

EIL Teachers' Motivational Strategies and Students' Preference in the Deep Southern Part of Thailand

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SUMMARY OF CONTENTS

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1. INTRODUCTION

Some people reason their lack of motivation for failure in achieving goals, while others attribute motivation to their success. It is not different in the field of learning a second language (L2). Apparently, the above statements are proven true through previous research. There have been studies on dynamics and relationships between L2 learners' motivation and their achievement. For example, Gardner and Bernaus (2008) discovered motivation as a significantly positive predictor of students' L2 achievement.

While achievement is influenced by motivation, motivational strategies used by L2 teachers influence students' motivation (Dörnyei, 1994; Dörnyei, 1998; Dörnyei, 2001a; Dörnyei, 2001b). A research carried out by Abdollahzadeh and Papi in 2012 among Iranian male students to investigate the relationship between teachers' motivational strategy practice and students' motivated behavior in class found students' alertness, participation, and volunteering were significantly linked with teachers' motivational practice. In addition, Dörnyei and Guilloteaux's (2008) research in South Korea discovered that students' motivation can be improved by teachers using a variety of motivational strategies.

The positive relationships mentioned above of teachers' motivational strategies, students' L2 motivation, and their achievement are needed to be taken into account when considering the L2 teaching and learning environment of teachers and students, especially in the south of Thailand, who go through not only problems posed by the shortcomings of English language curriculum but also their own cultural difficulty in schools. There are some obstacles to successful implementation of the 2001 English language curriculum such as too many and difficult benchmarks and insufficient knowledge of teachers in cross cultures and of students in general to carry out the curriculum (Thongsri, 2005). Furthermore, the students from Malay Muslim

background, mainly Pattani, Yala, and Narathiwat, speak Melayu as their mother tongue. They usually start learning Thai as well as English by enrolling in regular educational system (Janchitfah, 2010). Arabic is also taught to most of the children in Islamic schools. It should be pointed out that for these students English is just one of the additional languages they simultaneously learn. This implies that the task of learning English can be more challenging for the students with Malay Muslim background in the south of Thailand than for those in other parts of the country due to the fact that they have to process more than one language at the same time. It is also observed in classroom settings that teachers' instruction in Thai is complicated for the children speaking Melayu as their mother tongue, and sometimes they simply do not understand the contents of what they are learning in Thai (Hantrakul, 2007). Under this context, one of the lowest scores in subjects overall including English in national examinations has been observed among the students in these regions (Hantrakul, 2007).

To help boost more successful L2 learning and teaching under the above mentioned conditions, considering the mechanism among the three variables shown in Figure 1, namely teachers' use of motivational strategies, students' motivation and their achievement, might be necessary. When teachers in the deep south actively adopt and adapt motivational strategies in the classrooms, their students' L2 learning motivation could possibly improve, and when students become more motivated, they might be successful in their L2 learning.

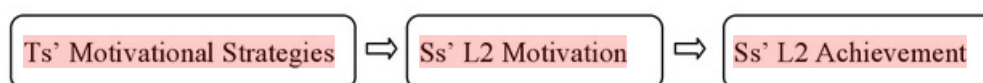


Figure 1 A simple diagram of directional flow of influence among three variables

Still, there has not been enough research conducted on this L2 motivation field throughout the deep southern part of Thailand. It might be worthwhile to take the very first step of investigating teachers' use of motivational strategies which has such a foothold link to students' L2 motivation and achievement; what motivational strategies are used and preferred by EIL teachers and students

respectively in the south; and whether there is a difference between motivational strategies used by Thai EIL teachers and students' preference.

2. LITERATURE REVIEW

2.1 Theories of Motivation

Gardner, one of the main contributors of motivational theories, established his motivational model in L2 learning in the 60s and it was refined later, being called 'Socio-educational model' (Gardner, 1959; Gardner, 1985; Gardner & Lalonde, 1985). According to his theory, motivation is divided into two categories, integrative and instrumental motivation. When getting a better job or higher scores in examination becomes a motive to learning the target language, it is instrumental motivation, while the openness to the community of the target language native speakers and their cultures is called integrative motivation which was more highlighted by Gardner than the other (Gardner, 2005). Although this theory was criticized by other scholars because of its ambiguous meaning of integrative motivation, it still remains one of the eminent motivational theories (Keblawi, 2006). Considering globalization which causes expansion of English speaking population, the meaning of integrative motivation was expanded in this study to cover the openness to the community of the target language speaking people and their cultures.

From 1990s, Dörnyei, who is one of the most influential scholars in L2 motivation, started contributing to this field with abundant research and studies. A process-oriented model was presented by Dörnyei and Ottó in 1998, and motivation was explained in terms of the process one might take to pursue his/her own goal. People's goal pursuing action can be divided into three phases: pre-actional phase, actional phase, and post-actional phase (Dörnyei, 1998). Motivation in the pre-actional phase is called choice motivation because it influences the choice of a particular goal a person wants to achieve (Dörnyei, 2003). In the actional phase, an individual needs to stick to his/her plan to accomplish his/her goal avoiding temptation to give up, and the motivation having an influence on this stage is referred

to as executive motivation (Dörnyei, 1998). Motivational retrospective comes into play in the third phase of post-action, meaning that motivation has an effect on the individual's process of evaluation of what was achieved and how it was achieved as well as planning for the next step (Dörnyei, 2003).

2.2 Related Empirical Studies

A research conducted by Papi and Abdollahzadehin Iran (2011) discovered a positive relationship between teachers' motivational strategy use and students' motivated behavior. In Iranian context, EFL curriculum is decided by the government, and school teachers are required to follow what is already fixed for them, so it does not draw students' interest. Therefore, some EFL teachers, to make up for this, use some motivational strategies to make students more enthusiastic in English learning. Through classroom observation and questionnaire survey, Papi and Abdollahzadeh (2011) found that teachers' motivational strategy practice is strongly linked with students' motivated behavior such as alertness, participation, and volunteering, meaning that teachers' use of motivational strategies in classrooms influences students' motivated behavior or vice versa.

Although Papi and Abdollahzadeh's (2011) research concentrated on teachers' motivational strategy use and students' motivated behavior in the classroom setting, the relationship between teachers' motivational strategy practice and students' actual motivation was not sought. It might be helpful to take a look at studies investigating the dynamics between motivational strategies of teachers and students' motivation.

A controlled experimental research was carried out in Saudi Arabia by Arabai and his associates in 2012. Fourteen EFL teachers and their 296 male students were included in this study, and then divided into two groups demographically very equivalently to examine the difference between the experimental group and the control group. The teachers were requested to study the

implementation guide for motivational strategies chosen in advance and use, at least, most of them in each class. Questionnaires were distributed to the students twice, at the beginning and end of the experiment to measure if the level of motivation of the experimental group increased over time due to the treatment more than that of the control group. The results were positive proving improvement in the level of motivation among the students who were given the implementation of specific motivational strategies by the teachers. Interestingly, the level of learning anxiety and English class anxiety increased among the control group while that of the experimental group decreased.

A similar result was found by Dörnyei and Guilloteaux in their study conducted in South Korea in 2003 and 2004 involving 27 ESOL teachers and about 1,300 students to see a relationship between teachers' motivational teaching practice and students' L2 motivation. Location of school, teachers' age, experience and proficiency were varied in selecting the sample group of teachers. For student participants, they tried to make the sample group as large as possible to hold the study reliable. The main instruments were a classroom observation scheme, a student self-reported questionnaire, and a post-lesson teacher evaluation scale. The results revealed that the teachers' motivational practice increased not only the level of the students' motivational behavior in the classrooms but also their level of motivation, indicating that through using a variety of motivational strategies in their lessons, the teachers actually can draw an improvement on their learners' motivational states (Dörnyei & Guilloteaux, 2008).

It has been observed, so far, that the teacher's use of motivational strategies positively influences students' L2 motivation and behavior in class, it would be, then, interesting to explore language teachers' perception and use of motivational strategies. Two research related to this were conducted by Dörnyei and Csizér (1998) and Dörnyei and Cheng (2007), in Hungary and Taiwan respectively.

In Dörnyei and Cheng's (2007) study, 387 Taiwanese English teachers varying in institutional backgrounds were requested to answer the questionnaire

asking among a total of 48 motivational strategies, how important they consider each motivational strategy was and how frequently they used each of them. The top ten motivational strategies selected by the teachers and considered more important than the others were: 1) Set a personal example with your own behavior, 2) Recognize students' effort and celebrate their success, 3) Promote learners' self-confidence, 4) Create a pleasant and relaxed atmosphere in the classroom, 5) Present tasks properly, 6) Increase the learners' goal-orientedness, 7) Make the learning tasks stimulating, 8) Familiarize learners with L2-related values, 9) Promote group cohesiveness and set group norms, and 10) Promote learner autonomy.

A similar result was found in Dörnyei and Csizér's (1998) research meaning that some motivational strategies were perceived more important transcending different countries and contexts (Dörnyei & Cheng, 2007). It was, however, pronounced in the research that the rates of frequency of use of some motivational strategies were low, even though they were considered more important (Dörnyei & Cheng, 2007).

When seeking for the dynamics of three variables of teachers' motivational strategy use, students' L2 motivation, and achievement, Bernaus and Gardner's (2008) investigation must be reviewed. The study looked for a relationship among these three variables. A questionnaire to investigate the teachers' motivational strategy use; a questionnaire to elicit the students' perception of the teachers' use of motivational strategies and their motivation states; and reading and listening tests to measure the students' L2 achievement were used as main instruments. The results indicated that the students' perception of motivational strategies used by the teachers was significantly related to their affective variables and English achievement. The students' motivation was, as anticipated, shown as a predictor of English achievement through the Hierarchical Linear Modeling Analysis.

Dörnyei (2001) concluded in his book 'Motivational Strategies in the Language Classrooms' with the statements below borrowing the idea of the 'good enough parent' by Bruno Bettelheim (1987), which proclaimed that as a parent we do

not need to be perfect; it is enough if we can provide children support as much as it is needed (Bruno Bettelheim, 1987):

“... it is my belief that teachers should aim to become ‘good enough motivators’ rather than striving unreasonably to achieve ‘Supermotivator’ status. When you look at all the ideas presented in this book, don’t think for a moment that you have to apply all of them to do a decent job. ... What we need is quality rather than quantity. A few well-chosen strategies that suit both you and your learners might take you beyond the threshold of the ‘good enough motivator’, creating an overall positive motivational climate in the classroom. Some of the most motivating teachers often rely on a few basic techniques!” (Dörnyei, 2001, p.136).

The teacher’s motivational strategy has been highlighted as a major area of L2 motivational research, since it has a significant link to student’s L2 motivation. It is, furthermore, proven that when the L2 learners are motivated, it positively influences their L2 achievement. At this point, what Dörnyei (2001) said above is considerable. If teachers adopt and use a few well-chosen strategies which cater both teachers and their students, it might successfully enhance motivational level of students, and, consequently, affect their achievement of the target language. In Thailand, there has been limited research on teachers’ motivational strategy use. This leads the researcher to investigate what motivational strategies are used by EIL teachers, what strategies are preferred by students, and whether there is a difference between these two variables in the context of the deep southern part of Thailand.

3. Research Questions

This study seeks to answer the following questions:

1. What motivational strategies do the EIL teachers in the south of Thailand use?
2. What are the students’ preference for the teachers’ motivational strategies?

3. Is there a difference between the teachers' motivational strategy use and the students' preference?

4. Methodology

4.1 Participants

This study included 77 Thai EIL teachers and 219 M.3 (Mattayom 3, equivalent to Grade 9) students in all six governmental secondary schools in three southernmost provinces in Thailand which are Pattani, Yala, and Narathiwat with two schools per each province. The researcher aimed to recruit all of the English teachers in the schools since the whole population was not great, but could involve 77 teachers (89.5%) out of 86 except those who were absent. As for the teachers' demographical information, 70 teachers are female and 7 teachers are male. In terms of their English proficiency, 63.6% teachers rate their English proficiency at intermediate level followed by 20.8% at upper intermediate, 9.1% at lower intermediate, and 5.2% at advanced. Each school varies in kinds of class it has such as ordinary class, English program class, special program class, class for students with high proficiency, and ordinary class became the subject of this study since it is the kind of class which all six schools have in common. One class from ordinary classes of each school was chosen through random sampling, and there were 219 students which constituted approximately nine per cent of the whole population.

4.2 Instruments

Two questionnaires with a five-point Likert scale were used. The first one is for the investigation of the teachers' use of motivational strategies; the second one, the students' preference for the motivational strategies used by their teachers. The questionnaires were constructed in English and translated into Thai, and reviewed by 3 experts for validity.

The questionnaire for the teachers was composed to elicit their demographical information and use of motivational strategies. The list of

motivational strategies of the questionnaire was adapted from Bernaus and Gardner (2008) and Dörnyei and Cheng (2007). Originally, Bernaus and Gardner's (2008) list consists of 26 motivational strategies: 14 traditional motivational strategies which are teacher-centered and 12 innovative or student-centered motivational strategies. For instance, 'I ask my students to memorize lists of vocabulary' is considered a traditional motivational strategy and 'I speak English in class' is considered an innovative motivational strategy. Some items which were regarded as culturally not suitable to the local context of the study were deleted or revised. Three more items from Dörnyei and Cheng's (2007) list of ten motivational strategies considered to be more important and frequently used were added to make equal numbers for both traditional and innovative motivational strategies.

The questionnaire for the students was conducted to elicit demographical information of the students and their preference for motivational strategies used by their English teachers. Items for students' preference are similar to those in the questionnaire for the teachers, except that the sentences were rephrased in such a way that they are suitable for extracting the students' preference. For example, item 1 in the questionnaire for the teachers, 'I make students practice dialogues in pair' was rephrased to 'I like it when my English teacher makes us practice dialogues in pair' in the questionnaire for the students.

4.3 Pilot Survey

The pilot was carried out in Hatyai Wittayalai School which is a governmental secondary school with 15 Thai EIL teachers and 45 M.3 students to establish reliability of the questionnaires. The results of the analysis of Pearson Product-Moment Correlation indicated that items in the teachers' questionnaire were moderately reliable ($\alpha = .66$, $N = 15$) due to small sample size, while items in the students' questionnaire were highly reliable ($\alpha = .92$, $N = 45$). Rerunning reliability for the teachers' questionnaire after main study was decided, and the result was found reliable ($\alpha = 0.77$, $n = 77$). Understandability and appropriateness of each item in the

questionnaires in regard to its own purpose was examined through interviewing when piloting.

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4.4 Data Collection

The researcher visited the six schools in three provinces to prevent possible insincere responses. All participants were briefly informed of the purpose of this study before the survey started. The data collection took place during the first semester (from June to September) of Thailand's academic year 2013.

4.5 Data Analysis

A statistical program was used for data analysis. Descriptive statistics was sought to analyze data for research questions 1 and 2: What motivational strategies do the EIL teachers in the south of Thailand use?; and what are the students' preference for the teachers' motivational strategies? Table 1 shows the criteria for the interpretation of the mean value of each motivational strategy use and agreement level of the students' preference for the teachers' use of motivational strategies.

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Table 1 Criteria for the interpretation of the mean value of the teachers' use of motivational strategies and the agreement level of the students' preference for the teachers' use of motivational strategies

Mean Value (\bar{x})	Level of Frequency	Level of Agreement
4.21 – 5.00	Always or almost always	Strongly agree
3.41 – 4.20	Often	Agree
2.61 – 3.40	Sometimes	Uncertain
1.81 – 2.60	Seldom	Disagree
0.00 – 1.80	Never or almost never	Strongly disagree

For research question 3: Is there a difference between the teachers' motivational strategy use and the students' preference?, t-test was run.

5. Results

5.1 Motivational Strategies Used by Thai EIL Teachers

It was found that the average frequency level of the teachers' use of 28 motivational strategies was in the range of "often" ($\bar{x} = 3.80$). The frequency level of each motivational strategy is shown in Table 2 ranging from the item with the highest mean value to that with the lowest mean value.

Table 2 Frequency level of teachers' use of motivational strategies

No.	Statement	Type	Mean	L/F
19	I lay down rules and regulations to be followed in class. (e.g. Hand in homework on time, Be honest, etc.)	T	4.68	
1	I recognize my students' effort and compliment their success.	I	4.62	Always or almost always
26	I set a personal example with my own behavior.	I	4.60	
28	I create a pleasant and relaxed atmosphere in the class.	I	4.48	
8	I address questions to the whole class.	T	4.39	
10	I assign homework to my students.	T	4.34	
13	I allow my students to use dictionaries in class.	T	4.31	
3	I make my students do grammar exercises	T	4.23	
9	I have my students work in small groups.	I	4.12	
23	I evaluate my students' English progress using tests.	T	4.08	
1	I supplement the student's textbook with other materials.	I	4.01	Often
1	I put emphasis on my students' communicative competence.	I	3.97	
18	I allow my students to speak Thai in class.	T	3.92	
5	I ask my students to memorize lists of vocabulary.	T	3.84	

17	I speak English in class.	I	3.82	
15	I make my students translate English texts into Thai.	T	3.75	
14	My students use the Internet, CDs or other kinds of resources to do project work.	I	3.69	
16	I follow the student's textbook.	T	3.69	
1	I make my students practice dialogues in pair.	I	3.65	
22	I surprise my students with new activities in order to maintain their interest.	I	3.55	
6	My students read stories or other various kinds of texts in class.	T	3.40	
2	I make my students do listening activities through audio or video.	T	3.29	
11	I make my students do dictations.	T	3.26	
4	I have my students play games in class.	I	3.12	Some- times
25	My students do self-evaluation and peer evaluation.	I	2.95	
24	I give questionnaires to my students to evaluate my teaching at the end of the semester.	I	2.88	
7	My students write letters or other various kinds of texts in class.	T	2.87	
12	I use songs in class.	I	2.87	
Average			3.80	Often

Note : T = Traditional strategy, I = Innovative strategy, L/F=Level of Frequency

1 Table 2 shows that eight motivational strategies (item 19, 27, 26, 28, 8, 10, 13, and 3) were always or almost always used by the teachers. The motivational strategy with the highest mean value was item 19 ($\bar{x} = 4.68$). 1 Twelve motivational strategies (item 9, 23, 21, 20, 18, 5, 17, 15, 14, 16, 1, and 22) and the remaining eight (item 6, 2, 11, 4, 25, 24, 7, and 12) were used at the frequency level of "often" and "sometimes" respectively. The item with the lowest mean value among the 28 motivational strategy items was item 12 'I use songs in class' ($\bar{x} = 2.87$).

The results of the analysis of the teachers' use of motivational strategies based on types are presented in Table 3.

Table 3 Teachers' use of motivational strategies based on types

Motivational strategy type	N	Minimum	Maximum	Mean	S. D.
Innovative	14	2.71	4.50	3.74	0.38
Traditional	14	3.00	4.50	3.86	0.32
Total	28	3.14	4.50	3.80	0.30

In terms of motivational strategy type, the mean values of the teachers' use of traditional and innovative motivational strategies were found similar meaning that they almost equally use both traditional ($\bar{x} = 3.86$) and innovative ($\bar{x} = 3.74$) strategies in class.

5.2 Students' Preference for Motivational Strategies

Regarding the extent that the students agree with the statements of their preference for motivational strategies used by their English teachers, it was found that the average mean value was 4.01 meaning that the students in general agree with these statements.

Table 4 presents the mean value of the students' preference for each motivational strategy ranging from the most to the least agreed item.

Table 4 Students' preference for teachers' motivational strategy use

No.	Statement	Type	Mean	Level of agreement
28	I like it when my English teacher creates a pleasant and relaxed atmosphere in the class.	I	4.53	Strongly agree
13	I like it when my English teacher allows us to use dictionaries in class.	T	4.45	

18	I like it when my English teacher allows us to speak Thai in class.	T	4.39
27	I like it when my English teacher recognizes my effort and compliments my success.	I	4.34
4	I like it when my English teacher makes us play games in class.	I	4.33
14	I like it when my English teacher makes us use the Internet, CDs or other kinds of resources to do project work.	I	4.33
21	I like it when my English teacher supplements our textbook with other materials.	I	4.19
22	I like it when my English teacher surprises us with new activities in order to maintain our interest.	I	4.19
26	I like it when my English teacher sets a personal example with his/her own behavior.	I	4.18
9	I like it when my English teacher makes us work in small groups.	I	4.16
12	I like it when my English teacher uses songs in class.	I	4.10
25	I like it when my English teacher makes us do self-evaluation and peer evaluation.	I	4.08
24	I like it when my English teacher gives us questionnaires to evaluate his/her teaching at the end of the semester.	I	4.07
15	I like it when my English teacher makes us translate English texts into Thai.	T	4.06
20	I like it when my English teacher puts emphasis on communicative competence.	I	4.03
23	I like it when my English teacher evaluates my English progress using tests.	T	4.02
16	I like it when my English teacher follows our textbook.	T	4.00
19	I like it when my English teacher lays down rules and regulations to be followed in class. (e.g. Hand in homework on time, Be honest, etc.)	T	3.96
17	I like it when my English teacher speaks English in class.	I	3.92
5	I like it when my English teacher asks us to memorize lists of vocabulary.	T	3.87
1	I like it when my English teacher makes us practice dialogues in pair.	I	3.82

Agree

6	I like it when my English teacher makes us read stories or other various kinds of texts in class.	T	3.82	17
8	I like it when my English teacher addresses questions to the whole class.	T	3.76	
11	I like it when my English teacher makes us do dictations.	T	3.68	
12	I like it when my English teacher makes us do listening activities through audio or video.	T	3.64	
13	I like it when my English teacher makes us do grammar exercises.	T	3.64	
17	I like it when my English teacher makes us write letters or other various kinds of texts in class.	T	3.43	
10	I like it when my English teacher assigns homework to us.	T	3.40	Uncertain
Average			4.01	Agree

Table 4 shows that the students strongly agree with six items (28, 13, 18, 27, 4, and 14). Item 28 'I like it when my English teacher creates a pleasant and relaxed atmosphere in the class' was the item ranked the strongest agreement ($\bar{x} = 4.53$) meaning that the students preferred this motivational strategy the most. On the contrary, item 10 'I like it when my English teacher assigns homework to us' was given the least agreement among the 28 items meaning that students do not prefer this motivational strategy in comparison to the others. Concerning the rest 21 items, the students agree with all of them.

The results of the analysis of the students' preference based on the categories of innovative and traditional motivational strategies are shown in Table 5.

It was found that the mean values of the students' preference for both innovative and traditional motivational strategies fall into the range of "agree". The mean value of the students' preference for innovative strategies was, however, slightly higher than that of the other meaning the students prefer innovative motivational strategies to the traditional ones.

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Table 5 Students' preference for teachers' use of motivational strategies based on types

Motivational strategy type	N	Minimum	Maximum	Mean	S. D.
Innovative	14	2.71	4.93	4.16	0.46
Traditional	14	2.43	5.00	3.87	0.49
Average		2.86	4.89	4.01	0.45

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5.3 *Difference between Teachers' Use of Motivational Strategies and Students' Preference*

The result of t-test reveals a significant difference between the teachers' average use of motivational strategies and the students' average preference at the 0.01 level ($p < .01$). Table 6 delineates the difference between the teachers' use of the 28 motivational strategies and the students' preference for each of them.

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Table 6 Difference between teachers' use of motivational strategies and students' preference

Item No.	Student (n=219)		Teacher (n=77)		T	Sig. (2-tailed)
	Mean	S.D.	Mean	S.D.		
1	3.82	0.86	3.65	0.85	1.48	0.14
2	3.64	0.85	3.29	0.90	3.08**	0.00
3	3.64	0.79	4.23	0.72	-5.75**	0.00
4	4.33	0.71	3.12	0.73	12.79**	0.00
5	3.87	0.79	3.84	0.81	0.22	0.82
6	3.82	0.81	3.40	0.82	3.89**	0.00
7	3.43	0.83	2.87	0.80	5.26**	0.00
8	3.76	0.84	4.39	0.69	-5.95**	0.00
9	4.16	0.66	4.12	0.76	0.52	0.60

Item No.	Student (n=219)		Teacher (n=77)		T	Sig. (2-tailed)
	Mean	S.D.	Mean	S.D.		
10	3.40	0.93	4.34	0.79	-7.92**	0.00
11	3.68	0.90	3.26	1.02	3.45**	0.00
12	4.10	0.87	2.87	0.94	10.49**	0.00
13	4.45	0.68	4.31	0.86	1.25	0.21
14	4.33	0.77	3.69	0.99	5.15**	0.00
15	4.06	0.80	3.75	0.92	2.63**	0.01
16	4.00	0.77	3.69	0.99	2.55**	0.01
17	3.92	0.89	3.82	0.68	1.06	0.29
18	4.39	0.72	3.92	0.68	5.13**	0.00
19	3.96	0.92	4.68	0.50	-8.46**	0.00
20	4.03	0.78	3.97	0.71	0.53	0.60
21	4.19	0.71	4.01	0.68	1.91	0.06
22	4.19	0.78	3.55	0.85	6.05**	0.00
23	4.02	0.83	4.08	0.56	-0.70	0.48
24	4.07	0.75	2.88	1.32	7.50**	0.00
25	4.08	0.72	2.95	0.92	9.81**	0.00
26	4.18	0.74	4.60	0.59	-4.48**	0.00
27	4.34	0.73	4.62	0.54	-3.56**	0.00
28	4.53	0.65	4.48	0.58	0.64	0.52
Innovative	4.16	0.46	3.74	0.38	7.28**	0.00
Traditional	3.87	0.49	3.86	0.32	0.13	0.90
Average	4.01	0.45	3.80	0.30	4.70**	0.00

**Significant at the 0.01 level (2-tailed)

Altogether, among the 28 motivational strategies, significant differences at the 0.01 level ($p < .01$) were found between the mean values of the teachers' use of and the students' preference for 19 motivational strategies. It should

be pointed out that 13 motivational strategies (item 2, 4, 6, 7, 11, 12, 14, 15, 16, 18, 22, 24, and 25) out of 19 showing statistically significant differences are those for which the students' preference is greater than the teachers' actual use meaning that these motivational strategies are not relatively used by the teachers as often as the students prefer. For instance, item 4 'I like it when my English teacher makes us play games in class', item 12 'I like it when my English teacher uses songs in class', and item 25 'I like it when my English teacher makes us do self-evaluation and peer evaluation' were the items with the greatest difference meaning the English teachers' actual use of these motivational strategies did not come up to the students' preference. On the other hand, items 3, 8, 10, 19, 26 and 27 are the motivational strategies of which the teachers' use is relatively more frequent than the degree of the students' preference for them. For example, item 19 'I like it when my English teacher lays down rules and regulations to be followed in class (e.g. Hand in homework on time, Be honest, etc.)' and item 10 'I like it when my English teacher assigns homework to us' were the items with statistically significant differences meaning these motivational strategies are frequently used by the English teachers while the students' preference for them is not great.

Interestingly, a significant difference was discovered among the teachers' use of innovative motivational strategies and the students' preference for them, though the results reported in the previous sections indicate that both the teachers' use of and the students' preference for innovative motivational strategies were in the range of "often" ($\bar{x} = 3.74$) and "agree" ($\bar{x} = 4.16$). This means there is a mismatch between the teachers' use of innovative motivational strategies and the students' preference for them.

6. Discussion and Implications

As the results indicate, both innovative and traditional motivational strategies are almost equally used by the Thai EIL teachers. For the students' preference for these motivational strategies used by their English teachers, innovative strategies were discovered more preferred by the students though the mean values of

the students' preference for both the innovative and the traditional motivational strategies were in the same range.

On the whole, however, a significant difference was found between the teachers' use of motivational strategies and the students' preference at the 0.01 level ($p < .01$) meaning some motivational strategies are not used frequently enough by the teachers as much as they are preferred by the students. On the contrary, some motivational strategies are often used by the teachers while the students' preference for them is not so great. In particular, the difference was significant among innovative motivational strategies while almost no difference was found among traditional ones.

EIL teachers should be encouraged to actively look for motivational strategies which are more effective for enhancing their students' motivation, and to find out whether their selection of motivational strategies comes up to students' preference. This study suggests M.3 English teachers use more games (item 4) and songs (item 12) as ones of the methods of building enjoyable classroom atmosphere, be more creative in assessing students' progress using self-evaluation and peer-evaluation (item 25), and actively ask for students' opinion and evaluation of their teaching through the questionnaire at the end of the semester (item 24). On the other hand, teachers should seek their students' agreement when laying down rules and regulations to be followed in class (item 19) in order to seek students' acceptance of the rules and regulations as well as to arouse their spontaneous participation. Teachers should also reduce the frequency of use of motivational strategies such as assigning homework (item 10), addressing questions to the whole class (item 8), and making students do grammar exercises (item 3) since these motivational strategies are considered more frequently used by the teachers in comparison to the students' preference for them.

Findings of this study are meaningful considering the positive dynamics among teachers' use of motivational strategies, students' L2 motivation, and their L2 achievement as mentioned at the beginning of this paper (Bernaus &

Gardner, 2008). Bearing in mind the fact that L2 can be better achieved by more motivated students, and students' motivation can be enhanced by teachers' use of motivational strategies, acknowledging and investigating students' preference for motivational strategies used by teachers is important since it is expected that when there is a match between these two variables, there will be a driving force for students' motivation. In this sense, this study holds its significance and uniqueness since there have been limited studies on motivational strategies used by EIL teachers and students' preference.

7. Recommendation

Considering this study concentrated on M.3 students (Grade 9), investigating preference for motivational strategies of students with different ages might be interesting. Future study may investigate whether the preference for motivational strategies of younger students differs from that of older ones. For example, researchers may focus on how the preference for motivational strategies of elementary school students differs from that of middle school students, or how their preference changes as they grow up across elementary school, secondary school, and university. This might provide some practical implications for English teachers in schools of different grades.

It might also be interesting to find out motivational strategies used by teachers with different demographical background. For example, if male teachers tend to use some particular motivational strategies while female teachers do not, or whether the use of motivational strategies varies according to the length of teaching experience.

Appendix 1
Questionnaires in English

Motivational Strategy Use of Thai EIL Teachers

This survey is conducted as a ⁷ partial fulfillment of the requirements for the degree of Master of Arts in Teaching English as an International Language at Prince of Songkla University. To investigate what motivational strategies English teachers use in their classrooms, ³ you are requested to answer the following questions concerning the use of motivational strategies in your classrooms. ¹² This is not a test; so, there are no “right” or “wrong” answers. ⁶ Please give your answers sincerely, as only this will guarantee the success of the investigation.

Thank you very much for your cooperation.

Mrs. Eun-Young Cho

Graduate student

⁹

Master of Arts Program in

Teaching English as an International Language

¹

Faculty of Liberal Arts

Prince of Songkla University

Part 1

3

Please provide the following information by ticking (✓) in the box and writing your response in the space.

Gender :	<input type="checkbox"/> Male	<input type="checkbox"/> Female
Religion :	<input type="checkbox"/> Muslim	<input type="checkbox"/> Buddhist <input type="checkbox"/> Christian <input type="checkbox"/> Other()
Age :	_____ years old	
Educational Background :	<input type="checkbox"/> B. A. (Major : _____)	
	<input type="checkbox"/> M.A. (Field : _____)	
	<input type="checkbox"/> Ph.D. (Field : _____)	
Teaching Certificate :	<input type="checkbox"/> Yes, I have. <input type="checkbox"/> No, I don't have.	
Teaching Subject(s) :	What English subjects are you teaching in this semester? Please indicate all the subjects you are teaching.	
	<input type="checkbox"/> English 1-6 <input type="checkbox"/> Listening and Speaking <input type="checkbox"/> Reading and Writing	
Teaching Level(s) :	What levels of student are you teaching in this semester? Please indicate all the levels you are teaching.	
	14 <input type="checkbox"/> M.1 <input type="checkbox"/> M.2 <input type="checkbox"/> M.3 <input type="checkbox"/> M.4 <input type="checkbox"/> M.5 <input type="checkbox"/> M.6	
Experience as an English teacher :	_____ years	
Overseas Experience :	Have you visited English-speaking countries?	
	<input type="checkbox"/> Yes Country _____ Duration _____ Country _____ Duration _____ Country _____ Duration _____	
	<input type="checkbox"/> No	
English Ability :	Please rate your English proficiency.	
	<input type="checkbox"/> Advanced <input type="checkbox"/> Upper intermediate <input type="checkbox"/> Intermediate <input type="checkbox"/> Lower intermediate	

Part 2

Please tick (✓) in one of the columns that best describes you.

No.	Statement	Frequency of use				
		Always or almost always	Often	Some times	Seldom	Never or almost never
1	I make my students practice dialogues in pair.					
2	I make my students do listening activities through audio or video.					
3	I make my students do grammar exercises.					
4	I have my students play games in class.					
5	I ask my students to memorize lists of vocabulary.					
6	My students read stories or other various kinds of texts in class.					
7	My students write letters or other various kinds of texts in class.					
8	I address questions to the whole class.					
9	I have my students work in small groups.					
10	I assign homework to my students.					
11	I make my students do dictations.					
12	I use songs in class.					

No.	Statement	Frequency of use				
		Always or almost always	Often	Some times	Seldom	Never or almost never
13	² I allow my students to use dictionaries in class.					
14	My students use the Internet, CDs or other kinds of resources to do project work.					
15	² I make my students translate English texts into Thai.					
16	I follow the student's textbook.					
17	I speak English in class.					
18	I allow my students to speak Thai in class.					
19	I lay down rules and regulations to be followed in class. (e.g. Hand in homework on time, Be honest, etc.)					
¹ 20	I put emphasis on my students' communicative competence.					
21	² I supplement the student's textbook with other materials.					
22	I surprise my students with new activities in order to maintain their interest.					
23	I evaluate my students' English progress using tests.					
24	I give questionnaires to my students to evaluate my teaching at the end of the semester.					
¹ 25	My students do self-evaluation and peer evaluation.					
¹ 26	I set a personal example with my own behavior.					

No.	Statement	Frequency of use				
		Always or almost always	Often	Some times	Seldom	Never or almost never
1 27	I recognize my students' effort and compliment their success.					
28	I create a pleasant and relaxed atmosphere in the class.					

Part 3

Please write down other motivational strategies which you frequently use but are not mentioned in Part 2.

1. _____
2. _____
3. _____
4. _____
5. _____

1 Preference for Motivational Strategies and Motivation of Thai EIL Students

7 This survey is conducted as a partial fulfillment of the requirements for the degree of Master of Arts in Teaching English as an International Language at Prince of Songkla University. To investigate 1 students' preference for motivational strategies used by their teachers in class and their motivation to learn English, you are 3 requested to answer the following questions concerning the preference for motivational strategies and motivation in 10 English learning. This is not a test; so, there are no "right" or "wrong" answers. 6 Please give your answers sincerely, as only this will guarantee the success of the investigation.

Thank you very much for your cooperation.

Mrs. Eun-Young Cho

Graduate student

9 Master of Arts Program in

Teaching English as an International Language

1 Faculty of Liberal Arts

Prince of Songkla University

Part 1

3

Please provide the following information by ticking (✓) in the box and writing your response in the space.

Gender : Male Female

Religion : Muslim Buddhist Christian other()

19

English Teacher : Have you ever had a native English teacher?

Yes No

Overseas Experience : Have you visited English-speaking countries?

Yes
 Country _____ Duration _____
 Country _____ Duration _____
 Country _____ Duration _____

No

Learning Source : Where are you studying English at the moment?
 (You can choose more than one.)

at my school at a private institute
 with private tutor on my own
 others ()

Grade of English : What grade did you get in the English subject last semester
 (2/2555)?

16

1. Subject : _____ Grade : _____

2. Subject : _____ Grade : _____

3. Subject : _____ Grade : _____

Part 2

Please tick (✓) in one of the columns that best describes you.

No.	Statement	Level of agreement				
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1	2 I learn English in order to make friends with English-speaking people. 15					
2	I learn English in order to know the culture of English-speaking people from various countries.					
3	I learn English to read English writings.					
4	I have favorable attitude toward learning English.					
5	I have favorable attitude toward my English teacher.					
6	18 I learn English to get a high score.					
7	I like English.					
8	I look forward to English classes.					
20 9	Studying English is important to me for further studies.					
10	I like learning English to communicate with foreigners.					

Part 3

Please tick (✓) in one of the columns that best describes you.

No.	Statement	Level of agreement				
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1	I like it when my English teacher makes us practice dialogues in pair.					
2	I like it when my English teacher makes us do listening activities through audio or video.					
3	I like it when my English teacher makes us do grammar exercises.					
4	I like it when my English teacher makes us play games in class.					
5	I like it when my English teacher asks us to memorize lists of vocabulary.					
6	I like it when my English teacher makes us read stories or other various kinds of texts in class.					
7	I like it when my English teacher makes us write letters or other various kinds of texts in class.					
8	I like it when my English teacher addresses questions to the whole class.					
9	I like it when my English teacher makes us work in small groups.					
10	I like it when my English teacher assigns homework to us.					
11	I like it when my English teacher makes us do dictations.					
12	I like it when my English teacher uses songs in class.					

No.	Statement	Level of agreement				
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
13	I like it when my English teacher allows us to use dictionaries in class.					
14	I like it when my English teacher makes us use the Internet, CDs or other kinds of resources to do project work.					
15	I like it when my English teacher makes us translate English texts into Thai.					
16	I like it when my English teacher follows our textbook.					
17	I like it when my English teacher speaks English in class.					
18	I like it when my English teacher allows us to speak Thai in class.					
19	I like it when my English teacher lays down rules and regulations to be followed in class. (e.g. Hand in homework on time, Be honest, etc.)					
20	I like it when my English teacher puts emphasis on communicative competence.					
21	I like it when my English teacher supplements our textbook with other materials.					
22	I like it when my English teacher surprises us with new activities in order to maintain our interest.					
23	I like it when my English teacher evaluates my English progress using tests.					
24	I like it when my English teacher gives us questionnaires to evaluate his/her teaching at the end of the semester.					
25	I like it when my English teacher makes us do self-evaluation and peer evaluation.					

No.	Statement	Level of agreement				
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1 26	I like it when my English teacher sets a personal example with her own behavior.					
27	I like it when my English teacher recognizes my effort and compliments my success.					
1 28	I like it when my English teacher creates a pleasant and relaxed atmosphere in the class.					

Part 4

Please write down other motivational strategies used by your English teacher in class that you like but are not mentioned in Part 3.

1. _____
2. _____
3. _____
4. _____
5. _____

Appendix 2
Questionnaires in Thai

การใช้กลยุทธ์แรงจูงใจของครูไทย ที่สอนภาษาอังกฤษในฐานะภาษานานาชาติ

การสำรวจนี้จัดทำขึ้นเพื่อเป็นส่วนหนึ่งของการศึกษาในหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษเป็นภาษานานาชาติ มหาวิทยาลัยลงชลานครินทร์ โดยมีวัตถุประสงค์เพื่อศึกษาการใช้กลยุทธ์แรงจูงใจในชั้นเรียนของครูไทยที่สอนภาษาอังกฤษ กรุณาตอบคำถามเกี่ยวกับการใช้กลยุทธ์แรงจูงใจในชั้นเรียนของท่าน การสำรวจครั้งนี้ไม่ใช้การตอบ ดังนั้นจึงไม่มีคำตอบที่ถูกต้องหรือผิด กรุณาตอบคำถามด้วยความจริงใจ เพื่อให้งานวิจัยนี้มีผลวัตถุประสงค์

ขอบคุณมากสำหรับความร่วมมือของท่าน

Mrs. Eun-Young Cho

นักศึกษาระดับปริญญาโท

หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษเป็นภาษานานาชาติ

คณะศิลปศาสตร์

มหาวิทยาลัยลงชลานครินทร์

ส่วนที่ 1

โปรดทำเครื่องหมาย ✓ ลงในช่องสี่เหลี่ยมและเขียนคำตอบในช่องว่าง

เพศ :	<input type="checkbox"/> ชาย	<input type="checkbox"/> หญิง	
ศาสนา :	<input type="checkbox"/> อิสลาม	<input type="checkbox"/> พุทธ	<input type="checkbox"/> คริสต์ <input type="checkbox"/> อื่นๆ
อายุ :	()		
	_____ ปี		
วุฒิการศึกษา:	<input type="checkbox"/> ปริญญาตรี		
	(สาขาวิชา : _____)		
	<input type="checkbox"/> ปริญญาโท		
	(สาขาวิชา : _____)		
ใบประกอบวิชาชีพครู :	<input type="checkbox"/> มี	<input type="checkbox"/> ไม่มี	
วิชาที่สอน :	ท่านสอนรายวิชาภาษาอังกฤษใดในภาคการศึกษานี้		
	กรุณาเลือกทุกรายวิชาที่ท่านสอน		
	<input type="checkbox"/> English 1-6		
	<input type="checkbox"/> Listening and Speaking		
	<input type="checkbox"/> Reading and Writing		
ระดับชั้นที่สอน :	ท่านสอนนักเรียนระดับชั้นใดในภาคการศึกษานี้		
	กรุณาเลือกทุกระดับชั้นที่ท่านสอน		
ประสบการณ์การสอนภาษาอังกฤษ :	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	_____ ปี		
ประสบการณ์ต่างประเทศ :	ท่านเคยไปเยือนประเทศที่พูดภาษาอังกฤษหรือไม่		
	<input type="checkbox"/> เคย		
	ประเทศ _____ ระยะเวลา _____		

	ประเทศ _____ ระยะเวลา _____		

	<input type="checkbox"/> ไม่เคย		
	ประเทศ _____ ระยะเวลา _____		

โปรดประเมินความสามารถด้านภาษาอังกฤษของท่าน

- ความสามารถด้านภาษาอังกฤษ :
- Advanced
- Upper intermediate
- Intermediate
- Lower intermediate

ส่วนที่ 2

โปรดทำเครื่องหมาย ✓ ลงในช่องที่อธิบายเกี่ยวกับตัวท่านได้ตรงกับความเป็นจริงมากที่สุด

ลำดับ	ข้อความ	ความถี่ในการใช้				
		จ้มาเสมอ หรือเกือบ จ้มาเสมอ	บ่อย	บางครั้ง	นานๆ ครั้ง	ไม่เคยหรือ แทบไม่เคย
1	ฉันให้นักเรียนของฉันจับคู่สนทนา					
2	ฉันให้นักเรียนของฉันทำกิจกรรมการฟังโดยใช้แถบบันทึกเสียงหรือวีดีโอ					
3	ฉันให้นักเรียนของฉันทำแบบฝึกหัดไวยากรณ์					
4	ฉันให้นักเรียนของฉันเล่นเกมสลับในห้องเรียน					
5	ฉันให้นักเรียนของฉันจ้รายการคำศัพท์					
6	ฉันให้นักเรียนของฉันอ่านนิทานและบทอ่านอื่นๆที่หลากหลายในห้องเรียน					
7	ฉันให้นักเรียนของฉันเขียนจดหมายหรือความเรียงประเภทอื่นๆที่หลากหลายในห้องเรียน					
8	ฉันตั้งคำถามให้กับทั้งห้อง					

9	ฉันให้นักเรียนของฉันทำงานเป็นกลุ่มเล็กๆ					
10	ฉันให้การบ้านนักเรียนของฉัน					
11	ฉันให้นักเรียนของฉันเขียนตามคำบอก					
ลำดับ	ข้อความ	ความถี่ในการใช้				
		สม่ำเสมอ หรือเกือบ สม่ำเสมอ	บ่อย	บางครั้ง	นานๆ ครั้ง	ไม่เคยหรือ แทบไม่เคย
12	ฉันใช้เพลงในห้องเรียน					
13	ฉันอนุญาตให้นักเรียนของฉันใช้พจนานุกรมในห้องเรียน					
14	ฉันให้นักเรียนของฉันใช้อินเทอร์เน็ต แผ่นซีดี และทรัพยากรอื่นๆเพื่อทำโครงการ					
15	ฉันให้นักเรียนของฉันแปลข้อความจากภาษาอังกฤษเป็นภาษาไทย					
16	ฉันสอนตามหนังสือเรียนของนักเรียน					
17	ฉันพูดภาษาอังกฤษในห้องเรียน					
18	ฉันอนุญาตให้นักเรียนของฉันพูดภาษาไทยในห้องเรียน					
19	ฉันวางกฎกติกาในชั้นเรียนที่นักเรียนของฉันจะต้องปฏิบัติตาม เช่น ส่งการบ้านตรงเวลา มีความซื่อสัตย์ เป็นต้น					
20	ฉันเน้นความสามารถในการสื่อสาร					
21	ฉันใช้สื่อและอุปกรณ์การเรียนอื่นๆควบคู่กับหนังสือเรียน					

22	ฉันสร้างความประหลาดใจให้กับนักเรียนโดยใช้กิจกรรมใหม่ๆเพื่อคงความสนใจของนักเรียน					
23	ฉันประเมินความก้าวหน้าด้านภาษาอังกฤษของนักเรียนของฉันโดยใช้แบบทดสอบ					
ลำดับ	ข้อความ	ความถี่ในการใช้				
		ลมาเสมอหรือเกือบลมาเสมอ	บ่อย	บางครั้ง	นานๆครั้ง	ไม่เคยหรือแทบไม่เคย
24	ฉันให้นักเรียนของฉันทำแบบสอบถามเพื่อประเมินการสอนของฉันเมื่อจบภาคการศึกษา					
25	ฉันให้นักเรียนของฉันประเมินตนเองและประเมินเพื่อน					
26	ฉันประพืดคนเป็นแบบอย่างให้กับนักเรียน					
27	ฉันเห็นคุณค่าความพยายามของนักเรียนของฉันและชื่นชมความสำเร็จของเขา					
28	ฉันสร้างบรรยากาศที่ดีและผ่อนคลายในห้องเรียน					

ส่วนที่ 3

โปรดระบุกลยุทธ์ที่ไม่ได้ระบุไว้ในส่วนที่ 2 แต่ท่านใช้บ่อยๆ เพื่อสร้างแรงจูงใจให้กับนักเรียน

1. _____
2. _____
3. _____
4. _____

5. _____

ความชอบในกลยุทธ์แรงจูงใจของครูและแรงจูงใจของ นักเรียนไทยที่เรียนภาษาอังกฤษในฐานะภาษานานาชาติ

การสำรวจนี้จัดทำขึ้นเพื่อเป็นส่วนหนึ่งของการศึกษาในหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษเป็นภาษานานาชาติ มหาวิทยาลัยจลนาลนครินทร์ โดยมีวัตถุประสงค์เพื่อสำรวจความชอบในกลยุทธ์แรงจูงใจของครูและแรงจูงใจของนักเรียนในการเรียนภาษาอังกฤษ

ก ฤ ษ

ขอให้นักเรียนตอบคำถามเกี่ยวกับความชอบในกลยุทธ์แรงจูงใจของครูและแรงจูงใจของนักเรียนในการเรียนภาษาอังกฤษ การสำรวจครั้งนี้ไม่ใช่การสอบ ดังนั้นจึงไม่มีคำตอบที่ถูกต้องหรือผิด กรุณาตอบคำถามด้วยความจริงใจ เพื่อให้งานวิจัยนี้มีบรรลุวัตถุประสงค์

ขอบคุณมากสำหรับความร่วมมือของนักเรียน

Mrs. Eun-Young Cho

นักศึกษาปริญญาโท

หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษเป็นภาษานานาชาติ

คณะศิลปศาสตร์

มหาวิทยาลัยวลัยลักษณ์

ส่วนที่ 1

โปรดทำเครื่องหมาย ✓ ลงในช่องสี่เหลี่ยมและเขียนคำตอบในช่องว่าง

เพศ :	<input type="checkbox"/> ชาย	<input type="checkbox"/> หญิง		
ศาสนา :	<input type="checkbox"/> อิสลาม	<input type="checkbox"/> พุทธ	<input type="checkbox"/> คริสต์	<input type="checkbox"/> อื่นๆ
ครูสอนภาษาอังกฤษ :	นักเรียนเคยเรียนกับครูสอนภาษาอังกฤษที่เป็นเจ้าของภาษาหรือไม่			
	<input type="checkbox"/> เคย	<input type="checkbox"/> ไม่เคย		
ประสบการณ์ต่างประเทศ :	นักเรียนเคยไปเยือนประเทศที่พูดภาษาอังกฤษหรือไม่			
	<input type="checkbox"/> เคย			
	ประเทศ _____	ระยะเวลา _____		
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แหล่งเรียนรู้ :	ปัจจุบันนักเรียนเรียนภาษาอังกฤษจากแหล่งใดบ้าง (นักเรียนสามารถเลือกได้มากกว่าหนึ่งคำตอบ)			
	<input type="checkbox"/> ที่โรงเรียน	<input type="checkbox"/> ที่สถาบันเอกชน		
	<input type="checkbox"/> เรียนกับครูพิเศษส่วนตัว	<input type="checkbox"/> เรียนรู้ด้วยตนเอง		
	<input type="checkbox"/> อื่นๆ (_____)			
เกรดวิชาภาษาอังกฤษ :	นักเรียนได้เกรดวิชาภาษาอังกฤษอะไรในภาคการศึกษาที่ผ่านมา (2/2555)			

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1. วิชา : _____ เกรด : _____
2. วิชา : _____ เกรด : _____
3. วิชา : _____ เกรด : _____
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ส่วนที่ 2

โปรดทำเครื่องหมาย ✓ ลงในช่องที่อธิบายเกี่ยวกับตัวนักเรียนได้ตรงกับความเป็นจริงมากที่สุด

ลำดับ	ข้อความ	ระดับความเห็น				
		เห็นด้วย อย่างมาก	เห็นด้วย	ไม่แน่ใจ	ไม่เห็น ด้วย	ไม่เห็นด้วย อย่างมาก
1	ฉันเรียนภาษาอังกฤษเพื่อเป็นเพื่อนกับ คนที่พูดภาษาอังกฤษ					
2	ฉันเรียนภาษาอังกฤษเพื่อเรียนรู้วัฒนธรรม ของผู้พูดภาษาอังกฤษจากประเทศ ต่างๆ					
3	ฉันเรียนภาษาอังกฤษเพื่ออ่านภาษาอังกฤษ ได้					
4	ฉันมีทัศนคติที่ดีต่อการเรียนภาษาอังกฤษ					
5	ฉันมีทัศนคติที่ดีต่อครูภาษาอังกฤษของ ฉัน					
6	ฉันเรียนภาษาอังกฤษเพื่อสอบให้ได้คะแนนดี					

7	ฉันชอบภาษาอังกฤษ					
8	ฉันตั้งตาคอยชั้นเรียนภาษาอังกฤษ					
9	การเรียนภาษาอังกฤษสำคัญสำหรับฉันเพื่อการศึกษาต่อในอนาคต					
10	ฉันเรียนภาษาอังกฤษเพื่อสื่อสารกับชาวต่างชาติ					

ส่วนที่ 3

โปรดทำเครื่องหมาย ✓ ลงในช่องที่อธิบายเกี่ยวกับตัวนักเรียนได้ตรงกับความเป็นจริงมากที่สุด

ลำดับ	ข้อความ	ระดับความเห็น				
		เห็นด้วยอย่างมาก	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างมาก
1	ฉันชอบเมื่อครูภาษาอังกฤษของฉันให้พวกเราจับคู่สนทนา					
2	ฉันชอบเมื่อครูภาษาอังกฤษของฉันให้พวกเราทำกิจกรรมการฟังโดยใช้แถบบันทึกเสียงหรือวีดีโอ					
3	ฉันชอบเมื่อครูภาษาอังกฤษของฉันให้พวกเราทำแบบฝึกหัดไวยากรณ์					
4	ฉันชอบเมื่อครูภาษาอังกฤษของฉันให้พวกเราเล่นเกมสในห้องเรียน					
5	ฉันชอบเมื่อครูภาษาอังกฤษของฉันให้พวกเราจํารายการคำศัพท์					
6	ฉันชอบเมื่อครูภาษาอังกฤษของฉันให้พวกเราอ่านนิทานและบทอ่านอื่นๆที่หลากหลายในห้องเรียน					

7	ฉันชอบเมื่อครูภาษาอังกฤษของฉันให้พวกเราเขียนจดหมายหรือความเรียงประเภทอื่นๆที่หลากหลายในห้องเรียน					
8	ฉันชอบเมื่อครูภาษาอังกฤษของฉันตั้งคำถามให้กับทั้งห้อง					
9	ฉันชอบเมื่อครูภาษาอังกฤษของฉันให้พวกเราทำงานเป็นกลุ่มเล็กๆ					
10	ฉันชอบเมื่อครูภาษาอังกฤษของฉันให้การบ้านพวกเรา					
ลำดับ	ข้อความ	ระดับความเห็น				
		เห็นด้วยอย่างมาก	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างมาก
11	ฉันชอบเมื่อครูภาษาอังกฤษของฉันให้พวกเราเขียนตามคำบอก					
12	ฉันชอบเมื่อครูภาษาอังกฤษของฉันใช้เพลงในห้องเรียน					
13	ฉันชอบเมื่อครูภาษาอังกฤษของฉันอนุญาตให้พวกเราใช้พจนานุกรมในห้องเรียน					
14	ฉันชอบเมื่อครูภาษาอังกฤษของฉันให้พวกเราใช้ อินเทอร์เน็ต แฝ่ม ซี ดี และทรัพยากรอื่นๆเพื่อทำโครงการ					
15	ฉันชอบเมื่อครูภาษาอังกฤษของฉันให้พวกเราแปลข้อความจากภาษาอังกฤษเป็นภาษาไทย					
16	ฉันชอบเมื่อครูภาษาอังกฤษของฉันสอนตามหนังสือเรียนของเรา					
17	ฉันชอบเมื่อครูภาษาอังกฤษของฉันพูดภาษาอังกฤษในห้องเรียน					
18	ฉันชอบเมื่อครูภาษาอังกฤษของฉันอนุญาตให้พวกเราพูดภาษาไทยในห้องเรียน					
19	ฉันชอบเมื่อครูภาษาอังกฤษของฉันวางกฎกติกาในชั้นเรียนที่เราจะต้องปฏิบัติตาม เช่น					

	ส่งการบ้านตรงเวลา มีความซื่อสัตย์ เป็นต้น					
20	ฉันชอบเมื่อครูภาษาอังกฤษของฉันเน้นความสามารภในการสื่อสาร					
21	ฉันชอบเมื่อครูภาษาอังกฤษของฉันใช้สื่อและอุปกรณ์การเรียนอื่นๆควบคู่กับหนังสือเรียน					
22	ฉันชอบเมื่อครูภาษาอังกฤษของฉันสร้างความประหลาดใจให้กับนักเรียนโดยใช้กิจกรรมใหม่ๆเพื่อคงความสนใจของเรา					
ลำดับ	ข้อความ	ระดับความเห็น				
		เห็นด้วยอย่างมาก	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างมาก
23	ฉันชอบเมื่อครูภาษาอังกฤษของฉันประเมินความก้าวหน้าด้านภาษาอังกฤษของเราโดยใช้แบบทดสอบ					
24	ฉันชอบเมื่อครูภาษาอังกฤษของฉันให้พวกเราทำแบบสอบถามเพื่อประเมินการสอนของครูเมื่อจบภาคการศึกษา					
25	ฉันชอบเมื่อครูภาษาอังกฤษของฉันให้พวกเราประเมินตนเองและประเมินเพื่อน					
26	ฉันชอบเมื่อครูภาษาอังกฤษของฉันประพฤติตนเป็นแบบอย่างให้กับเรา					
27	ฉันชอบเมื่อครูภาษาอังกฤษของฉันเห็นคุณค่าความพยายามของฉันและชื่นชมความสำเร็จของฉัน					
28	ฉันชอบเมื่อครูภาษาอังกฤษของฉันสร้างบรรยากาศที่ดีและผ่อนคลายในห้องเรียน					

ส่วนที่ 4

โปรดระบุกลยุทธ์แรงจูงใจอื่นๆซึ่งคุณภาษาอังกฤษใช้ในห้องเรียนที่นักเรียนชอบ แต่ไม่ได้ระบุไว้ในส่วนที่ 3

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Published Paper 1

EIL Teachers' Motivational Strategies and Students' Preference in the Deep Southern Part of Thailand

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Abstract

This study aims to investigate what motivational strategies are used by Thai EIL teachers, students' preference, and whether there is a difference between teachers' use of motivational strategies and students' preference for them. It is important to discover dynamics between these two variables, since motivational strategies used by English teachers are considered driving forces to enhance students' L2 motivation. Furthermore, it has been proven that more motivated students can produce better achievement in L2 learning through previous research.

a significant difference was found between the teachers' use of motivational strategies and the students' preference. The difference was greater among innovative strategies than among traditional ones meaning some innovative strategies were not used as much as they were preferred by the students, and vice versa.

Keywords: Teachers' motivational strategy, students' preference, second language motivation, second language achievement, southern Thailand

1. Introduction

Some people reason their lack of motivation for failure of achieving goals, while others attribute motivation to their success. It is not different in the field of learning a second language (L2). Apparently, the above statements are proven true through previous research. There have been studies on dynamics and relationships between L2 learners' motivation and their achievement. For example, Gardner and Bernaus (2008) discovered motivation as a significantly positive predictor of students' L2 achievement.

While achievement is influenced by motivation, motivational strategies used by L2 teachers influence students' motivation (Dörnyei, 1994; Dörnyei, 1998; Dörnyei, 2001a; Dörnyei, 2001b). A research carried out by Abdollahzadeh and Papi in 2012 among Iranian male students to investigate the relationship between teachers' motivational strategy practice and students' motivated behavior in class found students' alertness, participation, and volunteering were significantly linked with teachers' motivational practice. In addition, Dörnyei and Guilloteaux's (2008) research in South Korea discovered that students' motivation can be improved by teachers using a variety of motivational strategies.

The positive relationships mentioned above of teachers' motivational strategies, students' L2 motivation, and their achievement are needed to be taken into account when considering the L2 teaching and learning environment of teachers and students, especially in the south Thailand, who go through not only problems posed by the shortcomings of English language curriculum but also their own cultural difficulty in schools. There are some obstacles to successful implementation of the 2001 English language curriculum such as too many and difficult benchmarks and insufficient knowledge of teachers in cross cultures and of students in general to carry out the curriculum (Thongsri, 2005). Furthermore, the students from Malay Muslim background, mainly Pattani, Yala, and Narathiwat, speak Melayu as their mother tongue. They usually start learning Thai as well as English by enrolling in regular educational system (Janchitfah, 2010). Arabic is also taught to most of the children in Islamic schools. It should be pointed out that for these students English is just one of the additional languages they simultaneously learn. This implies that the task of learning English can be more challenging for the students with Malay Muslim background in the south of Thailand than for those in other parts of the country due to the fact that they have to process more than one language at the same time. It is also observed in classroom settings that teachers' instruction in Thai is complicated for the children speaking Melayu as their mother tongue, and sometimes they simply do not understand the contents of what they are learning in Thai

(Hantrakul, 2007). Under this context, one of the lowest scores in subjects overall including English in national examinations has been observed among the students in these regions (Hantrakul, 2007).

To help them become more successful in L2 learning and teaching under such conditions, considering the mechanism among these three variables as shown in Figure 1, namely teachers' use of motivational strategies, students' motivation and their achievement, might be necessary. When teachers in the deep south actively adopt and adapt motivational strategies in the classrooms, their students' L2 learning motivation could possibly improve, and when students become more motivated, they might be successful in their L2 learning.

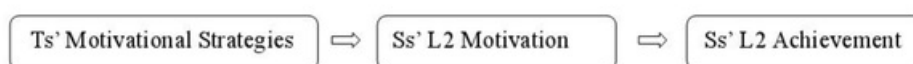


Figure 1. A simple diagram of directional flow of influence among three variables

Still, there has not been enough research conducted on this L2 motivation field throughout the deep southern part of Thailand. It might be worthwhile to take the very first step of investigating teachers' use of motivational strategies which has such a foothold link to students' L2 motivation and achievement; what motivational strategies are used and preferred by EIL teachers and students respectively in the south; and whether there is a difference between motivational strategies used by Thai EIL teachers and students' preference.

2. Literature Review

2.1 Theories of Motivation

Gardner, one of the main contributors of motivational theories, established his motivational model in L2 learning in the 60s and it was refined later, being called 'Socio-educational model' (Gardner, 1959; Gardner, 1985; Gardner & Lalonde, 1985). According to his theory, motivation is divided into two categories, integrative and instrumental motivation. When getting a better job or higher scores in examination becomes a motive to learning the target language, it is instrumental motivation, while the openness to the community of the target language native speakers and their cultures is called integrative motivation which was more highlighted by Gardner than the other (Gardner, 2005). Although this theory was criticized by other scholars because of its ambiguous meaning of integrative motivation, it still remains one of the eminent motivational theories (Keblawi, 2006). Considering globalization which causes expansion of English speaking population, the meaning of integrative motivation was expanded in this study to cover the openness to the community of the target language speaking people and their cultures.

From 1990s, Dörnyei, who is one of the most influential scholars in L2 motivation, started contributing to this field with abundant research and studies. A process-oriented model was presented by Dörnyei and Ottó in 1998, and motivation was explained in terms of the process

one might take to pursue his/her own goal. People's goal pursuing action can be divided into three phases: pre-actional phase, actional phase, and post-actional phase (Dörnyei, 1998). Motivation in the pre-actional phase is called choice motivation because it influences the choice of a particular goal a person wants to achieve (Dörnyei, 2003). In the actional phase, an individual needs to stick on his/her plan to accomplish his/her goal avoiding temptation to give up, and the motivation having an influence on this stage is referred to as executive motivation (Dörnyei, 1998). Motivational retrospective comes into play in the third phase of post-action, meaning that motivation has an effect on the individual's process of evaluation on what was achieved and how it was achieved as well as planning for the next step (Dörnyei, 2003).

2.2 Related Empirical Studies

A research conducted by Papi and Abdollahzadehin Iran (2011) discovered a positive relationship between teachers' motivational strategy use and students' motivated behavior. In Iranian context, EFL curriculum is decided by the government, and school teachers are required to follow what is already fixed for them, so it does not draw students' interest. Therefore, some EFL teachers, to make up for this, use some motivational strategies to make students more enthusiastic in English learning. Through classroom observation and questionnaire survey, Papi and Abdollahzadeh (2011) found that teachers' motivational strategy practice is strongly linked with students' motivated behavior such as alertness, participation, and volunteering, meaning that teachers' use of motivational strategies in classrooms influences students' motivated behavior or vice versa.

Although Papi and Abdollahzadeh's (2011) research concentrated on teachers' motivational strategy use and students' motivated behavior in the classroom setting, the relationship between teachers' motivational strategy practice and students' actual motivation was not sought. It might be helpful to take a look at studies investigating the dynamics between motivational strategies of teachers and students' motivation.

A controlled experimental research was carried out in Saudi Arabia by Alrabai and his associates in 2012. Fourteen EFL teachers and their 296 male students were included in this study, and then divided into two groups demographically very equivalently to examine the difference between the experimental group and the control group. Teachers were requested to study the implementation guide for motivational strategies chosen in advance and use, at least, most of them in each class. Questionnaires were distributed to the students twice, at the beginning and end of the experiment to measure if the level of motivation of the experimental group increased over time due to the treatment more than that of the control group. The results were positive proving improvement in the level of motivation among the students who were given the implementation of specific motivational strategies by teachers. Interestingly, the level of learning anxiety and English class anxiety increased among the control group while that of the experimental group decreased.

A similar result was found by Dörnyei and Guilloteaux in their study conducted in South Korea in 2003 and 2004 involving 27 ESOL teachers and about 1,300 students to see a relationship between teachers' motivational teaching practice and students' L2 motivation.

Location of school, teachers' age, experience and proficiency were varied in selecting the sample group of teachers. For student participants, they tried to make the sample group as large as possible to hold the study reliable. The main instruments were a classroom observation scheme, a student self-reported questionnaire, and a post-lesson teacher evaluation scale. The results revealed that teachers' motivational practice increased not only the level of students' motivational behavior in the classrooms but also the level of students' motivation, indicating that through using a variety of motivational strategies in their lessons, teachers actually can draw an improvement on their learners' motivational states (Dörnyei & Guilloteaux, 2008).

It has been observed, so far, that the teacher's use of motivational strategies positively influences students' L2 motivation and behavior in class, it would be, then, interesting to explore language teachers' perception and use of motivational strategies. Two research related to this were conducted by Dörnyei and Csizér (1998) and Dörnyei and Cheng (2007), in Hungary and Taiwan respectively.

In Dörnyei and Cheng's (2007) study, 387 Taiwanese English teachers varying in institutional backgrounds were requested to answer the questionnaire asking among a total of 48 motivational strategies, how important they consider each motivational strategy was and how frequently they used each of them. The top ten motivational strategies selected by the teachers and considered more important than the others were: 1) Set a personal example with your own behavior, 2) Recognize students' effort and celebrate their success, 3) Promote learners' self-confidence, 4) Create a pleasant and relaxed atmosphere in the classroom, 5) Present tasks properly, 6) Increase the learners' goal-orientedness, 7) Make the learning tasks stimulating, 8) Familiarize learners with L2-related values, 9) Promote group cohesiveness and set group norms, and 10) Promote learner autonomy (Dörnyei & Cheng, 2007).

A similar result was found in Dörnyei and Csizér's (1998) research meaning that some motivational strategies were perceived more important transcending different countries and contexts (Dörnyei & Cheng, 2007). It was, however, pronounced in the research that the rates of frequency of use of some motivational strategies were low, even though they were considered more important (Dörnyei & Cheng, 2007).

When seeking for the dynamics of three variables of teachers' motivational strategy use, students' L2 motivation, and achievement, Bernaus and Gardner's (2008) investigation must be reviewed. The study looked for a relationship among these three variables. A questionnaire to investigate the teachers' motivational strategy use; a questionnaire to elicit the students' perception of the teachers' use of motivational strategies and their motivation states; and reading and listening tests to measure the students' L2 achievement were used as main instruments. The results indicated that the students' perception of motivational strategies used by the teachers was significantly related to their affective variables and English achievement. The students' motivation was, as anticipated, shown as a predictor of English achievement through the Hierarchical Linear Modeling Analysis.

Dörnyei (2001) concluded in his book 'Motivational Strategies in the Language Classrooms' with the statements below borrowing the idea of the 'good enough parent' by Bruno

Bettelheim (1987), which proclaimed that as a parent we do not need to be perfect; it is enough if we can provide children support as much as it is needed (Bruno Bettelheim, 1987):

"...it is my belief that teachers should aim to become 'good enough motivators' rather than striving unreasonably to achieve 'Supermotivator' status. When you look at all the ideas presented in this book, don't think for a moment that you have to apply all of them to do a decent job. What we need is quality rather than quantity. A few well-chosen strategies that suit both you and your learners might take you beyond the threshold of the 'good enough motivator', creating an overall positive motivational climate in the classroom. Some of the most motivating teachers often rely on a few basic techniques!" (Dörnyei, 2001, p. 136).

The teacher's motivational strategy has been highlighted as a major area of L2 motivational research, since it has a significant link to student's L2 motivation. It is, furthermore, proven that when the L2 learners are motivated, it positively influences their L2 achievement. At this point, what Dörnyei (2001) said above is considerable. If teachers adopt and use a few well-chosen strategies which cater both teachers and their students, it might successfully enhance motivational level of students, and, consequently, affect their achievement of the target language. In Thailand, there has been limited research on teachers' motivational strategy use. This leads the researcher to investigate what motivational strategies are used by EIL teachers, what strategies are preferred by students, and whether there is a difference between these two variables in the context of the deep southern part of Thailand.

3. Research Questions

This study seeks to answer the following questions:

1. What motivational strategies do the EIL teachers in the south of Thailand use?
2. What are the students' preference for the teachers' motivational strategies?
3. Is there a difference between motivational strategies of teachers and students' preference?

4. Methodology

4.1 Participants

This study included 77 Thai EIL teachers and 219 M.3 (Mattayom 3, equivalent to Grade 9) students in all six governmental secondary schools in three southern most provinces in Thailand which are Pattani, Yala, and Narathiwat with two schools per each province. The researcher aimed to recruit all of the English teachers in the schools since the whole population was not great, but could involve 77 teachers (89.5%) out of 86 except those who were absent. As for the teachers' demographical information, 70 teachers are female and 7 teachers are male. In terms of teachers' English proficiency, 63.6% teachers rate their English proficiency at intermediate level followed by 20.8% at upper intermediate, 9.1% at lower intermediate, and 5.2% at advanced. Each school varies in kinds of class such as ordinary class, English program class, special program class, class for students with high proficiency,

and ordinary class became the subject of this study since it was the common kind of class which all six schools have. One class from ordinary classes of each school was chosen through random sampling, and it was 219 students in number, which was approximately nine per cent of the whole population.

4.2 Instruments

Two questionnaires with a five-point Likert scale were used. The first one is for the investigation of the teachers' motivational strategies; the second one, the students' preference for the motivational strategies used by their teachers. The questionnaires were constructed in English and translated into Thai, and reviewed by 3 experts for validity.

The questionnaire for the teachers was composed to elicit their demographical information and use of motivational strategies. The list of motivational strategies of the questionnaire was adapted from Bernaus and Gardner (2008) and Dörnyei and Cheng (2007). Originally, Bernaus and Gardner's (2008) list consists of 26 motivational strategies: 14 traditional motivational strategies which are teacher-centered and 12 innovative or student-centered motivational strategies. For instance, 'I ask my students to memorize lists of vocabulary' is considered a traditional motivational strategy and 'I speak English in class' is considered an innovative motivational strategy. Some items which were regarded as culturally not suitable to the local context of the study were deleted or revised. Three more items from Dörnyei and Cheng's (2007) list of ten motivational strategies considered to be more important and frequently used were added to make equal numbers for both traditional and innovative motivational strategies.

The questionnaire for the students was conducted to elicit demographical information of the students and their preference for motivational strategies used by their English teachers. Items for students' preference are similar to those in the questionnaire for the teachers, except that the sentences were rephrased in such a way that they are suitable for extracting the students' preference. For example, item 1 in the questionnaire for the teachers, 'I make students practice dialogues in pair' was rephrased to 'I like it when my English teacher makes us practice dialogues in pair' in the questionnaire for the students.

4.3 Pilot Survey

The pilot was carried out in Hatyai Wittayalai School which is a governmental secondary school with 15 Thai EIL teachers and 45 M.3 students to establish reliability of the questionnaires. The results of the analysis of Pearson Product-Moment Correlation indicated that items in the teachers' questionnaire were moderately reliable ($\alpha = .66$, $N = 15$) due to small sample size, while items in students' questionnaire were highly reliable ($\alpha = .92$, $N = 45$). Rerunning reliability for the teachers' questionnaire after main study was decided, and the result was found reliable ($\alpha = 0.77$, $n = 77$). Understandability and appropriateness of each item in the questionnaires in regard to its own purpose was examined through interviewing when piloting.

4.4 Data Collection

The researcher visited the six schools in three provinces to prevent possible insincere responses. All participants were briefly informed of the purpose of this study before the survey started. The data collection took place during the first semester (from June to September) of Thailand's academic year 2013.

4.5 Data Analysis

The SPSS program was used for data analysis. Descriptive statistics was sought to analyze research questions 1 and 2: What motivational strategies do the EIL teachers in the south of Thailand use?; and what are the students' preference for the teachers' motivational strategies? Table 1 shows the criteria for the interpretation of the mean value of each motivational strategy use and agreement level of the students' preference for each strategy.

Table 1. Criteria for the interpretation of the mean value of the teachers' use of motivational strategies and the agreement level of the students' preference for the teachers' use of motivational strategies

Mean Value (\bar{x})	Level of Frequency	Level of Agreement
4.21 – 5.00	Always or almost always	Strongly agree
3.41 – 4.20	Often	Agree
2.61 – 3.40	Sometimes	Uncertain
1.81 – 2.60	Seldom	Disagree
0.00 – 1.80	Never or almost never	Strongly disagree

For research question 3: Is there a difference between motivational strategies of teachers and students' preference?, t-test was run.

5. Results

5.1 Motivational Strategies Used by Thai EIL Teachers

It was found that the average frequency level of the teachers' use of 28 motivational strategies was in the range of "often" ($\bar{x} = 3.80$). The frequency level of each motivational strategy is shown in Table 2 ranging from the item with the highest mean value to that with the lowest mean value.

Table 2. Frequency level of teachers' use of motivational strategies

No.	Statement	Type	Mean	Level of frequency
19	I lay down rules and regulations to be followed in class. (e.g. Hand in homework on time, Be honest, etc.)	T	4.68	Always or almost

27	I recognize my students' effort and compliment their success.	I	4.62	always
26	I set a personal example with my own behavior.	I	4.60	
28	I create a pleasant and relaxed atmosphere in the class.	I	4.48	
8	I address questions to the whole class.	T	4.39	
10	I assign homework to my students.	T	4.34	
13	I allow my students to use dictionaries in class.	T	4.31	
3	I make my students do grammar exercises	T	4.23	
9	I have my students work in small groups.	I	4.12	Often
23	I evaluate my students' English progress using tests.	T	4.08	
No.	Statement	Type	Mean	Level of frequency
21	I supplement the student's textbook with other materials.	I	4.01	
20	I put emphasis on my students' communicative competence.	I	3.97	
18	I allow my students to speak Thai in class.	T	3.92	
5	I ask my students to memorize lists of vocabulary.	T	3.84	
17	I speak English in class.	I	3.82	Often
15	I make my students translate English texts into Thai.	T	3.75	
14	My students use the Internet, CDs or other kinds of resources to do project work.	I	3.69	
16	I follow the student's textbook.	T	3.69	
1	I make my students practice dialogues in pair.	I	3.65	
22	I surprise my students with new activities in order to maintain their interest.	I	3.55	
6	My students read stories or other various kinds of texts in class.	T	3.40	
2	I make my students do listening activities through audio or video.	T	3.29	
11	I make my students do dictations.	T	3.26	
4	I have my students play games in class.	I	3.12	Sometimes
25	My students do self-evaluation and peer evaluation.	I	2.95	
24	I give questionnaires to my students to evaluate my teaching at the end of the semester.	I	2.88	
7	My students write letters or other various kinds of texts in class.	T	2.87	
12	I use songs in class.	I	2.87	
Average			3.80	Often

Note : T = Traditional strategy, I = Innovative strategy

Table 2 shows that eight motivational strategies (item 19, 27, 26, 28, 8, 10, 13, and 3) were always or almost always used by the teachers. The motivational strategy with the highest mean value was item 19 ($\bar{x} = 4.68$); 53 out of 77 teacher participants reported that they always or almost always use this motivational strategy. Twelve motivational strategies (item 9, 23, 21, 20, 18, 5, 17, 15, 14, 16, 1, and 22) and the remaining eight (item 6, 2, 11, 4, 25, 24, 7, and 12) were used at the frequency level of “often” and “sometimes” respectively. The item with the lowest mean value among the 28 motivational strategy items was item 12 ‘I use songs in class’ ($\bar{x} = 2.87$).

Table 3. Teachers’ use of motivational strategies based on types

Motivational strategy type	N	Minimum	Maximum	Mean	S. D.
Innovative	14	2.71	4.50	3.74	0.38
Traditional	14	3.00	4.50	3.86	0.32
Total	28	3.14	4.50	3.80	0.30

The mean values of traditional and innovative motivational strategies were found similar meaning that the English teachers almost equally use both traditional ($\bar{x} = 3.86$) and innovative ($\bar{x} = 3.74$) strategies in class.

5.2 Students’ Preference for Motivational Strategies

Regarding the extent that the students agree with the statements of their preference for motivational strategies used by their English teachers, it was found that the average mean value was 4.01 meaning that the students in general agree with these statements.

Table 4 presents the mean value of the students’ preference for each motivational strategy ranging from the most to the least agreed item.

Table 4. Students’ preference for teachers’ motivational strategy use

No.	Statement	Type	Mean	Level of agreement
28	I like it when my English teacher creates a pleasant and relaxed atmosphere in the class.	I	4.53	Strongly agree
13	I like it when my English teacher allows us to use dictionaries in class.	T	4.45	
18	I like it when my English teacher allows us to speak Thai in class.	T	4.39	
27	I like it when my English teacher recognizes my effort and compliments my success.	I	4.34	

4	I like it when my English teacher makes us play games in class.	I	4.33	
14	I like it when my English teacher makes us use the Internet, CDs or other kinds of resources to do project work.	I	4.33	
21	I like it when my English teacher supplements our textbook with other materials.	I	4.19	
22	I like it when my English teacher surprises us with new activities in order to maintain our interest.	I	4.19	
26	I like it when my English teacher sets a personal example with his/her own behavior.	I	4.18	
9	I like it when my English teacher makes us work in small groups.	I	4.16	
12	I like it when my English teacher uses songs in class.	I	4.10	
25	I like it when my English teacher makes us do self-evaluation and peer evaluation.	I	4.08	Agree
24	I like it when my English teacher gives us questionnaires to evaluate his/her teaching at the end of the semester.	I	4.07	
15	I like it when my English teacher makes us translate English texts into Thai.	T	4.06	
20	I like it when my English teacher puts emphasis on communicative competence.	I	4.03	
23	I like it when my English teacher evaluates my English progress using tests.	T	4.02	
16	I like it when my English teacher follows our textbook.	T	4.00	
No.	Statement	Type	Mean	Level of agreement
19	I like it when my English teacher lays down rules and regulations to be followed in class. (e.g. Hand in homework on time, Be honest, etc.)	T	3.96	
17	I like it when my English teacher speaks English in class.	I	3.92	
5	I like it when my English teacher asks us to memorize lists of vocabulary.	T	3.87	
1	I like it when my English teacher makes us practice dialogues in pair.	I	3.82	Agree
6	I like it when my English teacher makes us read stories or other various kinds of texts in class.	T	3.82	
8	I like it when my English teacher addresses questions to the whole class.	T	3.76	
11	I like it when my English teacher makes us do dictations.	T	3.68	
2	I like it when my English teacher makes us do listening activities through audio or video.	T	3.64	

3	I like it when my English teacher makes us do grammar exercises.	T	3.64	
7	I like it when my English teacher makes us write letters or other various kinds of texts in class.	T	3.43	
10	I like it when my English teacher assigns homework to us.	T	3.40	Neutral
Average			4.01	Agree

Table 4 shows that the students strongly agree with six items (28, 13, 18, 27, 4, and 14). Item 28 'I like it when my English teacher creates a pleasant and relaxed atmosphere in the class' was the item ranked the strongest agreement ($\bar{x} = 4.53$) meaning that the students preferred this motivational strategy the most. On the contrary, item 10 'I like it when my English teacher assigns homework to us' was given the least agreement among the 28 items meaning that students do not prefer this motivational strategy in comparison to the others. Concerning the rest 21 items, the students agree with all of them.

The results of the analysis of the students' preference based on the categories of innovative and traditional motivational strategies are shown in Table 5.

Table 5. Students' preference for teachers' use of motivational strategies based on types of various kinds of texts in class

Motivational strategy type	N	Minimum	Maximum	Mean	S. D.
Innovative	14	2.71	4.93	4.16	0.46
Traditional	14	2.43	5.00	3.87	0.49
Average		2.86	4.89	4.01	0.45

It was found that the mean values of the students' preference for both innovative and traditional motivational strategies fall into the range of "agree". The mean value of the students' preference for innovative strategies was, however, slightly higher than that of the other meaning the students prefer innovative motivational strategies than the traditional ones.

5.3 Difference between Teachers' Use of Motivational Strategies and Students' Preference

The result of t-test reveals a significant difference between the teachers' average use of motivational strategies and the students' average preference at the 0.01 level ($p < .01$). Table 6 delineates the difference between the teachers' use of the 28 motivational strategies and the students' preference for each of them.

Table 6. Difference between teachers' use of motivational strategies and students' preference

Item No.	Student (n=219)		Teacher (n=77)		T	Sig. (2-tailed)
	Mean	S.D.	Mean	S.D.		
1	3.82	0.86	3.65	0.85	1.48	0.14
2	3.64	0.85	3.29	0.90	3.08**	0.00
3	3.64	0.79	4.23	0.72	-5.75**	0.00
4	4.33	0.71	3.12	0.73	12.79**	0.00
5	3.87	0.79	3.84	0.81	0.22	0.82
6	3.82	0.81	3.40	0.82	3.89**	0.00
7	3.43	0.83	2.87	0.80	5.26**	0.00
8	3.76	0.84	4.39	0.69	-5.95**	0.00
9	4.16	0.66	4.12	0.76	0.52	0.60
10	3.40	0.93	4.34	0.79	-7.92**	0.00
11	3.68	0.90	3.26	1.02	3.45**	0.00
12	4.10	0.87	2.87	0.94	10.49**	0.00
13	4.45	0.68	4.31	0.86	1.25	0.21
14	4.33	0.77	3.69	0.99	5.15**	0.00
15	4.06	0.80	3.75	0.92	2.63**	0.01
16	4.00	0.77	3.69	0.99	2.55**	0.01
17	3.92	0.89	3.82	0.68	1.06	0.29
18	4.39	0.72	3.92	0.68	5.13**	0.00
19	3.96	0.92	4.68	0.50	-8.46**	0.00
20	4.03	0.78	3.97	0.71	0.53	0.60
21	4.19	0.71	4.01	0.68	1.91	0.06
22	4.19	0.78	3.55	0.85	6.05**	0.00

Item No.	Student (n=219)		Teacher (n=77)		T	Sig. (2-tailed)
	Mean	S.D.	Mean	S.D.		
23	4.02	0.83	4.08	0.56	-0.70	0.48
24	4.07	0.75	2.88	1.32	7.50**	0.00

25	4.08	0.72	2.95	0.92	9.81**	0.00
26	4.18	0.74	4.60	0.59	-4.48**	0.00
27	4.34	0.73	4.62	0.54	-3.56**	0.00
28	4.53	0.65	4.48	0.58	0.64	0.52
Innovative	4.16	0.46	3.74	0.38	7.28**	0.00
Traditional	3.87	0.49	3.86	0.32	0.13	0.90
Average	4.01	0.45	3.80	0.30	4.70**	0.00

**Significant at the 0.01 level (2-tailed)

Altogether, among the 28 motivational strategies, significant differences at the 0.01 level ($p < .01$) were found between the mean values of the teachers' use of and the students' preference for 19 motivational strategies. It should be pointed out that 13 motivational strategies (item 2, 4, 6, 7, 11, 12, 14, 15, 16, 18, 22, 24, and 25) out of 19 showing statistically significant differences are those for which the students' preference is greater than the teachers' actual use meaning that these motivational strategies are not relatively used by the teachers as often as the students prefer. For instance, item 4 'I like it when my English teacher makes us play games in class', item 12 'I like it when my English teacher uses songs in class', and item 25 'I like it when my English teacher makes us do self-evaluation and peer evaluation' were the items with the greatest difference meaning the English teachers' actual use of these motivational strategies did not come up to the students' preference. On the other hand, items 3, 8, 10, 19, 26 and 27 are the motivational strategies of which the teachers' use is relatively more frequent than the degree of the students' preference for them. For example, item 19 'I like it when my English teacher lays down rules and regulations to be followed in class (e.g. Hand in homework on time, Be honest, etc.)' and item 10 'I like it when my English teacher assigns homework to us' were the items with statistically significant differences meaning these motivational strategies are frequently used by the English teachers while the students' preference for them is not great.

Interestingly, a significant difference was discovered among the teachers' use of innovative motivational strategies and the students' preference for them, though the results reported in the previous sections indicate that both the teachers' use of and the students' preference for innovative motivational strategies were in the range of "often" ($\bar{x} = 3.74$) and "agree" ($\bar{x} = 4.16$). This means there is a mismatch between the teachers' use of innovative motivational strategies and the students' preference for them.

6. Discussion and Implications

As the results indicate, both innovative and traditional motivational strategies are almost equally used by the Thai EIL teachers. For the students' preference for these motivational

strategies used by their English teachers, innovative strategies were discovered more preferred by the students though the mean values of the students' preference for both the innovative and the traditional motivational strategies were in the same level of agreement.

On the whole, however, a significant difference was found between the teachers' use of motivational strategies and the students' preference at the 0.01 level ($p < .01$) meaning some motivational strategies are not used frequently enough by the teachers as much as they are preferred by the students. On the contrary, some motivational strategies are often used by the teachers while the students' preference for them is not so great. In particular, the difference was significant among innovative motivational strategies while almost no difference was found among traditional ones.

EIL teachers should be encouraged to actively look for motivational strategies which are more effective for enhancing their students' motivation, and to find out whether their selection of motivational strategies comes up to students' preference. This study suggests English teachers use more games (item 4) and songs (item 12) as ones of the methods of building enjoyable classroom atmosphere, to be more creative in assessing students' progress using self-evaluation and peer-evaluation (item 25), and to actively ask for students' opinion and evaluation of their teaching through the questionnaire at the end of the semester (item 24). On the other hand, teachers should seek their students' agreement when laying down rules and regulations to be followed in class (item 19) in order to arouse students' spontaneous participation. Teachers should also reduce the frequency of use of motivational strategies such as assigning homework (item 10), addressing questions to the whole class (item 8), and making students do grammar exercises (item 3) since these motivational strategies are considered more frequently used by the teachers in comparison to the students' preference for them.

Findings of this study are meaningful considering the positive dynamics among teachers' use of motivational strategies, students' L2 motivation, and their L2 achievement as mentioned at the beginning of this paper (Bernaus & Gardner, 2008). Bearing in mind the fact that L2 can be better achieved by more motivated students, and students' motivation can be enhanced by teachers' use of motivational strategies, acknowledging and investigating students' preference for motivational strategies used by teachers is important since it is expected that when there is a match between these two variables, there will be a driving force for students' motivation. In this sense, this study holds its significance and uniqueness since there have been limited studies on motivational strategies used by EIL teachers and students' preference.

7. Recommendation

Considering this study concentrated on M.3 students (Grade 9), investigating preference for motivational strategies of students with different ages might be interesting. Future study may investigate whether the preference for motivational strategies of younger students differs from that of older ones. For example, researchers may focus on how the preference for motivational strategies of elementary school students differs from that of middle school students, or how their preference changes as they grow up across elementary school,

secondary school, and university. This might provide some practical implications for English teachers in schools of different grades.

It might also be interesting to find out motivational strategies used by teachers with different demographical background. For example, if male teachers tend to use some particular motivational strategies while female teachers do not, or whether the use of motivational strategies varies according to the length of teaching experience.

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Students' Motivational Orientations and Attitude toward English Learning: *A Study in the Deep Southern Part of Thailand*

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Abstract

This study investigates students' L2 motivational orientations and attitude which are major components of L2 motivation. The concepts of integrative and instrumental orientations and attitude in this study were adopted and adapted from Gardner's socio-educational model (1985). 219 M.3 (Grade 9) students in all six governmental secondary schools in the three southernmost cities in Thailand, namely Pattani, Yala, and Narathiwat participated in this study. The questionnaire with 10 items assessing the students' integrative and instrumental orientations and attitude was the main instrument. The results indicate that the students have strong instrumental orientation together with moderately high integrative orientation and favorable attitude. All three motivational components were found significantly different between the male and female students. In regard to the difference between the students with and without experience in English speaking countries, significant difference was on integrative orientation. Last, there was no significant difference on integrative and instrumental orientations and attitude between the students with the above and below average English grade.

Keywords: Second language motivation, Orientations, Attitude, South Thailand

1. Introduction

Motivation is a concept that numbers of attempt to define it and to understand its mechanism have been carried out (Brown, 2000; Dörnyei, 2001a). Scholars have questioned and investigated what makes people decide to do certain things and keep pursuing them referring to motivation as a 'drive', 'goal', 'need', 'desire', etc. (De Bot, 2005; Dörnyei, 2001a; Gardner, 1985). Motivation was first approached psychologically in early studies, and since 1960s, it has become one of the major issues among studies in second language learning. Motivation in second language acquisition is regarded as a primary attribution directly connected to L2 (second language) achievement (Gardner, 1985; Gardner & Lalonde, 1985). Research conducted on the relationship between learners' motivation and their L2 achievement have proven that more motivated learners better achieve L2 and vice versa (Bernaus & Gardner, 2008; Gardner, 1959; Gardner & MacIntyre, 1991).

Motivation could be better understood through identifying the components influencing it and also knowing how it is formulated (Dörnyei, 1994). Maslow's (1970) hierarchical need theory notes that the desire to fill one's basic needs that exist hierarchically becomes a motive. Dörnyei and Ottó's (1998) process model of L2 motivation proposed that motivation is formed in accordance with the sequence of an action one might take, and influences the next step of the action. Dörnyei (2009) explains that if one imagines himself/herself as a person who fluently communicates with English native speakers, the future self image, then, becomes a motive to the person. Deci (2000) proposes that one's intrinsic and extrinsic orientations influence motivation. A similar but yet different motivational theory of Gardner (1985) introduces several components positively related to motivation in second language learning such as parental encouragement, integrativeness, instrumental orientation, and attitude toward learning situation, while language anxiety is introduced as a component negatively influencing motivation.

Gardner's (1985) L2 motivational concept has been one of the most outstanding L2 motivation theories in the second language acquisition world. He and his colleagues identified the components related to L2 motivation as mentioned above and the dynamics among the components, motivation, and L2 achievement. His theory has motivated many researchers to conduct similar studies in different context. These subsequent studies could roughly be categorized into three groups: first, studies on identifying L2 learners' motivational orientations; second, studies on the relationship between motivation and L2 achievement; and third, studies on the dynamics among orientations, motivation, and achievement. And this study focuses on identifying what orientations and attitude the English learners in the deep southern part of Thailand have.

The southern part of Thailand, especially the three border provinces, has its unique context. The majority of the population is Muslim called Pattani Malay whose mother tongue is Melayu. Young children start learning Thai as well as English after enrolling in primary schools, which means, English is not their second language but the

third language (Janchitfah, 2010). They are also encouraged to learn Arabic which is the language related to their religion. It is not difficult to imagine how much more the language learning motivation would be important for those who learn the third language in their studies.

Considering the situation that the children in southern Thailand are in and the positive dynamics among the learners' orientations and attitude, motivation, and achievement, it might be worthwhile to take the first step of identifying L2 orientations and attitude of the students in the southern part of Thailand. Therefore this study aims to investigate what the students' L2 orientations and attitude are and whether the students' orientations and attitude are different according to their backgrounds. This study holds its significance since there are limited studies conducted on students' L2 orientations and attitude in southern Thailand.

2. Literature Review

2.1 Theories of Motivation

Maslow's (1970) 'hierarchical needs theory' of motivation is one of the most well-known motivational theories with its pyramid shaped diagram. It categorizes human beings' needs which exist hierarchically into five levels: the essential physical needs, safety, love, esteem, and self actualization. People strive to get the needs in lower level filled first and move to the needs in the next level. When the needs in a certain level of the hierarchy are not sufficiently filled, people tend not to be motivated for the needs in the next level. Brown (1994) interprets hierarchical needs theory in the context of L2 learning classrooms saying that sometimes, an interesting and attractive activity might not work if basic classroom routines are not satisfactorily undergone.

While Maslow's 'need theory' is popular in terms of its general aspect of motivation, Deci and Ryan's (1985) 'self-determination theory' with its concept of intrinsic and extrinsic motivation has been widely adopted in educational settings (Ryan & Deci, 2000). Intrinsic motivation refers to the situation when one does something because it is interesting as itself or doing it is enjoyable. For example, if a student learns a language for his/her pure desire to achieve that language or because he/she values and enjoys learning the language itself, then the student is intrinsically motivated. On the contrary, extrinsic motivation refers to the situation when the reasons of taking an action or activity are not derived from the action or activity itself; the reasons are from outside of the action or activity. For example, if a person learns English to carry out business presentation in English, or if a student studies the science subject to come up to his/her parents' expectation, then, these are extrinsically motivated cases.

Gardner, whose motivational theory is regarded classic in the second language acquisition field as Dörnyei (2009) mentioned, started his investigations in 1959, and his motivational theory was, later, named 'socio-educational model' in 1985. His model mainly consists of five attitude and motivational components, which are integrativeness, motivation, attitudes toward the learning situation, integrative orientation, and instrumental orientation (Gardner & Masgoret, 2003). Orientations refer to how a language learner is oriented, whether integratively oriented or instrumentally oriented. An integratively oriented learner learns a target language with a pure interest and value in the language speaking group and their culture, whereas, an instrumentally oriented learner learns a target language for other reasons such as getting a higher grade or a better job (Gardner & MacIntyre, 1991). These orientations relate to integrativeness in the sense that it implies the openness to the target language, the language speaking group, and their cultures (Gardner, 2005). Attitudes toward the learning situation are about how the language learners evaluate their English course and teachers (Gardner & Masgoret, 2003). Intergrativeness and attitudes toward the learning situation are related to one another, and both directly influence motivation (Gardner, 2001) which refers to a drive in achieving one's goal. After all, more motivated learners better achieve the second language (Bernaus & Gardner, 2008).

Together with Gardner's 'socio-educational model' of L2 learning, Dörnyei's numerous studies have been inspirations to other scholars and language teachers. His theories named 'a process-oriented approach' and 'the L2 motivational self system' are among the most recent theories on L2 motivation.

Dörnyei and Ottó's (1998) process-oriented model delineates motivational influences along the action sequence, pre-actional phase, actional phase, and post-actional phase. The motivation related to the pre-actional phase is called choice motivation, because the motivation at this stage affects the choice of a task as one's goal (Dörnyei, 2003). Executive motivation which helps an individual to keep doing the task in spite of obstacles takes place while he/she is at the actional phase. The motivation at the post-actional phase named motivational retrospection influences an individual's evaluation of the task that has been carried out and the next task at the same time when the previous task has been terminated (Dörnyei, 2003).

The underlying background of Dörnyei's L2 motivational self system is somehow related to Gardner's notion of 'integrativeness', since this new motivational theory was proposed through the reconsideration of 'integrativeness' regarded as the most classical motivational concept and, at the same time, criticized by other scholars because of its definitional ambiguity and researchers' different points of view on it (Dörnyei, 2009). L2 motivational self system consists of three components, ideal L2 self, ought-to L2 self, and L2 learning

experience. Ideal L2 self is a self image one might have, for example, if a person has a future self image that he/she wants to be a person who has many English speaking international friends or wants to be an English teacher, then, this future self image becomes a driving force to fill the gap between the present self and the future self. Ought-to L2 self is that if a young child thinks that he/she ought to spend more time to learn English to come up to expectation of his/her parents or to avoid punishment, then, these self images are considered how they ought to be. Last, motivation is also influenced by L2 learning experience such as English teachers, classmates, and textbooks, so learners' motivation can be positively and negatively affected by how they experience L2 learning (Dörnyei, 2009).

Gardner's L2 motivational theory which is considered as one of the most classic and influential motivational theories introduced previously was adopted and adapted in this study highlighting integrative and instrumental orientations and attitude to investigate how the students in southern Thailand are oriented and their attitude toward English, learning English, and the English classes and teachers.

2.2 Related Empirical Studies

Belmechri and Hummel (1998) recruited 93 French speaking Grade 11 students learning ESL who had not been exposed to native English areas for more than 4 months, and carried out a questionnaire survey containing 57 items of reasons of studying L2, motivational intensity, and desire to learn a second language. 11 types of orientation were extracted through principal component factor analysis and named travel orientation, self-understanding orientation, instrumental orientation, career orientation, understanding/school orientation, school orientation, knowledge orientation, understanding orientation, politics orientation, influence orientation, and friendship orientation. The understanding orientation is different in terms of its meaning from understanding/school orientation. The former refers to understanding English art and the latter understanding English speakers' lives. It was found that the five orientations with the strongest effect on students' motivation were travel orientation, understanding/school orientation, friendship orientation, understanding orientation, and career orientation. According to multiple regression predicting motivation from the orientations, 41 per cent of motivation as a whole was predicted by these five orientations. In other words, the five orientations, namely travel, understanding/school, friendship, understanding orientation, and career orientations positively assist English learners to be motivated.

While Belmechri and Hummel's (1998) study extracted new motivational orientations of the students not bounded by certain types of orientations from previous theories, Rahman (2005) investigated L2 motivational orientations adopting the concepts of integrative and instrumental orientations of Gardner (1985).

Rahman's study (2005) was to examine how the participants, 94 Bangla native students in American International University in Bangladesh, are oriented in English learning. The results indicated that the students are, overall, more instrumentally oriented to a great extent rather than integratively oriented. Specifically, the gap between instrumental and integrative orientations of male students was more considerable than that of female students. For male students, 79 per cent of the students were found instrumentally oriented while 21 per cent were integratively oriented. For female students, 66 per cent of the students were found instrumentally oriented and 34 per cent were integratively oriented.

Belmechri and Hummel's (1998) and Rahman's (2005) studies are meaningful in that they figured out orientations of the students and the relationship between orientations and motivation in L2 learning, although it did not seek to explain how motivation formulated by orientations affects the students' achievement in L2. In this sense, the study by Bernaus and Gardner (2008) shed further light on the dynamics of orientations, motivation, and students' L2 achievement.

Bernaus and Gardner's (2008) research was carried out in Catalonia, Spain involving 694 EFL students. They examined relationships among integrativeness, attitudes toward the learning situation, instrumental orientation, parental encouragement, language anxiety, motivation, and English achievement using path analysis. The results of path analysis indicated that integrativeness, attitudes toward the learning situation, instrumental orientation, and parental encouragement correlated with one another. The variables positively correlated with motivation were integrativeness, attitudes toward the learning situation, and instrumental orientation. Furthermore, students' motivation was found a positive predictor of English achievement. For the relationship between attitudes toward the learning situation and English achievement, if motivation did not mediate between attitudes toward the learning situation and English achievement, these two variables negatively correlated, but with motivation as a mediator, attitudes toward the learning situation became positively influential to English achievement. Language anxiety, however, had no relationship with motivation but had a negative influence on English achievement. A consistent result was presented by hierarchical linear modeling analysis predicting that integrativeness, attitudes toward the learning situation, and instrumental orientation were the precursors to motivation.

Considering the positive relationships among orientations and attitude, motivation, and L2 achievement, the first step of investigating orientations and attitude of students in southern Thailand should be taken since such studies in this particular context of the country are still limited.

3. Purposes of the Study

This study investigates what the students' integrative and instrumental orientations and attitude are and whether there is a difference on the students' orientations and attitude according to their different demographical backgrounds.

4. Methodology

4.1 Participants

Two hundreds and nineteen M.3 (Mattayom 3, equivalent to Grade 9) students in all six governmental secondary schools in the three southernmost cities in Thailand which are Pattani, Yala, and Narathiwat participated in this study. These six schools differ from one another in kinds of class such as English program class, special program class, class for students with high proficiency, and ordinary class. The kind of class all six schools have in common is ordinary class, which became the subject of this study and later one ordinary class in each school was selected by random sampling.

For the students' demographical details, 138 students are female and 81 are male. 18 students reported that they have been to English speaking countries and 201 have never been. Among the 18 students, all of them visited Malaysia which is a border country of Thailand, and 2 visited Singapore as well. For the question asking their English grade, their grades of the last semester in Fundamental English which is one of the major subjects for the students in that age in Thailand were used as the variable for English grade. 194 out of 219 students responded to this question, and in particular 30 students were given 1.0 (equivalent to the score between 51 and 55 when 100 is the perfect score), 14 students given 1.5 (56 to 60), 20 students given 2.0 (61 to 65), 23 students given 2.5 (66 to 70), 30 students given 3.0 (71 to 75), 25 students given 3.5 (76 to 80), and 52 students given 4.0 (81 to 100).

4.2 Instrument

A questionnaire was the main instrument of this study. It consists of two parts. The first part elicits the students' demographical information; and the second part, their integrative and instrumental orientations and attitude using a five-point Likert scale.

Mini-AMTB, Attitude/Motivation Test Battery, used by Bernaus and Gardner (2008) was adopted for the second part of the questionnaire, which originally consists of 12 items assessing L2 learners' motivation, integrativeness, attitude toward the learning situation, instrumental orientation, language anxiety, and parental encouragement. Two items not relevant to the purpose of this study from the original version were deleted, and the rest were revised to extract students' integrative and instrumental orientations and attitude toward English, learning English, and their English classes and teachers. In detail, the second part of the questionnaire contains 2 items for integrative orientation, 4 items for instrumental orientation, and 4 items for attitude out of 10 items. Table 1 shows the statements of all 10 items together with its targeted motivational component. The questionnaire was, however, composed in English first and later translated into Thai, and reviewed by 3 experts for validity.

Table 1 Statements of items in the questionnaire

No.	Statement	Motivational component
1	I learn English in order to make friends with English-speaking people.	Integrative
2	I learn English in order to know the culture of English-speaking people from various countries.	Integrative
3	I learn English to read English writings.	Instrumental
4	I have favorable attitude toward learning English.	Attitude
5	I have favorable attitude toward my English teacher.	Attitude
6	I learn English to get a high score.	Instrumental
7	I like English.	Attitude
8	I look forward to English classes.	Attitude
9	Studying English is important to me for further studies.	Instrumental
10	I like learning English to communicate with foreigners.	Instrumental

4.3 Pilot Survey

Forty five M.3 students in an ordinary class in Hatyai Wittayalai School which is a governmental secondary school in Songkhla, a city in southern Thailand, were recruited for the pilot survey. Students were briefly informed of the purpose of the study and the contents of the questionnaire, and instructed how to mark on each item before the survey started. Understandability of each item in regard to its own purpose was also interviewed after surveying. The items were found highly reliable ($\alpha=.71$, $N=45$).

4.4 Data Collection

Data collection took place during the first semester of Thailand's academic year of 2013, which was from June to September. The researcher visited all six subject schools in the three southernmost cities, namely Pattani, Yala, and Narathiwat, and gave a short introduction on the purpose of the study, the contents of the questionnaire, and how to mark on each item before distributing questionnaires to the students.

4.5 Data Analysis

The SPSS program was used for data analysis to answer the two research questions. For the students' integrative and instrumental orientations and attitude, descriptive statistics was run and the mean values of their levels of agreement on motivational orientations and attitude were interpreted using the criteria shown in Table 2.

Table 2 Criteria for the interpretation of the mean value of the students' level of agreement on integrative and instrumental orientations and attitude

Mean Value (\bar{x})	Level of Agreement
4.21 – 5.00	Strongly agree
3.41 – 4.20	Agree
2.61 – 3.40	Uncertain
1.81 – 2.60	Disagree
0.00 – 1.80	Strongly disagree

5. Results

5.1 The Students' Integrative and Instrumental Orientations and Attitude

Based on the descriptive statistics shown in Table 3, the students' integrative orientation and their attitude fall into the range of 'agree' ($\bar{x} = 3.99$ and $\bar{x} = 3.81$ respectively) while their instrumental orientation falls into that of 'strongly agree' ($\bar{x} = 4.37$). Instrumental orientation holds a higher mean value than integrative orientation in this study confirming other researchers' assertion that instrumental orientation is generally more dominant than integrative orientation for students learning English as a foreign language (Belmechri & Hummel, 1998).

Table 3 Students' motivational orientations and attitude

Motivational component	N	Minimum	Maximum	Mean	S.D.
Integrative	219	2.50	5.00	3.99	0.59
Instrumental	219	2.50	5.00	4.37	0.48
Attitude	219	2.25	5.00	3.81	0.60
Total	219	2.50	5.00	4.07	0.47

The students' level of agreement on each questionnaire item is presented in Table 4. As it is shown, the students' instrumental orientation was stronger than their integrative orientation. Furthermore, most items demonstrating instrumental orientation occupy the highest rankings in terms of level of agreement. For the students in this study, learning English is important for practical reasons such as further studies, reading writings in English, and communication. They do not seem to have relatively favorable attitude toward English itself, learning English and English classes in comparison to their practical needs related to English.

Table 4 Students' level of agreement on each statement assessing orientation or attitude

No.	Statement	Mean	Motivational component	Level of agreement
9	Studying English is important to me for further studies.	4.51	Instrumental	Strongly Agree
3	I learn English to read English writings.	4.50	Instrumental	
10	I like learning English to communicate with foreigners.	4.30	Instrumental	
6	I learn English to get a high score.	4.15	Instrumental	Agree
5	I have favorable attitude toward my English teacher.	4.07	Attitude	
2	I learn English in order to know the culture of English-speaking people from various countries.	4.07	Integrative	

1	I learn English in order to make friends with English-speaking people.	3.91	Integrative
4	I have favorable attitude toward learning English.	3.90	Attitude
7	I like English.	3.75	Attitude
8	I look forward to English classes.	3.51	Attitude

5.2 Difference on the Students' Orientations and Attitude based on their Backgrounds

T-test was adopted to investigate difference on the students' orientations and attitude according to their different demographical backgrounds, such as gender, experience in English speaking countries, and English grade.

Table 5 shows the results of t-test on the male and female students' integrative and instrumental orientations and attitude.

Table 5 Difference on the students' orientations and attitude based on gender

Motivational Component	Male		Female		t-test	Sig.(2-tailed)
	Mean	SD	Mean	SD		
Integrative	3.81	.70	4.09	.49	-3.156**	.002
Instrumental	4.21	.51	4.46	.44	-3.779**	.000
Attitude	3.61	.68	3.93	.53	-3.637**	.000

**Significant at the 0.01 level (2-tailed)

As shown in Table 5, the mean values of all three motivational components of female students are higher than those of male students meaning the female students in this study have stronger integrative and instrumental orientations and more favorable attitude than the male students. These differences between male and female students' orientations and attitude are significant at 0.01 level ($p < .01$).

Table 6 displays the difference on the three motivational components between the students' with and without experience in English speaking countries.

Table 6 Difference on the students' orientations and attitude based on experience in English speaking countries

Motivational Component	With		Without		t-test	Sig.(2-tailed)
	Mean	SD	Mean	SD		
Integrative	4.42	.58	3.95	.58	3.264**	.001
Instrumental	4.51	.56	4.35	.47	1.373	.171
Attitude	3.96	.77	3.79	.59	1.102	.272

**Significant at the 0.01 level (2-tailed)

The results indicate that the mean values of integrative and instrumental orientations and attitude of the students who have been to English speaking countries are higher than those of the students without experience in English speaking countries. Especially, the students with experience in English speaking countries have higher integrative orientation than those without. The results of t-test show that the difference on integrative orientation between the students with and without experience in English speaking countries is statistically significant at 0.01 level ($p < .01$).

Difference on integrative and instrumental orientations and attitude between the students above and below the average English grade is presented in Table 7.

Table 7 Difference on the students' orientations and attitude based on English grade

Motivational Component	Above		Below		t-test	Sig.(2-tailed)
	Mean	SD	Mean	SD		
Integrative	4.01	.57	4.01	.64	-.025	.980
Instrumental	4.46	.40	4.34	.53	1.760	.080
Attitude	3.93	.58	3.78	.58	1.697	.091

194 out of 219 participant students responded to the questionnaire item asking their English grades of the last semester. The students with the above average English grade were 87 while those with the below average were 107. The mean values of integrative and instrumental orientations and attitude of both students above and those below the average grade fall into similar ranges. The results of t-test is also consistent showing that there is no significant difference on the three motivational components of the students above and below the average English grade as presented in Table 7.

6. Discussion and Implications

This study investigated integrative and instrumental orientations and attitude of students in the deep southern part of Thailand in EIL context. It was found that the students have strong instrumental orientation together with moderately high integrative orientation and favorable attitude. Statistically significant difference on

integrative and instrumental orientations and attitude was found between the male and female students with the female students possessing stronger integrative and instrumental orientations and more favorable attitude than the male students. In regard to the difference between the students with and without experience in English speaking countries on these three motivational components, the difference on integrative orientation was significant. The students with experience in English speaking countries were found to have higher integrative orientation than those without. Last, no significant difference was found on integrative and instrumental orientations and attitude of the students above and below the average English grade.

Integrative orientation means openness to the target language, the language speaking people and the culture (Gardner, 2005), so learners with integrative orientation learn the target language with pure interest on the language, the language speaking people, and the culture. The results of this study suggest a need to strengthen the students' integrative orientation and attitude. In classroom settings, it is necessary for English teachers to arouse pure interest in the language among students. For example, taking more time to get to know English speaking people's lives and culture, and exposing students to more cultural products such as films, music, and TV programs in English as teaching materials and so on. In terms of students' relatively less favorable attitude toward English classes, English itself, and learning English, teachers should try to make up for this by making their lessons more interesting and creative, and introducing different ways of learning English strategies some of which might well suit the students.

In regard to the statistically significant difference on integrative orientation between the students with and without experience in English speaking countries, English teachers should take an advantage of geographical proximity to Malaysia which is a border country of southern part of Thailand by sending them as exchange students or encouraging them to visit the country. These experiences are expected to be a strong impact on the students' integrative orientation.

7. Recommendation

Analyzing the reasons why students' certain aspects of attitude or orientations are not favorable or strong if they have been found so through both quantitative and qualitative surveys might be interesting. After a quantitative survey on students' orientations and attitude, a qualitative survey should be conducted on the same students interviewing them for what reasons they have less favorable attitude and orientations. This mixed survey method could inform the teachers of how to strengthen their students' L2 orientations and attitude, and might consequently enable them to boost their students' motivation.

It is also suggested that further studies compare L2 motivational orientations and attitude of students in urban and rural areas. Since there seems to be richer English learning environment in urban areas than in rural areas, investigating whether students in urban areas have higher orientations and more favorable attitude than those in rural areas would provide some meaningful insights.

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