

**The Relationship between Motivation and Students' English
Learning Achievement: A study of the Second – Year
Hatyai Technical College Students**

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**A Thesis Submitted in Partial Fulfillment of the Requirements for
the Master of Arts Degree in Teaching English
as an International Language
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ชื่อวิทยานิพนธ์	ความสัมพันธ์ระหว่างแรงจูงใจและผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษ ของนักศึกษาชั้นปีที่สอง วิทยาลัยเทคนิคหาดใหญ่
ผู้เขียน	นางเฉลิมพร ชุศรี
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บทคัดย่อ

แรงจูงใจนับเป็นปัจจัยสำคัญที่ส่งผลให้ผู้เรียนมีผลสัมฤทธิ์ทางการเรียนแตกต่างกัน งานวิจัยนี้มีวัตถุประสงค์เพื่อ 1. ศึกษาความสัมพันธ์ระหว่างแรงจูงใจของนักศึกษาที่มีผลสัมฤทธิ์ทางการเรียนสูงและต่ำ 2. ศึกษาความแตกต่างของแรงจูงใจระหว่างนักศึกษาที่มีผลสัมฤทธิ์ทางการเรียนสูงและต่ำ 3. ศึกษาความสัมพันธ์ระหว่างแรงจูงใจและระดับผลสัมฤทธิ์ทางการเรียน กลุ่มตัวอย่างคือนักศึกษาระดับประกาศนียบัตรวิชาชีพชั้นปีที่สอง แผนกอิเล็กทรอนิกส์ และแผนกก่อสร้าง วิทยาลัยเทคนิคหาดใหญ่ จำนวน 140 คนในภาคเรียนที่หนึ่ง ปีการศึกษา 2543 เครื่องมือที่ใช้ในการเก็บข้อมูล คือแบบสอบถามและแบบสัมภาษณ์เชิงลึก ข้อมูลจากแบบสอบถามที่ตอบกลับนำมาวิเคราะห์ทางสถิติโดยใช้โปรแกรม SPSS เพื่อวิเคราะห์ค่าร้อยละ ความถี่ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน การทดสอบความแตกต่างระหว่างค่าเฉลี่ยของสองกลุ่มตัวอย่าง และค่าสัมประสิทธิ์สหสัมพันธ์พบว่า นักศึกษาที่มีผลสัมฤทธิ์ทางการเรียนในกลุ่มสูงและกลุ่มต่ำมีแรงจูงใจในระดับสูง แรงจูงใจของนักศึกษาที่มีผลสัมฤทธิ์ทางการเรียนในกลุ่มสูงและกลุ่มต่ำไม่มีความแตกต่างอย่างมีนัยสำคัญทางสถิติ มีความสัมพันธ์ระหว่างแรงจูงใจและผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษของนักศึกษากลุ่มสูงอย่างมีนัยสำคัญทางสถิติ แต่ไม่มีความสัมพันธ์ระหว่างแรงจูงใจและผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษของนักศึกษากลุ่มต่ำ จากการสัมภาษณ์กลุ่มตัวอย่าง นักศึกษาระบุว่าเรียนภาษาอังกฤษเพื่อจะได้คะแนนภาษาอังกฤษสูง เพื่อการศึกษาต่อและการทำงานในอนาคต แรงจูงใจเชิงใช้ประโยชน์มีอิทธิพลมากกว่าแรงจูงใจเชิงสังคม จากการศึกษาสรุปได้ว่าแรงจูงใจมีความสัมพันธ์กับผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษในนักศึกษากลุ่มสูง ผลจากการศึกษานี้จะเป็นประโยชน์ต่อผู้วิจัยและผู้สอนในการพัฒนาผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษโดยการใช้วิธีการสอนที่มีประสิทธิภาพในการพัฒนาแรงจูงใจของนักศึกษา

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ABSTRACT

Among the factors influencing students' learning, motivation is thought to be an important reason for different achievement. The purposes of this study were (i) to find out the levels of motivation in students with high and low achievement, (ii) to investigate the differences in motivation of students with high and low achievement, (iii) to investigate the relationship between motivation and students' achievement. The subjects were 140 second-year vocational certificate students in electronics technology program and building construction program, Hatyai Technical College in the first semester of the Academic Year 2010. The instruments used for data collection were a questionnaire and an in-depth interview. The data from the returned questionnaire were statistically analyzed by using the SPSS program for percentage, frequency, mean, standard deviation, *t*-test and correlation coefficient. Findings from this study indicated that the motivation of students with high and low achievement were at high levels. There were no significant differences of motivation between the high and low achievement group. The correlation between motivation and their English learning achievement was significantly correlated with each other in the high achievement group but there was no significantly correlated in the low achievement group. The participants mentioned that they have studied English in order to be successful in their scores, future education and career. Instrumental motivation was found to have more impact on students than integrative one. In conclusion, motivation has positive relationship with students' English learning achievement. The findings could be useful for researchers and teachers in improving students' achievement by conducting effective teaching and learning strategies to develop students' motivation.

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CHAPTER 1

INTRODUCTION

This study consists of five chapters. Chapter 1 is an introduction that describes rationale of the study, the statement of the problem, objectives of the study, research questions, research hypotheses, framework of the study, significance of the study, limitations of the study and definitions of terms. Chapter 2 provides a literature review on the definitions of motivation, motivational theories, language learning achievement, background of technical and vocational education in Thailand and related studies on students' motivation. Chapter 3 delineates the research methods by describing population and sample, research instruments, data collection, data analysis, and ethical issues. Chapter 4 presents and concludes the research findings and interpretations from the survey results in both qualitative and quantitative aspects. Chapter 5 discusses the findings of the study in the light of the relevant literature, and explores the implications of this study.

1.1 Rationale of the Study

With the rapid progress of information and communication technology during recent decades, a vast amount of knowledge has been spreading through the borderless world. In the trend of globalization, the most important language being used among countries, institutions and individuals all over the world is the English language (Punthumasen, 2007). In Thailand, which is the only country in Southeast Asia that was not colonized by English-speaking nations, English remains a foreign language (Noytim, 2008); nevertheless, the role of English in Thailand is as important as it is in many other developing countries (Wiriyaichitra, 2009). For many years the Thai government has recognized the importance of the English language and required the Ministry of Education to develop English language education in accordance with the world trend (Office of the Education Council, 2006). Also, the Thai government

has identified the urgent socio-political, commercial and educational needs for Thai people to be able to better communicate in English (Wongsothorn et al, 2003).

The Ministry of Education has placed great emphasis on teaching and learning English in the Thai educational system (Watcharajinda, 2009). However, to date, there is a general agreement among academics and teachers that the aims of the policy have not yet been met, and that English competence of Thai students remains low (Prapphal, 2001; Wacharajinda, 2009; Kongpetch, 2004; Forman, 2005). Factors responsible for low English proficiency of the majority of Thai students include traditional pedagogical prescriptive approaches (Bunnag, 2006; Forman, 2005; Kongpetch, 2004), the influence of Thai culture, EFL learning environments (Saengboon, 2004; Wongsothorn, et al., 2003) and low motivation in learning a foreign language (Srikrai, 2008).

Concerning vocational and technical education, Thailand is one of the industrial countries in the Asia-Pacific region that requires a number of skilled labors. Global demands for skills have increased substantially in recent years as a result of scientific and technological advances, rapidly changing markets and the intensified global economic competition due to accelerated globalization (UNESCO-UNEVOC, 2007). This form of competition for skilled labor affects global economic transformation. An increasing proportion of countries are in direct trade competition in more advanced goods and services within the global economy. To compete successfully in this global competition, the Thai government must strategically address the significance of vocational education and needs to improve its standard for the international market. This is to raise middle and lower level skilled personnel to international levels, and enhance the global competitiveness of Thailand. This is the key challenges of responding to the new and different global labor market requirements (UNESCO-UNEVOC, 2007).

Accordingly, it is of crucial importance to encourage and teach vocational and technical students so that they have good knowledge in English and skills for the increasing needs of economic development. However, although the Thai government has placed great emphasis on improving English skills in vocational and technical education, there are still serious problems with Thai vocational and technical students' lack of interest in learning and having poor basic principles of English (The

Office of Vocational Education Commission, 2008). The Office of Vocational Education Commission reported that Vocational and Technical college students have limited abilities in speaking, reading, writing or understanding the English language (The Office of Vocational Education Commission, 2008). Additionally, it has been found that Thai technical students' achievement was very poor in all four skills. They did not realize how important the English language is. This is because there was not any motivation for them in learning English (Boonrangsri, 2004).

According to Forman (2005), motivation is defined as the process through which individuals are driven to increase their action or performance either by internal (intrinsic) or external (extrinsic) factors. In education, the issue of students' motivation and its impact on academic performance is considered an important aspect of effective learning (Adepoju, 2007). Hiromori (2009) also posited that learner motivation affects the success of learning not only in the case of second/foreign language instruction, but throughout all aspects of educational activities. Li and Pan (2009) agreed that among the factors influencing students' learning, motivation is thought to be an important reason for differential achievement. That is, motivation is a very important factor that determines the success or failure in second language learning since motivation can directly influence the frequency of using learning strategies, willpower, goal setting, and the achievement. Motivation, thus, plays a significant role in language learning success (Degang, 2010).

Relating to learning English, motivation is one of the several important factors that may influence students' English achievement (Yu-mei, 2009). Learners' motivation has been widely accepted as a key factor which influences the rate and success of second/foreign language learning (Ellis, 1994; Mcdonough, 1983). Along with this line of thoughts, students' motivation toward English language learning can, to a certain degree, influence their learning results (Degang, 2010). Meanwhile, motivation is viewed as a dynamic, situated and social construct (Norton, 2000) and closely related to learners' identity construction (Dornyei, 2005; Gao et al., 2007; Gardner, 2000). Therefore, motivation would explain why students fail or achieve in learning English.

In recent decades, a growing recognition of the significance of motivation in language learning and acquisition has elevated its importance. This

interest has resulted in the evolution and expansion of language learning motivation approaches to language learning (Johnson, 2009). As a result, the investigation of motivation has become an important field in language pedagogy. This is due to the fact that motivation is seen as one of the key variables contributing to the successful acquisition of a foreign or second language (Kormos & Csizer, 2010). Moreover, previous research into language learning motivation has produced various interesting results with respect to instrumental and integrative motivation and their effects on language learning.

Several studies reported significant relationship between motivation and students' achievement. For example, investigating the relationship between motivation and achievement in foreign language learning, Yuet (2008) indicated that there was a positive relationship between the two variables among advanced-level students in Hong Kong. Additionally, Li & Pan (2009) investigated the relationship between motivation and achievement of English majors in Qingdao agricultural university and found that there was a significant relationship between two types of motivation (instrumental and integrative motivation) and the students' achievement.

Moreover, many studies had acknowledged social and contextual influences on individual motivation. Some were particularly concerned with the kind of motivation that led to higher proficiency achievement (Gardner et al., 1997; Mills et al., 2007). Although many researchers reported studies conducted with undergraduate students, little research has been done in the context of vocational or technical students. The lack in the literature of studies on Thai technical students' motivation and achievement has been another motive to investigate this context. The current study intended to fill this gap by investigating the relationship between technical college students' motivation and their achievement.

1.2 Objectives of the Study

This study was carried out with three objectives as follows:

1. To investigate levels of motivation of students with high and low achievement.

2. To find out the differences in motivation of students with high and low achievement.
 3. To determine whether there are any significant relationships between motivation and the levels of students' achievement.
-

1.3 Research Questions

The present research addressed the following questions.

1. What are the levels of motivation of students with high and low achievement?
2. Are there any significant differences between the motivation of students with high and low achievement?
3. Are there any significant relationships between motivation and students' achievement?

1.4 Research Hypotheses

The following hypotheses guided this study:

1. The levels of motivation of the high and the low achievement groups are low.
2. There are significant differences between the motivation of students with high and low achievement.
3. There are significant relationships between motivation and students' achievement.

1.5 Framework of the Study

The theory of Gardner and Lambert (1959) inspired the first wave of second language motivational research through the introduction of approaches and research instruments that are still widely used. Their theory particularly established a social-psychological approach to second language motivation (Johnson, 2009) which

is helpful for gaining insights into students' motivation. According to Gardner and Lambert (1972), motivation in language learning is defined as the combination of effort plus desire to achieve the goal of learning the language. Two types of motivation (instrumental and integrative motivation) represent the obvious goals of learners in language learning and are widely accepted and studied (Jehdo, 2009). Thus, through the lens of Gardner and Lambert's theory, this research focused on instrumental motivation and integrative motivation. The variables impacting on students' achievement are shown in Figure 1 below:

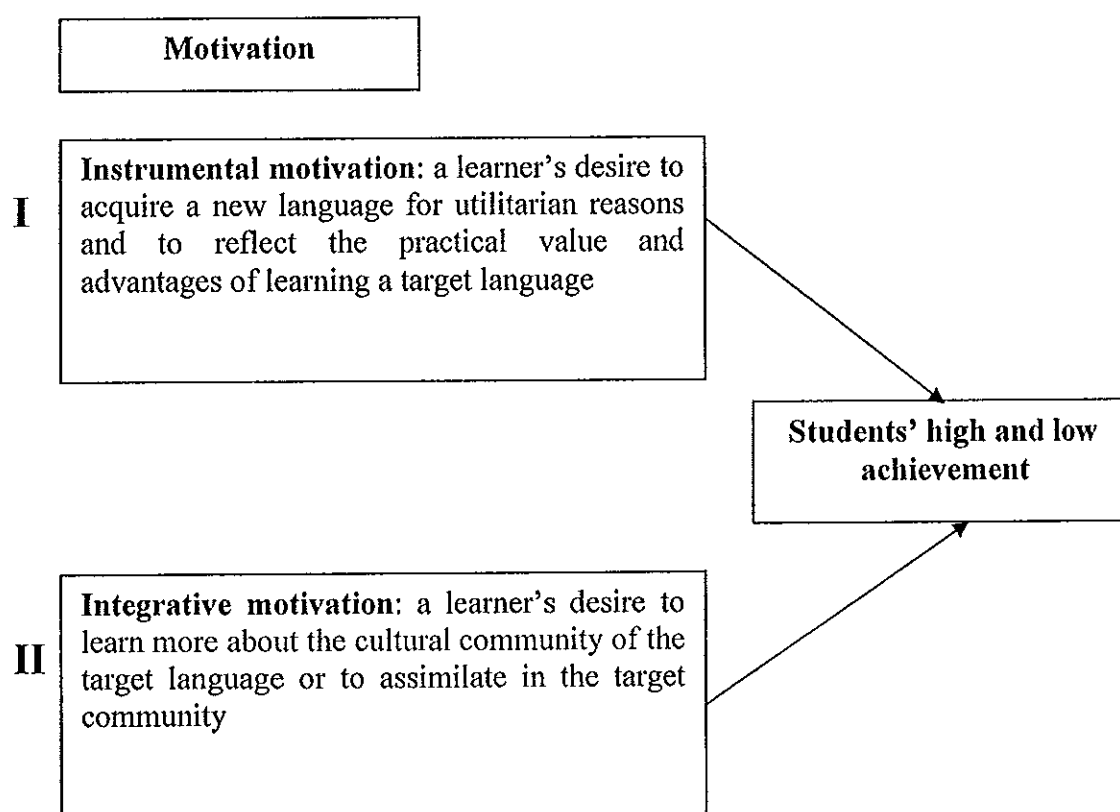


Figure 1: Motivation variables influencing students' achievement

1.6 Significance of the Study

The learners' motivation plays an essential role in determining their language achievement. Different levels of achievement may be affected by two types of motivation. It is, therefore, essential to investigate the relationship between the two

types of motivation and their English learning achievement. The researcher expected that students' motivation would correlate with their achievement and there are significant differences in motivation of students with high and low achievement. Moreover, the levels of motivation of both groups were expected to be low. The results obtained from this study contributed to a better understanding of the relationship between motivations and achievement of technical college students. The knowledge gained can add to the database for practice, research and theory.

In relation to practice, the findings could be used as a baseline for administration, management and planning for efficient and effective pedagogy to raise technical colleges' abilities to compete at international levels. Additionally, it could help encourage teachers to select activities and tasks that tap into students' motivation and improve their achievements. The results of this study may also provide useful guidelines for teachers concerned with improving English-language instruction. Moreover, they may be beneficial for encouraging students to build their motivation and improve their achievement.

With regard to research, the present study is an attempt to recognize motivation differences of students at Hatyai Technical College. There was a lack of studies conducted on motivation in southern vocational context. Therefore, the findings of this study will be added to the literature on students' motivation, especially in southern vocational context.

Concerning the theory, the theoretical framework of Gardner and Lambert had been widely used in the Western context to explain the relationship between instrumental and integrative motivation in language learning. Therefore, it was necessary to test the theory in the Eastern context, southern vocational setting of Thailand in particular.

1.7 Limitations of the Study

The following limitations governed the interpretation of results, conclusions and recommendations.

1. The results obtained from this investigation corresponded to the measure of academic achievement selected, and they could be different from studies using other indicators of achievement.

2. Other variables such as learning strategies, anxiety, and self-concept, which might affect motivation, were not considered.

1.8 Definitions of Key Terms

This section introduces definitions of key terms used in this study.

Motivation: The combination of effort plus desire to achieve the goal of learning the language which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain previous set goals. In this study, motivation is classified into two types: Instrumental and integrative motivation (Gardner & Lambert, 1959).

Instrumental motivation: A learner's desire to acquire a new language for utilitarian reasons reflecting the practical value and advantages of learning a target language (Gardner & Lambert, 1959; Hudson, 2000).

Integrative motivation: A learner's desire to learn more about the cultural community of the target language or to assimilate in the target community (Gardner & Lambert, 1959; Norris-Holt, 2001).

Students' achievement: Grades average obtained from the English course in the first year of their study.

High achievement group: 70 students in the Electronics Technology program.

Low achievement group: 70 students in the Building Construction program.

CHAPTER 2

LITERATURE REVIEW

This chapter is organized into four main sections as follows.

2.1 Language learning achievement

2.2 Motivation

2.2.1 Definitions of motivation

2.2.2 Motivational theories

2.2.3 Motivation and language learning

2.3 Technical and vocational education in Thailand

2.4 Related studies on students' motivation

2.1 Language Learning Achievement

Varied definitions exist to describe language learning achievement. Del Vecchio and Guerrero (1995) concluded that definitions of language learning achievement proposed in the literature share several vital features. Most definitions include speaking, listening, reading, and writing in a specific context. For instance, In an ESL context The Wisconsin Literacy Education and Reading Network Source (2003) defines second language learning achievement as "the ability to speak, read, write and understand that language well enough to be able to thrive in a monolingual society" and "compete with native language speakers in the classroom".

A wide variety of indicator has been developed to determine language proficiency and achievement language learners. For example, Nonis and Wright (2003) studied the influence of motivation and the level of optimism on two achievement indicators: general average grade and advance. The results showed that the students with a high level of optimism and motivation attained higher achievement, either measured by grades or by the list of credits, but the magnitude of

these effects was higher for the grades. Moreover, the effect of aptitude on grades would be moderated by motivation and optimism so that the higher the levels of optimism and motivation, the higher the effect on achievement. Another study conducted by Anaya (1999) examined the correlation between English proficiency and achievement as measured by standardized achievement scores and GPA. It was found that English proficiency correlated with achievement at the high level. Garcia-Vazquez et al (1997) examined 100 randomly selected Hispanic students in grades 6-12. The results showed a significant correlation between proficiency in English, grade point averages, and standardized achievement test scores. In an empirical study, Bers (1994) examined over 600 limited English proficient students in a community college setting. It was found that those students did not significantly differ in academic achievement from the total student population, with academic achievement being defined as persistence in courses, credits earned, and GPA.

Moreover, Sirin (2005) performed a meta-analysis on the relationship between academic achievement in primary and secondary school and socio-economic status. The indicators of achievement used in the 58 articles that met the search criteria were the students' grades in specific domains (mathematics, language, sciences, and verbal aptitude), as well as the general average grade. From the studies mentioned above, it can be seen that grades are the most universally accepted indicators of achievement in educational settings that focus on students (Anaya, 1999; Biggs, 1989; Harackiewicz, et al, 1998).

Except for language ability, there is likely a plethora of factors that affect the academic achievement of English language learners. Many studies have examined the relationship between language proficiency and academic success. Hernandez-Gantes (1995) examined the achievement of 2,721 Hispanic-American eighth grade students from the National Education Longitudinal Study of 1988. Hernandez-Gantes found the achievement of these students was impacted by previous grades, motivation, quantity of instruction, and homework. The leading predictor variables were English language proficiency, socioeconomic status and English proficiency. However, gender had a small influence, as boys generally did better than girls on measures of achievement (Hernandez-Gantes, 1995).

According to Lestari (2007), there were two factors influencing language learning achievement: internal and external factors. An external factor was a factor that comes from outside of the person or learner. These include socioeconomic status, preschool attendance, mobility and grade retention (Texas Education Agency, 1998). In contrast, an internal factor was a factor that comes from inside of the person or learner. In relation to the inner factors, motivation is one of the factors impacting language learners. Specifically, motivation was found to have a significant effect on students learning and performance in an empirical study (Deci et al, 2004). Moreover, several studies have confirmed the relationship between motivation and higher academic achievement (Lestari, 2007). This indicates that motivation is one of the critical factors that influences learners' academic achievement (Degang, 2010). It was, therefore, worth studying the significant importance of motivation, and language learning.

2.2 Motivation

There are a number of factors that affect achievement in language learning and one of the most influential is motivation. Motivation is commonly thought as an inner state of need or desire that activates an individual to do something to satisfy them (Francis et al, 2004). Motivation in second and foreign language learning is a complex phenomenon that the definitions of which have been offered by many theorists (Lightbrown & Spada, 2006).

2.2.1 Definitions of Motivation

Motivation has been classified in various ways according to different perspectives of psycholinguists. Gilford and Grey (1974) defined 'motivation' as the stimulation of channels conducting and creating the needs for performing human activities. Good (1973) agreed that motivation is the process to stimulate and support a person to perform activities systematically. Brown (1980) referred to motivation as inner drives composed of emotion and needs which are the causes of human behavioral expression in more or less unequal quantities. According to Dornyei and

Otto (1998), motivation is a global concept for a variety of processes and effects whose common core is the realization that an organism selects a particular behavior because of expected consequences, and then implements it with some measure of energy, along a particular path. They further stated that no matter what explanation is given to the term, researchers seemed to agree that motivation is responsible for determining human behavior by energizing it and giving it direction.

Harmer (1991) stated that motivation is some kind of internal drive that encourages somebody to pursue a course of action. It seems to be the case that if a person perceives a goal and if that goal is sufficiently attractive, he/she will be strongly motivated to do whatever is necessary to reach that goal. Motivation is also typically defined as the forces that account for the arousal, selection, direction, and continuation of behavior (Francis et al, 2004). Williams and Burden (1997) pointed out a similar view. In their opinion, motivation maybe constructed as a state of cognitive and emotional arousal which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and physical effort in order to attain a previously set goal. Similarly, Gardner (1985) explained motivation as the learner's orientation with regard to the goal of learning a second language. According to his view, motivation is perceived to be composed of three elements—effort, desire and effect.

Motivation has generally been classified differently in the literature. According to Deci and Ryan (1985), based on the reasons why people chose to act in certain ways, motivation is classified by cognitive psychologists into two types: intrinsic and extrinsic motivation. Intrinsic motivation stems from factors such as interest or curiosity. It is the natural tendency to seek out and conquer challenges as we pursue personal interests and exercise capabilities (Deci & Ryan, 1985). Extrinsic motivation, in contrast, comes from the desire to get a reward or avoid punishment; the focus is on something external to the learning activity itself. According to Gardner and Lambert (1972), representing reasons for studying the languages, motivation is classified into two groups: integrative and instrumental motivation. Integrative motivation refers to a desire to learn the language in order to relate to and even become part of the target language culture. Instrumental motivation, on the other hand,

has to do with practical reasons for language learning, such as getting a promotion. In this way, the language is used as an instrument by the users.

From the discussion, motivation can be defined as the combination of effort plus desire to achieve the goal of learning the language which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain previously set goals.

2.2.2 Motivational Theory

2.2.2.1 An Overview of Motivational Theory

Language learning motivational theory has evolved significantly over the decades. However, as the field is expanding, it has jettisoned little in terms of prior research and findings, choosing not to discard, but rather subsume previous work. The likely reason for this is the complex nature of motivation, and the fact that no single approach has been able to adequately describe all facets of the subject. Due to the breadth of the subject matter, early approaches were narrower in focus, providing specific insights into discreet areas of the field, which helped provide a more complete view of motivation in language learning. Recently, more comprehensive models incorporating a broad range of previous approaches have emerged (Zheng, 2010). The following is an overview of the development of second language (L2) motivational research.

The works of Gardner and Lambert (Gardner & Lambert, 1959, 1972; Gardner, 1985) established and inspired the first wave of L2 motivational research through the introduction of approaches and research instruments that are still widely used today (Degang, 2010). Their research established a social-psychological approach to L2 motivation through which it was conceptualized largely in terms of attitudes towards the L2 community.

Social-Psychological Approach

Gardner and Lambert' studies identified integrative motivation as a personal interest in the people and culture represented by the other group and instrumental motivation which reflects the practical value and advantage of learning a new language (Gardner & Lambert, 1972). This dichotomy has subsequently been widely examined in the literature. While this approach and its instruments (specifically, the Attitudes/Motivation Test Battery) long defined the field, the perceived narrowness of its scope impelled some to seek out more pragmatic approaches with greater classroom applicability.

Ely (1986), in his examination of freshman Spanish students in the US, presented another motivational cluster, "requirement" beyond the Gardner integrative/instrumental dichotomy. Skehan (1990), in examining the role of motivation on Individual Differences (ID), found the instrumental/integrative distinction to be of limited value in describing pedagogical interventions that might influence motivation. Dornyei's (1990) study of adult Hungarian English learners revealed the distinctness of Foreign Language Learning (FLL), as opposed to ESL, contexts. Specifically, he found that in FLL instrumentality can in fact be a stronger orientation than integrativeness for learners at particular proficiency levels. These perspectives set the tone for Crookes and Schmidt's (1991) seminal article calling for a shift of the language learning motivational research paradigm towards approaches used in psychology and education. They particularly stressed the need to address the previously neglected distinction between cognition, motivation and effect.

Psychological Approach

An empirical study of Oxford and Shearin (1994) encouraged expansion of the integrative/instrumental construct through the integration of general, industrial, educational, and cognitive developmental psychology. With the emergence of psychological approaches, the intrinsic/extrinsic motivational dichotomy central to Deci and Ryan's (1985) self-determination theory emerged as an important new construct in language learning motivational research. The focus of the theory was on

the investigation of human being inherent tendencies as well as the psychological needs, which were mentioned to be the basic elements for self motivation in personality. Dornyei's (1994) three-tiered motivational framework integrated many of these new ideas into a single model. The framework, consisting of Language Level (comprising integrative and instrumental subsystems), Learner Level (consisting of learner needs and self-confidence), and Learning Situation Level (consisting of course-, teacher-, and group-specific motivational components), presents a more pragmatic, eclectic, and comprehensive approach for bridging theory with practice.

Dynamic Nature of Motivation

The earlier social-psychological studies were largely cross-sectional in nature, and/or focused on fixed goals, motivation had been depicted as a static phenomenon. Later, accompanying the theoretical expansion of language learning, motivational research has come to increasingly appreciation of the dynamic nature of motivation. Several authors such as Crookes and Schmidt (1991) and Oxford and Shearin (1994) identified this as a major shortcoming of existing social-psychological approaches. Gardner and MacIntyre (1991) responded with a revised version of the Gardnerian model which described an ongoing flux as motivation both stimulates, and is stimulated by, language learning achievement. Williams and Burden (1997) also helped expand temporal considerations in language learning motivation through their social constructivist framework. Their distinction between initiating motivation and sustaining motivation, as parts of a tripartite model interacting within the larger social context, provides a more realistic rendering of the dynamic, interactive, and ongoing nature of learner motivation. In 1998, Dornyei summarized the main motivational domains, identifying seven main underlying dimensions. They are as follows: integrative dimension, instrumental dimension, macro-context-related dimension, self-concept-related dimension, goal-related dimension, educational context-related dimension and significant other-related dimension. For this school of thought, it was proposed that different types of motivation may operate on the individual learner at different stages of the learning process. These ideas tend to undermine the notion of integrativeness - inevitably impacting upon learner behaviors.

Motivational Change

Gardner and associates (2004) later added further insight into the changing state of motivation in their examination of the effects of language instruction on attitudes, motivation and anxiety over time. Ushioda's (1996) pioneering qualitative longitudinal research provided insightful information on the understanding of motivation and a greater depth of insight into a more expansive range of patterns of motivational change derived from factors both within, and outside, L2 context. Dornyei and Otto's (1998) integrates many of these ideas into a single framework pragmatically focused on uncovering specific means for motivating learners. In this model the authors set out to provide a comprehensive (vs. reductionist) view of motivational behavior, illustrate motivational influences on action (execution of goal-directed behavior), and demonstrate the dynamic/temporal nature of motivation. Their model consists of two dimensions, an Action Sequence (preactional, actional, and postactionable phases) and Motivational Influences (consisting of five tables of motivational types). Due to its comprehensive nature, and particularly its recognition of temporal aspects of motivation, this model provides practitioners direction in applying interventions appropriate to learners' changing motivation.

2.2.2.2 Instrumental and Integrative Motivation

The influence of the two types of motivation: instrumental motivation and integrative motivation on language learning is based on the famous classification by Gardner and Lambert (1959).

Instrumental Motivation

Instrumental motivation is a form of motivation which is defined as individual learners wanting to acquire a new language as a means for attaining instrumental goals. This is generally characterized by the desire to obtain something practical or concrete from the study of a second language (Hudson, 2000). With instrumental motivation, Norris-Holt (2001) argued that "the purpose of language

acquisition is more utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher social status". Though instrumental motivation is tied to a specific goal, its influence tends to be maintained only until that goal is achieved. On the other hand, if the goal is continuous, it seems possible that an instrumental motivation will also continue to be effective. Students with strong instrumental motivation can also achieve a lot, if the kind of motivation is strengthened in the process of learning (Gardner, 1972).

Integrative Motivation

As for the importance of motivation in language learning, some researchers believed that, interactively motivated L2 learners show an interest in learning about the culture of the target language. "Learners with an integrative attitude have a compelling purpose for learning, which is an intrinsic force to learn a language and those learners will achieve more than the others" (Ellis, 1994). Students who are most successful when learning a target language are those who like the people that speak the language, admire the culture, and have a desire to become familiar with or even integrate into the society in which the language is used (Norris-Holt, 2001). This form of motivation is known as *integrative motivation*. "Integrative motivation usually refers to the affective aspects of motivation—liking for or enjoyment of an activity" (Brophy, 1987). Learners wish to integrate themselves within the culture of the targeted language group, to identify themselves with its community and to become a part of that society.

A number of results have tended to support the paramount importance of integrative motivation. First described by Gardner and Lambert (1972) and more recently by Shaaban and Ghaith (2000). Integrative motivation is effective because language skills are perceived as integral to participation in the social groups that use the target language. Noels et al (2000) recognized the preeminent importance previously granted to the integrative motivation orientation but specified that this may be the case only in specific sociocultural contexts. Integrative motivation is often contrasted with the more externally influenced instrumental motivation.

For instrumental motivation, it has been found that generally students selected instrumental reasons more frequently than integrative reasons for the study of a second language. Moreover, it's also found that instrumental motivation can be main factor for successful second language learning in the situation where the learner is provided with little opportunity to interact with members of the target language group, and therefore no chance to use the target language (Pruksashewa, 2008).

Although both integrative and instrumental motivations are essential elements of success in learning a second language, the integrative motivation is found to sustain long-term success (Crookes & Schmidt, 1991). Integrative motivation, in some of the early studies by Gardner and Lambert, was viewed as being more important in a formal learning environment than instrumental motivation (Ellis, 1997). Gardner and Lambert (1959) suggest that the most successful students are integratively motivated, but this conclusion has not really been adequately substantiated. One area where instrumental motivation can prove to be successful is in the situation where learners are provided with no opportunity to use the target language and therefore, no chance to interact with members of the target group.

As discussed above, motivation plays an important role in learning a foreign language, and complementing one another, several previous studies on the role of motivation have been greatly influenced by the classical model of Gardner and Lambert (1972) and their expansions (Gardner et al, 1997). These studies recognize the importance of the two types of motivation: instrumental motivation and integrative motivation in language learning. Also, these two types of motivation show obvious goals of learners in language learning and are widely accepted and studied (Jehdo, 2009). Therefore, the current study which based on the integrative and instrumental motivation proposed by Gardner and Lambert (1959) intended to fill this gap by investigating the relationship between technical college students' motivation and their achievement.

2.2.3 Motivation and Language Learning

As for learning concerns, Spratt et al (2005), defined motivation as the thoughts and feelings the learners have which make them want and continue to do

something. It is one of the most important factors in language learning (Gardner, 1985; Corria, 1999 and Brown, 2000). Harmer (1991) argued that what happens in the classroom can affect positively motivated and negatively motivated students differently. Different learners have different motivation in learning a language which can lead to different degree of success.

For over fifty years, motivation has been a significant research topic due to its vital importance in understanding the reasons that drive people to make certain decisions and to invest effort in pursuing them. The study of motivation in the field of language learning has been part of this trend (Dwaik & Shehadeh, 2010). Important ideas in this field were also discussed by Gardner and Lambert (1959) in their work *Motivation Variables and Second Language Acquisition*. In their article, they focused on two types of motivation—integrative and instrumental. Here, motivation is fueled by the students' desire to identify with or to integrate with the target culture. In 1972 Gardner and Lambert introduced the classical distinction between integrative and instrumental motivation. Both instrumental and integrative motivations have been established as important predictors of language learning.

Previous studies have provided different findings as to which of the two types of motivation is more essential. Gardner (1985) pointed out the differences between the types of motivation and the intensity of motivation. According to him, the type of motivation is directly bonded to the goal and that the intensity is related to the degree of effort which an individual puts into achieving this goal. He further stated that motivation answers the question why an individual learns a foreign language. There are many reasons for learning an English language for students as follows:

1. To be able to communicate with the members of the target community
2. To be able to apply for certain jobs
3. To broaden one's knowledge
4. To make one's parents happy
5. To follow the needs of society

Gardner (1985) claimed that if a person wants to describe the motivation to learn the English language, it is necessary to know the specific reasons

that are connected to learning language. It was shown in several studies on French learning in Canada that both monetary rewards and integrative desires were positively related to various aspects of second language learning, such as length of learning, effectiveness of learning, behaviors in the classroom, and willingness to interact with members of that community (Gardner & MacIntyre, 1991; Gardner et al., 1992). However, instrumental motivation has also been found to play an important role in the classroom. Gardner and MacIntyre (1991) mentioned that students who have instrumental motivation seem to study longer than non-instrumentally motivated students. This behavior also occurs in the foreign language classroom.

Examining the effects of instrumental motivation on university students learning German in India, Sawhney (1998) suggested that reasons such as getting a good job, doing international business, motivated the students to be basically interested in learning German for economic gain, prestige and social recognition.

With regard to integrative motivation, Gardner and Lambert (1972) proposed that students who have integrative and friendly outlook towards the other group can differentially sensitize to the audio-lingual features of the language and perform more perceptively to forms of pronunciation and accent. Masgoret et al. (2001) stated that students who want to integrate with other language group will be motivated to learn the language because learning a second language requires the adoption of word sounds, pronunciations, word orders, and other behavioral and cognitive features that are part of another culture. This explains why immigrants who arrive in a country against their will because of war or political problems often do not show the same rate of language acquisition as their fellow countrymen who voluntarily left their homeland. However, even in negative situations like incarceration abroad, if the desire to integrate with the surrounding people is strong enough, language acquisition will occur. Dörnyei (1990) also mentioned that the nature and effect of certain motivation components might vary according to the environment in which the learning takes place.

A number of studies also pointed to the importance of motivation in different contexts of second language learners. Clément and Kruidnier (1983), based on a comparative study of learners from unicultural and multicultural backgrounds, indicated that "the integrative orientation appeared only in multicultural contexts

among members of a clearly dominant group". In addition, a major finding of Csizer and Dörnyei's (2005) study with Hungarian learners is that integrativeness was the primary factor in the overall motivational disposition of second language learners.

According to Gardner (2001), there is a possibility in extreme cases where integrativeness involves complete identification with the community and possibly even withdrawal from one's own group. In an overview of his theory, Gardner (2001) also admitted that it would be too simplistic just to assume that the role of motivation should be consistent and universal in language learning in different settings. Additionally, Gardner and MacIntyre (1991) emphasized that motivation itself is dynamic. Therefore, the inclusion of contexts as a variable is essential to our understanding of motivation in relation to language learning.

From this discussion, it is evident that both types of motivation, instrumental and integrative, have positive effects on the level of proficiency achieved by different learners and one type may be more effective than the other under certain conditions. Existing evidence points to the fact that context has a profound impact on the way instrumental and integrative motivations affect to language learning.

Nowadays in Thailand, English is viewed as a utilitarian tool for science, technology, national development and modernization as well as a key element in furthering a career (Degang, 2010). Students approach the learning of English with instrumental motivation. Many of them are very successful in developing proficiency in English. There are so many reasons motivating individuals to learn other languages such that perhaps no one cause or type of motivation can possibly serve as the sole foundation of language acquisition. This indicates that the relative importance of instrumental or integrative motivation depends to a large extent on the context in which a new language is learned (Vaezi, 2008).

2.3 Technical and Vocational Education in Thailand

2.3.1 The Office of Vocational Education in Thailand

Formerly known as the Department of vocational Education, The Office of Vocational Education Commission (OVEC), one of the five main sections

within Thailand's Ministry of Education, places an important in its role promoting excellence in vocational skills by creating educational opportunities, by improving the quality of teaching and learning and by increasing competitiveness. The OVEC is responsible for vocational and professional life long learning. The provision of technical and vocational education and training is offered through the formal school system in both the basic and vocational education streams, as well as through non-formal education opportunities. Technology-related education is offered at primary school level as an elective, compulsory, or free elective courses to provide students with practical experience and basic knowledge (Ministry of Education, 2006).

The OVEC has a mandate to promote and manage basic education for vocational and technical education as follows:

- Provide the general public with access to technical and vocational education.
- Assess the demands of the labour markets and promote self-employment in accordance with social and economic development of the country.
- Produce and develop a vocational workforce in all professional levels.
- Implement and standardize quality vocational education management and administration.
- Promote research, innovation and technology development for a competitive market.

2.3.2 Technical and Vocational Education

Technical and vocational education (TVE) is becoming a key political issue throughout the Southeast Asian region. The Thai Government has identified TVE as a main tool in two of its high priority policy areas: poverty alleviation and the improvement of Thailand's international competitiveness. The OVEC has already seen its annual budget increase substantially, and the government is planning to invest heavily in the technical and vocational education sector (Ministry of Education, 2006). This is because the skill of labor affects global economic transformation. An increasing proportion of countries are in direct trade competition for more advanced goods and services within the global economy. To compete successfully in global

competition, the Thai government must strategically address the significance of vocational education and needs to improve its standard for the international market (UNESCO-UNEVOC, 2007).

TVE begins at the senior high school grade where students are divided into either general or vocational education. At present, around 60 per cent of students follow the general education programs. However, the government is endeavoring to achieve an equal balance between general and vocational education. Three levels of TVE are offered: 1) the Certificate in Vocational Education 2) the Technical Diploma 3) the Higher Diploma. A variety of different options are available within each area. Vocational education is offered both through public and private sector institutions. At present, there are 412 colleges under the direct supervision of The OVEC. In 2007, over a million students were studying in programs organized by The OVEC, and a further 380,000 vocational students were studying in private colleges (The Office of Vocational Education Commission, 2008).

2.3.3 Formal and Informal Vocational Education

Since the 1960s, the system of vocational education and training in Thailand consists of two different sectors: formal and informal vocational education. Formal vocational education is carried out as a fulltime school scheme. Graduates are awarded a certificate, which is on par with that of graduates of general upper secondary education. Therefore, only graduates of lower secondary education have access to this educational path. Non-formal vocational training, offered to many social groups, opens access to the training programs (Ministry of Education, 2006).

Both sectors have been expanded continuously and in parallel by government funds and with support of international development cooperation. At present, both sectors have a dense network of institutes that stretch across the whole country. The segmentation is based on regulatory policy. Occupational training is regarded as a task of the government and is, consequently, placed under the jurisdiction of certain government bodies. Primarily, it is the task of formal vocational education, which is under the jurisdiction of The OVEC, to produce qualified staff for public establishments, administration, and state enterprises, where personnel are

classified for grade and pay scales according to educational qualifications. However, workers to be sent abroad under the scheme of bilateral labor exchange, it is the responsibility of the Department of Skill Development in the Ministry of Labor. The great numbers of private vocational schools, where around 35% of all students in formal vocational education on the upper secondary level are enrolled, are not in conflict with this system because they must follow the education guidelines given by the Ministry of Education (The Office of Vocational Education Commission, 2008).

2.3.4 Training

Essential to the development project to implement, dual vocational training (DVT) is the active participation of the private sector. In 1995, The OVEC launched the initiative to introduce DVT programs which involve the students in hands-on training in suitably selected organizations in the private sector. DVT is a regular element of "Certificate" and "Diploma" programs. The duration of practical training ranges from over two days a week to a whole semester. Two levels of DVT are offered: the three-year certificate level for skilled workers where students and trainees are admitted at the age of 15 after completing Matthayom 3 (Grade 9); and the two-year diploma technician level for students who have graduated with the Certificate of Vocational Education after 12 years of formal education (The Office of Vocational Education Commission, 2008).

Students may be assigned to work on relevant unpaid jobs. However, the cooperative education program enables the students of the vocational schools to do field work. They may benefit from the companies' provision to covering living expenses or free accommodation, and compensation for their contributions as temporary employees. Schools collaborate directly with the private sector in drafting action plans and setting goals for students to meet. Generally, the company will offer permanent employment to the trainees on graduation and successful completion of the program. Conversely, companies that recruit trainees from among young people who have completed a minimum of nine years at school may enroll their employees with a technical or vocational college where they are taught vocational contents and are

trained in the occupational field (The Office of Vocational Education Commission, 2008).

2.3.5 Employment

Formal vocational education is closer to the educational system than to the labor market. Since the awarded certificate is of the same level as the certificate of general upper secondary education, achieving this certificate has greater importance for a successful entry into employment than acquiring occupational skills and knowledge. Private sector organizations have no function in this government-controlled system, and private companies are only involved as providers of internships that form part of study programs driven by educational requirements rather than by labor-market demand. This division of labor began to soften more and more at the end of the 1980s, when economic growth was gradually accelerating. The demand of the public sectors for personnel declined significantly, and private companies, which were becoming larger in number mainly due to foreign direct investment, were increasingly recruiting graduates of formal vocational education. Since the growing national economy offered more jobs in their home country, Thai workers began to lose interest in being sent abroad for work. As a result of expanding economic, a main incentive to undergo skill development was lost. At the same time, the holders of certificates of skill development fell behind graduates of formal vocational education in competition for well-paid jobs in surging industry (The Office of Vocational Education Commission, 2008).

2.4 Related Studies on Students' motivation

Recent developments in academic motivation research have advanced understanding of the psychological processes that presumably underlie various patterns of achievement behavior. There are numerous international studies and studies in Thailand related to language learning motivation.

2.4.1 Related Studies in Foreign Countries

Many researchers from several countries investigated language learning motivation in different levels of education as follows:

Primary School

Broussard and Garrison (2004) examined the relationship between classroom motivation and academic achievement in first and third graders. The subjects included 122 first grade children and 129 third grade children from a mid-sized, southern city. The total sample was comprised of 251 children, 59% non-white and 57% female. The findings from their study were consistent with the literature reviewed in that higher levels of mastery motivation and judgment motivation were found to be related to higher grades in third graders. It is important to note, however, that only higher levels of mastery motivation, not judgment motivation, were found to be related to higher grades in first graders.

Secondary School

A study conducted by Scales and Roehlkepartain (2003) with Colorado Springs 9th and 12th grades concluded that comprehensive, asset-based approaches to education and youth development had tremendous potential to contribute to the academic success of students from all backgrounds. Students' motivation was a potent factor that exerted influence on academic performance.

Csizer and Dornyei (2005) discovered that among 8,593 13- and 14-year old Hungarian students of foreign language, integrativeness was by far the most important factor contributing to success. In this study, seven components of L2 motivation were conceptualized from previous factor analyses. These included integrativeness, instrumentality, vitality of the L2 community, attitudes toward the L2 speakers/community, cultural interest, linguistic self-confidence, and milieu. Using the structural equation modeling software, the researchers revealed that the component of integrativeness was the single most important factor affecting language learning, mediating all other responses to the questions asked.

Halawah (2006) conducted the study of the effect of motivation, family environment, and student characteristics on academic achievement. The study was conducted on 388 high school students (193 males and 195 females) from Abu Dhabi District, United Arab Emirates (UAE). A Likert-type instrument that consisted of three parts scales was used to measure students' level of motivation, parental influences, and students' characteristics, while academic achievement was measured using student's GPA. It was found that correlations between each of motivation, family environment, student characteristics and academic achievement were small and practically not significant.

Qashoa (2006) conducted a study among secondary school students in Dubai. The study aimed at 1) examining the students' instrumental and integrative motivation for learning English, and 2) determining the factors affecting learners' motivation. Two research tools were used: questionnaire and interviews. The sample, consisted of 100 students. For the interviews, the sample included 20 students, 10 Arab English teachers and 3 supervisors. The results revealed that students had a higher degree of instrumentality than integrativeness. In addition, the findings indicated that difficulties with the subject (English) aspects such as vocabulary, structures and spelling were found to be the most demotivating factors for the students.

Trautwein et al. (2006) and Matthews (1999) focused on student motivation as a goal based problem. They suggested that if a student was perceived as incapable of achieving, it would affect the student's goals. These goals may be set much lower than what the student can actually do. Students must also be clear about their goals in their mind in order to achieve them.

Musleh (2010) investigated the motivations towards learning English as a foreign language, in four different districts in the West Bank. Results revealed four constructs underlying motivation in learning English among Palestinian school children. Four constructs included two reasons for learning the English language (instrumentality and interaction with native people or culture) and two attitudinal factors (motivation and enjoyment and awareness for need). The findings were further reinforced by qualitative data, thus providing a richer representation of motivation for learning English and its components in the Palestinian context.

In comparing this study to the study explored by Tragant (2006) and Tragant et al (2009), the results demonstrated that motivation and attitudes in learning the English language differed among students from Palestine and from Catalonia, due to the different roles the language plays in each context.

College

Ellis (1994), in an overview of research on motivation, asserted that motivation affects the extent to which language learners persevere in learning, what kinds of behavior they exert, and their actual achievement. Various studies (Sandra, 2002; Skaalvik & Skaalvik, 2006) revealed a significant relationship between academic performance and motivation. In a meta-analysis of numerous educational and psychological studies, Uguroglu and Walberg (1979) concluded that there was a correlation between motivation and academic achievement. They studied younger students and found that the prediction measures improve in higher grades. In a study on college students, Grabe and Latta (1981) found that motivation strongly predicted achievement, with the prediction being higher for male students than female students. Moreover, Cote and Levine (2000) concluded that motivation was a stronger predictor of college achievement than intelligence as measured by IQ scores.

Undergraduate

Lui (2007) investigated Chinese university students' attitudes towards and motivation to learn English and the correlations of these variables with the students' English proficiency. A modified 44-item survey adapted from Gardner's (1985) was administered to 202 third-year non-English majors in a southern university in China. The study revealed that the students had positive attitudes toward learning English and were highly motivated to study it, that the students were more instrumentally than integratively motivated to learn English, and that the students' attitudes and motivation were positively correlated with their English proficiency.

Christiana (2008) showed that students need to be motivated both intrinsically and extrinsically. Both ways of motivation are necessary for a better

academic performance, and the more students are motivated, the better chance of their academic attainment. The finding of her study agreed with the finding of Afolabi and Imhonde (2003) that what counts for the difference in performance of an individual doing something is usually the level of motivation.

Vaezi (2008) examined and described Iranian's undergraduate students' integrative and instrumental motivation toward learning English as a foreign language. It was found that Iranian students had very high motivation and positive attitudes towards learning English and they were more instrumentally motivated. In the study, 79 non-English major students from the Islamic Republic of Iran (IRI) were selected to complete a questionnaire reflecting their motivation for learning English. In order to determine the students' tendency towards the two kinds of motivation, a modified 25-item survey was administered to undergraduate students in a university located in east of Iran. The results had shown that Iranian students had very high motivation and positive attitudes towards learning English and they were more instrumentally motivated.

2.4.2 Related Studies in Thailand

A number of researchers in Thailand investigated motivation in learning English. Several studies framed in the literature of Gardner's theory reported the significance of motivation. Most of the research was conducted in secondary school and undergraduate level as follows.

Secondary School

In Pruksashewa et al (2008), it was found that all of the 86 grade-11 students of Suan Sunantha Rajabhat University demonstration school in this study were motivated by both types of motivation: integrative and instrumental motivation. The results also demonstrated that 6 students had integrative motivation, 74 students had instrumental motivation at their disposal in learning English. The remaining 6 students were motivated equally by integrative and instrumental motivation.

Consequently, instrumental motivation was the most prevalent motivation for students in this study.

Undergraduate

Nuchnoi (2006) studied the motivation and achievement of the 150 Rangsit University English major students. It was found that these students were highly motivated. Their high motivation was helpful in passing their English courses and for others getting good grades. They were slightly more instrumentality motivated than integratively motivated. This can provide information on the motivation and behavior of Thai students.

Puengpipattrakul (2007) examined the relationships among motivation, motivational variables and English language proficiency of the fourth-year management sciences students at PSU. The results showed the highest level of significant relationship between integrative and intrinsic motivation. Moreover, there was a significant difference in overall motivation between high and low proficiency groups of subjects at .05, but not in overall motivational variables. Additionally, the high proficiency group had a significantly higher level of motivation than did the low proficiency group at .05.

Based on Gardner and Lambert' theory, Jehdo (2009) carried out a study to explore the relationship between English ability, attitudes and motivation of the first year students from Islamic religious schools at PSU. It was found that the students tended to be instrumentally motivated to study English. After the first semester, there was a significant correlation between overall attitudes and overall motivation (instrumental and integrative motivation) at a moderate level.

Degang (2010) investigated the level and type of English language learning motivation: instrumental or integrative, of 50 second-year undergraduate Thai students majoring in business English at an English-medium university. The results revealed that students were more slightly integratively motivated to learn English. This implied that integrative motivation was mildly dominant among this group of Thai students.

The issues of students' motivation and its impact on academic achievement are considered as an important aspect of effective language learning. The importance of motivation in account for success or failure in learning English was emphasized in the finding by many researchers. All the above mentioned studies in foreign countries and Thailand reconfirmed the importance of learners' motivation and language achievement. These studies help the researcher focus on the framework of this present study and develop questions to examine the students' motivation and achievement. The issues of learners' motivation in literature review had not been sufficiently discussed with regard to vocational and technical especially in southern context. Most of the studies in the literature were carried out in undergraduate context. No study has been conducted to explore the relationship between motivation and achievement of students in technical college level. Therefore, it is of crucial importance to document an empirical study especially, in technical context in the southern part of Thailand.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the research methodology and data collection procedures that were used to complete this study. It is organized as follows.

- 3.1 Population and sample
- 3.2 Research design
- 3.3 Research instruments
- 3.4 Data collection
- 3.5 Data analysis
- 3.6 Ethical considerations
- 3.7 Trustworthiness

3.1 Population and Sample

The primary objective of this study was to investigate the relationship between motivation and English learning achievement of technical college students. The population of the research was the students who were studying in the second-year vocational certificate level at Hatyai Technical College in the Academic Year 2010. Purposive sampling was applied to arrive at a representative proportion of the subjects. Dane (1990) pointed out that purposive sampling has the advantage of allowing the researcher to select people or events which they believe on good grounds will be critical for the research via purposive sampling. The researcher will be able to concentrate on instances which display wide variety possible and even focus on extreme cases to illuminate the research question at hand. In this sense, purposive sampling might not only be economical but might also be informative in a way the conventional probability sampling may be (Descombe, 1998). Accordingly, the purposive sampling strategy was employed in the study.

The researcher contacted the registration office and asked for the students' English grades average from the first year of their study. Subsequently, the participants were divided into two groups: high achievement and low achievement groups based on their first-year English grades. The students in the Electronics Technology program were the high achievement group because they got highest English grades average in the first year of their studies while the students in the Building Construction program were assigned to the low achievement group due to the lowest English grades average in the first year of their studies.

The population of the second-year students who were studying in the Electronics Technology program and in the Building Construction program was 223. The sample size was calculated by using the 27% technique (Hughes, 1989). The sample size for this research was 120. However, to compensate for incomplete questionnaires or low rate return, 140 students were recruited. After that, the students were divided into two groups: 70 students in each group. The subjects of this study, thus, consisted of 70 second-year vocational certificate students in the Electronics Technology program and 70 second-year vocational certificate students in the Building Construction program, Hatyai Technical College in the first semester of the Academic Year 2010. For the in-depth interviews, the researcher selected 15 subjects from each group to gain insights into their perspectives on learning English. All the subjects from each group were ranked from the highest to the lowest based on their English grade averages. The subjects whose grades fell in the top 15 were considered to be the high achievement group for the in-depth interview and those in the bottom 15 to be the low achievement group for the in-depth interview, respectively. There were altogether 30 subjects, 15 in each group.

3.2 Research Design

The aim of this study was to determine if there is a relationship between students' motivation and their English learning achievement. The study was conducted at Hatyai Technical College, Songkhla province. The present study examined both quantitative and qualitative data. Quantitative data was collected from

the subjects by a questionnaire (see Appendix A) covering the objectives and the scope of this study. Following the quantitative phase of the study, qualitative data was collected via in-depth interviews (see Appendix B). Detailed delineation of the methods used for the survey and interviews are provided separately in the next sections. The following flow chart outlines the research design.

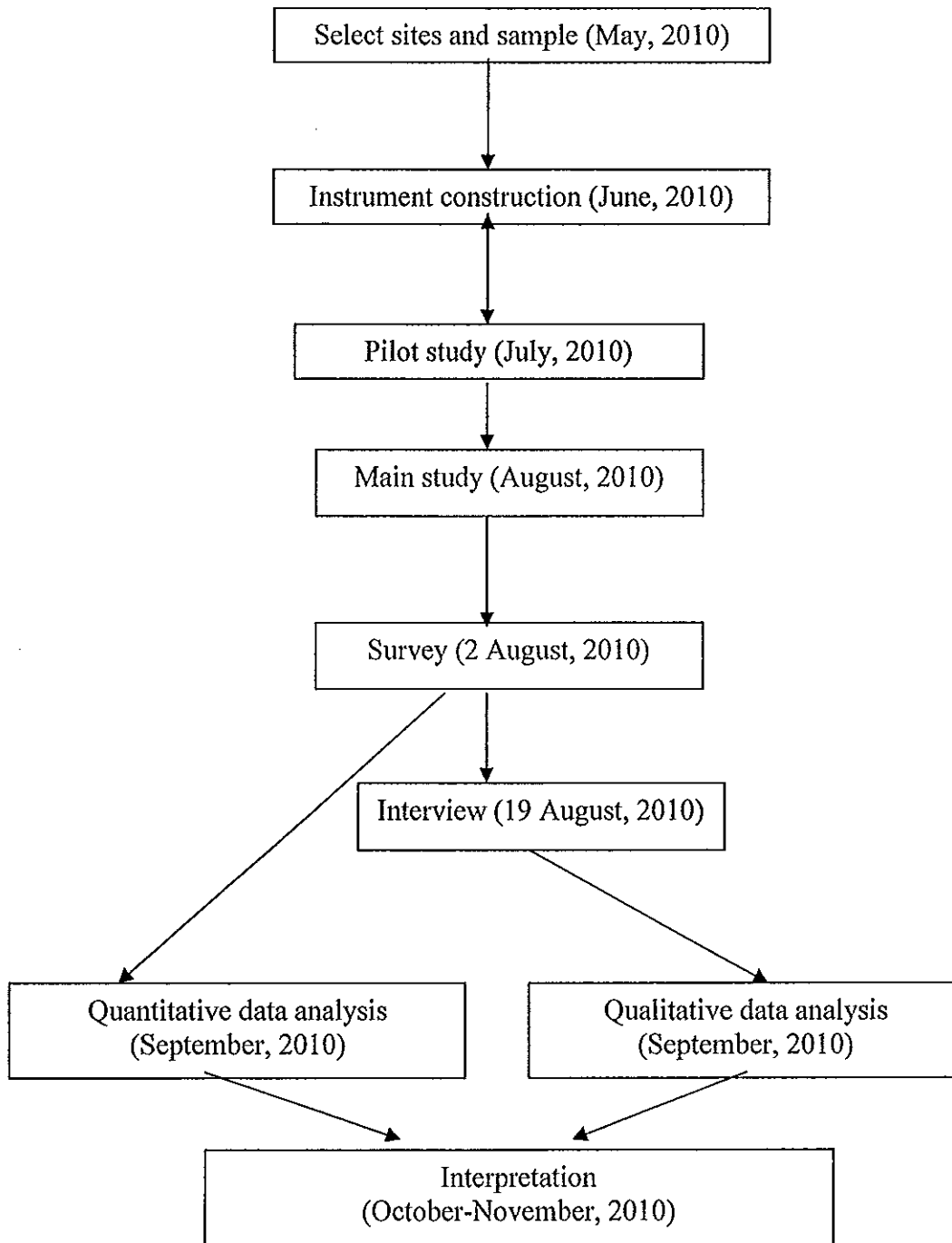


Figure 2: Detailed delineation of research procedures

3.3 Research Instruments

Data were collected and gathered using two different instruments including a questionnaire and in-depth interviews. Each of these is discussed in the following:

3.3.1 Questionnaire

Before constructing the questionnaire, the researcher reviewed related studies to get information about motivation in language learning; the motivational items used in this study were adapted from the theory of Gardner and Lambert (1972). A questionnaire developed to elicit the data on students' motivation in English language learning was used as the main research instrument of this study. In accordance with the related theories reviewed, two types of motivation were examined: instrumental motivation and integrative motivation.

The questionnaire consisted of 4 parts. Part 1 contained 8 items asking about general background of the students: age, gender, the major of the study, grade average, English grade average, the level of education at which subjects began to learn English, the opportunities to visit English speaking countries and the frequency of activities involving English the subjects did or participated in.

Part 2 consisted of 17 items asking about instrumental motivation in English language learning. The statement of each item was shown below.

1. I have to use English in my future career.
2. I want to get a good position.
3. I want to get a good income.
4. I want to broaden my knowledge.
5. I want to know and communicate with foreigners.
6. I want to learn about various events around the world.
7. I want to read textbooks.
8. I want to understand English movies, videos or radio programs.
9. I want to search for English information on the internet.
10. I want to get good grades.
11. I want to further my study.

12. I want to travel to English speaking countries.
13. Learning English makes me feel happy.
14. Learning English can give me a sense of achievement.
15. The knowledge in English can enhance achievement in other areas.
16. Other people will respect me more if I know English.
17. An educated person is supposed to be able to speak English.

Part 3 of the questionnaire was composed of 8 items asking about integrative motivation in English language learning. The content of each item was as follows.

1. I want to be part of English-speaking groups.
2. I want to keep in touch with foreign friends and acquaintances.
3. I want to learn about foreigners' lifestyle in English speaking countries.
4. The more I get to know native speakers, the more I like/ appreciate them.
5. I want to learn about various English speaking peoples and their cultures.
6. I want to participate in the activities of other cultural groups.
7. I want to appreciate English arts, literatures and history.
8. I want to appreciate the relation between languages, cultures and native speakers' lifestyles.

Each item in Part two and Part three was measured by a 5-point Likert scale (1=strongly disagree; 2=disagree; 3=moderate; 4=agree; 5= strongly agree) (Gao et al., 2007). The questionnaire was translated into Thai in order to ensure that the subjects clearly understood each item. The subjects were required to choose a number on the 5-point Likert scale that best represented their response to the items pertaining to the motivational factors.

Part 4 contained open ended questions asking about the reasons why the subjects liked or disliked learning English and motivational changes during their entire period of schooling before getting admitted to Hatyai Technical College.

The construction of the questionnaire was carried out as follows:

1. The questionnaire used in this study was composed of four sections. For instrumental and integrative motivation in section two and three, the items were based on Gardner and Lambert's theory (1959; 1972) and related literature.
2. The content validity and reliability of the questionnaire was checked by the advisor and two raters. The checking was focused on the content validity and appropriate language used to cover the factors and points related to the objectives of this study.
3. The questionnaire was revised by the researcher following suggestions of the advisor and two raters in order to ascertain its reliability.
4. To assure its content validity and reliability, the approved questionnaire was piloted with 30 second- year vocational certificate students in the Electronics Technology program and the Building Construction program who were not included in the group of the subjects of the main study. The main purpose of the pilot study was to examine each questionnaire item which was designed to measure a different aspect of motivation.
5. Questionnaire reliability was calculated using the Cronbach Alpha. The overall reliability coefficient was .82, thus, reflecting a very good reliability.
6. Some of the wording in the questionnaires was refined or elaborated to make the items more specific, clear and easy to understand.

3.3.2 In-depth Interviews

The purpose of the in-depth interviews was to qualify the quantitative data; that is, to investigate to what extent and in what ways qualitative interviews served to contribute to a more comprehensive and nuanced understanding of the relationships examined. The interview was chosen because it is presumed to be an appropriate and effective approach to inquire about specific social processes or particular persons' perspectives through direct contact with those involved in a natural context (Locke, Spirduso, & Silverman, 2000).

An in-depth interview is a dialogue between a skilled interviewer and an interviewee. Its goal is to elicit rich, detailed material that can be used in the

analysis (Lofland & Lofland, 1995). In-depth interviews are characterized by extensive probing and open-ended questions. The dynamics of interviewing are similar to a guided conversation. The interviewer becomes an attentive listener who shapes the process into a familiar and comfortable form of social engagement - a conversation - and the quality of the information obtained is largely dependent on the interviewer's skills and personality (Patton, 1990).

The primary advantage of in-depth interviews is that they provide much more detailed information than other data collection methods, such as surveys. They may also provide a more relaxing atmosphere to collect information. People may feel more comfortable having a conversation with you as opposed to filling out a survey (Boyce & Neale, 2006).

Moreover, the advantages of an in-depth interview were discussed by Patton (1990). Each of which was described below:

1. Usually yield richest data, details, new insights
2. Permit face-to-face contact with respondents
3. Provide opportunity to explore topics in depth

From the advantages mentioned above, it is necessary to make in-depth interview an integral and necessary part of this study.

To investigate the findings from the questionnaires, the in-depth interview structure was developed based on the study's purposes and research questions, the literature review and the two types of motivation investigated--instrumental motivation and integrative motivation. The interviews were used to gain insight into the subjects' feelings and to supplement and complement the survey data (Phakiti, 2003; Weir, 2005).

The construction of questions for in-depth interview was shown as follows.

1. Searching for information from related literature on how to create the questions on motivation for the in-depth interview.
2. Designating questions and content to use in the in-depth interview.
3. Constructing and developing each question according to content design.

4. Consulting with the advisor to improve the questions on instrumental motivation, integrative motivation and their perceptions on learning English. The interview questions were used for elaborating the answers from the questionnaire.

5. Piloting the approved questions in in-depth interviews with ten students: five from the Electronic Technology program and five from the Building Instruction program. The students were interviewed in an attempt to probe into the perceptions of their motivation.

6. Some of the wording in the questions was refined or elaborated to make the questions more specific, clear and easy to understand.

3.4 Data Collection

The data was collected during the first semester of 2010 Academic Year. 140 students were purposively chosen. Grades in English courses from the first year of students were used as the indicator of their achievement. The questionnaire was administered by the researcher and 140 students participated in this phase. The target students were requested to complete the questionnaire in August, 2010.

30 subjects altogether, 15 from the high and 15 from the low achievement group, were interviewed. After the subjects agreed to be interviewed, the appointment was made. The students were interviewed during the first semester (August, 2010) of the 2010 Academic Year. The interviews took place in a separate room in Hatyai Technical College which was reserved by the researcher to make sure the interviews were conducted in a quiet setting. The interviewees were given a letter of consent form (see Appendix C) specifically designed for the interviews. Student participation was voluntary. The participating students were also told that they were free to withdraw even after the interview was started. After they signed the consent form and gave the researcher permission to audiotape the conversation, the interviews started. The interviews were conducted in Thai to ensure that the students properly understood the nature and purposes of the study. During the interviews, the subjects were asked the same series of questions. The researcher also kept notes about the important points of the conversations. Each student was asked the same questions. The interview lasted from 30 to 45 minutes.

To summarize, data collection strategies employed to complete this study are shown in the table below.

Data sources	Number of participants	Criteria to select participants	Tools used
1. Survey data	140 students	English GPA from two fields of study (Electronics Technology and Building Construction)	1. Questionnaire 2. SPSS program
2. In-depth interview	30 students	English GPA from High and Low achievement groups	1. interview questions 2. notebook 3. transcribing 4. notes

Table 1: Summary of data collection strategies

3.5 Data Analysis

After collecting the questionnaires from the respondents, the researcher proceeded by checking the rightness and completion of data collected, grouping and coding. The data from the questionnaires were analyzed by using the Statistics Packages for the Social Sciences (SPSS) for window version 11.0. To answer the research questions, the following statistical devices were employed to analyze the data from the questionnaires:

Research question 1: What are the levels of motivation of students with high and low achievement?

To answer research question 1, descriptive statistics were used to calculate the mean scores and standard deviation of the subjects' levels of motivation. To facilitate data analysis, the mean scores of the subjects were interpreted as follows:

4.21-5.00 = Very high degree of motivation

3.41-4.20 = High degree of motivation

2.61-3.40 = Moderate degree of motivation

1.81-2.60 = Low degree of motivation

1.00-1.80 = Very low degree of motivation

Research question 2: Are there any significant differences in motivation between students with high and low achievement?

To answer research question 2, the mean scores from each item in the questionnaire (part 2 and part 3) of the high and low achievement group were compared using an independent sample *t*-test to investigate whether there were any significant difference between high and low achievement groups on their motivation.

Research question 3: Are there any relationships between motivation and students achievement?

In order to answer the questions, the data from the questionnaire were analyzed by using the Statistics Packages for the Social Sciences (SPSS) for window version 11.0. After data collection, Pearson Product-moment Correlation Analysis was then adopted to compute the correlation between the two main variables-motivation and English learning achievement.

To facilitate data analysis, the mean scores and their interpretation as presented below were utilized.

4.21-5.00 = Very high degree of motivation

3.41-4.20 = High degree of motivation

2.61-3.40 = Moderate degree of motivation

1.81-2.60 = Low degree of motivation

1.00-1.80 = Very low degree of motivation

In the next step, the researcher prepared and organized the qualitative data for analysis. In a manner consistent with data analysis procedures in grounded theory (Glaser, 1992) and content analysis, the researcher compared the data, looking for themes to emerge. The emerging themes were grouped to determine two types of motivation: instrumental motivation and integrative motivation. The analysis process

used was content analysis. Each interview was examined to find similarities and differences in responses and grouped for recurring themes.

The researcher transcribed the interviews and then read over each transcript to gain a general sense of the information and to reflect on its overall meaning. The researcher scanned through all the interviews, looking for potentially relevant analytic materials. After identifying items relevant to the research questions, the researcher wrote down general thoughts about the data.

The researcher proceeded with axial coding (i.e., a process of relating categories to their subcategories, whereby coding occurs around the axis of a category) by focusing mainly on selecting, categorizing, synthesizing, and interpreting the interview data to provide explanations of the research questions addressed (McMillan & Schumacher, 2001). A list of the key topics was made. The researcher clustered together similar topics and made them into a summary table to be used as a preliminary organizing scheme. For example, students' motivations in English learning were clustered into two main categories: instrumental motivation and integrative motivation.

Each category was further broken down into several subcategories followed by students' quotes to represent those subcategories. After the researcher made the list, the researcher went back to the data, re-read the transcripts, and wrote codes next to the appropriate segments of the text according to the preliminary organizing scheme. Some of the codes were developed based on the literature that reflects larger theoretical perspectives (e.g., instrumental motivation and integrative motivation), and others were developed solely on the basis of the emerging information collected from the participants (e.g., motivational change). Interviewees' quotes that could best represent certain categories were included in the summary.

3.6 Ethical Considerations

It is the researcher's responsibility to ensure that all the participants involved in this study were treated in a highly ethical manner. According to Polit et al (2001), the researcher should consider moral standards in all research methods in all stages of the research design. Respondents must also be assured of anonymity and

confidentiality; that is, the information that they have given should in no way be publicized or used against them. The researcher should outline the benefits or effects which will accrue from the results of the study (Burns & Grove, 2003).

According to Polit et al (2001), the following precautions were used to ensure confidentiality:

1. The list of names was kept separate from recordings, transcription and notes.
2. No names were attached to the tapes or transcription or notes.
3. The list of names, transcription and notes were kept in a private place.

In this study, the participants in the survey and the interview were voluntary and assured that their responses to the questionnaire or the interview would not be released to anyone, including the university authorities, without their consent and that their responses would be used only for the stated research purposes. In relation to anonymity, which is the inability to link information to the subjects, the pseudonyms were used during the process of analyzing, interpreting and reporting data. The researcher removed the names that might identify a particular interviewee. Data was also protected by keeping all data confidential in a locked box which could be opened only by the researcher.

3.7 Trustworthiness

To control bias in the process of data collection and interpretation, trustworthiness must be considered (Erlandson et al, 1993). There are different ways to build a value of trustworthiness as discussed below.

3.7.1 Triangulation

Triangulation refers to combining quantitative and qualitative research methods. It recognizes that each method has its particular strengths and weaknesses. When methods are combined, they produce a more comprehensive picture of the phenomenon under study. Thus, social scientists are now willing to use a range of

methods, not simply allowing one theoretical perspective to influence their research method (Creswell, 1994).

According to Creswell (1994), advantages of triangulation include:

1. Allowing greater diversity with regard to subject matter being researched.
2. Research findings are more reliable and valid because with triangulation the shortcomings of one method are addressed by another method.

In this study, a questionnaire was used as the primary method to collect data. Meanwhile, another instrument was used for the purpose of triangulation.

3.7.2 Peer Debriefing

Peer debriefing is defined as “a process of exposing oneself to a disinterested peer in a manner paralleling an analytical session and for the purpose of exploring aspects of the inquiry that might otherwise remain only implicit within the inquirer’s mind” (Lincoln & Guba, 1985). The method of peer debriefing is advocated by Hasselkus (1991) and Krefting (1991) to check and clarify the basis of interpretation and to strengthen the credibility of the findings and the analysis.

In this study, professionals who possessed appropriate understanding of the nature of the study, including the researcher’s advisor and two raters, checked content validity and language use of the questionnaire.

CHAPTER 4

FINDINGS

This chapter presents the results of the research titled “The Relationship between Motivation and Students’ English Learning Achievement: A Study of the Second–Year Hatyai Technical College Students”. Data analysis is described by questionnaire item-level descriptive statistics. In addition, in-depth interview was used as the tool to collect qualitative data. The results from the inferential analyses are presented in the following sequence:

4.1 General background of the subjects

4.2 Analytical results of the levels of motivation in students with high and low achievement

4.3 Analytical results of the differences of students’ motivation with high and low achievement

4.4 Relationship between motivation and students’ English learning achievement

4.5 Analytical results of the data gained from in-depth interviews

4.1 General Background of Subjects

The information was obtained from the 140 returned questionnaires. The information on the subjects’ general background included gender, age, major of the study, GPA, English courses GPA, level of study when they began to learn English, opportunity to go abroad and subjects’ preferences for English activities. Data from the questionnaires were calculated to show background information of the subjects. The findings are shown below.

Background	Frequency	Percent
1. Major of the study		
Electronics	70	50
Building construction	70	50
2. Gender		
Male	135	96.4
Female	5	3.6
3. Age		
Less than 18 years old	120	85.7
Between 18-20	20	14.3
More than 20 years old	0	0
4. GPA		
Less than 2.50	41	29.3
Between 2.50-2.99	52	37.1
Between 3.00-3.50	37	26.4
More than 3.50	10	7.1
5. English course GPA		
Less than 2.50	66	47.1
Between 2.50-2.99	35	25
Between 3.00-3.50	30	21.4
More than 3.50	9	6.4
6. Educational level subjects began to learn English		
Kindergarten	105	75
Primary school	35	25
Secondary school	0	0
Others (Please specify.)	0	0

Background	Frequency	Percent
7. The experiences in English speaking countries		
Yes	6	4.3
No	134	95.7
(If "Yes" for what purposes and please identify countries)		
- Further study	0	0
- Exchange program	2	1.4
- Travel	3	2.1
- Training in English course	0	0
- Training in Technical course	1	0.7
- Others (Please specify.)	0	0

N = 140

Table 2: Frequency and percent of subjects' background

The data presented in table 2 showed the number and percent of subjects by background. Most of the subjects were male (96.4%). They were less than 18 years old (85.7%). Concerning GPA gained at the first year of their study, it was found that the majority of the subjects had a GPA between 2.50-2.99 (37.1%). In case of English course GPA, it showed that most of them obtained less than 2.5 (47.1%). The majority of the subjects began to learn English when they were in kindergarten school (75%). About 95.7% did not have opportunity to visit English speaking countries while 4.3 % did, especially Singapore, Malaysia, and the United Kingdom, where they joined exchange programs, traveled and participated in technical course training.

Concerning subjects' preferences for English activities, the 19 items asked are as follows:

1. Listening to English news
2. Listening to English songs
3. Watching English TV programs
4. Watching English movies
5. Talking with foreigners

6. Reading English newspaper
7. Reading English magazines
8. Searching for English information on the Internet
9. Writing email in English
10. Translating English songs
11. Translating English news
12. Playing English games
13. Self-studying from textbook and multimedia
14. Speaking or talking in English in front of class
15. Asking questions in English
16. Role playing in English
17. Joining English camp
18. Taking English test in class
19. Taking English test for further study

The frequency of the English activities that the high achievement group preferred can be concluded as follows:

Activities	Frequency (percent)						
	Everyday	2-3 times/week	Once a week	2-3 times/month	Once a month	Never	Others (Please specify)
1. Listening to English news	0	18.6	22.9	14.3	10.7	31.4	2.1
2. Listening to English songs	44.3	22.7	8.7	12.9	7.1	2.1	2.1
3. Watching English TV programs	0	16.4	22.8	20.4	17.5	22.9	0
4. Watching English movies	0	5	10.7	6.4	28.6	49.3	0
5. Talking with foreigners	0	5	2.9	16.4	17.9	45.7	12.1
6. Reading English newspaper	2.9	5	2.9	7.9	19.3	60	2.1

Activities	Frequency (percent)						
	Everyday	2-3 times/week	Once a week	2-3 times/month	Once a month	Never	Others (Please identify)
7. Reading English magazines	0	2.9	9.3	10.7	21.9	51	4.3
8. Searching for English information on the Internet	0	17.9	28.8	12.3	19.3	16	5.7
9. Writing email in English	0	10.7	11.4	12.1	18.6	40	7.1
10. Translating English songs	5.1	5.1	9.3	13.6	21.9	35.7	9.3
11. Translating English news	0	2.1	7.9	4.7	20.3	60.7	4.3
12. Playing English games	28.9	16.1	17.9	6.4	10.7	12.1	7.9
13. Self-studying from textbooks and multimedia	10.7	16.4	17.9	17.1	19.3	18.6	0
14. Speaking or talking in English in front of class	0	2	12.9	12.1	18	52.9	2.1
15. Asking questions in English	0	5	10	12.1	10.7	55.7	6.4
16. Role playing in English	0	5	5	9.9	17.9	60.1	2.1
17. Joining English camp	0	2.9	0	9.3	13.6	67.9	6.4
18. Taking English tests in class	0	12.9	19.1	17.3	14.6	16	9
19. Taking English for further study	0	2.1	2.1	23.6	30	32.9	9.3

N = 70

Table 3: Percentage of high achievement group's preferences for English activities

With regard to the frequency of English activities of the high achievement group, it was found that the most frequent activities the high achievement group did included listening to English songs (everyday = 44.3%), playing English games (everyday = 28.9%), as well as searching for English information on the Internet (once a week = 28.8%). And among the least frequent activities were joining English camp (never = 67.9%), translating English news (never = 60.7%), role playing in English (never = 60.1%), and reading English newspapers (never = 60.0%).

For the low achievement group, the frequency of English activities is presented as follows:

Activities	Frequency (percent)						
	Everyday	2-3 times/week	Once a week	2-3 times/month	Once a month	Never	Others (Please specify)
1. Listening to English news	0	7	11.6	12.4	18	48.9	2.1
2. Listening to English songs	28.7	8.2	15.6	13.9	9.4	22.7	2.1
3. Watching English TV Programs	0	4.8	11.8	26.2	18.2	39.0	0
4. Watching English movies	0	2.5	17.8	28.1	22.6	29.0	0
5. Talking with foreigners	0	0	7.4	14.3	15.8	50.4	12.1
6. Reading English newspaper	0	3.6	10.4	15.6	7.3	61	2.1
7. Reading English magazines	0	4.2	10.8	10.2	15.4	55.1	4.3
8. Searching for English information on the Internet	2.4	13.5	14.7	27.9	9.6	26.2	5.7

Activities	Frequency (percent)						
	Everyday	2-3 times/week	Once a week	2-3 times/month	Once a month	Never	Others (Please identify)
9. Writing email in English	0	0	8.6	23.3	20.3	38.5	9.3
10. Translating English songs	0	0	2.4	13.9	14.2	59.2	10.3
11. Translating English news	0	0	4.8	15.7	13.2	60.5	5.8
12. Playing English games	30.6	14.3	17.4	12.2	19.1	2	4.4
13. Self-studying from textbook and multimedia	0	10.2	13.5	26.1	8.9	41.3	0
14. Speaking or talking in English in front of class	0	0	16.4	13.6	6.2	58.6	5.2
15. Asking questions in English	0	0	8.9	5.8	16.2	63.7	5.4
16. Role playing in English	0	0	5.6	10.2	16.7	65.4	2.1
17. Joining English camp	0	0	0	7.9	22.9	62.3	6.9
18. Taking English tests in class	0	9.6	18.9	22.6	18.9	30.0	0
19. Taking English tests for further study	0	0	16.6	25.8	17.9	31.0	8.7

N = 70

Table 4: Percentage of low achievement group' preferences for English activities

Regarding the low achievement group, it was found that among the most preferred activities were playing English games (everyday = 30.6%), listening to English songs (everyday = 28.7%), watching English movies (2-3 times/ month =

28.1%), and searching English information from the Internet (2-3 times/ month = 27.9%). As for the top least frequent activities, the low-achievement group chose role playing in English (never = 65.4%), asking questions in English (never = 63.7%), joining English camp (never = 62.3%), and translating English news (never = 60.5%).

Tables 3 and 4 above showed that the high and low achievement groups seemed to enjoy learning English via entertainment and media while they apparently shied away from activities that demand certain level of communication and reading comprehension skills. This might be due to the fact that these technical students had limited abilities in English and had very few opportunities to participate in English activities and interact with native speakers.

4.2 Analytical Results of Levels of Motivation of Students with High and Low Achievement

To answer Research Question 1 “What are the levels of motivation of students with high and low achievement?”, 17 items in the survey questionnaire were developed to elicit instrumental motivation and 8 items were intended to measure integrative motivation.

The data from questionnaires was analyzed to show levels of motivation of each group of the subjects. The results from the motivation analysis of the high achievement group are shown in Tables 5 and 6.

Motivational items	High achievement	
	X	SD
Instrumental motivation		
1. I have to use English in my future career.	4.47	.53
2. I want to get a good position.	4.51	.58
3. I want to get a good income.	4.30	.65
4. I want to broaden my knowledge.	4.31	.69
5. I want to know many foreigners.	4.06	.61

Motivational items	High achievement	
	X	SD
Instrumental motivation		
6. I want to learn about various events around the world.	3.89	.81
7. I want to read textbooks.	4.04	.86
8. I want to understand English movies, videos or radio programs.	3.86	.95
9. I want to search for English information on the Internet.	4.10	.76
10. I want to get a good grade.	4.30	.75
11. I want to further my study.	4.36	.93
12. I want to travel to English speaking countries.	3.79	1.10
13. Learning English makes me feel happy.	3.57	1.04
14. Learning English can give me a sense of achievement.	4.09	.76
15. The knowledge in English can enhance the achievement in various aspects.	3.97	.80
16. Other people will respect me more if I know English.	3.96	.84
17. An educated person is supposed to be able to speak English.	4.17	.80
Total	4.10	.25

Table 5: Mean scores and standard deviations of instrumental motivation of high achievement group

Motivational items	High achievement	
	X	SD
Integrative motivation		
1. I want to be a part of English – speaking groups.	4.34	.66
2. I want to keep in touch with foreign friends and acquaintances.	4.03	.83
3. I want to learn about lifestyle of people in English speaking countries.	3.89	.88
4. The more I get to know native speakers, the more I like/appreciate them.	3.80	.73
5. I want to learn about various English speaking people and their culture.	3.56	.75
6. I want to participate in the activities of other cultural groups.	3.59	.91
7. I want to understand English arts, literature and history.	3.60	.91
8. I want to understand the relation between languages, cultures and native speakers' lifestyles.	3.69	.77
Total	3.81	.27

Table 6: Mean scores and standard deviations of integrative motivation of high achievement group

For the high achievement group, the mean score of instrumental motivation was 4.10. For integrative motivation, the mean score was 3.81. Comparing the mean scores of two types of motivation, it can be concluded that the high achievement group had a higher degree of instrumental motivation than integrative motivation.

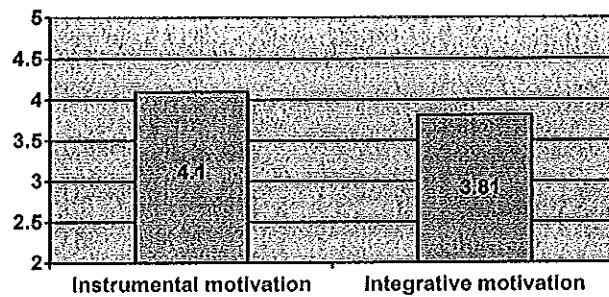


Figure 3: Mean scores of instrumental and integrative motivation in high achievement group

Shown in Figure 3, the two types of motivation of the high achievement group were at a high level.

With regard to the low achievement group, the results from the analysis are shown in Tables 7 and 8.

Motivational items	Low achievement	
	X	SD
Instrumental motivation		
1. I have to use English in my future career.	4.56	.56
2. I want to get a good position.	4.41	.65
3. I want to get a good income.	4.17	.74
4. I want to broaden my knowledge.	4.31	.67
5. I want to know many foreigners.	4.13	.70
6. I want to learn various events around the world.	3.90	.80
7. I want to read textbooks.	4.21	.76
8. I want to understand English movies, video or radio programs.	4.06	.88
9. I want to search for English information on the Internet.	4.09	.81
10. I want to get a good grade.	4.36	.70
11. I want to further my study.	4.30	.97
12. I want to travel to English speaking countries.	3.69	1.11
13. Learning English makes me feel happy.	3.51	1.02
14. Learning English can give me a sense of achievement.	4.11	.77
15. The knowledge in English can enhance the achievement in various aspects.	3.91	.74
	3.96	.79
16. Other people will respect me more if I know English.	4.01	.75
17. An educated person is supposed to be able to speak English.		
Total	4.09	.26

Table 7: Mean scores and standard deviations of instrumental motivation of low achievement group

Motivational items	Low achievement	
	X	SD
Integrative motivation		
1. I want to be a part of English – speaking groups.	4.31	.60
2. I want to keep in touch with foreign friends and acquaintance	3.87	.82
3. I want to learn about lifestyle of people in English speaking countries.	3.73	.88
4. The more I get to know native speakers, the more I like/appreciate them.	3.64	.78
5. I want to learn about various English speaking people and their culture.	3.69	.77
6. I want to participate in the activities of other cultural groups.	3.60	.82
7. I want to understand English arts and literatures.	3.70	.82
8. I want to understand the relation between languages, cultures and native speakers' lifestyles.	3.74	.72
Total	3.79	.23

Table 8: Mean scores and standard deviations of integrative motivation of low achievement group

Regarding the low achievement group, the mean score of instrumental motivation was 4.09 and that of integrative motivation was 3.79. Comparing the mean scores of the two types of motivation, it can be concluded that the low achievement group also had a higher degree of instrumental motivation than integrative motivation.

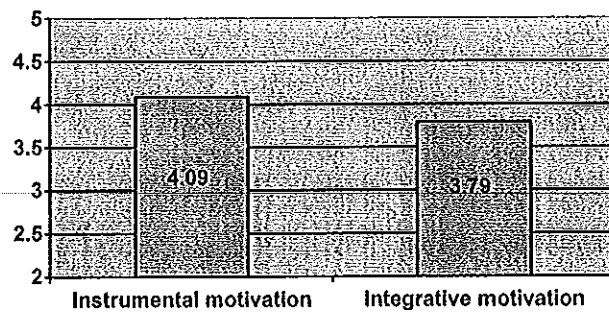


Figure 4: Mean scores of instrumental and integrative motivation in low achievement group

Shown in Figure 4, the two types of motivation of the low achievement group were at a high level.

With regard to the overall motivation of both groups, the data is presented in Table 9 below:

Motivational items	High achievement group		Low achievement group	
	X	SD	X	SD
Overall motivation	3.98	.45	3.91	.46

Table 9: Mean scores and standard deviations of overall motivation of high and low achievement group

For overall motivation, as shown in Figure 5, the mean scores of the high achievement and the low achievement groups were 3.98 and 3.91 respectively. Accordingly, the motivation of both groups was at a high level.

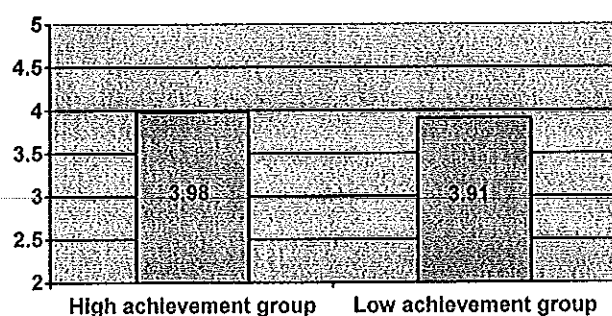


Figure 5: Mean scores of overall motivation in high and low achievement groups

Using mean scores and standard deviations of both groups, instrumental motivation, integrative motivation and overall motivation to analyze the degree of motivation, it was found that instrumental, integrative and overall motivation were at high levels as shown in Table 10 below.

Factors	Mean	SD	Rating Scale Interpretation
Instrumental motivation	4.10	0.46	High degree of motivation
Integrative motivation	3.79	0.56	High degree of motivation
Overall motivation	3.95	0.45	High degree of motivation

Table 10: Mean scores, standard deviations and rating scale interpretations of subjects' instrumental motivation, integrative motivation and overall motivation

The mean score and standard deviation of instrumental motivation were analyzed from the 17 items in Part 2 of the questionnaire whereas those of integrative motivation were analyzed from the 8 items in Part 3. As can be seen in Table 10, which shows combined results from the high and the low achievement groups, the mean scores of both instrumental motivation (4.10) and integrative motivation (3.79) were ranked at high levels of the rating scale, contributing to the high level of the subjects' overall motivation (3.95).

4.3 Analytical Results of Differences of Motivation between Students with High and Low Achievement

This part answered Research Question 2 “Are there any significant differences in motivation between students with high and low achievement?”

To find out the differences of mean scores between high and low achievement groups, an independent samples t-test was used. An independent samples t-test is a quantitative procedure for determining the statistical significance difference between the two sets of mean scores (Gravetter & Wallnau, 2009) and is done by computing the difference between the two chosen groups, and then testing to identify whether the average difference is significantly different.

It was found that the difference between motivation of the students with high and low achievement were not statistically significant at the level of 0.05. The details are shown in Table 11.

Motivation	High achievement group		Low achievement group		t	Sig.
	\bar{X}	SD	\bar{X}	SD		
Instrumental motivation	4.10	.25	4.09	.26	-.46	.64 ^{ns}
Integrative motivation	3.81	.27	3.79	.23	-.52	.31 ^{ns}
Overall motivation	3.98	.45	3.91	.46	-.86	.39 ^{ns}

ns-non significant

Table 11: T-test for each type of motivation of high and low achievement groups

The results in the table demonstrate that:

1. There was no significant difference in instrumental motivation between the high and low groups ($t = -.46, p < 0.05$).

2. There was no significant difference in integrative motivation between the high and low groups ($t = -.52, p < 0.05$).

3. There was no significant difference in overall motivation between the high and low groups ($t = -.86, p < 0.05$).

However, although there was no significant difference in each type of motivation, the levels of each type of motivation in the high achievement group were higher than the low achievement group.

4.4 Relationship between Motivation and Students' English Learning Achievement

To answer the third research question "Are there any relationships between motivation and students achievement?", a correlation analysis was carried out to investigate the relationship between motivation and students' achievement. For the high achievement group, the results are shown below.

Variables	Achievement	Instrumental motivation	Integrative motivation	Overall motivation
Achievement	1.00	.200*	.244*	.254*
Instrumental motivation		1.00	.553*	.860*
Integrative motivation			1.00	.901*
Overall motivation				1.00

* Significant at the 0.05 level

NS= Not significant

Table 12: Correlational relationships among instrumental motivation, integrative motivation, overall motivation and English learning achievement in high achievement group

Employing statistical packages Pearson's Product Moment Correlation Coefficient to investigate the relationship between motivation and English learning achievement of the high achievement group, the study revealed that overall motivation and English learning achievement were significantly positive correlated with each other ($r = .254, p < 0.05$). With regard to integrative motivation, there was a significant correlation with English learning achievement at the level of 0.05 ($r = .244, p < 0.05$). The instrumental motivation, was significantly correlated with English learning achievement at the level of 0.05 ($r = .200, p < 0.05$). Also, there was a significant correlation between instrumental motivation and integrative motivation at the level of 0.05 ($r = .553, p < 0.05$).

For the low achievement group, the results are shown in Table 13 below.

Variables	Achievement	Instrumental motivation	Integrative motivation	Overall motivation
Achievement	1.00	.139*	.070	.112
Instrumental motivation		1.00	.602*	.868*
Integrative motivation			1.00	.918*
Overall motivation				1.00

* Significant at the 0.05 level

NS= Not significant

Table 13: Correlational relationships among instrumental motivation, integrative motivation, overall motivation and English learning achievement in low achievement group

For the low achievement group, the study revealed that overall motivation and English learning achievement were not significantly correlated with each other ($r = .112, p < 0.05$). With regard to integrative motivation, there was no

significant correlation with English learning achievement at the level of 0.05 ($r = .070$, $p < 0.05$). However, in this group instrumental motivation was significantly correlated with English learning achievement at the level of 0.05 ($r = .139$, $p < 0.05$). In addition, there was a significant correlation between instrumental motivation and integrative motivation at the level of 0.05 ($r = .602$, $p < 0.05$).

4.5 Analytical Results from In-depth Interviews

After the initial survey was completed a set of interview questions (see Appendix 2) were asked. The researcher interviewed 30 subjects (15 students from the electronic technology program and 15 students from the building construction program). Twenty-seven of them were males and three were females. All of them were between 16-18 years old.

The responses were recorded and later transcribed by the researcher. Below is a summary of the results from the interviews:

When asked if they like studying English, 25 of the subjects said they liked studying English while 5 indicated that they did not. Five subjects who didn't like studying English stated that studying English was boring. They did not do well in English since they studied in secondary school. This made them lack interest in studying the language. Moreover, they had few experiences of communicating with native speakers. The researcher further asked the subjects to give specific reasons why they liked or disliked studying English. Their main reasons were: English is a tool to further their study; English is essential for their career and their occupational performance; English helps broaden their knowledge; and English is necessary for understanding the native speakers' ways of lives and their cultures.

It is obvious that whether or not the subjects liked English, they realized its importance and mentioned its benefits.

4.5.1 Benefits of Learning English

4.5.1.1 High achievement group

Presented below are the excerpts taken from the interviews with the high achievers regarding the benefits of learning English:

High Scores

High scores are the most important motive for them to study English.

[02: S: H] “The direct objective of my English learning is to obtain high score in class.”

[14: S: H] “I want to study English so I can get high score in English tests.”

Future Study

Learning English will benefit their further study.

[03: S: H] “If I get good grade in English, I will have a good opportunity to study in the department of petroleum technology at Hatyai Technical College.”

[06: S: H] “English is useful for my future study.”

Career Opportunities

Another main reason in studying English was for career opportunities.

[11: S: H] “I learn English in order to find better job opportunities.”

[07: S: H] “English will help me to get a good job.”

Communication with Native Speakers

Next supporting benefit in learning English was for communication with native speakers.

[02: S: H] “If I know English well, I can talk with native speakers.”

[09: S: H] “I study English because I would like to communicate with native speakers.”

Broaden Knowledge

In addition, the students think they can broaden knowledge if they study English.

[01: S: H] “I learn English in order to catch up with technology development in the world.”

[09: S: H] “If I learn English, I can understand English information in the Internet.”

Understanding Native Speakers' ways of Life and their Cultures

Finally, the benefit of understanding English was for understanding the native speakers' ways of life and their cultures.

[08: S: H] “I want to be a part of native speakers group when I learn their lives styles. It would be fun.”

[11: S: H] “I appreciate native speakers' cultures because I read many English literatures .”

4.5.1.2 Low Achievement Group

Students in the low-achievement group shared similar views with those high achievers regarding the benefits of learning English as shown below:

High Scores

[19: S: L] “If I study English everyday, I will get high marks and pass the test.”

[27: S: L] “Although I got “C” in English courses in the first year, I am interesting in learning English because I want to improve my score in this semester.”

Further Study

[21: S: L] “I study English in order to be qualified so I can apply for higher vocational certificate level of study.”

[20: S: L] “If I get good grade in English, I will pass admission to study in department of Petroleum technology in Hatyai Technical College.”

Career Opportunities

[02: S: L] “If I can speak English, I will get a better job with high salary.”

[02: S: L] “I study hard in English courses because I want to get good position in the future.”

Communication with Native Speakers

[18: S: L] “English is necessary for me to communicate with native speakers.”

[25: S: L] “I want to study English so I can make friends with people from other countries.”

Broaden Knowledge

[22: S: L] “Studying English will make me a more knowledgeable person.”

[29: S: L] “Studying English will make me a more knowledgeable person.”

Understanding Native Speakers' ways of Life and their Cultures

[20: S: L] “Learning English helps me to understand Western cultures and the way of life of native speakers.”

[24: S: L] “The more I know their culture, the more I understand the movies.”

4.5.2 Students' concerns in Learning English

Apart from its benefits, all the 30 students stated that they had many concerns in learning English. Four themes of concerns are shown in the following excerpts:

4.5.2.1 High Achievement Group

Presented below are the excerpts about concerns over English learning obtained from the high achievement group:

Teacher's Personality

Firstly, the students apparently had problems with their teacher's personality.

[06: S: H] “My teachers are always angry when I fail to answer their questions.”

Teaching Strategies

Their second concern had to do with the teacher's teaching strategies.

[01: S: H] "My English teacher always uses the same teaching strategies that make me bored."

[13: S: H] "I don't like to study with the teacher who gives me little explanation."

Learning Contents

Thirdly, the students also found such aspects of learning English difficult as reading and grammar.

[10: S: H] "Most of lessons focus on grammar which were difficult for me."

[13: S: H] "I could not understand English passages in the textbooks for technician."

Little Opportunity to Communicate with Native Speakers

Fourth, more than half of the subjects stated that it was difficult to integrate into western culture or society because they had had little opportunity even to communicate with native speakers. Moreover, different cultural backgrounds alienated them from the western communities.

[15: S: H] "I never talked with native speakers before."

[05: S: H] "In my college, we don't have exchange program students from English speaking countries. So, I don't know whom to speak English with"

4.5.2.2 Low Achievement Group

The students in the low-achievement group also raised similar concerns.

Teacher's Personality

Apparently, just like in the high achievement group, teachers' personality also influenced the motivation to learn English of the low-achievement group.

[30: S: L] "I would like to study English with native speaker teachers because they are nice and kind but in this semester I have to learn with Thai teachers who always moody."

Teaching Strategies

The low achievement group also seemed to have problems with their teachers' teaching methods and responses to their grammatical mistakes.

[29: S: L] "I don't like the way teachers stare at me and correct me when I make some grammatical mistakes"

[29: S: L] "In my English class, my teacher always uses only traditional methods but I prefer to study English with varieties of methods"

Learning Contents

The students also complained that limited vocabulary knowledge kept them from understanding texts in their field.

[17: S: L] "I need more vocabulary in order to understand the assigned reading which is about technology."

Little Opportunity to Communicate with Native Speakers

The students also expressed desire to communicate with native speakers even though they hardly had any chance to do so.

[22: S: L] “I would like to practice my English with native speakers but I never get that chance.”

4.5.3 Other Factors Influencing Students’ motivation

Besides benefits and concerns, the high and the low achievement group also indicated three external factors that led them to learn English.

4.5.3.1 High achievement group

Teachers’ professional Competence

The teachers’ professional competence was important to them. Apparently, the interview indicated that if the students felt their teacher was very knowledgeable and completely qualified, they would be more willing to attend class and participate in classroom activities, as cited in the excerpts below.

[01: S: H] “My English teacher gave me clear explanations that make me interested in studying English.”

[07: S: H] “I like to study English with the teacher who pronounces correctly because I want to practice speaking skills in class.”

Peer Support

Peer support was another important factor motivating technical students to learn English. Most of the subjects maintained that peer support was an important factor that impacted their learning. One acknowledged:

[6: S: H] “I study English with my best friend in class and we help each other in this semester. He makes me interested in learning English.

Educational Changes

The researcher also asked the subjected whether or not they had experienced educational changes in their learning English. All of them experienced the impact of changes in English curricula from secondary school to college.

[11: S: H] “In my secondary school, teaching English focused on a lot of grammar points but in Hatyai Technical College I can also learn English in different fields for example, English for technicians, that impact my interest in learning English,”

[10: S: H] “In my old school, I had to learn English in compulsory courses but in Hatyai Technical College they provide us with compulsory and elective courses. It means that I can choose my supplementary English courses up to my interest”.

4.5.3.2 Low Achievement Group

Teachers' professional Competence

The low-achievement students also expected their teachers to be able to respond adequately to their questions.

[29: S: L] “I don't like to study English with the teacher who can not explain to me when I have questions in English courses.”

Peer Pressure and Support

The students also found that peer pressure and support drove them to try harder and perform better in English class.

[21: S: L] “If my classmate passed the test; I want to pass the test too.”

[26: S: L] “My friend helped me to learn and prepare for English test. Without my friend’s help, I might not have spent much time studying English and passed the test.”

Educational Changes

The curriculum was also found to influence the motivation of the students in this group to study the target language.

[25: S: L] “I prefer to study English in Hatyai Technical College than in my school because English courses provide me with more technical terms that I can use in my real life.”

This unit highlights the major findings of this study. That is, 1) the mean scores of instrumental motivation and integrative motivation in both high and low achievement groups were at high levels and the mean score of instrumental motivation was higher than integrative motivation in both groups, 2) the difference of motivation between the students with high and low achievement were not statistically significant at the level of 0.05., 3) in the high achievement group, overall motivation and English learning achievement were significantly correlated with each other, but in the low achievement group, overall motivation and English learning achievement were not.

This result was backed up by the interview results which showed that students were driven by instrumental motivation than by integrative motivation. Besides being self-motivated, there were external factors that influenced them in learning English: teachers, peers and educational changes. Students from both the high and the low achievement group mentioned that they realized the importance of English for better scores and their future career.

In the low achievement group, overall motivation and English learning achievement were not significantly correlated with each other. This might be due to several reasons. First, the subjects in the low achievement group had difficulties in learning English due to their limited proficiency despite realizing the importance of

English for their higher education and their future career. The subjects agreed that success in learning English would determine their career prospects. Second, besides low English competency, there were external factors that influenced them in learning English. The majority of them claimed that teachers' problematic personalities and teaching strategies had a great impact on their learning, thus affecting their achievement.

CHAPTER 5

SUMMARY, DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

This chapter presents the summary and discussion of the findings of the present research and also provides implications and recommendations for further study. This chapter is organized in the following sequence.

5.1 Summary and discussion

5.2 Implications and recommendations

5.1 Summary and Discussion

5.1.1 Background of the Subjects

The data was analyzed from 140 questionnaires collected from the second-year vocational certificate level students in Hatyai Technical College. The subjects were from the Electronics and Building Construction programs. Most of the subjects were male (96.4%) and their age was less than 18 years old (85.7%). The majority obtained GPA between 2.50-2.99 (37.1%) and their English GPA was less than 2.50 (47.1%). More than half of the subjects began to learn English in kindergarten (75%). About 95.7% did not have experience in English speaking countries.

As far as English activities in which the high achievement group participated are concerned, it was shown that listening to English songs, playing English games and searching English information on the Internet were among the most popular choices. Some low-frequent activities for this group included: joining English camp, translating English news, role playing in English, and reading English newspapers. Regarding the low achievement group, it was found that among the most preferred activities were playing English games, listening to English songs and

watching English movies. As for the top least frequent activities, similar to the other group, this group of students chose role playing in English, asking questions in English, joining English camp and translating English news.

Apparently, with respect to activities involving English, both the high and low achievement students most preferred carrying out activities for entertainment purposes. Those activities that are academic-oriented and demand certain level of communication and reading comprehension skills were among the least preferred. This might be due to the fact that given their limited abilities in English, the students found these activities very challenging, thus being less motivated to seek opportunities to do them. Additionally, in class they were also given little chance to do these activities.

5.1.2 Levels of Motivation in Students with High and Low Achievement

To answer the research question on the levels of motivation of students with high and low achievement, the mean scores were calculated.

In the high achievement group, the range of mean scores for instrumental motivation was between 4.51 and 3.57 whereas that for integrative motivation was between 4.34 and 3.56. It could thus be concluded that the two types of motivation of the high achievement group were at a high level. Students in the high achievement group realized that English is an important tool for their future career, showing the highest mean score on the items with respect to good position and future career. Their integrative motivation was however found to be significantly lower than instrumental motivation. This might be due to the fact that even high-achieving subjects were more interested in learning English for their future success rather than for integration purposes, or for the appreciation of native speakers' arts, literature and cultures.

Regarding the low achievement group, the range of mean scores for instrumental motivation was between 4.56 and 3.51. And the range of mean scores for integrative motivation was between 4.31 and 3.64. Low-achievement students also had a high degree of instrumental motivation and integrative motivation, with the former being higher than the latter. The subjects in this group also realized the importance of

learning English for their future career, the highest mean score being given to the items on good position and future career. Integrative motivation, on the other hand, showed a lower mean score, suggesting that the subjects had had such little chance to interact with native speakers and to participate in activities of the target culture that they hardly had any desires for assimilation and integration.

For overall motivation, the mean score of the high achievement group was 3.98 while the mean score of the low achievement group was 3.91. Therefore, the motivation of both the high and low achievement groups was at a high level, indicating that the students were highly motivated to learn English.

The findings gathered from the student interview data also confirmed that all of the participants considered English very important. The importance that they attached to English gave them high motivation to learn the language. Moreover, despite having little chance to interact with native speakers, these technical students saw real needs to use English in their technical jobs to meet the increasing demands for skilled manpower in industrial sectors.

These current findings were consistent with Qashoa's (2006) study. It was found that the United of Arab Emirates students had a higher degree of instrumental than integrative motivation toward learning English. They were also in line with the findings of Vaezi (2008), which showed that Iranian students had very high motivation towards learning English and they were more instrumentally motivated. Similarly, Nuchnoi (2006) claimed that Rangsit University English major students were highly and instrumentally motivated. These results were also similar to the findings of Fighoni and Levin (2009), who found that technology students at three institutions of higher education in Japan had stronger and higher instrumental motivation than integrative motivation.

5.1.3 Differences of Motivation between High and Low Achievement Students

To answer the research question on the differences between the motivation of students with high and low achievement, the mean scores of all aspects of motivation of the two groups were compared by comparative analysis of the t-test.

As reported, the motivation level of the two groups was high and was not statistically different at the level of 0.05. This obviously indicated that both the high and the low achievement groups realized the importance of learning English. Although obtaining low English GPAs, the students considered English necessary for them, especially for their advancement.

These findings were in line with Halawah's study (2006) which revealed that the correlations between motivation, family environment, student characteristics and academic achievement were small and practically not significant.

The findings from the interviews also revealed factors driving the students to learn English which were shared by the two groups. Three interrelated dimensions of instrumental motivation in learning English could be identified; namely, scores, further study and future career. First, all of the subjects were the second-year vocational certificate level students. They planned to further their study at the higher vocational certificate level which required high scores on English tests as one of the prerequisites for admission. Second, half of the subjects interviewed were from the Electronics program. Students from this program can apply to study in the Department of Petroleum Technology in Hatyai Technical College, whose medium of instruction is English and which requires them to study intensive English courses. Moreover, with high English GPAs, the students will get good jobs or high salary when working with foreign petroleum companies.

For these technical students, the impact of instrumental motivation was obviously greater than integrative motivation. As far as integrative motivation is concerned, English was seen by both groups as being important for understanding the ways of lives of native speakers and their cultures. However, the students realized that it was difficult for them to integrate with native speakers. They acknowledged the problems owing to the limitations of their English abilities, cultural differences, and the fact that they had little opportunity to communicate with native speakers.

5.1.4 Relationship between Motivation and Students' English Learning Achievement

To answer the research question on the relationship between motivation and students' English learning achievement, the 140 subjects' mean scores of instrumental motivation and the mean score of integrative motivation were analyzed. The correlation analysis revealed that for the high achievement group motivation and English learning achievement were significantly correlated with each other ($r = .254$, $p < 0.05$). In contrast, in the low achievement group, there was no significant correlation between motivation and their English learning achievement at the level of 0.05 ($r = .112$, $p < 0.05$).

From the interview, the positive relationship between motivation and the achievement of students in the high achievement group indicated that mainly for better career prospects the students paid more attention to learning English. Thus, they performed better in English courses and getting good grades. The results were in line with several of the previous studies which reported positive correlation between motivation and students' learning achievement, for instance, Broussard (2002), Casado and Dereshiwsky (2001), Frantzen and Magnan, (2005) and Liu (2007).

For the low achievement group, despite their high motivation to learn English, external factors such as problems with teachers and peers were claimed to have a greater impact on them, thus resulting in their poor course performance. The students apparently mentioned that they preferred teachers who were more considerate, knowledgeable and easy to get along with. Peer pressure and the roles of peers also have great impacts on students' achievement. The students in the low achievement group might seek assistance from peers. Some of them mentioned that they needed help from their friends in learning English. However, it did not help them gain better scores. This might be because most of the students in the low group had limitations of English background.

5.1.5 The Proof of Hypotheses

The analytical results of the study answer the hypotheses on the relationship between motivation and academic achievement of vocational level students as described below.

1. From the investigation of the level of motivation in the high and low achievement groups, it was found that the levels of motivation of both groups were high.

2. The differences in motivation between students with high and low achievement were analyzed by using an independent sample *t*-test. It was revealed that motivation of students with high and low achievement was not significantly different at the level of 0.05.

3. The correlation between motivation and students' achievement was calculated using Pearson Product-moment Correlation Coefficient. It was shown that the two variables were positively correlated at the significant level of 0.05.

In summary, the proof of hypotheses as detailed above was shown in the following table.

The proven hypothesis	Accepted hypothesis	Rejected hypothesis
Hypothesis 1		√
Hypothesis 2		√
Hypothesis 3	√	

Table 14: Proof of hypotheses

5.2 Implications and Recommendations

In light of the contributions of this study, it is evident that motivation is one of the important factors that influence language learning achievement. This section discusses the implications for future research.

The present research was conducted in order to see the relationship between motivation and English learning achievement in the context of vocational

students. Therefore, to explore different learning contexts, more studies should be conducted. It is suggested that more research on different educational levels would be beneficial for future studies.

A study on various factors affecting motivation of particular groups of students, especially those with poor academic performance, should be carried out so that the findings could be useful for researchers and teachers in improving their achievement. In addition, researchers should conduct studies using frameworks of other schools of thought to get different perspectives on factors affecting students' motivation and English learning achievement.

This study investigated only the relationship between motivation and English learning achievement. Therefore, it would be interesting to investigate the impact of other factors on English language learning, for example, anxiety, self efficacy, perceive value, learning strategies, participation in classroom used in a foreign language setting.

The results of this study provide potential insights for future research. Since motivation is an important factor related to English learning achievement, one possible next step would analyze how motivation could be fostered and encouraged in the classroom. Open-ended questions responses and conversations with students, specifically focusing on their personal needs and goals may help to clarify the nature of students' motivations to learn English. As Noel et al. (2000) stated, motivation is a salient variable which combines with a number of factors in language learning influencing a learner's language success. For the implications of the study, it was claimed that motivation is important but not in itself sufficient for making learners successful in their English language learning.

The study generated new questions and the impact of motivation on students is apparent. English teachers should develop effective teaching and learning strategies to foster students' motivation. It is necessary to use teaching methods that correspond to the learners' level of motivation in order to promote their engagement in the learning activities.

To encourage students to become self-motivated independent learners, instructors should design effective course contents and create an atmosphere that is open and positive to raise students' motivation.

Since instrumental motivation of students is high, English lecturers should also enhance students' integrative motivation to better understand native speakers' ways of lives and their cultures. In the future, these students will likely work with foreigners, so they also need to be familiar with their lifestyles and cultures.

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APPENDIX A

แบบสอบถาม

ความสัมพันธ์ระหว่างแรงจูงใจและผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษ
 ของนักศึกษา ระดับ ประกาศนียบัตรวิชาชีพ (ปวช.) ชั้นปีที่ 2 วิทยาลัยเทคนิคหาดใหญ่

คำชี้แจง

1. แบบสอบถามนี้มีวัตถุประสงค์เพื่อรวบรวมข้อมูลเกี่ยวกับ
 ความสัมพันธ์ระหว่างแรงจูงใจและผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษ
 ของนักศึกษา ระดับ ประกาศนียบัตรวิชาชีพชั้นปีที่ 2 วิทยาลัยเทคนิคหาดใหญ่

2. แบบสอบถาม ประกอบด้วย 4 ตอน คือ

ตอนที่ 1 ข้อมูลพื้นฐานของผู้ตอบแบบสอบถาม

ตอนที่ 2 ข้อมูลเกี่ยวกับแรงจูงใจเชิงใช้ประโยชน์ในการเรียน
 ภาษาอังกฤษ

ตอนที่ 3 ข้อมูลเกี่ยวกับแรงจูงใจเชิงสังคมในการเรียนภาษาอังกฤษ

ตอนที่ 4 ความคิดเห็นอื่นๆ

3. ข้อมูลที่ได้จากแบบสอบถามนี้จะใช้เพื่อการวิจัยเท่านั้น และจะเก็บ
 เป็นความลับโดยไม่มีผลกระทบใดๆต่อท่าน หากแต่จะเป็นประโยชน์อย่างยิ่งต่อการ
 นำไปพัฒนาผลสัมฤทธิ์และแรงจูงใจในการเรียนภาษาอังกฤษของนักศึกษาให้มี
 ประสิทธิภาพมากยิ่งขึ้น

คำชี้แจง โปรดกา (✓) ลงใน และเติมข้อความลงในช่องว่างตามความเป็นจริง

ตอนที่ 1 ข้อมูลพื้นฐานของผู้ตอบแบบสอบถาม

1. แผนกวิชา อิเลคทรอนิกส์ ก่อสร้าง
2. เพศ ชาย หญิง
3. อายุ น้อยกว่า 18 ปี 18-20 ปี มากกว่า 20 ปี
- 4.เกรดเฉลี่ยสะสม
 ต่ำกว่า 2.5 ระหว่าง 2.50-2.99 ระหว่าง 3.00-3.50 มากกว่า 3.50
- 5.เกรดเฉลี่ยสะสมวิชาภาษาอังกฤษ
 ต่ำกว่า 2.5 ระหว่าง 2.50-2.99 ระหว่าง 3.00-3.50 มากกว่า 3.50
6. ท่านเริ่มเรียนวิชาภาษาอังกฤษตั้งแต่ระดับ
 อนุบาล ประถมศึกษา มัธยมศึกษา อื่นๆ (โปรดระบุ) _____
7. ท่านเคยไปประเทศที่ใช้ภาษาอังกฤษเป็นภาษาหลัก :
 เคย ไม่เคย
 หากเคยไปโปรดระบุ
 7.1 ประเทศ _____
 7.2 ระยะเวลาที่ไป _____ วัน _____ เดือน _____ ปี
 7.3 วัตถุประสงค์ (ตอบได้มากกว่า 1 ข้อ)
 ศึกษาต่อระดับ _____
 นักศึกษาแลกเปลี่ยน
 ท่องเที่ยว
 ฝึกอบรมภาษาอังกฤษ
 ฝึกอบรมทักษะทางด้านช่าง
 อื่นๆ (โปรดระบุ) _____

8. ท่านใช้ภาษาอังกฤษในการทำกิจกรรมต่อไปนี้ มากน้อยเพียงใด

กิจกรรม	ทุกวัน	2-3 ครั้งต่อ สัปดาห์	สัปดาห์ ละครั้ง	2-3 ครั้งต่อ เดือน	1 ครั้ง ต่อ เดือน	ไม่เคย ทำ	อื่นๆ (โปรด ระบุ)
1 ฟังข่าวภาษาอังกฤษ							
2 ฟังเพลงภาษาอังกฤษ							
3 ดูรายการโทรทัศน์ภาษาอังกฤษ							
4 ดูภาพยนตร์ภาษาอังกฤษใน โรงภาพยนตร์							
5 สนทนากับชาวต่างชาติ							
6 อ่านหนังสือพิมพ์ภาษาอังกฤษ							
7 อ่านนิตยสารภาษาอังกฤษ							
8 สืบค้นข้อมูลภาษาอังกฤษจาก อินเทอร์เน็ต							
9 โต้ตอบอีเมลล์เป็นภาษาอังกฤษ							
10 แปลเพลงภาษาอังกฤษ							
11 แปลข่าวภาษาอังกฤษ							
12 เล่นเกมส์ภาษาอังกฤษ							
13 เรียนภาษาอังกฤษด้วยตนเองจาก ตำรา สื่อ และ มัลติมีเดียอื่นๆ							
14 พูดหรือเล่าเรื่องภาษาอังกฤษ หน้าชั้นเรียน							
15 ทายปัญหาภาษาอังกฤษ							
16 แสดงบทบาทสมมติภาษาอังกฤษ							
17 ร่วมกิจกรรมค่ายภาษาอังกฤษ							
18 สอบภาษาอังกฤษในชั้นเรียน							
19 สอบภาษาอังกฤษเพื่อศึกษาต่อ							

ตอนที่ 2 : ความคิดเห็นเกี่ยวกับแรงจูงใจเชิงให้ประโยชน์ (Instrumental Motivation)

ในการเรียนภาษาอังกฤษ

ท่านเรียนภาษาอังกฤษเพราะ

เหตุผล	เห็นด้วย อย่างยิ่ง (5)	เห็นด้วย (4)	เห็นด้วย ปานกลาง (3)	ไม่เห็นด้วย (2)	ไม่เห็นด้วย อย่างยิ่ง (1)
ต้องใช้ภาษาอังกฤษในการทำงานในอนาคต					
มีโอกาสได้ทำงานในตำแหน่งที่ดี					
มีโอกาสได้งานที่ให้ค่าตอบแทนสูงกว่า					
ทำให้มีความรู้ด้านต่างๆมากขึ้น					
จะได้รู้จักกับชาวต่างชาติ					
จะได้เรียนรู้เหตุการณ์ต่างๆ ที่เกิดขึ้นรอบโลก					
สามารถอ่านหนังสือภาษาอังกฤษได้					
สามารถเข้าใจ ภาพยนตร์ วีดีโอ หรือรายการวิทยุ ภาษาอังกฤษได้					
สามารถค้นคว้าข้อมูลต่างๆที่เป็นภาษาอังกฤษใน อินเทอร์เน็ต					
0. ต้องการได้คะแนนสอบที่ดี					
1. ต้องการศึกษาต่อในอนาคต					
2. ต้องการเดินทางไปประเทศที่ใช้ภาษาอังกฤษ					
3. ทำให้รู้สึกมีความสุข					
4. ความรู้ภาษาอังกฤษทำให้รู้สึกว่าตัวเองประสบ ความสำเร็จในการเรียน					
5. ความรู้ภาษาอังกฤษจะส่งเสริมให้ประสบ ความสำเร็จในชีวิตด้านอื่นๆ					
6. ความสามารถด้านภาษาอังกฤษจะทำให้ได้รับ การยอมรับจากผู้อื่นมากขึ้น					
7. ผู้ที่มีการศึกษาควรจะสามารถพูดภาษาอังกฤษได้					

ตอนที่ 3: ความคิดเห็นเกี่ยวกับแรงจูงใจเชิงสังคัม (Integrative Motivation)
ในการเรียนภาษาอังกฤษ

ท่านเรียนภาษาอังกฤษเพราะ

เหตุผล	เห็นด้วย อย่างยิ่ง (5)	เห็นด้วย (4)	เห็นด้วย ปานกลาง (3)	ไม่เห็นด้วย (2)	ไม่เห็นด้วย อย่างยิ่ง (1)
ต้องการสื่อสารกับคนที่พูดภาษาอังกฤษได้					
ต้องการติดต่อกับเพื่อนและคนคุ้นเคยที่เป็น ชาวต่างชาติ					
ต้องการเรียนรู้ชีวิตของชาวต่างชาติในประเทศที่ ใช้ภาษาอังกฤษเป็นภาษาหลัก					
ยังได้รู้จักกับชาวต่างชาติที่ใช้ภาษาอังกฤษ ยัง รู้สึกชอบ / ประทับใจพวกเขาเหล่านั้นมากขึ้น					
ต้องการเรียนรู้วัฒนธรรมและผู้คนที่แตกต่างกัน ออกไป					
ต้องการมีส่วนร่วมในกิจกรรมทางวัฒนธรรม ของประเทศต่างๆ					
ต้องการเข้าใจและซาบซึ้งในศิลปะและ วรรณกรรมที่เป็นภาษาอังกฤษ					
ต้องการเข้าใจความสัมพันธ์ระหว่างภาษา กับ วัฒนธรรมและความเป็นอยู่ของเจ้าของภาษา					

ตอนที่ 4 - โปรดแสดงความคิดเห็นในประเด็นต่อไปนี้

1. ท่านชอบเรียนภาษาอังกฤษหรือไม่

ชอบ เพราะ _____

ไม่ชอบ เพราะ _____

2. เหตุผลที่ทำให้ท่านชอบเรียนภาษาอังกฤษในระดับ ปวช. แตกต่างจากในระดับมัธยมศึกษาหรือไม่ เพราะเหตุใด

แตกต่าง เพราะ _____

ไม่แตกต่าง เพราะ _____

ขอขอบคุณที่ให้ความร่วมมือ

(นางเฉลิมพร ชูศรี)

นักศึกษาศรีอุษาโท สาขา การสอนภาษาอังกฤษเป็นภาษานานาชาติ

คณะศิลปศาสตร์ มหาวิทยาลัยสงขลานครินทร์

Questionnaire

Relationship between Motivation and Students' English Learning Achievement
: A study of the Second – year vocational certificate level Hatyai Technical College
Students.

Clarification

1. This questionnaire is designed to survey motivational variables and students' English learning achievement in the Second – year vocational certificate level Hatyai Technical College Students.

2. The questionnaire consists of three parts.

Part A : General Information

Part B : Instrumental motivation in English language learning

Part C : Integrative motivation in English language learning

3. Please give your honest and truthful opinions.

4. There is no right or wrong answer. You only have to provide a suitable rating on each statement. The rating starts from 1 (Strongly disagree) to 5 (Strongly agree).

4. All information is for research purposes and will be treated privately and confidentially , hence it will not be revealed on any circumstances.

Your corporation is highly appreciated.

Thank You.

Yours truly,

(Mrs. Chalernporn Choosri)

Researcher

Graduated Student, Teaching English as an International Language

Faculty of Liberal Arts, Prince of Songkla University

Part A General Information

Direction Please tick (✓) in the appropriate box and give a written answer for the information below that identifies yourself.

1. Major of study Electronics Building construction

2. Gender Male Female

3. Age Less than 18 18-20 more than 20

4. Grade Point Average

below 2.5

between 2.50-2.99

between 3.00-3.50

above 3.50

5. English GPA

below 2.5

between 2.50-2.99

between 3.00-3.50

above 3.50

6. I have been learning English since :

Kindergarten

Secondary/High school

Primary school

Others (please specify).....

7. Have you ever visited other English speaking countries before :

Yes No

If "Yes" Please identify

7.1 Countries.....

7.2 Duration.....days.....months.....years

7.3 Objectives (You can choose more than one choice)

Exchange program

Travel

English training

Technical skill training

Others.....

8. Please give a (✓) in the appropriate box and give a written answer for the information in item number 8.1-8.19

Activities	Everyday	2-3 times / week	Once a week	2-3 times / month	1 times / month	Never	Etc.
8.1 Listening to English news							
8.2 Listening to English songs							
8.3 Watching English TV. Programs							
8.4 Watching English movies							
8.5 Talking with foreigners							
8.6 Reading English newspapers							
8.7 Reading English magazines							
8.8 Searching English information from the Internet							
8.9 Writing email in English							
8.10 Translating English songs							
8.11 Translating English news							
8.12 Playing English games							
8.13 Self-studying from textbook and multimedia							
8.14 Speaking or talking in English in front of class							
8.15 Asking questions in English							
8.16 Role playing in English							
8.17 Joining English camp							
8.18 Taking English test in class							
8.19 Taking English test for further study							

Part B : Instrumental motivation in English language learning.

Direction : Please answer the following reasons in studying English by √ the alternative which appears most applicable to you.

Statements	strongly agree	agree	moderately agree	disagree	strongly disagree
1. I have to use English in my future career.					
2. I want to get a good position.					
3. I want to get a good income.					
4. I want to broaden my knowledge.					
5. I want to know many foreigners.					
6. I want to learn various events around the world.					
7. I want to read textbooks.					
8. I want to understand English movies, videos or radio programs.					
9. I want to search English information on the Internet.					
10. I want to get good grades.					
11. I want to further my study.					
12. I want to travel to English speaking countries.					
13. Learning English make me feel happy.					
14. Learning English can give me a sense of achievement.					

Statements	strongly agree	agree	moderately agree	disagree	strongly disagree
15. The knowledge in English can enhance the achievement in various aspects.					
16. Other people will respect me more if I know English.					
17. An educated person is supposed to be able to speak English.					

Part C : Integrative motivation in English language learning.

Direction : Please answer the following items by \surd the alternative which appears most applicable to you.

Statements	strongly agree	agree	moderately agree	disagree	strongly disagree
1. I want to be a part of English – speaking groups.					
2. I want to keep in touch with foreign friends and acquaintance					
3. I want to learn about foreigners' lifestyle in English speaking countries.					
4. The more I get to know native speakers, the more I like/ appreciate them.					
5. I want to learn their culture and various English speaking people.					
6. I want to participate in the activities of other cultural groups.					
7. I want to understand English arts, literatures and history.					
8. I want to understand the relation between languages, cultures and native speakers' lifestyles.					

Part 4 Please answer the following questions

1. Do you like studying English or not?

YES Because _____

NO Because _____

2. Please give reasons for like or dislike studying English in Hatyai Technical College when compare to in Secondary school.

Different Because _____

Not different Because _____

Your corporation is highly appreciated.

(Mrs. Chalernporn Choosri)

Researcher

Graduated Student, Teaching English as an International Language

Faculty of Liberal Arts, Prince of Songkla University

APPENDIX B

คำถามสำหรับแบบสัมภาษณ์เชิงลึก

1. นักศึกษารู้สึกอย่างไรต่อการเรียนวิชาภาษาอังกฤษในวิทยาลัยเทคนิคหาดใหญ่
2. อธิบายเหตุผลที่นักศึกษาชอบ หรือ ไม่ชอบเรียนวิชาภาษาอังกฤษ
3. นักศึกษาคิดว่าการเรียนวิชาภาษาอังกฤษจำเป็นต่อชีวิตของนักศึกษาหรือไม่ อย่างไร
4. นักศึกษาสนใจที่จะเรียนรู้วิถีชีวิตและวัฒนธรรมของเจ้าของภาษาหรือไม่ อย่างไร
5. ในปัจจุบัน นักศึกษาสนใจการเรียนวิชาภาษาอังกฤษ ในระดับที่มากขึ้นหรือน้อยลง เมื่อเปรียบเทียบกับ การเรียนภาษาอังกฤษในระดับมัธยมต้น

Questions leading to in-depth interview are as follows:

1. How do you feel about learning English?
2. Describe your supporting reasons for like/dislike learning English?
3. Do you think English is necessary for your life or not? In any aspects?
4. Do you interested in native speakers' ways of lives and culture?
5. Do you interested in native speakers' ways of lives and culture?
6. Are you more or less motivated to learn English than when you were a secondary school student?

APPENDIX C

LETTER OF CONSENT

Dear Student Volunteer,

During this semester myself, Mrs Chalernporn Choosri, Graduated Student in Teaching English as an International Language program from Faculty of Liberal Arts, Prince of Songkla University, are engaged in the process of collecting data based on research topic: The Relationship between Motivation and Students' English Learning Achievement: A study of the Second-year Hatyai Technical College Students.

Participation in this study is entirely voluntary. It will involve an interview of approximately 30 minutes in length to take place at reserved room in Hatyai Technical College. as previously arranged.

You may decide not to answer any of the interview questions if you wish. You may also decide to withdraw from this study at any time. I may ask for clarification of some points some time after the interview, but you will not be obliged in any way to clarify or participate further. If you request, the information you provide can considered confidential, except that with your permission anonymised quotes may be used.

Notes collected during this study will be retained for the rest of the 2010/2011 academic year in a secure location and then destroyed, if you request. The information gained from this interview will only be used for the above objectives, will not be used for any other purpose. Your participation will involve being videotaped during class sessions and allowing the copying of your written work for research purposes.

Your corporation is highly appreciated.

(Mrs. Chalernporn Choosri)

Researcher

Graduated Student, Teaching English as an International Language
Faculty of Liberal Arts, Prince of Songkla University

VITAE

Name: Mrs. Chalernporn Choosri

Student ID: 5211121016

Educational Attainment

Degree	Name of Institution	Year of Graduation
Bachelor of Science (Fisheries)	Kasetsart University	1993
Master of Science (Technology of Environmental Management)	Mahidol University	2000

Work-Position

Lecturer of Hatyai Technical College

List of Proceeding

Choosri, C., & Intharaksa, U. (2011). Relationship between Motivation and Students' English Learning Achievement: A study of the Second-year vocational certificate level Hatyai Technical College [Abstract]. *Proceeding of The 3rd International Conference on Humanities and Social Sciences*. Prince of Songkla University (15).