence*

According to Canale and Swain (1980:7), 'Communicative competence' refers to "the relationship and interaction between grammatical competence, or knowledge of the rules of grammar, and sociolinguistic competence, or knowledge of rules of language use". In other words, communicative competence is defined as the ability to apply linguistic knowledge such as grammar, pronunciation and vocabulary to real communicative performance, which is part of social interaction (Savignon, 1972, 2007). L2 researchers and teachers have viewed 'communicative competence' as the goal of language learning since the shift in L2 learning "in the late 1970s and early 1980s from a linguistic structure-centered approach to a Communicative Approach" (Larsen-Freeman, 2000:121).

- *Definition and Features of CLT*

Littlewood (1981) mentions that "one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view" (Littlewood, 1981:1). The emergence of CLT is based on the notion that to be able to communicate, the learners requires not only linguistic competence but also a broader communicative competence (Larsen-Freeman & Anderson, 2011). According to Nunan (1989) language is viewed as a dynamic resource producing meaning. Learning language, therefore, is not just learning the system of rules but also knowing how to use this knowledge to communicate in the language. Hence, the Communicative Approach as derived from CLT theory emerges as an alternative language teaching method with communicative competence as its goal (Larsen-Freeman & Anderson, 2011). In addition, Burns and Joyce (1997) describe some of the main characteristics of the CLT approach as,

- *The notion of contextualizing language within social contexts rather than teaching language as a system of grammatical patterns*
- *A concern not only with language form but also with language function*
- *The selection of content on the basis of student needs*
- *A concern with all the four macroskills of language of language, rather than primarily with reading and writing*
- *A tolerance of learner errors as an inevitable aspect of language acquisition*
- *The notion of the teacher as a facilitator of learning*

(Burns and Joyce, 1997:44)

It is obvious that the great emphasis lies on language use as well as language knowledge. For example, the CLT approach focuses on teaching linguistic knowledge as it applies in a real context, and thus needs both the knowledge of form and function of the language. Moreover, this approach is consistent with the notion of learner-centredness, where the teacher is no more the center of the learning process. Importantly, attention is paid to the four language skills: reading, writing, listening and speaking, instead of mainly on writing and reading. According to these characteristics of the CLT approach, communicative language teaching seems to be an alternative and appropriate way of teaching speaking for EFL students.

The Connection between CLT and Motivation

The CLT approach is considered as an alternative method to enhance positive attitudes and motivation as well as language proficiency of students. In terms of speaking, Chastain (1988) argues that "having opportunities to speak the language motivates students to learning during listening and reading activities new language elements that they may need in the future to communicate orally" (Chastain, 1988:272). High motivation is viewed as one feature of a successful speaking activity which needs students' interests and participation to achieve a task objective (Ur, 1996).

In a study linking CLT and motivation, Price (1994) claims that communicative activities can enhance student motivation as well as speaking proficiency for eighth grade students in their first year of Spanish classes. At first, based on survey results and his observation, he found that the students lacked enthusiasm and interest to learn in Spanish classes which focused on a grammar approach. According to these results, teaching strategies were introduced, based on the CLT approach. In other words, an emphasis was put on communicative activities instead of grammar, tasks were created that were more interesting and related to the students, skill usage was a focus rather than skill acquisition, and a collaborative classroom environment was promoted. After these new strategies had been applied to the Spanish classrooms, the research data were collected through the teachers' observation, students' survey and journal. These data revealed that the listening and speaking skills as well as motivation of the students had improved. "Two areas are of particular note--- the students' ability to say what they want and need to say far surpasses that of students in other years, and motivation and interest has improved markedly (Price, 1994: 64). The implication of Price's research is that learners' attitudes and motivation, learning speaking and the communicative approach are mutually related and have an influence on each other.

Methodology

Participants

This study involved ten participants: eight Thai EFL students and two English teachers. The Thai EFL students were four males and four females, aged 20 to 30. All the students were studying the General English Course (GE) at Monash University English Language Centre (MUELC). In terms of the teachers, two English teachers (one male and one female, aged 30 to 45) who have experience in teaching Thai EFL students were invited to participate in this study.

Research Method

This study employed four qualitative research methods: in-depth interview, focus-group interview, documents and questionnaires. In-depth interviews were firstly conducted as a major source of data collection because this method provides in-depth and specific data. At this stage, the participants were individually interviewed at a time and place convenient to them. The in-depth interviews focus on students' motivation and questions related to attitudes and motivation which they felt when learning to speak English in the CLT classroom. For the teachers, the interviews were not as in-depth as they were for the students because the questions were more specific and precise. They focused on their perspectives towards the Thai EFL students' motivation in learning to speak English in relation to the CLT approach applied in their classes.

The focus-group interview and the short questionnaire with open-ended questions based on the findings of the first round interview were conducted after the in-depth interview to provide further means to double check the in-depth interview.

Moreover, collecting documents (i.e. curriculum documents for GE level 3-5 at the language centre) was another source of data for this research. In relation to the teaching method, other details of the curriculum such as syllabus, classroom activities, topic for the lessons and so on need to be interpreted. That is because these external factors in the classroom environment were considered to have an influence on students' motivation.

Findings

The background of Thai students

Eight Thai graduate students included four males and four females, aged 20 to 30. They were studying the General English Course (GE) at a University English Language Center (UELC) in different classes ranging from at Level 3 to Level 5 (Pre-Intermediate, Intermediate and Upper Intermediate). All participants were graduate students from Thai universities who had never studied abroad before. Five of them had been working before they came to Australia. Their length of time in Australia ranged from one to three months at the time of conducting the interviews.

The range of years that participants have been studying English is 9-18 years. The different time period depends on the type of school they attend and the courses which they took at university. For example, the students who studied in private schools learned English for a longer time (from Grade 1 to Grade 12) than the ones who learned in public schools (from Grade 5 to Grade 12). At university, learning English varied in each faculty and university. In general, at least two units of general English are core subjects in the first and second years (see Table 1).

Student Interviewees	Gender	Age	Education Background & Work Experience	Years of Learning English	Length of Time in Australia	Level in GE Course
A	F	24	BA of Economics/Work	9	1 month	GE 3
B	F	30	BA of Management/Work	14	1 month	GE 5
C	F	22	BA of Mass Communications	10	2 months	GE 3
D	M	26	BA of Business/Work	14	3 months	GE 5
E	M	22	BA of Economics	18	2 months	GE 3
F	M	26	BA of IT/Work	14	1 months	GE 3
G	F	21	BA of Computer Science	16	3 months	GE 4
H	M	22	BA of Sciences	14	3 months	GE 5

Table 1: Overview of participants (students)

Thai EFL students' attitudes towards learning to speak English in a CLT classroom in Australia

Attitudes towards learning English in Australia: social context

All participants had positive attitudes towards learning English in Australia as a social context and educational environment. All participants said that the social context where English is a first language was the predominant factor which motivated them to learn to speak English since they had opportunities to practice the speaking skill and could adapt what they have learned in class into their real lives.

Noticeably, although the participants' perceptions of achievement were highly related to the social context, the participants did not reveal any positive attitudes towards the English community or the local people. All participants revealed little contact with the Australian community. Even though they had opportunities to communicate in English in their daily lives, their interlocutors were always non-native speakers such as their friends, their host families and so on.

Attitudes towards learning to speak in a CLT classroom

According to the data, three subcategories of attitudes towards learning to speak English in the CLT classroom were identified: attitudes towards the teaching method: the CLT approach, attitudes towards the teachers, and attitudes towards the classmates.

Attitudes towards the teaching method: the CLT approach

The participants were satisfied with the teaching method which was based on the CLT approach. They gave many reasons for why they were satisfied. Firstly, most participants said that this teaching style provided them with a chance to talk in the classroom, which was totally different from the traditional style applied in Thailand. Secondly, they agreed that they could apply what they had learned in the CLT classroom into real-life. That is, because the lessons were mostly related to their daily-life situations. Finally, some participants also

mentioned that the various kinds of classroom activities made them more interested to learn than did activities within the traditional approach.

It is noticeable that the positive attitudes of the participants towards the CLT approach were partly a reaction to the grammar-translation approach. In other words, the participants perceived that the CLT approach was preferable to and more desirable for improving their communicative skills than the grammar translation approach especially in terms of speaking practice. That is, the CLT approach allowed them to talk and practice the spoken language in class.

- *Attitudes towards the teachers*

While studying the GE course, the participants had two English teachers: the main one and the co-teachers. The participants revealed that they were quite happy learning with two teachers because of the different characteristics of the teachers. In other words, the participants did not want a teacher who has one extreme characteristic, such as very strict or joking all the time. Although they preferred the enjoyable and relaxing classroom environment, they still wanted to get something serious from the lessons. According to the participants, learning with different teachers who provided different teaching styles led to various benefits for them. In addition, some participants expressed satisfaction with the teachers' roles when they did not dominate the classroom, as the teachers in Thailand did. Rather, they let the students to think and speak in class. In terms of the teaching practices, the participants were happy with the various activities provided by the teachers. They thought that this way of teaching prevented them to getting bored.

- *Attitudes towards the classmates*

The overseas students who were enrolled in GE courses mostly came from Asian countries such as Japan, China, Korea, Taiwan, Vietnam, Indonesia, Malaysia, Thailand and so on. Although there were many Thai students in the GE classes, the ratio of the Thai students to the whole class was approximately 2: 16. Most of the participants were Chinese (including students from Hong Kong and Taiwan), Korean and Japanese. The Thai participants perceived themselves as different from the other students, who they saw as somewhat similar in cultural background to each other. They thought that the Chinese, Korean and Japanese students had something similar in common, at least in terms of the accent. Hence, sometimes they felt alienated from the group because of their different pronunciation and accent.

Motivation of Thai EFL students in learning to speak in a CLT classroom

The primary motivation to learn English in Australia

All participants were instrumentally motivated to learn English in Australia. That is because the desires to learn English are concerned about improving the language proficiency in order to obtain the instrumental goals such as future careers and higher education. The findings based on the education psychological framework suggest the participants' motivation through another perspective. These findings show that all participants had the extrinsic motivation (EM-external and introjected regulation) to learn English since their reasons to learn English are related to the external pressures (external regulation) and the

internal pressures (introjected regulation). For example, one participant said that she learned English in the GE course because she desired to speak English fluently for doing her family business with the foreign companies. This was the type of introjected regulation since her reason to learn English was related to her internal pressures. Although this was similar to the identified regulation in aspect of the learner's perception of achieving the valued goals, this was not viewed as her own choice. Rather, she got internal pressures from the expectation from her family. On the other hand, the external pressures which lead to the external regulation, in cases of the participants, are mostly concerned with the examinations and future careers (see Table 2).

Participants	Desires <Goals>	Types of Motivation
A	To pass the IELTS examination for further education	Instrumental /EM-external regulation
B	To speak fluently for future career	Instrumental /EM-introjected regulation
C	To speak fluently for future career	Instrumental /EM-introjected regulation
D	To pass the IELTS examination for further education	Instrumental /EM-external regulation
E	To improve English proficiency for future career	Instrumental /EM-introjected regulation
F	To improve English proficiency for future career	Instrumental /EM-introjected regulation
G	To pass the IELTS examination for further education	Instrumental /EM-external regulation
H	To pass the TOEFL examination for further education	Instrumental /EM-external regulation

Table 2: Thai students' primary motivation to learn English in Australia
(based on Gardner's L2 motivation theory and based on educational perspective)

The specific motivation in learning to speak in the CLT classroom

The findings suggest that all participants had the extrinsic motivation (EM)-identified regulation (see Table 3). That is, they perceived that it was worthwhile to participate and put their efforts in the speaking activities because they could practice their speaking skill and hoped that, to some extent, this was the way to improve their language proficiency.

However, apart from the *extrinsic motivation- identified regulation*, some participants also had other kinds of motivation which mostly depended on the activities and the particular learning situations. One participant, for example, had *intrinsic motivation (IM) – knowledge* while she participated in the group discussion.

Participants	Reasons to do the speaking activities	Types of motivation
A	To practice the language	EM- Identified Regulation
B	To practice the language To exchange the knowledge with other people	EM- Identified Regulation IM- Knowledge
C	To practice the language	EM- Identified Regulation
D	To practice the language	EM- Identified Regulation
E	To practice the language	EM- Identified Regulation
F	To practice the language	EM- Identified Regulation
G	To practice the language	EM- Identified Regulation
H	To practice the language	EM- Identified Regulation

Table 3:   Thai students' specific motivation to learn English in Australia
(based on Gardner's L2 motivation theory and based on educational
perspective)

The findings related to the specific motivation of participants shows that the extrinsic motivation-identified regulation seemed to be the most predominant motivation of all participants in learning to speak English in CLT classroom. In other words, the participants participated and put efforts in the speaking activities since they perceived that it was important to achieve the valued aims (language proficiency). However, they did not perform the activities because the pressures. Rather, they chose to do because they thought it was worthwhile. Although the intrinsic motivation occurs sometimes when they have some inherent interest in some activities such as IM-knowledge, the degree of this motivation is not so strong enough to overwhelm the EM-identified regulation. That is because the intrinsic motivation occurred only for performing some activities and for some people. This is different from the primary motivation because the primary motivation was much influenced by the pressures which were related to the instrumental purposes of learning English in Australia in general. In contrast, the specific motivation for performing the speaking activities in the CLT classroom was influenced mostly by the specific learning situations and educational factors such as the types of speaking activities, the problems which participants experienced during the process and so on (see Figure 1).

However, even though the social context of learning aboard seems to be the main factor, which motivated the students to learn speaking English here both in terms of instrumental orientation and extrinsic goals, there is no integrative motivation identified in the learning process of Thai students.
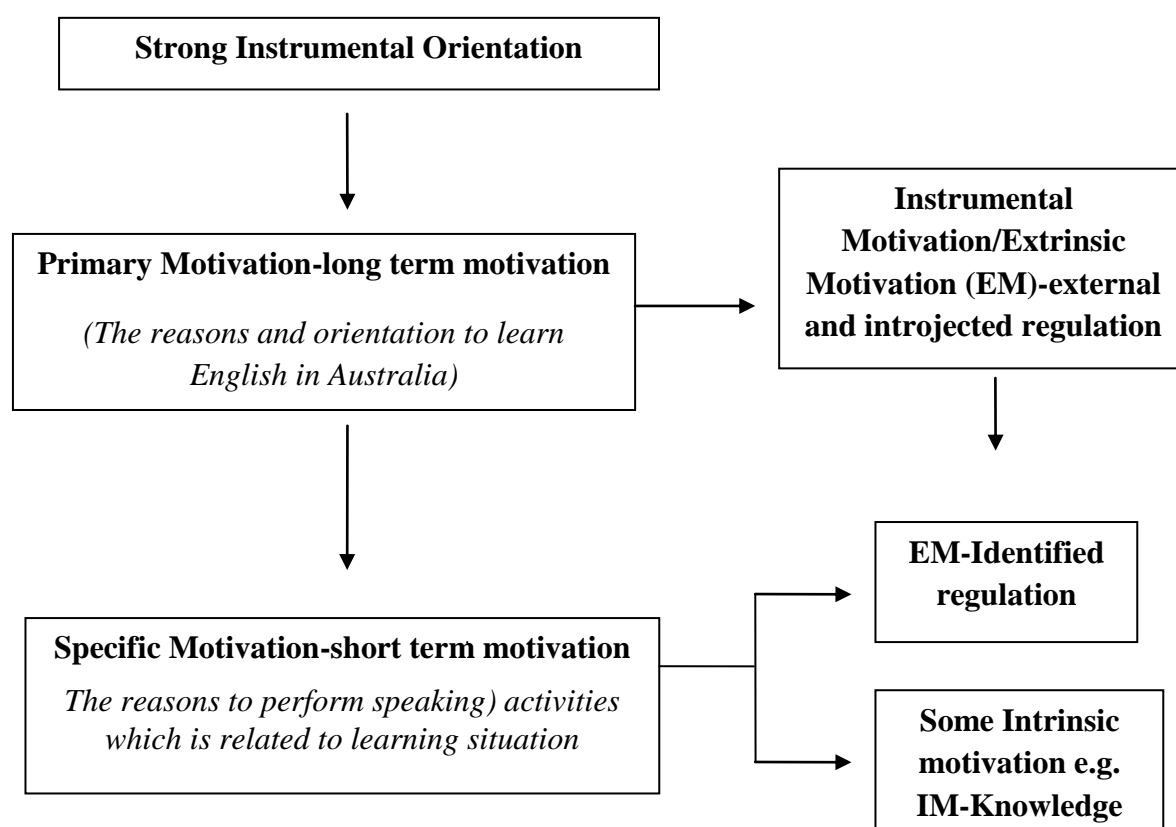
Strong Instrumental Orientation

↓

Primary Motivation-long term motivation *(The reasons and orientation to learn English in Australia)*	→	**Instrumental Motivation/Extrinsic Motivation (EM)-external and introjected regulation**

↓   ↓

EM-Identified regulation

Specific Motivation-short term motivation *The reasons to perform speaking) activities which is related to learning situation*	→	**Some Intrinsic motivation e.g. IM-Knowledge**

Figure 1: Thai students' motivations in learning to speak English in the CLT
Classroom in Australia

Discussion

The kinds of attitudes and motivation of Thai students in learning to speak English in the CLT classroom

Attitudes towards learning to speak English in the CLT classroom in Australia

The analysis of the findings shows that Thai EFL students had positive attitudes towards learning to speak English in the CLT classroom in Australia. These attitudes were highly related to their previous experiences of learning English in Thailand and high expectations to acquire the language proficiency in Australia.

The data suggests that the participants' positive attitudes towards the learning environment (social context) as well as various educational factors (the CLT approach, the teachers, the classmates) were partly influenced by the previous experiences of learning English in Thailand. The participants who were not successful in acquiring the communicative competence in the EFL context, which was a totally different educational environment from the CLT classroom in Australia, believe that the different learning context leads to different learning outcomes. The participants were not successful in learning English in Thailand because the environment did not allow them to speak English both in class and outside. Learning English in Australia, they had opportunities to speak English, at least more than in Thailand. These beliefs which were influenced by the previous experiences and high

expectations of achievement in learning English in the native speaking country lead to their positive attitudes towards learning English in the CLT classroom in Australia.

However, these positive attitudes towards learning English in Australia did not reflect the integration to the English community by the participants. Even though the participants were learning in the NS context, the integrative orientation did not seem to exist. The reasons why the participants did not show any desire to integrate or at least assimilate to the native society are influenced by many factors. To begin with, the participants had been driven by the instrumental orientation while learning English in Thailand for a long time. Their perceptions of "English Exams" still influenced their attitudes towards learning English in general, although they no longer learned English only for the examinations. Secondly, the participants, who were young adult learners tended to pay great attention to their professional goals rather than personal interest. Hence, their perceptions of English language at this time were the means of communication for their professional rather than for social reasons. Finally, the length of time in Australia was another factor which affected the participants' desires to integrate with the native community. None of the participants intended to be part of the English community since they were temporarily staying in Australia.

The findings, to some extent, are consistent with Dornyei's study about the components of motivation in the EFL context (Dornyei, 1990). The participants' goals and positive attitudes towards learning English in the CLT classroom in Australia are related to the three components stated by Dornyei (1990) namely the Instrumental Motivational Subsystem, Need for Achievement and Attributions about Past Failures. In other words, the positive attitudes of the participants were influenced by the previous experiences of learning English in Thailand and high expectations of achievement in learning English in Australia. In terms of the Instrumental Motivational Subsystem, the goals and desires of the participants to learn English in Australia were highly related to the instrumental purposes.

However, it is noticeable that the social contexts of Dornyei's study (EFL context) and this study (the English speaking context) are different in nature. That is, in the English speaking context the integrative orientation might be expected (at least temporarily assimilated into the English community) since the social context plays a vital role in the L2 learning process rather than in the EFL context. Apart from the reasons for the lack of integrative orientation given by Thai EFL students, this lack could come from the insufficient contact of the participants with English speaking people and society. However, further research is needed to identify the clear relationship between the integrative orientation and the social context of target language for the NNS students.

Motivation in learning to speak English in the CLT classroom

The analysis of the findings shows that the positive attitudes towards learning in the CLT classroom with the instrumental orientation led to the instrumental motivation and extrinsic motivation in learning to speak English in the CLT classroom.

The results of the study indicate that the participants had two kinds of motivation in learning English in the CLT classroom in Australia: the primary and the specific motivation. The results give support to the Self-Determination Theory proposed by Deci and Ryan (1985), which suggest that the primary motivation is less self-determined than specific motivation. That is, although both types of motivation are identified as extrinsic motivation, the primary motivation of the participants in learning English in Australia is more associated to the EM-external regulation. Noels, Pelletier, Clement and Vallerand (2000) claim that external regulation is highly related to instrumental orientation. The study reveals that the

participants learned English in Australia according to the external pressures such as better careers, passing examinations and so on. Although some participants also had another more internalized reasons for learning English, such as for travel, friendship and knowledge, the overall pragmatic reasons were still highly related to external factors. On the other hand, the specific motivation which focused more on the participants' motivation in engaging the speaking activities in the CLT classroom, was highly associated with the more self-determined and intrinsic kinds of motivation. That is, the specific motivation of the participants is identified as the EM-identified regulation and some IM.

Although the participants had both primary and specific motivations while learning to speak in the CLT classroom, the analysis implies a clear distinction between the two motivational constructs. That is, the primary motivation was highly related to attitudes towards learning English in a CLT classroom in general, their previous English learning experiences as well as the external (and internal) pressures. In contrast, the specific motivation was related to factors derived from the particular learning situations.

The connection between the CLT approach and Thai EFL students' motivation in learning to speak English in the CLT classroom

According to the analysis of findings, the factors: the preferred activities, the preferred topics, the feedback and the comfort with small group linked four features of CLT, which were opportunities to communicate in the language, authentic topics, feedback and collaborative learning. The information given by the participants shows that these features encouraged the Thai EFL students to participate and put more efforts in the speaking activities. The participants perceived that the more they practiced speaking, the more their communicative competence is developed. As a result, the participants are likely to feel more confident to speak English and satisfied to learn to speak English in the classroom. The results of this study are consistent with the study of Noels, Pelletier and Clement (1999) who claim that when learners make greater efforts, the learners tend to feel more competent and less anxious in learning process.

Moreover, the results of this study are consistent with the earlier research of the relationship between the teaching styles and the motivation. That is, the self-determination of the learners can be encouraged through the constructive feedback (informative feedback) and supporting for autonomy (uncontrolled by the teachers during the learning process) (Deci & Ryan, 1985; Noels, Pelletier & Clement, 1999). Along the same lines, Noels et al (2000) suggest that the "perception of freedom of choice (autonomy in learning tasks) and perceived competence are linked to more self-determined forms of motivation" (Noels, Pelletier, Clement & Vallerand, 2000: 76). They further elaborate that learning in the autonomy supportive environment might enhance the students' senses of competence in the learning activities.

The findings of this study indicate that the features of the CLT approach supported the participants' senses of competence, and autonomy of learning to speak English. In other words, the CLT approach enhanced the Thai students' specific motivation (EM-identified regulation and some kinds of intrinsic motivation i.e. IM-knowledge) in learning to speak in the CLT classroom by enhanced the self-determination of the participants.

Conclusion

The study has found that the Thai EFL students had positive attitudes towards learning English in the CLT classroom in Australia. These attitudes, which consisted of the positive attitudes towards the social context and the CLT classroom, were influenced by the previous experiences of learning English and the high expectation of achievement in learning English in the NS context. The participants' positive attitudes led to their primary motivation in learning to speak English in the CLT classroom. This motivation was identified as extrinsic motivation which the EM-external regulation and EM-introjected regulation overlapped in some areas. This primary motivation was less determined than the specific motivation of the participants in learning to speak English in the CLT classroom. The specific motivation was identified as the EM-identified regulation and some kinds of intrinsic motivation (i.e. IM-knowledge). The specific motivation referred to the motivation which occurred while the participants engaged in speaking activities in the particular context (the CLT classroom).

The L2 motivation is considered as vital in the learning process and language acquisition especially for the speaking skill. That is because learning to speak is related to acquiring communicative competence, which needs the practice in speaking performance of the learners. In some aspects, the learners have to learn by themselves (in terms of the informal learning context) and their successes are likely to depend on their motivation rather than the teachers or even teaching methods. However, in the L2 classroom (formal learning context), the three features: the teachers, the learners and the teaching methods are equally important. That is because they affect each other in the learning process. In relation to this point, I hope that this study might present the useful information and understanding about the relationship between the three features, especially the learners' motivation and the CLT approach, which is claimed to be an alternative teaching method for speaking in the L2 classroom. Although this study needs to focus further study on some aspects, it basically provides suggestions for the teachers of the language centers in overseas context as well as understanding for the teachers who teach EFL in Thailand.

References

Burns, A., & Joyce, H. (1997). *Focus on speaking*. National Centre for English Language Teaching and Research.

Canale, M., & Swain, M. (1980). *Approaches to communicative competence*. Singapore: SEAMEO Regional Language Centre.

Chastain, K. (1988). *Developing second language skills: Theory and practice*, (3rd ed.). San Diego: Harcourt Brace Jovanovich.

Cook, V. (2008). *Second language learning and language teaching*, (4th ed.). London & New York: Routledge.

Crookall, D., & Oxford, R. (1988). Review Essay. *Language Learning*, *31*(1), 128-140.

Crookes, G., & Schmidt, R.W (1991). Motivation: Reopening the research agenda. *Language Learning*, *41*(4), 469-521.

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.

Dong-Ho, K. (2000). *Motivation is such a complex process in the EFL foreign language*

classroom. [Online]. Available: EDRS, Full Text [2003, August 2].

Dornyei, Z. (1990). Conceptualizing motivation in foreign language learning. *Language Learning*, *40*(1), 45-78.

Dornyei, Z. (1994a). Motivation and motivating in the foreign language classroom. *Modern Language Journal*, *78*(3), 273-284.

Dornyei, Z. (1994b). Understanding L2 motivation: On with the challenge. *Modern Language Journal*, *78*(4), 516-523.

Dornyei, Z. (2003). Attitudes, orientations and motivations in language learning: Advances in theory, research, and applications. *Language Learning*, *53*(1), 3-12.

Dornyei, Z., Csizer, K., & Nemeth, N. (2006). Motivation, Language Attitudes and Globalisation: A Hungarian Perspective. Clevedon: Multilingual Matters.

Ellis, R (1994). *The study of second language acquisition*. Oxford: Oxford University Press.

Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold.

Hernandez, T. A. (2010). Promoting speaking proficiency through motivation and interaction: the study abroad and classroom learning context. *Foreign Language Annals*, *43*(4), 650-670.

Hudson, G. (2000). *Essential introductory linguistics*. London: Blackwell.

Huguet, A. (2006). Attitudes and motivation versus language achievement in cross-cultural settings: What is cause and what effect? *Journal of Multilingual and Multicultural Development*, *27*(5), 413-429.

Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*, (2nd ed.). Oxford: Oxford University Press.

Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). Oxford: Oxford University Press.

Littlewood, W. (1981). *Communicative language teaching: An introduction*. Cambridge: Cambridge University Press.

Noels, K. A., Clement, R., & Pelletier, L. G. (1999). Perceptions of teachers' communicative style and students' intrinsic and extrinsic motivation. *Modern Language Journal*, *83*(1), 23-34.

Noom-ura, S. (2013). English-teaching problems in Thailand and Thai teachers' professional development needs. *English Language Teaching*, *11*(6), 139-147.

Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.

Oxford, R., & Shearin, J. (1994). Language learning motivation: Expanding the theoretical framework. *Modern Language Journal*. *78*(1), 12-28.

Price, R. (1994). *Improving student motivation in Spanish I through communicative activities*. [Online]. Available: EDRS, Full Text [2003, August 12].

Savignon, S. J. (1972). *Communicative competence: An experiment in foreign language Teaching*. The Center for Curriculum Development, Inc.

Savignon, S. J. (2007). Beyond communicative language teaching: What's ahead? *Journal of Pragmatics*, *39*, 207-220.

Shaaban, K. A. & Ghaith, G. (2000). Student motivation to learn English as a foreign language. *Foreign Language Annals*, *33*(6), 632-644.

Spolsky, B. (1989). *Conditions for second language learning: Introduction to a general theory*. Oxford: Oxford University Press.

Spolsky, B. (2000). Anniversary article language motivation revisited. *Applied Linguistics*, *21*(2), 157-169.

Sung, C. C. M. (2013). Learning English as an L2 in the global context: Changing English, changing motivation. *Changing English: Studies in Culture and Education*, *20*(4), 377-387.

Tudor, I. (1996). *Learner-centreness as language education*. Cambridge: Cambridge University Press.

Ur, P. (1996). *A Course in language teaching: Practice and theory*. Cambridge: Cambridge University Press.

Ushioda, E. (2011). Language learning motivation, self and identity: Current theoretical perspective. *Computer Assisted Language Learning*, *24*(3), 199-210.

Vallerand, R. J., Pelletier, L. G., Blais, M. R., Briere, N. M., Senecal, C., & Vallieres, E. F. (1992). The academic motivation scale: a measure of intrinsic, extrinsic, and amotivation in education. *Educational and Psychological Measurement*, *52*(4), 1003-1017.

Warden, C. A., & Lin, H. J. (2000). Existence of integrative motivation in an Asian EFL setting. *Foreign Language Annals*, *33*(5), 535-547.