

Motivation and English Language Achievement of Thai Undergraduate Students

Pornpun Oranpattanachai
opornpun@hotmail.com
King Mongkut's University of Technology North Bangkok

Abstract

This study addresses the motivation of Thai undergraduate students in the English language classroom. It aims to evaluate the use of integrative motivation, instrumental motivation, and English language requirement to predict their English language requirements. The participants consisted of 420 first-year Thai engineering students from government-run university. The data were collected through a three-part motivation questionnaire using a Likert-type scale. English course grades were used as a measure of English language achievement. The key findings showed that (1) students took English courses for both integrative and instrumental reasons as well as to fulfill the university English language requirement, (2) the majority of students reported that instrumental reasons for studying English were more important than integrative reasons; that is to say, there was a significant difference between integrative motivation and instrumental motivation, (3) integrative motivation significantly contributed to the students' strength of motivation, (4) students' reasons of taking English to fulfill the university foreign language requirement was the significant predictor of their English course grades, and (5) integrative motivation and instrumental motivation were the significant predictors of the students' desires to continue studying English beyond their fulfillment of the university English language requirement.

Keywords: integrative motivation, instrumental motivation, strength of motivation

Introduction

In the age of globalization, English plays a very important role in communication; that is to say, English is used as an international language in the world. Students who do not use English as their mother tongue like Thai students; therefore, have to study English as a university/school foreign language requirement. It is known that a number of Thai students still have problems with studying English. Some cannot maintain their interest in the English lessons. Some cannot see the point in learning English as a foreign language. Moreover, some cannot pass the English examination at the end of the semester. Several researchers and educators in the area of teaching foreign languages note that one of the factors that affect the achievement in learning foreign language is motivation (Lukmani: 1972; Gardner and Lambert: 1972; Gardner, Lalonde and Moorcroft: 1985; Hernandez: 2004; Ghanea, Pisheh and Ghanea: 2011; Yu and Downing: 2012).

In the foreign language motivation literature, at the beginning studies on motivation were largely conducted in western countries (Gardner and his colleagues: 1959, 1981; Spolsky: 1969; Wong-Fillmore: 1976; Hernandez: 2004). During the last ten years several research in this area were carried out in Asia but most of them were conducted in China and Hong Kong located in Eastern Asia (Wei: 2007; Wang: 2007; Liu: 2007; Zhao: 2012; Li and Pan: 2009; Yu and Downing: 2012). Others were conducted in South East Asia: Cambodia (Lim: 2012) and

Thailand (Prapphal: 1987; Getmanee: 2005; Choosri and Intharaksa: 2011), and South West Asia: Iran (Chalak and Kassain: 2010; Ghanea, Pisheh and Ghanea: 2011). There has been a relatively limited amount of research conducted in a Thai context (Prapphal: 1987; Getmanee: 2005; Choosri and Intharaksa: 2011). In Thailand, particularly at the context where the present study carried out, the factors that affect students' achievement in learning English as a foreign language may differ from or similar to those studies in western countries and eastern countries.

As a teacher of English, I have an opinion that it should be useful to know what have impacts on Thai students' achievement in learning English as a foreign language and what can sustain their interest in continuing learning English. The present study; therefore, is carried out to evaluate the use of integrative motivation, instrumental motivation and English as a foreign language requirement to predict students' English language achievement and their desire to continue studying English after they finish studying English as compulsory courses.

Literature Review

The term *motivation* has been defined in different ways by different experts in different areas. Williams and Burden (1997: 120) provided a definition of this term within a social constructivist framework as a state of cognitive and emotional arousal, which leads to a conscious decision to act, and gives rise to period of sustained intellectual and/or physical effort in order to attain a previously set goal.

Robert Gardner (1985 cited in Williams & Burden: 1997:116), the most influential second language motivation researcher to date, defined motivation as referring to a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language. Motivation by definition concerns both of the choice of a particular action, and the effort expended on it and the persistence with it (Dornyei: 2001: 7). Motivation therefore 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 measure motivation, the two kinds of motivation, integrative and instrumental motivation, were introduced by Gardner and Lambert (1959). The integrative motivation refers to a desire to become more like valued members of the target language community (Gardner and Lambert:1959: 267 cited in Ramage: 1990). The instrumental motivation refers to a determination to acquire another language to achieve such goals as a good job or social recognition (Clement, Gardner & Smith: 1977: 124 cited in Ramage:1990). Samimy & Tabuse (1992), who conducted research on motivation, gave similar definitions of these two terms. They defined integrative motivation as learners' desire for cultural broadening, and instrumental motivation as learners' belief in the importance of foreign language study.

Several research studies on foreign language motivation note the importance of motivation in learning foreign language in that motivation has a positive predictor of the students' achievement in learning foreign language and continuation in foreign study. However, what motivation types contribute to success in learning a foreign/second language is still controversial. Following studies reported the positive relationship between integrative motivation and the students' achievement in learning foreign language

Gardner & Lamber (1972) conducted the study on the relationship between motivation and foreign language achievement with high school students taking French as a foreign language in Connecticut. A motivation questionnaire and French achievement tests were

administered to 142 students. It was found that there was positive relationship between integrative motivation and the students' grades in French.

Gardner Lalonde and Moorcroft (1985) studied the relationship between the integrative motivation and achievement in foreign language (French) course. A total of 170 students responded to questionnaires adapted from Attitudes and Motivation Test Battery (AMTB). Gardner Lalonde and Moorcroft found a positive relationship between the integrative motivation and students' French language achievement (French grades).

Hernandez (2004) carried out a survey study using questionnaires to evaluate the use of integrative motivation, instrumental motivation, and foreign language requirement to predict three measures of second language achievement: (1) scores on a simulated oral proficiency interview, (2) final exam grades, and (3) final course grades. The participants were 130 fourth-semester American students at a university in United States of America. The result shows: (1) students were enrolled in Spanish courses for both integrative and instrumental reasons, as well as to fulfill the four semester language requirement, (2) integrative motivation was the significant predictor of effort expended to learn Spanish, (3) fourth-semester Spanish students had oral proficiency scores that ranged from Novice High to Intermediate High, (4) integrative motivation was the significant predictor of the three measures of language achievement, and (5) integrative motivation was the significant predictor of a desire to continue studying Spanish beyond the four-semester foreign language requirement.

Yu & Downing (2012) examined the influence of integrative motivation, instrumental motivation and second language proficiency of international students studying Chinese in China. The participants in this study were divided into 2 groups: 1) the non-Asian student group and 2) the Asian students group. The non-Asian student group consisted of 35 students from English speaking countries. The Asian student group consisted of 80 students from Asian countries. The research instrument was the Attitudes/Motivation Test Battery (AMTB) (Gardner, Tremblay, and Masgoret: 1997). Results revealed that the non-Asian students group reported higher levels of integrative motivation and their Chinese language proficiency was higher than the Asian students group, who reported a higher level of instrumental motivation.

While the above studies (Gardner & Lamber:1972; Gardner Lalonde and Moorcroft: 1985 ; and Hernandez: 2004; Yu & Downing :2012) most of which were conducted in the context of western countries found a positive relationship between the integrative motivation and students' foreign language achievement. Subsequent research carried out in the context of eastern countries found a positive relationship between the instrumental motivation and the participants' foreign language achievement.

Choosri & Intharaksa (2011) investigated the relationship between integrative and instrumental motivation and foreign language achievement of Thai technical students enrolled in English courses. Their subjects were 140 second-year vocational certificate students. The research instruments used were a questionnaire and an in-depth interview. Findings from this study reported a significant positive correlation between instrumental motivation and achievement in English at the level 0.05 ($r = .170$, $p < 0.05$).

Ghanea, Pisheh & Ghanea (2011) examined the relationship between learners' integrative motivation, instrumental motivation and English proficiency among Iranian learners. The participants in their study consisted of 128 undergraduate students. Two research instruments were used: 1) language proficiency test 2) a scale on motivation. It was found that both instrumental motivation and integrative motivation correlate positively and significantly

Iranian learners' English proficiency at the level of 0.05 ($r = 0.85$, $p < 0.05$ and $r = 0.74$, $p < 0.05$ respectively). However, based on finer assessment, the means of proficiency scores of the instrumentally motivated students are slightly higher than those of the integratively motivated students. This means that Iranian learners possess more instrumental motivation than integrative motivation.

Moreover, Berwick and Ross (1989 cited in Norris-Holt: 2001) found another variable, English as a requirement of university entrance examination, played an important role on students' English language achievement. Also they found the influence of instrumental motivation on people's desire to continue studying English. Berwick and Ross (1989 cited in Norris-Holt: 2001) conducted their study in Japan to determine the motivation types and motivation levels of Japanese students and their English language achievement. Their subjects were 90 first-year Japanese university students. The results revealed that the student participants possessed instrumental motivation. It was also found that motivation for studying English as a foreign language peaks in the final year of high school when students were prepared for university entrance examination where English is a university entrance examination requirement. In this study, English as a university entrance exam requirement impacted the students' achievement of English as a foreign language. However, once the student participants were able to gain entrance to a university, their motivation to study English diminished. In contrast to this, several Japanese adults had a strong desire to resume studying English again when they needed English skills for their workplace or when they were prepared to transfer to work overseas. Therefore, it was inferred from the results that English as a foreign language requirement influenced the students' English achievement but instrumental motivation not English as a foreign language requirement played a role for the desire of Japanese people to continue studying English.

However, a number of studies found inconsistent results that there was no positive relationship between motivation and foreign language achievement. For example, Au (1984) conducted a study on the relationship between integrative motivation and English language achievement. He used regression analysis and found that integrative motivation did not contribute to students' foreign language (English) achievement. Likewise, Wong (1982) found no significant correlations between the Attitudes and Motivation Test Battery (AMTB) and scores on an English language achievement test. Also, Clement & Kruidenier (1983) conducted a survey study using questionnaires with eight groups of students. They (1983) found that there was no positive relationship between the integrative motivation and foreign language (English) proficiency. Furthermore, Lim (2012) investigated instrumental and integrative motivation of Cambodian university students and correlation between motivational types and their English proficiency. This study indicated that no significant correlation between the students' motivation and their English proficiency.

From the above studies reviewed, it seems that there is no agreement on what motivation types contributing to student participants' success in learning a foreign or second language. This prompts the researcher who is also a Thai teacher of English to look at what are their real reasons for Thai students studying English and what motivation types contributes to their achievement in learning English as a foreign language in order to provide teaching strategies to enhance their English language achievement. Five research questions were therefore formed for this present study as follows:

1. Do integrative motivation, instrumental motivation and English as a university foreign language requirement exist among the first-year-Thai engineering students?
2. Is there a significant difference between the integrative motivation and the instrumental motivation?
3. Do integrative motivation, instrumental motivation, and FL requirement contribute to strength of motivation?
4. Do integrative motivation, instrumental motivation and English as a foreign language requirement predict English language achievement (final English course grades)?
5. Do integrative motivation, instrumental motivation and English as a foreign language requirement predict a desire to continue studying English beyond their fulfillment of the university English language requirement?

Method

Participants

The participants were 420 first-year engineering students from a university in Thailand. They completed their first semester compulsory English course (English I) in the first semester of the academic year 2007 and are studying their second semester compulsory English course (English II) in the second semester of the academic year 2007. The majority of the participants were males.

Instrumentation

A motivation questionnaire (see Appendix 1) used in this present study consisted of three parts and thirty-one items. Several items were taken and adapted from relevant studies (Hernandez: 2004; Samimy & Tabuse: 1992; Ramage: 1990; Ely: 1986). Some items were developed for the present study. The first part of the questionnaire consisted of 4 items addressing the demographic information: gender, age, grade in English, and desire to continue taking English beyond the fulfillment of English language requirement. The first part of the questionnaire was presented below.

Part I: student background information

1. Gender:
 - a. Male b. Female
2. Age:
 - a. 16-18 b. 18-20 c. 21-22 d. 23-24 e. 25+
3. Grade in English I (810301)
 - a. A b. B+ c. B d. C+ e. C f. D+ g. D h. F
4. Do you plan to take English beyond the fulfillment of English language requirement?
 - a. Yes b. No

The second part of the questionnaire was scored on a Likert scale from one to four. It consisted of 12 items (items 10 – 21) containing three subscales: integrative motivation, instrumental motivation and foreign language requirement. Participants indicated the extent to which different reasons for studying English were important to them on a 4-point Likert-type

scale from ‘not important’ to ‘very important’. All 12 items in the second part of the questionnaire were presented in the tables below.

Table 1: Integrative Motivation

Items of Integrative Motivation	Not important	Slightly important	Moderately important	Very important
I am taking English:				
10. Because I want to use English when I travel to an English-speaking country.				
12. Because I am interested in English culture, history, or literature.				
14. Because I want to learn about another culture to understand the world better.				
17. Because English is an international language.				
18. Because I want to communicate with English-speaking friends.				

Table 2: English as a Foreign Language Requirement

Items of Foreign Language Requirement	Not important	Slightly important	Moderately important	Very important
I am taking English:				
13. Because I need to fulfill the university foreign language requirement.				

Table 3: Instrumental Motivation

Items of instrumental motivation	Not important	Slightly important	Moderately important	Very important
I am taking English:				
11. Because it may make me a more qualified job candidate.				
15. Because I want to be able to read English manuals				
16. Because I feel it may be helpful in my future career.				
19. Because I think English is part of a well-rounded education.				
20. Because I want to be able to read engineering textbooks.				
21. Because I want to be able to converse with my foreign boss in English.				

The third part of the questionnaire consisted of 10 items was scored on a Likert scale from one to three. The participants were asked to rate the amount of effort they put to learn English outside the classroom and the degree of interest in studying English on a 3-point Likert-type scale: never, sometimes and always. The third part of the questionnaire was presented in the below table.

Table 4: strength of motivation

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| <p>22. I participate in an English club at the university.</p> <ul style="list-style-type: none"> a. never b. sometimes c. always <p>23. If I had the opportunity to speak English outside of classroom, I would:</p> <ul style="list-style-type: none"> a. never speak English b. speak English sometimes c. speak English as much as possible <p>24. I listen to news broadcasted in English.</p> <ul style="list-style-type: none"> a. never b. sometimes c. always <p>25. I find studying English:</p> <ul style="list-style-type: none"> a. not interesting at all b. no more interesting than most subjects c. very interesting <p>26. If English is an elective subject for my program, I:</p> <ul style="list-style-type: none"> a. would not take it b. don't know whether I would take it or not c. would definitely take it. <p>27. I listen to English songs.</p> <ul style="list-style-type: none"> a. never b. sometimes c. always <p>28. Outside of English class, I think about what I'm learning in the class.</p> <ul style="list-style-type: none"> a. never b. sometimes c. always <p>29. I read newspaper published in English.</p> <ul style="list-style-type: none"> a. never b. sometimes c. always <p>30. I watch English language television programs.</p> <ul style="list-style-type: none"> a. never b. sometimes c. always <p>31. Speaking realistically, I would say that I:</p> <ul style="list-style-type: none"> a. don't try hard to study English b. sometimes try hard to study English c. try very hard to study English. |
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To ensure the instrument measured what it is intended to measure, its face and content validity were constructed through a teacher of English who has conducted research on motivation. She affirmed that the questions asked measured the constructs sensibly.

The questionnaire was then translated into Thai. Problems with wordings in translation were resolved through discussions with two Thai teachers of English. After that I piloted my translated questionnaire with 40 first-year university students. For the main study, the questionnaires were administered to 420 participants during the second semester of the academic year 2007.

Data collection procedures and analysis

A motivation questionnaire was administered to 420 first-year engineering students at a university in Thailand. It was conducted during the second semester of the academic year 2007 one month after a pilot test of the motivation questionnaire was carried out. The questionnaires were administered to the participants by the researcher of this present study and teachers of English in the English classes.

For the data analysis, SPSS 11 for Windows was used as follows:

- Descriptive statistics were computed on the student participants' responses of the integrative motivation, instrumental motivation, English as a university foreign language requirement and strength of motivation.
- A paired samples t-test was used to determine whether there was a significant difference between participants' integrative motivation and instrumental motivation.
- A multiple regression analysis was computed to identify the significant predictors of English language achievement and a desire to continue studying English after the participants' fulfillment of English language requirement.
- The calculation of the score range of each motivation level: high, moderate, and low was done by the number of the items of motivation types/English language requirement multiplied by the number of Likert-type scale (4), and divided by the number of motivation level (3)

Table 5: Score Ranges of Motivation Level of Integrative and Instrumental Instruments and English Language Requirement

Motivation Level	Integrative	Instrumental	English Language Requirement
High	14 -20	17 -24	3 -4
Moderate	7 -13	9 -16	2
Low	0-6	0-8	0-1

- The calculation of the score range of each motivation strength level: high, moderate, and low was done by the number of the items of motivation strengths(10) multiplied by the number of Likert-type scale (3), and divided by the number of motivation strength levels (3).

Table 6: Score Ranges of Motivation Strength Levels

Motivation Strength Level	Motivation Strength
High	21-30
Moderate	11-20
Low	0-10

Limitations

The limitations of the present study come from the weaknesses of the questionnaire which is solely used to collect the data and students' final English grades. With regard to the weaknesses of the questionnaire, some data obtained from the motivation questionnaire can be unreliable if the respondents did not answer the questionnaire honestly. Also, some questions may mean different things to different participants. In terms of the final English grades which are used as an indication of achievement in English, there could be the problems of the unreliability of the final English grades. To take an example, if the students were unwell on the exam date, they tended to get worse grades in English than they normally get. So the English grades they obtained did not prove their true English ability. From the weakness of the English grades, in the case that there was no time constraint, other methods should have been used in combination with the English grades such as an English proficiency test.

Results and Discussion

In the present study, there are five research questions as follows.

Research Question 1

Do integrative motivation, instrumental motivation and English as a university foreign language requirement exist among the first-year-Thai engineering students?

To answer this research question, descriptive statistics were computed. The results indicated that the student participants took English courses for both integrative and instrumental reasons. They also took English courses in order to fulfill the university English language requirement.

Integrative Motivation

The integrative motivation subscale consisted of five items. Student participants indicated the degree to which five different reasons for studying English were important to them on a 4-point Likert-type scale from 1 (not important) to 4 (very important). Participants' integrative motivation scores were assigned to one of three different groups: high, moderate, and low. The majority of student participants in this sample reported a high integrative motivation score ($M = 16.1755$, $SD = 1.63316$). The questionnaire responses revealed that 319 students (47%) indicated a high integrative motivation, 98 students (23.3%) a moderate motivation, and 3 students (.7%) a low integrative motivation to study English.

Table 7: Responses on Integrative Motivation

Level	Score Range	Number of Students (%)	Mean	S.D.
High	14-20	319 (47%)	16.1755	1.63316
Moderate	7-13	98 (23.3%)	11.9490	1.34220
Low	0-6	3 (.7%)	6.0000	.00000

Instrumental Motivation

The instrumental motivation subscale consisted of six items. Student participants indicated the degree to which three different reasons for studying English were important to them. Participants' instrumental motivation scores were assigned to one of three different groups: high, moderate, and low. Most of the student participants in this sample reported a high instrumental motivation score ($M = 21.227$, $SD = 2.06$). The questionnaire responses revealed that 375 students (89.2%) indicated a high instrumental motivation, 44 students (10.5%) a moderate instrumental motivation, and 1 student (.2%) a low instrumental motivation to study English.

Table 8: Responses on Instrumental Motivation

Level	Score Range	Number of Students (%)	Mean	S.D.
High	17-24	375 (89.2%)	21.1227	2.06470
Moderate	9-16	44 (10.5%)	14.8182	1.29889
Low	0-8	1 (.2%)	6.0000	.00000

English as a university foreign language requirement

The English as a university foreign language requirement subscale consisted of one item. Student participants indicated the degree to which the reason for studying English because they need to fulfill the university foreign language requirement was important to them on the same 4-point Likert-type scale. Participants' foreign language requirement scores were assigned to one of three different groups: high, moderate, and low. Student participants in this sample mostly reported a high foreign language requirement score ($M = 3.3886$, $SD = .48804$). The questionnaire responses revealed that 335 students (79.8%) indicated a high foreign language requirement score, 70 students (16.7%) a moderate foreign language requirement score, and 15 students (3.6%) a low foreign language requirement score.

Table 9: Responses on English as a University Foreign Language Requirement

Level	Score Range	Number of Students (%)	Mean	S.D.
High	3-4	335 (79.8%)	3.3886	.48804
Moderate	2	70 (16.7%)	2.0000	.00000
Low	0-1	15 (3.6%)	1.0000	.00000

Strongest and Weakest Reasons for Studying English

The means of the 12 items from the integrative motivation, the instrumental motivation, and English as a university foreign language requirement subscales of the motivation questionnaire were calculated in order to determine the strongest and weakest reasons for studying English. An analysis of the responses revealed that the strongest reason for taking English was it may be helpful in my future career (item 16, $M = 3.77$, $SD = .52$). The second strongest reason for taking English was it may make me a more qualified job candidate (item 11, $M = 3.61$, $SD = .58$). The third strongest reason was English is an international language (item 17, $M = 3.60$, $SD = .65$). Students reported that the weakest reason for taking English was I am interested in English culture, history or literature (item 12, $M = 2.28$, $SD = .77$). The second weakest reason was I want to learn about another culture to understand the world better (item 14, $M = 2.65$, $SD = .79$).

Table 10: Strongest and Weakest Reasons for Taking English in Descending Order

Item	Mean	S.D.	Subscale	Item Description
16	3.77	.52	instrumental	I feel it may be helpful in my future career.
11	3.61	.58	instrumental	English may make me a more qualified job candidate.
17	3.60	.65	integrative	English is an international language.
21	3.47	.72	instrumental	I want to be able to converse with my foreign boss in English.
10	3.39	.74	integrative	I want to use English when I travel to an English-speaking country.
19	3.32	.70	instrumental	I think English is part of a well-rounded education.
18	3.20	.80	integrative	I want to communicate with English-speaking friends.
20	3.15	.89	instrumental	I want to be able to read engineering textbooks.
15	3.10	.79	instrumental	I want to be able to read English manuals.
13	3.07	.78	Foreign language requirement	I need to fulfill the university foreign language requirement.
14	2.65	.79	integrative	I want to learn about another culture to understand the world better.
12	2.28	.77	integrative	I am interested in English culture, history, or literature.

The findings of this research question support those of Hernandez (2004), who used Likert scale questionnaires, found that students took a foreign language (Spanish) course for both integrative and instrumental reasons, as well as to fulfill the four-semester foreign language requirement. From the above table, it can be seen that the weakest reason of students for taking English was for an interest in English culture, history, or literature (item 12, $M = 2.28$, $SD = .77$). The second weakest reason for taking English was to learn about another culture to understand the world better (item 16, $M = 2.65$, $SD = .79$). These findings suggest that the students do not seem to emphasize the importance of studying culture of the target language. The findings of the present study have important implications for teachers of English that they should promote their students' interest in the English/American culture and make them aware of its importance in order to master English. As Dornyei (2001:54) stated that because languages are socially and culturally bound, their effective study requires a positive disposition towards everything the second language is associated with: its culture, its speakers, its influences. Bryam (1997 cited in Dornyei (2001:54) made a point that main goal of language teaching should not be simply to teach communicative competence but rather 'intercultural communicative competence'.

Research Question 2

Is there a significant difference between the integrative motivation and the instrumental motivation?

To determine whether there is a significant difference between integrative motivation and instrumental motivation in this sample, a paired sample t-test was computed. The paired sample t-test revealed that the difference between integrative motivation ($M = 15.12$, $SD = .12$) and instrumental motivation ($M = 20.43$, $SD = .14$) was significant ($t = 44.08$, $df = 419$, $p = .000$).

Table 11: The Difference between Integrative Motivation and Instrumental Motivation

Motivation Types	Mean	SD	t-value	df	Sig
instrumental	20.43	.14	44.08	419	0.000
integrative	15.12	.12			

The t-test results showed that, for the majority of the student participants, instrumental reasons for studying English were more important than integrative reasons. This finding is consistent with Hernandez (2004), Niitsuma (1992 cited in Williams and Burden: 1997:117), Dornyei (1990), and Lukmani (1972 cited in Williams and Burden: 1997:117)'s findings. From this finding, it suggests that since instrumental motivation was considered more important than integrative motivation by students, it can therefore be used to promote students' interest in learning English. The English instructors should emphasize the role of English in the academic and career settings. It can be demonstrated by providing students with the English activities in which they have to use their English knowledge and skill. To give an example, the instructors ask the students to respond to a job advertisement in English Thai newspaper by writing an application letter in English, read English academic text, or do a role play activities about job interviews in English.

Research Question 3

Do integrative motivation, instrumental motivation, and FL requirement contribute to strength of motivation?

The strength of motivation subscale consisted of 10 items. Student participants rated their degree of interest in studying English as well as the amount of effort they put to learn English on a 3-point Likert-type scale. Strength of motivation scores were assigned to one of three groups: high, moderate, and low. The majority of student participants reported a moderate strength of motivation score ($M = 22.4253$, $SD = 1.68387$). The questionnaire responses demonstrated that 248 students (59%) indicated a moderate strength of motivation, 172 students (41%) a high strength of motivation, but no students (0%) a low strength of motivation. The response results of each item of the strength of motivation are shown in appendix 2.

Table 12: Responses on overall strength of motivation

Level	Score Range	Number of Students (%)	Mean	S.D.
High	21-30	172 (41%)	19.8548	2.78855
Moderate	11-20	248 (59%)	22.4253	1.68387
Low	0-10	0 (0%)	0.0000	.00000

To answer the research question 3, a multiple regression analysis was computed to identify the significant predictors of strength of motivation. Table 13 shows the prediction of strength of motivation. Integrative motivation was the only significant predictor of strength of motivation. In other words, from the results, student participants with a high integrative motivation had a higher strength of motivation.. Instrumental motivation and FL requirement were not significant predictors of strength of motivation.

Table 13: Simultaneous Multiple Regression Model Predicting Strength of Motivation

Variable	B	Beta	t	Sig.
Integrative Motivation	.451	.404	7.261	.000
Instrumental Motivation	-1.555E-02	-.016	-2.88	.774
FL Requirement	-.226	-.064	-1.404	.161

These results provide support for findings of Hernandez (2004), and Dornyei and Clement (2000) who found integrative motivation was the significantly positive predictor of the amount of effort student participants expended in learning the foreign language. This finding suggests that to enhance students' strength of motivation, English instructors should use teaching techniques that increase students' integrative motivation. To give an example, the instructors should use the authentic materials to teach students because it will expose students to authentic English language and culture. In addition, students should be provided with chances to speak with native speakers of English. To take an example, the university should

have teachers who are native speakers because this will enhance students' interaction to English native speakers and students' exposure to English culture. If the environment does not lend support for students to interact with English native speakers, watching English/American movies can be a way to promote an understanding of English-speaking cultures. FL requirement can predict final English course grades. They also revealed that

Research Question 4

Do integrative motivation, instrumental motivation and English as a foreign language requirement predict English language achievement (final English course grades)

A multiple regression analysis was performed to answer this research question. Table 14 shows the prediction for the English language achievement (final English course grades). The results from the multiple regression analysis indicated that students' FL requirement can predict final English course grades. They also revealed that instrumental motivation and integrative motivation were not significant predictors of final English course grades.

Table 14: Simultaneous Multiple Regression Model Predicting English language achievement (final English course grades)

Variable	B	Beta	t	Sig.
Integrative Motivation	-1.280E-02	-.023	-3.92	.695
Instrumental Motivation	-2.1596	-.045	-.760	.448
FL Requirement	.311	.178	3.680	.000

This result contrasts with Hernandez (2004)'s findings who found that integrative motivation was the significant predictor of the student participants' grades in Spanish (a foreign language). Ramage (1990) also found there was a negative relationship between foreign language requirement and course grades in foreign languages (French and Spanish). The possible explanation for these conflicting results may lie in the fact that the characteristics of participants vary from context to context. The participants of Hernandez's study (2004) are undergraduate American students studying Spanish as a foreign language and those of Ramage's study (1990) were high school American students studying French and Spanish as a foreign language. In addition, these three languages: American, Spanish and French are Indo-European language and the cultures of these three languages are not as distant as those of Thai and English. So, it is not difficult for American student participants to integrate with target language (Spanish)'s community. In such a foreign context, like Thailand, where Thai students have less contact with native speakers of English, studying English as a compulsory course is found dominant among them.

However, this result is in line with that of Berwick and Ross (1989 cited in Norris-Holt: 2001) who also found that English as a subject requirement for university entrance exam played an important role on Japanese students' English language achievement. The result of the present study implies that since English is a university foreign language requirement, the students have to pass the English exam and should get good English grades. English grades can affect their grade point average which will in turn affect whether they can get good job and continue their studies at the master degree level. From this result, to help students improve English language achievement, teacher may provide more English compulsory courses to university students. Another recommendation comes with this is that the English syllabuses

should place an emphasis much more on proficiency than on the grammatical structures because the goal of studying English is to be able to use English communicatively not to master the English grammatical structures.

Last but not least, since Thailand is entering Asean Economic Community in a few years (in 2015), Thai teachers of English for English compulsory courses should make use of this finding to adjust English syllabus to prepare their students to be qualified employees in terms of English for the Asean Economic Community which will begin in 2015. Thai teachers of English for English compulsory courses should make the students aware that they have a high tendency to use English as a working language with people from other Asean countries. Although if they do not want to work in other Asean countries, people from these countries will come to work in Thailand. When interacting with people from other Asean countries, apart from English linguistics, understanding of their cultures is also important to make the communication effective. To help students with this, English syllabus should be extended to include Asean English and cultures other than British and American. The English language teaching materials should provide information relating to Asean cultures.

Research Question 5

Do integrative motivation, instrumental motivation and English as a foreign language requirement predict a desire to continue studying English beyond their fulfillment of the university English language requirement?

To answer this research question, a multiple regression analysis was performed. Table 4 shows the prediction for a desire to continue studying English beyond their fulfillment of the university English language requirement

The results of the multiple regression analysis show that integrative motivation and instrumental motivation were the significant positive predictors of a desire to continue studying English beyond their fulfillment of the university English language requirement. In other words, the results indicated that students with a high integrative motivation and high instrumental motivation indicated they would like to continue studying after they finish studying English as a foreign language requirement. In contrast, the foreign language requirement was a significant negative predictor. Students with a high foreign language requirement score indicated they intend not to continue studying English after completing the compulsory English courses.

Table 15: Simultaneous Multiple Regression Model Predicting a Desire to Continue English Study

Variable	B	Beta	t	Sig.
Integrative Motivation	3.888E-02	.209	3.720	.000
Instrumental Motivation	2.797E-02	.172	3.077	.002
FL Requirement	-.110	-.185	-4.048	.000

These findings are partially consistent with the finding of Hernandez (2004) who found integrative motivation was the significant predictor of the student participants' desire to study a foreign language (Spanish) after the foreign language requirement. Ramage (1990)) also found integrative motivation influences the student participants' intention to continue studying a foreign language. The findings of the present study imply that developing students' integrative

and instrumental motivation in English language study may promote continuation in English language study. One way teachers of English can do to encourage students to develop both integrative and instrumental motivation at the same time is through using authentic English teaching materials that appeal to both kinds of motivation. For example, authentic materials containing various aspects of English culture should be presented in an appropriately sensitive, sophisticated, formative, and attractive manner. Steps can be further taken to make students aware of the occupation benefits of knowing English. Alternatively, teachers of English can use activities that promote students' integrative motivation or instrumental motivation separately. To promote the students' awareness of the instrumental values, teachers of English can invite the former students who have career using English to talk about the role of English in the career world or encourage students to apply their English knowledge and skill in their real-life situation. Dornyei (2001) provides an interesting and useful list of approaches that teachers of English can use to promote integrative values as follows:

- Familiarize learners with interesting/relevant aspects of English culture
- Develop learners' cross-cultural awareness systematically by focusing on cross-cultural similarities.
- Collect common stereotypes and prejudices about the English speakers and discuss how valid they are.
- Bring various cultural products (e.g. magazines, music, TV recording) to class.
- Supplement the coursebook with authentic materials.
- Arrange meetings with English native speakers and invite some interesting native-speaking guests to class.
- Find pen friends who are native speakers of English.

Conclusion

With reference to this study, it is apparent that the student participants' English language achievement (English grades) seemed to be influenced by their requirement to take English course as a compulsory subject, although they take English courses for both integrative and instrumental reasons as well as to fulfill the university English language requirement. In other words, behind students studying English hard to achieve good English grades may lie a motive of wanting to receive good grade point average in order to get good jobs or pursue their studies at the master degree level. This in turn can link to the instrumental reasons which student participants perceived that they are more important than integrative reasons when taking English. When taking English, they tend to be instrumentally motivated students focusing more on acquiring a working knowledge of it than integratively motivated students. However, another result of the present study indicated that the integrative motivation seemed to influence the student participants' strength of motivation. Instructional implications drawn from this finding is therefore to put an emphasis on developing students' interest in integrative motivation in order to encourage their strengths of motivation but not to the exclusion of instrumental motivation. This is because these two types of motivation, integrative motivation and instrumental motivation, were the significant predictors of the students' desires to continue studying English beyond their fulfillment of the university English language requirement. Taken together all the findings, English as a compulsory course, integrative motivation as well as instrumental motivation are all important factors to help students improve their English.

Given that the present study was designed to evaluate the use of motivation and English as a foreign language requirement to predict the student's English language achievement and their continuation of studying English beyond the fulfillment of university foreign language requirement of the only one population of students, replication studies conducted in a variety of contexts and among different groups and different types of students would be useful. It may also be interesting to replicate this study or conduct a similar study with students of other foreign languages such as French, Spanish, Mandarin, etc.

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Appendix 1: Questionnaire

The following questionnaire is a part of research study into motivation and English language achievement. Please read the instruction carefully and answer each question as honestly as possible. Your response will be treated in strict confidence.

Part I: student background information

1. Gender:
 - a. Male b. Female
2. Age:
 - a. 16-18 b. 18-20 c. 21-22 d. 23-24 e. 25+
3. Grade in English I (810301)
 - a. A b. B+ c. B d. C+ e. C f. D+ g. D h. F
4. Do you plan to take English beyond the fulfillment of English language requirement?
 - a. Yes b. No

Part II: motivation index

The following statements are about reasons for studying English . Please rate the degree of importance to the following reasons for studying English.

	Not important	Slightly important	Moderately important	Very important
I am taking English:				
10. Because I want to use English when I travel to an English-speaking country.				
11. Because it may make me a more qualified job candidate.				
I am taking English:				
12. Because I am interested in English culture, history, or literature.				
13. Because I need to fulfill the university foreign language requirement.				
14. Because I want to learn about another culture to understand the world better.				
15. Because I want to be able to read English manuals				
16. Because I feel it may be helpful in my future career.				
17. Because English is an international language.				
18. Because I want to communicate with English-speaking friends.				
19. Because I think English is part of a well-rounded education.				
20. Because I want to be able to read engineering textbooks.				
21. Because I want to be able to converse with my foreign boss in English.				

Part III: strength of motivation

Please choose the alternative which appears most applicable to you.

22. I participate in an English club at the university.
a. never
b. sometimes
c. always
23. If I had the opportunity to speak English outside of classroom, I would:
a. never speak English
b. speak English sometimes
c. speak English as much as possible
28. I listen to news broadcasted in English.
a. never
b. sometimes
c. always
29. I find studying English:
a. not interesting at all
b. no more interesting than most subjects
c. very interesting
30. If English is an elective subject for my program, I:
a. would not take it
b. don't know whether I would take it or not
c. would definitely take it.
31. I listen to English songs.
a. never
b. sometimes
c. always
28. Outside of English class, I think about what I'm learning in the class.
a. never
b. sometimes
c. always
29. I read newspaper published in English.
a. never
b. sometimes
c. always
30. I watch English language television programs.
a. never
b. sometimes
c. always

31. Speaking realistically, I would say that I:
- a. don't try hard to study English
 - b. sometimes try hard to study English
 - c. try very hard to study English.

Appendix 2

Responses on the Strength of Motivation

Item	Mean	S.D.	Item Description
22	1.68	.69	I participate in an English club at the university.
23	2.04	.54	If I had the opportunity to speak English outside of class, I would....
24	1.82	.44	I listen to news broadcasted in English.
25	2.49	.56	I find studying English.....
26	2.18	.59	If English is an elective subject for my program, I.....
27	2.32	.51	I listen to English songs.
28	1.93	.41	Outside of English class, I think about what I'm learning in class.
29	1.55	.53	I read newspaper published in English.
30	1.95	.47	I watch English language television programs.
31	1.90	.49	Speaking realistically, I would say that I.....