

CONTENTS

	Page
CONTENTS	viii
LIST OF TABLES	xi
LIST OF FIGURES	xiii
CHAPTER	
1 INTRODUCTION	1
1.1 General Background	1
1.2 Statement of the Problem	4
1.3 Rationale of the Study	5
1.4 Purposes of the Study	6
1.5 Research Questions	7
1.6 Definitions of Terms	7
1.7 Scope and Limitations of the Study	8
2 REVIEW OF THE LITERATURE	9
2.1 English Language Proficiency of Thai Learners	9
2.2 Test of English for International Communication (TOEIC)	10
2.3 Motivation and Motivational Variables in English	
Language Learning	14
2.3.1 Language Learning Motivation	15
2.3.1.1 Learner Perspectives	15
2.3.1.2 Language Learning Perspectives	17
2.3.2 Motivational Variables	18
2.3.2.1 Learner Attitudes	21
2.3.2.2 Learner Anxiety	21
3 RESEARCH METHODOLOGY	23
3.1 Subjects of the Study	23
3.2 Research Instruments	25
3.2.1 The Standardized TOEIC Examination	25

CONTENTS (Continued)

	Page
3.3 Data Collection	28
3.4 Data Analysis	29
4 RESULTS AND DISCUSSION	33
4.1 Results of the Study	33
4.1.1 The Subjects' English Language Proficiency	34
4.1.1.1 The Comparison of English Proficiency by General Background	36
4.1.1.2 The Comparison of English Proficiency by Language Learning Background	37
4.1.2 The Relationships among the Subjects' Motivation, Motivational Variables and their English Language Proficiency	45
4.1.3 The Differences in Motivation and Motivational Variables between the High and Low Proficiency Subjects	50
4.1.4 The Relationships among Motivation, Motivational Variables, and English Language Proficiency of the High and Low Proficiency Subjects	53
4.1.4.1 The Relationship among Motivation, Motivational Variables, and English Language Proficiency of the High Proficiency Subjects	53
4.1.4.2 The Relationship among Motivation, Motivational Variables, and English Language Proficiency of the Low Proficiency Subjects	57
4.2 Discussion of the Results	60
4.2.1 The Subjects' English Language Proficiency	60
4.2.2 The Relationships among the Subjects' Motivation, Motivational Variables, and English Language Proficiency	65

CONTENTS (Continued)

	Page
4.2.3 The Relationships among Motivation, Motivational Variables, and English Language Proficiency of the High and Low Proficiency Groups	67
5 SUMMARY, IMPLICATIONS AND RECOMMENDATIONS	70
5.1 Summary of Findings	70
5.2 Implications of the Study	72
5.3 Recommendations for Further Studies	74
REFERENCES	76
APPENDICES	83
A Supplementary Tables	84
B Subjects' TOEIC Scores	105
C Questionnaire (English)	108
D Questionnaire (Thai)	113
E Reliability of the Questionnaire	118
VITAE	120

LIST OF TABLES

Table	Page
1.1 Guideline to TOEIC Score Interpretation (for Job Candidates)	2
1.2 TOEIC-required Positions in Domestic and Multinational Companies in Thailand	3
1.3 The 2005 Average TOEIC Scores	4
2.1 Guideline to TOEIC Score Interpretation (for Examinees)	12
2.2 Criteria for the Interpretation of TOEIC Scores as English Proficiency	14
2.3 Motivational Variables	20
3.1 Top Ten Online-applied Careers Requiring English Proficiency in Thai Workforce	24
3.2 Questionnaire Specification	27
4.1 The Subjects' English Language Proficiency (TOEIC Scores)	34
4.2 The Subjects' English Proficiency and Score Interpretation	35
4.3 Achievement in Compulsory English Courses and English Proficiency	39
4.4 Number of the Elective English Courses Taken and English Proficiency	40
4.5 Other Possible Factors on English Language Learning and English Proficiency	42
4.6 The Subjects' Overall Motivation and Motivational Variables	45
4.7 Correlations among Motivation, Motivational Variables and English Language Proficiency	46
4.8 Correlations among Each Aspect of Motivation, Motivational Variables and English Language Proficiency	48
4.9 English Language Proficiency of the High and Low Proficiency Subjects	50

4.10 Differences in Motivation and Motivational Variables between the High and Low Proficiency Subjects	51
--	----

LIST OF TABLES (Continued)

Table	Page
4.11 Differences in Each Aspect of Motivation and Motivational Variables of the High and Low Proficiency Subjects	52
4.12 Correlations among Motivation, Motivational Variables, and English Language Proficiency of the High Proficiency Group	54
4.13 Correlations among Each Aspect of Motivation, Motivational Variables and English Language Proficiency of the High Proficiency Group	55
4.14 Correlations among Motivation, Motivational Variables, and English Language Proficiency of the Low Proficiency Group	57
4.15 Correlations among Each Aspect of Motivation, Motivational Variables and English Language Proficiency of the Low Proficiency Group	58

LIST OF FIGURES

Figure	Page
2.1 Affective Factors on English Language Learning	19