



Motivation towards English Language Learning among EFL Naresuan University

Undergraduate Students in the Faculty of Education

การศึกษาแรงจูงใจในการเรียนภาษาอังกฤษของนิสิตคณะศึกษาศาสตร์

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Abstract

Motivation is a majorly influential factor in the success of English language learning. This study aimed to 1) study the levels of motivation, both integrative and instrumental, of the 1st- and the 4th-year students studying in the Faculty in the Education of academic year 2021 towards English-language learning and 2) identify supports that the 1st- and the 4th-year students want for increasing their level of motivation toward English language learning. The participants were 71 students (37 1st- year and 34 4th- year students). The research instruments were a 20-item questionnaire adopted from Gardner's Attitude/Motivation Test Battery or AMTB (1985), and a semi-structured interview. The results revealed that integrative motivation was slightly higher than instrumental motivation, yet both motivations were considered at a high level. The results suggested that there was no significant difference between the 1st- and the 4th-year students' motivation towards English language learning. Moreover, the qualitative results showed that highly-mentioned supports to the students, which need improving for their heightening motivation, were teachers, school service, and friendly peers.

Keywords: English learning motivation, Instrumental motivation, Integrative motivation, Student supports

Introduction

One of the crucial factors influencing English language learning performances in learners' academic lives is 'Motivation' (Lei, 2012). In English learning and teaching, motivation means progress catalyzing eager of learners in studying English significantly and it plays a key role in successful language learning (Gardner, 2007). To support the theories of Gardner (2007), Lei (2012) and Christiana (2009) examined instrumental and integrative motivations among undergraduate Libyan students of English as a foreign language (EFL). It was found that learners had motivations to learn in order to reach cultural familiarization more than beneficial achievements. Moreover, Pisanwacharin (2020) revealed that some students learnt English for their educational purposes, such as job hunting, national examination, promoting higher education, etc.

The individual motivation of students in learning English can be increased if educational personnel provides appropriate supports for them (Ning, 2015; Kitcharoonchai, 2016). Many qualitative research studies show that

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motivation of Thai EFL learners relates to motivation supports. Most of studies in Thailand aimed to examine the levels of motivation of EFL students and to survey whether integrative or instrumental motivation is more important in enhancing the students' English language learning. Besides a numerous number of quantitative research, few qualitative studies related to positive reinforcement, which students want for increasing their English language learning motivation, have been found. More qualitative investigations should be conducted on instrumental and integrative motivation theme to gain more in-depth information.

Based on the mentioned background, the researchers were interested in investigating the levels of instrumental and integrative motivation of undergraduate students in the Faculty of Education at Naresuan University and student supports for being a guideline by using a mixed- method study. It is hoped that the findings of this study will provide beneficial in-depth information for the English language studying and teaching in Thailand.

Objectives

The main objectives of this research are divided into 2 sections as follows:

- 1) To study the motivational level of the 1st- and the 4th-year students studying in the Faculty of Education in the academic year 2021 and if they are integratively or instrumentally motivated towards English-language learning.
- 2) To identify motivational supports that the 1st- and the 4th-year students want for increasing their levels of motivation towards English language learning.

Research Questions

- 1) What are the levels of motivation among the 1st- and the 4th- year students studying in the Faculty of Education in the academic year 2021 towards English language learning?
- 2) Is there a difference in English language learning motivation, integrative and instrumental, of the 1st- and the 4th-year students studying in the Faculty of Education towards learning English?
- 3) What are motivational factors positively affecting motivation towards English language learning of the 1st- and the 4th-year students studying in the Faculty of Education?

Literature Review

Motivation for English Language Learning

A major factor of achievement in language learning and acquisition is called 'motivation.' It has been well known in an aspect of learners' positive attitudes towards foreign language communities to be harmonized with them in most contexts (Gardner & Lambert, 1972). Moreover, Gardner (1985) also indicates that motivation for language learning refers to efforts coordinating with the language achievement desires of learners. Besides, motivation is claimed as a crucial component determining students' devotions, energy of doing tasks and experiencing satisfaction (Gardner, 1985), which cannot be directly noticed but inferred by three behaviors: efforts, persistence, and verbalization (Hong & Ganapathy, 2017).



Types of Motivation

Motivation can be divided into two types, integrative motivation and instrumental motivation, based on the theories of Gardner and Lambert (1972) and several scholars. Integrative motivation is a behavior of learners appreciating target language community (Masgoret, 2003), which specifies in how learners study the English language with truthful desires to imitate or integrate with the target language, native English speakers' culture, community, mentality, and ways of life (Gardner, 1985). This would illustrate their adaptability to cultural aspects with positive attitudes (Qashoa, 2006; Tileston, 2010).

The eagerness based on desires of learners' instrumental achievements, for instance, degree, better careers, educational purposes, promotion, etc., is mentioned as 'instrumental motivation' (Gardner & Lambert, 1972; Hudson, 2000). Furthermore, Dornyei (2006) mentions that instrumental motivation relates to the usefulness of second-language proficiency that provides learners the greatest pulling wheels in language learning for utilitarian goals (Gardner, 1985) and touchable rewards (Tileston, 2010).

Previous Studies

Several previous studies have been found on integrative and instrumental motivation; some are related but not clearly segregated. Most of them aim to study the level of motivation of the samples (Manusak, 2010; Mukhtar, 2017; Ning, 2015; Sari, 2019; Thongmark, 2012; Qashoa, 2006) and to survey whether the level of instrumental and integrative motivation is higher among the students. Some of them focus on their interests and specific purposes. For example, Tongchaona's study (2001) examined students' motivation in learning English in tuition schools. Moreover, within the different samples like the study of Ahmad (2004), he studied the differentiation of motivation between rural and urban students, which means he wanted to study the motivation of the people generalized in different areas. The previous studies mostly used questionnaires which were adjusted from Gardner's (2004) Attitude/Motivation Test Battery (AMTB) and Liu's (2008) for the objectives of the studies. The finding of the previous native studies showed us that Thai students' motivation is instrumental in general ways. This might assume that Thai students study English for their own desires; on the other hand, some students have more integrative motivation than the instrumental motivation because of interests (Manusak, 2010; Sari, 2019). Wong (2008) found that age was a significant factor in learners' motivation. High academic performance learners had higher levels of motivation than the lower ones. In contrast, few qualitative studies about motivation supports were carried out. For instance, the motivation of Burapha University students is increased due to appropriate supports from teachers, schools, self, peers, and parents (Ning, 2015); moreover, Kitcharoonchai (2016) suggests that the appropriate supports can increase individual motivation in English learning significantly. More qualitative investigations should be conducted for instrumental and integrative motivation supports to gain more in-depth information.

All in all, the previous studies have expressed the motivation of students. Within the limitations of the previous research, the researchers were interested in the level of integrative and instrumental motivation of the 1st- and 4th-year students studying in the Faculty of Education at Naresuan University, and the positive reinforcement supports that they need to increase their English language learning motivation. It is hoped that the findings of this study will provide



beneficial information for English teachers and educational personal in designing curriculums to reinforce the students' English language learning.

Research Methodology

Research Design

This study expressed the quantitative and the qualitative data which signified that quantitative research aim at numerical and statistical analysis of integrative and instrumental motivation among the 1st- and 4th-year students studying in the Faculty of Education in the academic year 2021 towards English language learning. As well as qualitative data focused on in-depth information on attitudes and effects of learning the English language.

Participants

71 students from 1st- and 4th-year undergraduate students in the Faculty of Education at Naresuan University participated in the present study. The participant information was gathered and summarized in the table below:

Table 1 The number of participants categorized by their major

Students' Major	Total (1 st)	Total (4 th)
English	14	23
Chemistry	5	1
Physics	2	5
Educational Technology and Communications	2	2
Mathematics	2	-
Physical Education and Exercise Science	-	1
Thai	4	2
Biology	1	-
Computer	7	-
Total	37	34
	71 students	

Data Collection

The participants were informed that their responses would be confidential. Then they were asked to complete the questionnaires on Google Forms. Seventy-one responses were sent their replies to the researchers. After that, the responses of the participants were coded by using anonymous names. To illustrate, A was coded for the 1st-year student, and V was coded for the 4th-year student. The 1st-year students' codes were A01, A02..., A37, and the 4th-year students' coded were B01, B02..., B34.

For the in-depth information, two researchers employed telephone calls to interview the participants (three 1st-year students and three 4th-year students), and the researchers asked several open-ended questions about comparing the instrumental and integrative motivation, and attitudes in learning English. They were also informed by interviewers that their personal responses would be confidential and would not affect their grade.



Research Tools

The research tools of this study were a questionnaire, adapted from Gardner's Attitude/Motivation Test Battery (AMTB) (2004) and Liu (2008) and a semi-structure interview. The researchers distributed the questionnaire through Google Forms. The questionnaire consists of 2 parts: (1) students' demographic data and (2) 20 Likert-scaled questions related to instrumental and integrative motivation.

Data Analysis

The quantitative data obtained from the online questionnaire were analyzed using the Statistical Package for Social Science (SPSS) software. A five-point Likert scale was used to measure the level of subjects' learning motivation. The data was filtered and analyzed via the program to get statistical information: percentage and means (\bar{X}), standard variation (S.D.), and independent sample t-test. The scale used in the questionnaire to specify the level of the agreement or disagreement is based on the following criteria:

Table 2 The mean score interpretation of statements in online questionnaire

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

The mean was used to interpret the average score of each variable as the level and types of motivations are expressed. The higher mean score of each item indicates a higher motivational level and dominant type while a lower mean score signifies a lower motivational level.

For qualitative analysis, the semi-structure interview was conducted which attempted to find out in-depth information about motivational factors positively affecting motivation towards English language learning. The recorded transcripts were decoded to a single paragraph per participant. The responses would be categorized into themes and sub-themes to discover the main effects influencing motivations for English learning. After categorization, the grouped themes and sub-themes were interpreted to gain the in-depth results related to integrative and instrumental motivation.

Findings

Research Question 1: What are the levels of motivation among the 1st and the 4th year students studying in the Faculty of Education in the academic year 2021 towards English language learning?

The findings are divided into two sections to facilitate the analysis and categorized by the theme of the statements concerning the aspects of integrative and instrumental motivation based on Gardner and Lambert's (1972) definitions. The SPSS program was employed to analyze the raw gathered data. The following tables include selected



statements from the questionnaire outlined in the 20 questions. Their resulting itemized mean scores and their corresponding motivation levels, which serve as the basis for further interpretation and implications.

The results shown in Tables 3 and 4 illustrate that the students' overall level of instrumental and integrative motivation was high in both groups. The level of instrumental motivation of the 1st-year students ($X = 3.69$, $S.D. = 0.50$) and the 4th-year students was high ($X = 3.67$, $S.D. = 0.63$)

Considering each item of instrumental motivation shown in Table 3, the results showed that the mean scores of six items were high. There were Item 1 (1st-year students: $X = 3.86$, $S.D. = 1.00$; 4th-year students: $X = 3.85$, $S.D. = 1.01$), Item 5 (1st-year students: $X = 3.59$, $S.D. = 1.06$; 4th-year students: $X = 3.53$, $S.D. = 1.16$), Item 6 (1st-year students: $X = 4.41$, $S.D. = 0.76$; 4th-year students: $X = 4.24$, $S.D. = 1.19$), Item 7 (1st-year students: $X = 4.43$, $S.D. = 0.80$; 4th-year students: $X = 4.24$, $S.D. = 0.92$), Item 8 (1st-year students: $X = 3.76$, $S.D. = 1.14$; 4th-year students: $X = 3.71$, $S.D. = 1.19$), and Item 9 (1st-year students: $X = 4.35$, $S.D. = 0.79$; 4th-year students: $X = 4.38$, $S.D. = 0.85$).

Table 3 Means scores of instrumental motivation

No.	Statement (item)	Mean (1 st)	Interpretation	Mean (4 th)	Interpretation
1	I mainly focus on using English for class assignments and the exams.	3.86	High	3.85	High
2	I simply quote the textbooks and do not really communicate myself when speaking or writing in class.	3.41	Moderate	3.29	Moderate
3	I am interested in reading only English textbooks for my university study, but not other English texts, e.g., newspapers, and magazine.	2.46	Moderate	2.88	Moderate
4	I am more interested in earning an English-medium university degree and a good job than learning English language itself.	3.35	Moderate	3.35	Moderate
5	I am more interested in furthering my higher education than learning English itself.	3.59	High	3.53	High
6	Learning English is important for traveling abroad.	4.41	High	4.24	High
7	Learning English is important for making me a knowledgeable and skillful person.	4.43	High	4.24	High
8	Learning English is important for making me an educated person.	3.76	High	3.71	High
9	Being proficient in English can lead to more success and achievements in life	4.35	High	4.38	High
10	Being proficient in English makes other people respect me.	3.24	Moderate	3.35	Moderate
	Total	3.69	High	3.67	High



Table 4 shows the results of the 1st and the 4th- year students' integrative motivation level were high. Nine statements were analyzed the level of integrative motivation of 1st year students as high level. Item 3 is outstandingly shown highest level ($X = 4.57$, $S.D. = 0.64$). Besides, the 4th- year students' responses were analyzed that nine statements (items) were interpreted as high mean scores except Item 10 ($X = 3.44$, $S.D. = 1.13$), which indicated as moderate mean score.

Table 4 Mean scores of integrative motivation

No.	Statement (item)	Mean (1 st)	Interpretation	Mean (4 th)	Interpretation
1	Studying English enables me to understand English books, movies, pop music, etc.	4.41	High	4.38	High
2	Studying English enables me to better understand and appreciate the ways of life of native English speakers.	4.08	High	3.88	High
3	Studying English enables me to be able to keep in touch with foreign acquaintances.	4.57	Highest	4.41	High
4	Studying English enables me to discuss interesting topics in English with the people from other national backgrounds.	4.30	High	4.06	High
5	Studying English enables me to transfer my knowledge to other people, e.g., giving directions to tourists.	4.49	High	4.09	High
6	Studying English enables me to participate freely in academic, social, and professional activities among other cultural groups.	4.43	High	4.09	High
7	Studying English enables me to behave like native English speakers, e.g., accent, using English expressions.	4.19	High	4.00	High
8	Studying English enables me to appreciate English arts and literature.	3.92	High	3.74	High
9	Studying English helps me to be an open-minded, and sociable person like English speaking people.	4.24	High	4.03	High
10	I am determined to study English as best as I can to achieve maximum proficiency.	3.68	High	3.44	Moderate
	Total	4.23	High	4.01	High

Overall, the descriptive statistics in Tables 3 and 4 show that the mean scores of the 1st- year students' motivation in both types are a slightly higher than the 4th- year students'. The levels of integrative motivation score of both groups are higher than instrumental motivation. This means integrative motivation is the main type of motivation towards learning English.



Research Question 2: Is there a difference in English language learning motivation, integrative and instrumental, of the 1st and the 4th- year students studying in the Faculty of Education towards learning English?

An independent sample t-test was conducted to find the differences in English language learning motivation (both integrative and instrumental) between the 1st- and the 4th- year students towards learning English. There was no significant difference in the instrumental motivation and integrative motivation between 1st- year ($M = 3.96$, $S.D. = 0.53$) and 4th year students ($M = 3.84$, $S.D. = 0.68$). The results showed that both the 1st- and the 4th- years students had no differences in their integrative and instrumental motivation towards English language learning.

Table 5 Independent Sample *t*-test of 1st and 4th year student studying in Faculty of Education, Naresuan University

Type of Motivation	1 st - year students		4 th - year students		Sig.
	X	S.D.	X.	S.D.	
Integrative	4.22	0.56	4.01	0.74	.976
Instrumental	3.68	0.50	3.68	0.63	.167

Research Question 3: What are motivational factors positively affecting motivation towards English language learning of the 1st- and the 4th- year students studying in the Faculty of Education?

In this section, the interview findings are presented. Several open-ended questions were created for six participants chosen randomly from the samples. To answer the research question, the interview responses about the students' demands for increasing their motivations in learning English were be categorized into 3 themes: teachers, a school, and peers

Teachers

Students responded that they need supports from teachers in order to have more motivation. Two sub-themes, teacher characteristic and teaching ability are expressed below.

1. Teacher Characteristics

The responses of the interviewees expressed that teacher should have significantly positive attitude towards students and be friendly. Students easily approach their teachers if they have positive mindset. Three participants also confirmed that teacher characteristics helped them to be more motivated. It was found that participants enjoyed English classrooms with active and well- prepared teachers. The quotes of the interviewees below support the interpretations:

StudentA02: "...teachers should be well-prepared and have good mindset..."

StudentB01: "...teachers interact with me by using their eye contact because they give me the real sense of interaction between teachers and students...."

2. Teacher Ability

The interviewees indicated that teacher abilities are important to raise their English learning motivation. The researchers categorized teaching abilities into 3 sub-themes: cognitive abilities, emotional abilities, and motor abilities.

2.1. Cognitive Ability

Cognitive abilities require teachers to have proficient understanding and use teaching methods appropriately related to students' level, abilities and interests. According to the interviewees' responses, they need supports in appropriate methods with the contexts they learn. They also suggest that teachers should emphasize advantages of learning English language to get their attentions. Moreover, they indicated that teachers should apply more interesting modern techniques to English language teaching and learning. The quotes of StudentB01 and StudentB03 help to interpret this section:

StudentB01: "Teachers should talk about pros of English language before starting the lesson because it can attract students' attention and make their contexts look more interesting."

StudentB03: "...If they use modern and interesting method, student will not be bored..."

2.2. Emotional Ability

The teachers were expected to have positively emotional stability in classrooms. Many participants were confronted with high pressure occurred by tense question-answer activities and received overloaded expectations from their teachers. They also indicated that the teachers' s emotional abilities could help increasing students' motivations in learning English. Teachers maintain positive atmospheres in classrooms to encourage students' motivations. The quote of StudentB02 helps transcribe the above detail, "...I don't like teachers who always judge their students or put too much pressure in the classes..." and "...I want better environments with no pressures in classes..."

2.3. Motor Ability

Motor abilities emphasize that teachers apply proficient class material and supplies in teaching and learning methods concerning all sufficient sensory functions. Most participants mentioned that teachers should prepare activities and teaching materials and contents appropriately.

They indicated that their motivations in English language learning would be increased if their teachers prepare interesting and attractive activities. According to the quote of StudentA02, "English classes should have enthusiastic and competitive activities to gather attentions from students in classrooms" and the quote of StudentB02, "...teachers should add more attractive activities like playing game, listening to music....," both details expressed that students need challenged and enjoyable activities to increase their English learning motivations.

Five of six participants mentioned that teaching materials and contents help increase their motivation. The English contexts need adjusting to be related to real-life further usage. Some of the contexts can apply modern materials to increase their attraction to learning English. There are two quotes explained clear needs to add modern and interesting materials and contexts as follows:

StudentA01: "...English contexts in classrooms are too grammatical and some of them is unnecessary to use in daily life...."

StudentB01: "...I want to learn real-life English skills for beneficial usages instead of boring grammar contexts classes. Maybe this could make our classes more interesting and be benefits for the future..."



School

The interviewees responded that they require schools to hire foreign teachers to teach them in English classrooms. They also informed that foreign teachers can conduct nice learning environment and have positive perspectives towards Thai students, so the motivations of the students are raised. This interpretation can be supported by StudentB02's quote, "...when I learn with foreigner teachers because they always create conducive atmospheres in the class, and they are not strict with grammatical form when I speak..."

Peers

Peers are expressed in the interviews. Peers in this research mean classmates. One of interviewees informed differently from the others that she wanted peer supports to increase her motivation. The participant said that friends in the university can encourage her to study English enjoyably as StudentB02's quote, "...I feel relax and fun because my friends encourage and support me when I'm in the class..."

Discussion and Conclusion

The quantitative analysis of data shows that types of motivation, instrumental and integrative, of the 1st- and the 4th- year students towards English language learning were high. However, there was no significant difference between 1st- and 4th- year students' motivation towards English language learning. For qualitative analysis, it was found that the 1st- year and the 4th- year students wanted the supports their teachers, school, and peers to increase their motivations.

The qualitative findings indicate that both 1st- year and 4th- year students' integrative motivation levels were slightly higher than instrumental motivation but there was no significant difference. This point reflects that students' year does not affect the English learning motivation level (both integrative and instrumental) of undergraduate students. This result is not consistent with the previous studies, which reveal that older students were more motivated than younger students (Ning, 2015). The report can be explained in that the courses that students take in are the main roles in indicating their motivations. Implied to the responses to the questionnaire, integrative motivation was the major type of English learning motivation because most of the respondents, the 1st- the 4th- year students, studying in English major, which is consistent with the result of the study. This finding is congruent with Manusak's (2010) in that integrative motivation is slightly dominant among Thai students who are related to the English language. Moreover, some participants that did not study in the English field were also integratively motivated. This could be implied that they had been influenced in cultural contexts outside classrooms as the Gardner's (2007) and Dornyei (1998) theory explicated that the cultural contexts in any places can influence students' integrativeness. In addition, there was no significant difference in the instrumental motivation and integrative motivation between 1st year ($M = 3.96, p = 0.05$) and 4th year students ($M = 3.84, p = 0.05$). Besides, both 1st and 4th year students' integrative and instrumental motivations are not significantly different ($p = 0.05, \text{Sig} = .976; p = 0.05, \text{Sig} = .167$), which means years of students do not be indicators the individual motivation.



In terms of qualitative data, the findings reveal that students need three supports to increase their motivations: teachers, schools, and peers. Most students believed that teachers are the most significant support in increasing their English learning motivation. The teachers should improve their English Teaching abilities, which are related to student-center classrooms, to be more suitable and flexible and have positive attitudes towards their students. This result is in the line with Ning (2015) stating that teachers are the most crucial support for heightening students' motivation. Moreover, schools should hire more native teachers because students feel more comfortable when they learn English with language owners or native speakers. In addition, peers in school can help students increase their English learning motivations. Related to Gardner (2007) and Dörnyei (1998), students' motivation (instrumentality and integrativeness) will be raised when they receive appropriate supports relied on cultural and educational goals. This can result that student supports should depend on students' targets in cultural and educational contexts for their English language learning. All in all, this result should be beneficial for educational places in organizing sufficient supports from their friendly teachers, supportive schools and interdependent societies to enforce students' positive motivations through English language learning.

Suggestions for Future Studies

This cross-sectional study was surveyed and conducted in a single university and one Faculty. The findings of this study are unique for particular groups. Further studies should focus on different areas for diverted data. Moreover, this study was conducted with 1st and 4th year students, so the future studies can focus on 2nd and 3rd year students. This is also suggested that a longitudinal study should be performed with a greater number of participants in student observations for complete overviews in learning relatively bonded with motivation in English language learning.

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Appendix I Questionnaire

“Motivation toward English Language Learning among EFL Naresuan University Students”

The questionnaire part is related to EFL Naresuan University students' motivation toward English language learning. The purpose of the questionnaire is to investigate motivation toward English language learning among EFL Naresuan University students. Your answers will be beneficial for the achievement of the study. Participant's information will be kept confidential. Thank you for your participation.

The questionnaire is divided into 2 parts.

Part I: Student's personal information.

Part II: The levels of English language motivation.

Part I: Student's personal information

Sex: Male/Female/LGBTQ+

Age: _____ years

Faculty:

Mathematic	Biology	Chemical
Thai	Computer	Technology and Communication
English	Physics	Physical Education and Exercise

Year: 1/2/3/4



Part II: The levels of English language motivation

Instruction: Please insert your answer with / in the appropriate boxes.

Strongly agree = 5

Agree = 4

Neutral = 3

Disagree = 2

Strongly disagree = 1

items	level of motivation				
	1	2	3	4	5
Instrumental Motivation					
1. I mainly focus on using English for class assignments and the exams.					
2. I simply quote the textbooks and do not really communicate myself when speaking or writing in class.					
3. I am interested in reading only English textbooks for my university study, but not other English texts e.g., newspaper, magazines					
4. I am more interested in earning an English-medium university degree and a good job than learning English language itself.					
5. I am more interested in furthering my higher education than learning English language itself.					
6. Learning English is important for traveling abroad.					
7. Learning English is important for making me a knowledgeable and skillful person.					
8. Learning English is important for making me an educated person.					
9. Being proficient in English can lead to more success and achievements in life.					
10. Being proficient in English makes other people respect me.					
Integrative Motivation	1	2	3	4	5
1. Studying English enables me to understand English books, movies, pop music etc.					
2. Studying English enables me to better understand and appreciate the ways of life of native English speakers.					
3. Studying English enables to be able to keep in touch with foreign acquaintances.					
4. Studying English enables me to discuss interesting topics in English with the people from other national backgrounds.					
5. Studying English enables me to transfer my knowledge to other people e.g., giving directions to tourists.					



items	level of motivation				
	1	2	3	4	5
6. Studying English enables me to participate freely in academic, social, and professional activities among other cultural groups.					
7. Studying English enables me to behave like native English speakers: e.g. accent, using English expressions.					
8. Studying English enables me to appreciate English arts and literature.					
9. Studying English helps me to be an open-minded, and sociable person like English speaking people.					
10. I am determined to study English as best as I can to achieve maximum proficiency.					

Interview guide

The interview questions

1. What is your name?
2. Which major are you in?
3. Do you like studying English?
4. Why do/don't you like studying English?
5. Why are you studying English?
6. How do you feel about your English class?
7. What do you like about your English class?
8. What don't you like about your English class?
9. What supports do you need for increasing your level of motivation towards English language learning?

คำถามในการสัมภาษณ์

1. คุณชื่ออะไร
2. คุณอยู่สาขาอะไร
3. คุณชอบเรียนภาษาอังกฤษ
4. ทำไมคุณถึงชอบเรียนภาษาอังกฤษ
5. คุณเรียนภาษาอังกฤษไปทำไม
6. คุณรู้สึกอย่างไรในห้องเรียนภาษาอังกฤษ
7. อะไรคือสิ่งที่คุณชอบในห้องเรียนภาษาอังกฤษ
8. อะไรคือสิ่งที่คุณไม่ชอบในห้องเรียนภาษาอังกฤษ
9. คุณต้องการความสนับสนุนหรือสิ่งสนับสนุนอะไรบ้างที่ช่วยให้แรงจูงใจในการเรียนภาษาอังกฤษของคุณเพิ่มมากขึ้น



Appendix II

Tape Scripts of Semi-structure Interview

Student A01:

"I literally like English learning. Since I have been watched foreign Youtube-platform videos, I want to know and understand what they are speaking about. In English class, I normally learn fundamental English for general usages like the nearly future jobs. Actually, I tried to understand English more to be familiar with foreigners and to be friends with them. In past class, I totally love to study with foreign teachers because I can communicate with them with my daily life English knowledge. In contrast, English contexts in classrooms are too grammatical and some of them is unnecessary to use in daily life. To be honest, I feel excited every time I attend English classes to gain new English knowledge. In fact, I want to add directly interactive activities with foreigners. I think it is fun and more motivated."

Student A02:

"I love learning English so much. I feel fun every time I have learn new things about English and time when I communicate with abroad friends and teachers. The main reason for learning English is to be benefits in my job as a teacher. For extra reasons would be making new friends and travelling abroad. But my motivation is leaded in cultural appreciation. In English classrooms, I love grammar and conversation contexts. I also like active teachers and interactions in the classrooms. On the other hand, I really don't like grammar translation classroom because they (students) focus on the point, 'study for examinations.' That's not my type. Actually, I was excited in competition in English classrooms. If I can raise up supports for increasing my English motivation, teachers should be well-prepared and have good mindset. Moreover, English classes should have enthusiastic and competitive activities to gather attentions from students in classrooms."

Student A03:

"To be honest, I like English language for 60% but 40% is not. When I was young, I was really good in English. After I attended high school, there are too many confused things to learn English, so my English motivation went down. The third-language factors also affected me. My focus on English language was decreased. I also participated in AFS projects. My purpose in studying English is for understandable communication with foreigners and for beneficial purposes, such as salary, job hunting, or promoting myself. In Thai English class, I like some English contexts that I am really interested in. Actually, I don't like pressure environment in Thai classrooms. Thai teachers often ask students to answer their questions, and it is too competitive and expectative. In fact, I feel neutral in Thai English classroom. For my idea, I want English classrooms have more various activities more than question-and-answer activity like interactive activities. I think English classrooms should have entertainments including English usages for reviewing."

Student B01:

"I don't like to learn English, but in my thought, I think English is significant for future benefit, such as studying upper degree, travelling abroad, getting higher jobs, and earning more salary. I like to learn English when teachers interact with me by using their eye contact because they give me the real sense of interaction between teachers and



students. The thing that I don't like in English classroom is teachers' bad attitude toward students. I don't like teachers who always say bad word and blame students. But sometimes I'm get excited when I'm in English classrooms because of gaining new contexts. Teachers' attitude and teaching method is crucial for increase learning motivation. Teachers talk about pros of English language before starting the lesson because it can attract students' attention and make their contexts look more interesting. I want to learn real-life English skills for beneficial usages instead of boring grammar contexts online classes. Maybe this could make our classes more interesting and be benefits for the future."

Student B02:

"I prefer English learning because English language leads me to get more opportunities in many aspects, such as getting better jobs, traveling abroad for works, etc. I like to learn English when I learn with foreigner teachers because they always create conductive atmospheres in the class, and they are not strict with grammatical form when I speak. However, I don't like teachers who always judge their students or put too much pressure in the classes. I feel relax and fun because my friends encourage and support me when I'm in the class. In my opinion, teachers should add more attractive activities like playing game, listening to music; moreover, I want better environments with no pressures in classes."

Student B03:

"I am not preferring learning English because the contexts are too hard and a lot of information to remember. I think English is quite important because it's beneficial for future outcome in many aspects such as studying abroad, getting higher business salary, and self-confidence. I like learning English when teachers apply modern and interesting teaching technique. On the other hand, I don't like to learn English because I always lose my self-confidence when I speak English. My mood and my feeling toward learning English are dependent on teaching method and teachers' attitude. If they use modern and interesting method, student will not be bored. I want teacher to teach student with new method such as using song to help remembering vocabulary. I think interesting teaching technique is the major factor of increasing learning motivation."