

A COMPARATIVE STUDY OF GRADES 7, 8 AND 9 STUDENTS' MOTIVATION FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE IN THE REGULAR PROGRAM AND ENGLISH PROGRAM AT TEPLEELA SCHOOL, BANGKOK, THAILAND

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Abstract: This study aimed to identify the levels of intrinsic and extrinsic motivation for grades 7, 8 and 9 students to learn English as foreign language in the Regular Program and in the English Program firstly; then, to compare the students' intrinsic and extrinsic motivation to learn English as a foreign language between the Regular and English Program. The participants of this study were 253 students from grade 7, 8, and 9 of the Regular and English Program studying English as a foreign language at Tepleela School, Bangkok, Thailand. The study used MALESC questionnaire, which was composed of 19 statements on intrinsic and extrinsic motivation. The findings of this study were: 1) the levels of intrinsic and extrinsic motivation to learn English as a foreign language in the Regular Program was high; 2) the levels of intrinsic and extrinsic motivation to learn English as a foreign language in the English Program was high; 3) there was no significant difference in students' intrinsic motivation to learn English as a foreign language between the Regular and English Program; 4) There was a significant difference in students' extrinsic motivation to learn English as a foreign language between the Regular and English Program.

Keywords: English as a Foreign Language, Integrative Orientation, Instrumental Orientation, Attitude, Intrinsic Motivation, Extrinsic Motivation, Regular Program, English Program.

Introduction

At present, English plays a vital role in communication and is known to be the universal language around the world including parts of ASEAN, such as Thailand. It is of great importance that Thai students should be able to speak and communicate in the English language and focus on improving their English language skills for the international way of communicating with other ASEAN countries. In general, English language proficiency is the key to effective communication and for learners to be successful and progressive in their future careers. Learning a language in a context

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where it is not practice or use in everyday life is a big challenge for every Thai student and success is best possible through the learner's knowledge, mastery of the language, and motivation. Interestingly, students at Tepleela School, as observed by the researcher are having difficulty in learning the English language. The researcher believes that a worthy EFL teacher must be able to motivate, teach, and prepare Thai students to speak and understand the English and look after the student's success for a brighter tomorrow. Being able to build students' interest will bring language. In general, teachers are bound to a wide variety of challenges and it is a part of their calling to teach difference in their learning and motivate them to learn the language (Hammond & Bransford, 2005). In general, it is vital that educators should be knowledgeable of the students' attitude as to produce excellent learners to represent and compete in the ASEAN community. Nowadays, employers are looking for candidates who are not only graduates but those who are best equipped with good communication skills. Indeed, the knowledge and usage of the English language plays a great role in today's international job search which every deserving learner longs for.

Therefore, in order to study the learners' motivation in learning English as a foreign language, the researcher believed that examining the level of students' intrinsic and extrinsic motivation in the Regular and English Program at Tepleela School should be accounted for.

Research Objectives

There are three objectives:

1. To identify the levels of motivation for grades 7, 8 and 9 students to learn English as foreign language in the Regular Program at Tepleela School.
 - 1.1 To identify the level of intrinsic motivation for grades 7, 8 and 9 students to learn English as a foreign language in the Regular Program at Tepleela School.
 - 1.2 To identify the level of extrinsic motivation for grades 7, 8 and 9 students to learn English as a foreign language in the Regular Program at Tepleela School.
2. To identify the levels of motivation for grades 7, 8 and 9 students to learn English as a foreign language in the English Program at Tepleela School.
 - 2.1 To identify the level of intrinsic motivation for grades 7, 8 and 9 students to learn English as a foreign language in the English Program at Tepleela School.
 - 2.2 To identify the level of extrinsic motivation for grades 7, 8 and 9 students to learn English as a foreign language in the English Program at Tepleela School.
3. To compare if there is any significant difference in intrinsic motivation for grades 7, 8 and 9 students to learn English as a foreign language between the Regular and English Program at Tepleela School.
4. To compare if there is any significant difference in extrinsic motivation for grades 7, 8 and 9 students to learn English as a foreign language between the Regular and English Program at Tepleela School.

Literature Review

Motivation

Motivation in language learning gives an individual varied consequences and experiences (Deci & Ryan, 2000). According to Santrock (2009), “Indeed, motivation is a critical aspect of teaching and learning. Unmotivated students won’t expend the necessary effort to learn” (p. 459). Motivation is “an abstract, hypothetical concept that we use to explain why people think and behave as they do” (Dornyei, 2001, p.1). There is a certain impact in the individual that triggers their interest in doing things and there are factors that arouse one’s interest. For instance, the incentive or rewards that one can get. Such could be in the form of high scores. In some cases, recognition is given to a student for a job well done (Pintrich, 2003). The researcher believes that accomplishment of wishes, hopes, and dreams are directed to one’s having goals and that motivation has a strong impact on language learners. Moreover, motivation is greatly connected with the second language acquisition. Motivation could be perceived, if the student is goal oriented, focused, and interested on the task at hand. Gardner further explained that studying a second language, one could be interested in learning the culture, vocabulary, pronunciation, and language structure of the target language (Gardner, 2007). Gardner (2005) mentioned that motivation covers a vast array of concepts. It covers the reasons why an individual would like to engage in the activity and its purpose or goals. Therefore, one cannot measure motivation as there is more than one given situation encountered by a learner when studying the second language.

Gardner and Lambert (1972) proposed that integrative motivation as to the positive thinking and attitudes towards the language task and instrumental motivation as for the possibility utilitarian gain or the needs of finding a job.

The Socio-Educational Model of Second Language

The socio-educational model of second language acquisition is about the motivation of a certain learner towards the study of the second or foreign language. There are two factors present during the language acquisition and they are the integrative and instrumental orientations (Gardner 1985).

Gardner stated the two orientations which are the integrative and instrumental motivation. The former, pertains to the positive attitude toward learning the target language, culture, and the will to commit oneself to the community. The latter pertains to the desire to learn a language for practical goals and examples could be job or career opportunities (Gardner, 1985). Gardner (2007) argued that learning a second language is far more complicated as we can imagine and that motivation is necessary to be able to withstand the many factors that may affect the language learning process of a certain individual.

Other Theories Related to Language Learning Motivation

Dornyei’s Process Model of motivation for second language learning explains the deeper motivational concept of an individual desires to master the language and the responsibility towards their actions to social experiences. During the learning process, it is where both the teacher and the learner worked together to arrive at a result (Dornyei, 2000). Ryan & Deci’s Self- Determination Theory on intrinsic and extrinsic

motivation has been included in this study. The self-determination theory (SDT) was also used since it is an approach to human motivation and personality that study the needs of an individual to achieve their social development and personal needs (Deci & Ryan, 2000). SDT focuses on intrinsic and extrinsic motivation in doing things and it also plays a huge role in social and cultural aspects that affect the learner's sense of action for a certain given task (Deci & Ryan, 2008).

The Concept of Motivation in Language Learning

Why does motivation play an important part in learning a language? As human being, we cannot function well without a language because it is our means of communicating with others and expressing ourselves. People study languages for many reasons and that motivation plays a vital role in learning it. If language aptitude refers to students' inherent ability to be successful then, motivation is the attitude that creates the level of effort in learning the language (Ellis, 1997). The driving force that makes us do things and climb the ladder to reach our goals is motivation (Singh, 2011). Motivation consists of many different parts. It is not an ordinary occurrence. Why do we think people choose to do and finish a certain task or suddenly just stop doing what they have started before? This is why the study of English language motivation is very important. Hence, we can say that motivation is definitely a part of human behavior. It involves the attitudes and affective states that influence the degree of effort of the learners to learn the language (Ellis, 1997).

Intrinsic and Extrinsic Motivation in Learning English as a Foreign Language

It is important to determine the students' various reasons and motives in language learning. Different learners have different views of the tasks given to them in the classroom, some of them may not be as motivated as the others. In this manner, the outcome of students' learning depends on the tasks being given by the teacher (Ellis, 1997). A foreign language learner who finds enjoyment in learning believes the essential and the importance of motivation. This kind of feeling is innate and that the individual chooses to learn despite the given challenges that may result in gaining more competence in learning the language (Noels, Clement, & Pelletier, 2001). Motivation experts encourage teachers to create a healthy classroom environment for students to be motivated intrinsically and self-determined (Santrock, 2009). In extrinsic motivation, the language learner expects to get a reward in return. Basically, the learners' expectation lies on the external factors and not because of the feeling of enjoyment in doing the task (Noels, Clement, & Pelletier, 2001). However, many educational psychologists disregard extrinsic motivation influenced by external incentives such as rewards and punishments as positive approach for students' learning (Santrock, 2009).

English as a Foreign Language (EFL) and English as a Second Language (ESL)

It is vital for educators to understand the difference between English as a foreign language (EFL) and English as a second language (ESL). ESL learners have a wider chance to use the English language and may have the opportunity and everyday exposure to English-speaking culture. Their understanding may be limited by their language skills. On the other hand, English as foreign language is being studied in a

country where the English is not the dominant language and attended by non- English speakers, mostly those from Asian countries such as Thailand. Most of these learners share the same language and culture. The teacher may be a native English speaker or an experienced and qualified EFL teacher (Oxford University Press ELT, 2011).

Previous Studies on Motivation and English as a Foreign Language

This study investigated the English language learning motivation level of secondary high school students in Saraburi province, Thailand. The results showed that the students had high levels of integrative and instrumental motivation which means that students had the desires and interested to learn English. The students clearly understood that learning English will help them succeed in their careers and to be proud citizens to represent their country in the ASEAN community. Moreover, in the result, students believed it was useful to visit English speaking countries to widen their view of the culture and its community. They were also aware that they would have more foreign friends if they could really communicate in the English language (Kitjaroonchai, 2013).

A study on motivation and EFL learners among 486 Grade 4-6 students found that the environment affected students' motivation in learning English as a foreign language. The investigation showed that school should have connection with the students' caregivers or parents to orient them about the effectiveness of speaking English with their children even in their homes. The study sought to find out the level of motivation for learning English as a foreign language. It was found that the level of intrinsic and extrinsic motivation to learn English of students in public and private schools were high (Inngam, 2013).

Meanwhile, two hundred and eleven Thai students major and minor in Japanese were investigated. The results found that the 1st and 2nd year students showed high degree of integrative motivation as compared with the 4th year students. In addition, the Thai students' interests were mostly focused on the ways of life and people, including their favorite Japanese pop culture. All in all, these students showed high degree of integrative and instrumental motivation (Katsuda, 2012).

This study showed that one semester study- abroad program had a big impact on students' oral proficiency or speaking skills. It also revealed that integrative motivation and being immersed in the L2 culture, made it easier for the participants to learn the second language. The learning activities had a positive impact on the integrative motivation of the students. In addition, the learning activities such as study-abroad program had a big role in learning the second language (Hernandez, 2010).

Students who had more anxiety in learning English were less likely to communicate in Chinese and English language. Students who were found not to be shy used all strategies in communicating. However, compensation strategies were chosen to be the number one liked by the students (Chu, 2008).

Another study was made on motivation for learning English as a foreign language in Japanese elementary schools which used the MALESC questionnaire and interviewed students and teachers. Several factors were included such interest in foreign countries, intrinsic motivation, caregivers' encouragement, instrumental motivation, and anxiety were An ANOVA was employed to get the results of the study and it was found that there were significant differences in interest in foreign

countries, intrinsic motivation, and instrumental motivation and no significant differences between the third and sixth graders in terms of caregivers' encouragement and anxiety. Moreover, findings also revealed that third graders had more intrinsic and extrinsic motivation for learning English than the sixth graders (Carreira, 2006).

This qualitative study investigated EFL Korean middle school students using Self-Regulation, Perception of Parents Scales or POPS, and a Self-Report of Classroom Achievement questionnaire were used to investigate the motivation of students attesting to different affective variables such as parental involvement and support towards their English language learning. It was found that the students studying EFL felt that there was no support from their parents. Other findings were correlated to self-reported classroom achievement. The main findings showed that the students were extrinsically motivated to learn English as a foreign language in the classroom (Murray, 2005).

A longitudinal study investigated the language learning attitudes and motivation to learn English of 219 first year pupils in an Indonesian island in Sumatra. The study employed a questionnaire survey and semi-structured interview. The said questionnaire included the reasons for learning English, one of them was about the importance of English in their future careers. The five statements included were learners' integrative orientation and instrumental orientation. In the result, it was found that only 24 percent believe that English is more important than any other subjects. Only 47 respondents showed intrinsic motivation to study English as a foreign language. During the interview, the desire to learn English was due to the learners' wish to travel, study, and work abroad. In addition, the students believed and considered English as an international language. Overall, the study suggested that the learners were highly motivated to study English due to their parents, school, and media (Lamb, 2004).

A study was found that there was a relationship on the teacher's communicative style and students' intrinsic and extrinsic motivation. The students' feelings have a relationship with their positive view of the language and the teacher in the classroom. The findings revealed that there was a high intrinsic motivational intensity and positive feelings from the students enrolled in a summer French class (Noels, Clement, & Pelletier, 1999).

Background of Tepleela School

Tepleela School is one of the many government run schools in Bangkok, Thailand. It was established in May 1962 and located in 281 Ramkhamhaeng road, Hua mark, Bangkapi, Bangkok, Thailand. At present Tepleela School is being managed by Director Charnchai Rojana. Tepleela School has a total of over 2,075 students from the Regular and English programs.

Conceptual Framework

Figure 1 represents the process of this research study. The study investigated the student's level of intrinsic and extrinsic motivation. The independent variable categorized the students' program and grade level where they were enrolled. On the other hand, the dependent variables were the students' intrinsic and extrinsic motivation in learning English as a foreign language at Tepleela School.

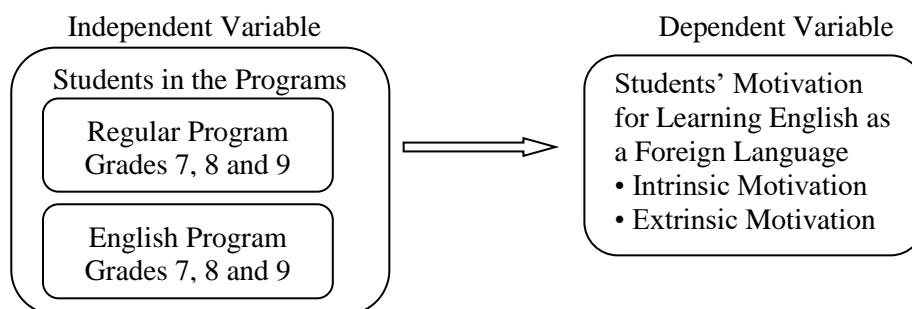


Figure 1: Conceptual Framework of This Study

Procedure

Participants

The researcher chose all 253 students from grade 7, 8, and 9 enrolled from the Regular and English Program in the academic year of 2015. The Regular Program class had a total of 127 students and the English Program class had a total of 126, as the samples for this study. Therefore, the research sample had a total of 253 students.

Instrumentation

This study employed a survey research design using a questionnaire. The questionnaire used is called Motivation and Attitude toward Learning English Scale for Children (MALESC). The questionnaire was classified into intrinsic motivation and extrinsic motivation. Intrinsic motivation measured the students' motivation regarding interest in foreign countries, attitudes of feelings towards English lessons, and anxiety, while extrinsic motivation measured the students' motivation regarding caregivers' encouragements and instrumental motivation. The questionnaire had a total of 19 items. Questions 1-19 items measured the intrinsic and extrinsic motivation. The 19 items in the questionnaire pertained to intrinsic motivation such as interest in foreign countries and anxiety, motivation towards English lessons; extrinsic motivation such as caregiver's encouragement, and instrumental motivation. A four-point Likert Scale was used to measure Thai student's opinions as to avoid the middle category of the scale. The assigned number corresponded to the respondent's opinion such as 1 for strongly disagree, 2 for disagree, 3 for agree, and 4 for strongly agree. The questionnaire used statements about intrinsic motivation (items 1-12) and extrinsic motivation (items 13-19). The researcher used the questionnaires on Motivation and Attitudes toward Learning English Scale for children (MALESC), which was created by Carreira (2006). MALESC was created and made possible through the literature on the second language acquisition and intrinsic and extrinsic motivation in psychology. The questionnaires were used to investigate the motivation for learning English as a foreign language in Japanese elementary school. Carreira's (2006) study used Cronbach's Alpha to check the reliability of each of the factor included in the MALESC questionnaire survey. The Cronbach alpha for each subscale was from .65 to .86.

The Table below shows Cronbach alphas of Carreira (2006) and the present study.

Table 1: The Cronbach's alpha of Carreira (2006) and the Present Study

Motivation/Subscales	Carreira (2006)	Present Study
Intrinsic		
Interest in Foreign Countries	.86	.901
Intrinsic (Motivation towards the English lessons)	.84	.634
Anxiety	.64	.766
Extrinsic		
Instrumental	.72	.874
Caregivers' Encouragement	.78	.819

Findings

Data collected from the second part of the MALESC questionnaire were used to assess students' motivation level to learn English as foreign language. There were 12 statements on intrinsic motivation regarding interest in foreign countries and anxiety and 7 statements on extrinsic motivation regarding caregiver's encouragement and instrumental motivation. The total score of student's level of intrinsic and extrinsic motivation in the English program were used. The data was analyzed using SPSS.

Research Question One

Table 2 shows mean scores for the level of the intrinsic and extrinsic motivation among the 127 students for learning English as a foreign language in the Regular Program. Students showed high level of intrinsic and extrinsic motivation to learn EFL.

Table 2: Mean Scores for Intrinsic and Extrinsic Motivation to Learn English as a Foreign Language in the Regular Program from MALESC (n= 127)

Regular Program	M	S.D.	Interpretation
Intrinsic	2.76	.489	High
Extrinsic	3.12	.664	High

Research Question Two

Table 3 shows the mean scores for the level of the intrinsic and extrinsic motivation among the 127 students for learning English as a foreign language in the English Program.

Table 3: Mean Scores for Intrinsic and Extrinsic Motivation to Learn English as a Foreign Language in the English Program from MALESC (n= 126)

English Program	M	S.D.	Interpretation
Intrinsic	2.87	.495	High
Extrinsic	3.40	.589	High

Research Question Three

Table 4 presents the t-test, which statistically determines the difference between the mean scores of the regular and English program students, had a value of -1.765. Therefore, there was no significant difference in students' intrinsic motivation to learn English as a foreign language between the Regular and English Program at the level of .05.

Table 4: The t-test for Intrinsic Motivation to Learn English as a Foreign Language in the Regular and English Program from MALESC (n=253)

Program	Mean Score	df	t	Sig. (2-tailed)
Regular	2.76	2.51	-1.765	.079
English	2.87			

Research Question Four

Table 5 presents the t-test, which statistically determines the difference between the mean scores of the Regular and English Program students, has a value of 3.65. There was a significant difference in students' extrinsic motivation to learn English as a foreign language between the Regular and English Program at the level of .05. From the mean scores, the students in English program had higher extrinsic motivation than those from Regular Program.

Table 5: The t-test for Extrinsic Motivation to Learn English as a Foreign Language in the Regular and English Program from MALESC (n=253)

Program	Mean Score	df	t	Sig. (2-tailed)
Regular	3.12	2.51	-3.65	.000
English	3.40			

Discussion*About the Motivations to Study English as a Foreign Language*

The present study identified the grades 7, 8 and 9 students' levels of motivation and investigated if there is any difference in the intrinsic and extrinsic motivation to learn English as a foreign language in the Regular and English Program.

The findings of the present study emphasized that the English Program students study English as a foreign language (EFL) for their future and considered going to the various English-speaking countries to know the people, culture, and the language better. With these, teachers should open the opportunities for the EFL students to explore the chances of experiencing to study in foreign countries. Schools should be able locate some organizations and study programs which could open the door and offer new opportunities for them. The results also coincide with the caregivers' encouragement, where the parents and the whole family believed that the English language is very important for their children's future. Parents with positive attitude would greatly contribute to the integrative motivation, whereas, parents with negative attitude would contribute to the low motivation of their children (Gardner, 1985). Thus, language learners are most of the time influenced by the people, and community or the environment in which they have contact while they are learning. The importance of teacher and parental attitude plays a significant role in the learning situation and should be taken into consideration. The study also highlighted that the students were instrumentally motivated and felt that they needed to learn EFL because it was necessary to find good jobs which will help them survived and compete with the other ASEAN nations. However, from the results, it is very important that teachers should encourage and motivate the learners through their teaching techniques.

Students learning English as a foreign language should be able to experience enjoyment as to have that innate feeling and confidence (Noels, Clement, & Pelletier, 2001) and teachers should master their teaching methodologies. The present study also emphasized that the students' desire to learn English as a foreign was extrinsic and they are quite moved due to the rewards that they will get from studying. This contradicts many educational psychologists, since they ignore the belief that rewards as a positive approach to language learning (Santrock, 2009). As interpreted, students were likely to be interested to learn English as to be able to get rewards such as good jobs, and other external expectations. In the previous study, it was demonstrated that students had more extrinsic motivation over intrinsic motivation. The students wanted to learn English to be able to get good jobs, for rewards, and other external expectations. The study concluded that learners have different motives in learning English, it could be instrumental but learners still would like to receive external rewards during the learning process (Khazaie & Mesbah, 2014).

About the Levels of Intrinsic and Extrinsic Motivation

The participants of this study scored, on average, high for both intrinsic and extrinsic motivation using a 4-point Likert scale. In this study, a score of higher than 2.50 is considered high motivation in terms of intrinsic and extrinsic motivation. The students in the English Program had a high level of intrinsic and extrinsic motivation compared with the Regular Program students. It is quite clear that the students enrolled in the English Program have a strong interest to learn the English language. Moreover, in the statement number 17 "I study English because I think English will be necessary when I am an adult" resulted to the high extrinsic motivation of the students. Studying English for external reasons falls on how the students foresee the importance of learning EFL and how it would help them get an ideal job in the future. Motivation in learning a language could be about motives for practical goals such as jobs and careers. An individual long to study accompanied by varied reasons (Gardner, 2007). These could be associated with attitudes, orientation, and second language (Gardner, 1985).

About the Students' Intrinsic and Extrinsic Motivations between Two Programs

Previous research studies had shown that intrinsic and extrinsic motivations will contribute to the students' success in the future. From this current study, though it was indicated that no significant difference in students' intrinsic motivation to learn English as a foreign language between the Regular and English Program, the students' extrinsic motivation to learn English as a foreign language were different between the Regular and English Programs. Moreover, the extrinsic motivation of the students in the Regular Program was lower when compared to the extrinsic motivation of the students in the English program. The results implied that the levels of intrinsic and extrinsic motivation are dependent on the type of motives and the desires of the learner. It could be due to some internal reasons or admiration of the people and culture that motivated them to learn the target language. It could also be due to language learner's desire to attain something from studying the language such as academic degree, to be successful in their careers in the future (Gardner, 2005). In this study, it was determined that students in the Regular Program had lower scores

in intrinsic and extrinsic motivation than students in the English program. This result implied that students in the English Program were better motivated than students in the Regular Program. This study has shown that students in the English Program tend to be more active in the class, interested in travelling and meet people with different backgrounds, and motivated to learn the English language, experienced support from the school and family. Although, students from the Regular Program had lower extrinsic motivation than the English Program students, their levels of both intrinsic and extrinsic motivation were still high. This might be because of the good environment at school and at home that encourages them in their learning. Also, given the experience of learning English with foreign teachers who have the expertise to teach EFL may encourage them to be motivated to learn the language.

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