

THE STUDY OF INTRINSIC MOTIVATION FOR ENGLISH LANGUAGE
LEARNING OF MATTAYOMSUKSA TWO STUDENTS
AT A GOVERNMENT HIGH SCHOOL



Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in Teaching English as a Foreign Language
at Srinakharinwirot University

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AN ABSTRACT
BY
KULLANAT SRITHONGKHAM

Presented in Partial Fulfillment of the Requirements for the Master of Arts Degree in
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This study intended to investigate the level of intrinsic motivation for English learning of Mattayomsuksa two students at a government high school, and to compare the levels of intrinsic motivation for English learning of Mattayomsuksa two students at a government high school based on average grade and expected elective program. The 31-item questionnaire was adapted from the intrinsic motivation questionnaire constructed by Choochom, et al. (1999). The modeled factors were based on the theories of Haywood and Burke (1977), Harter (1981), and Deci and Ryan (1990). The participants of this study consisted of 206 Mattayomsuksa two students at a government high school. SPSS version 10.5 was used to analyze the data. The percentage, mean (M), and standard deviation (SD) were used to describe the levels of intrinsic motivation for English learning. T-test was also conducted to determine whether there were significant statistical differences in the responses according to the independent variables (average grade and expected elective program).

The results showed that these students had medium level of intrinsic motivation for English learning although two factors, determination and need for competence, were found to be at a high level. In addition, there were significant differences between the students whose average grade was lower than 2.5 and those whose average grade was 2.5 or higher ($p \leq .001$). Nonetheless, there were no significant differences between the students whose expected elective program were Science and Language. Even though there was a significant difference between the level of intrinsic motivation for English

learning based on expected elective program regarding two factors, need for competence and challenge ($p \leq .05$). In relation to the findings, limitations of the study, implications of the study, and recommendations for further study were also discussed.



การศึกษาแรงจูงใจภายในในการเรียนภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่สอง
ในโรงเรียนมัธยมของรัฐบาลแห่งหนึ่ง



เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต
สาขาวิชาการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ
พฤษภาคม 2555

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การวิจัยครั้งนี้ มีวัตถุประสงค์เพื่อศึกษาระดับแรงจูงใจภายในในการเรียนภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาในโรงเรียนมัธยมของรัฐบาลแห่งหนึ่ง และเพื่อเปรียบเทียบระดับแรงจูงใจภายในในการเรียนภาษาอังกฤษของนักเรียนตามเกรดเฉลี่ยและแผนการเรียนที่คาดว่าจะเรียนในระดับมัธยมศึกษาตอนปลาย เครื่องมือที่ใช้ในการวิจัยคือแบบสอบถามจำนวน 31 ข้อ ซึ่งดัดแปลงมาจากแบบวัดแรงจูงใจภายในในการเรียนของออร์พินท์ ชูชมและคณะ (1999) ข้อคำถามที่สร้างขึ้นอิงทฤษฎีของ เฮย์วูด และ เบิร์ค (1977), ฮาร์เตอร์ (1981), และ ดีซี และไรอัน (1990) กลุ่มประชากรในการวิจัยครั้งนี้ประกอบด้วยนักเรียนชั้นมัธยมศึกษาปีที่สองในโรงเรียนมัธยมของรัฐบาลแห่งหนึ่ง จำนวน 206 คน โปรแกรม SPSS version 10.5 ได้ถูกนำมาใช้เพื่อการวิเคราะห์ข้อมูล ค่าสถิติพื้นฐานที่ใช้ในการวิเคราะห์ข้อมูล ประกอบด้วย ค่าร้อยละ ค่าเฉลี่ย ค่าความเบี่ยงเบนมาตรฐาน เพื่ออธิบายระดับแรงจูงใจภายในในการเรียนภาษาอังกฤษของนักเรียน รวมถึงการใช้ค่าทีเพื่อศึกษาว่ามีความแตกต่างอย่างมีนัยสำคัญหรือไม่ ระหว่างระดับแรงจูงใจภายในในการเรียนภาษาอังกฤษของนักเรียน เทียบกับเกรดเฉลี่ยและแผนการเรียนที่คาดว่าจะเรียนในระดับมัธยมศึกษาตอนปลาย

ผลการวิจัยพบว่านักเรียนกลุ่มนี้มีแรงจูงใจภายในในการเรียนภาษาอังกฤษที่ระดับปานกลาง ถึงแม้ว่าแรงจูงใจในองค์ประกอบความมุ่งมั่น และความต้องการมีความสามารถจะอยู่ในระดับสูง นอกจากนี้ เมื่อเปรียบเทียบในด้านเกรดเฉลี่ย พบว่านักเรียนที่มีเกรดเฉลี่ยต่ำกว่า 2.5 มีแรงจูงใจภายในแตกต่างจากนักเรียนที่มีเกรดเฉลี่ย 2.5 หรือสูงกว่าอย่างมีนัยสำคัญทางสถิติ และเมื่อเทียบตามแผนการเรียนที่คาดว่าจะเรียนในระดับมัธยมศึกษาตอนปลาย ไม่พบว่ามีแตกต่างอย่างมีนัยสำคัญทางสถิติระหว่างแรงจูงใจภายในในการเรียนภาษาอังกฤษของนักเรียนกลุ่มนี้ แม้ว่าจะมีอยู่สององค์ประกอบ คือ ความต้องการมีความสามารถและความท้าทาย ที่พบว่ามีแตกต่างอย่างมีนัยสำคัญทางสถิติระหว่างแรงจูงใจภายในในการเรียนภาษาอังกฤษเมื่อเปรียบเทียบกับแผนการเรียนที่คาดว่าจะเรียนในระดับมัธยมศึกษาตอนปลาย จากผลการศึกษาในครั้งนี้ ได้มีการอภิปรายถึงข้อจำกัดในการวิจัย ข้อเสนอแนะเกี่ยวกับการนำผลการวิจัยไปประยุกต์ใช้ และข้อเสนอแนะสำหรับการทำวิจัยครั้งต่อไป

The Master's Project Advisor, Chair of Teaching English as a Foreign Language, and Oral Defense Committee have approved this Master's project, *The Study of Intrinsic Motivation for English Language Learning of Mattayomsuksa Two Students at a Government High School*, by Ms. Kullanat Srithongkham as partial fulfillment of the requirements for the Master of Arts Degree in Teaching English as a Foreign Language of Srinakharinwirot University.

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The Master's Project has been improved as partial fulfillment of the requirements for the Master of Arts Degree in Teaching English as a Foreign Language of Srinakharinwirot University.

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May, 2012

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CHAPTER ONE

INTRODUCTION

Background of the study

English is considered one of the most important languages in the world. In many countries, English had become the second or third language (Harmer, 2007). Accordingly, the Ministry of Education (2008) was aware of the importance of English as it was a vital tool used for communication, education, occupation, cultural understanding, and the connecting of the world's communities. English could be a vital tool that could lead to a relationship and cooperation among many countries. Thus, the Ministry of Education encouraged English to be a compulsory subject that all Thai students had to learn. Therefore, they were able to transfer the Thai way of thinking and culture to the world (the Ministry of Education, 2001).

The Ministry of Thai Education determined that Thai students had to learn English at all levels from early primary to high school while other languages, such as French, German, and Chinese depended on whether or not the particular educational institutions would like to provide such languages for students (Ministry of Education, 2008). The Ministry of Education (2001) stated that most Thai students could not communicate in English effectively enough due to their low English competence. That is, the teaching and learning of English in Thailand still needed further development so as to improve the English competence of Thai students (Limpa payom, 2004, cited in Phothijak, 2006). One of the causes of such phenomena could be that students lacked motivation in learning English (Sotithimanont, 2005). Pantoomnawin (1985) and Pintawanit (2004) stated that the lack of motivation to learn would affect the students' educational achievement

(Sotithimanon, 2005). In other words, their learning achievement would be low when they were not motivated to learn. Furthermore, Archawaumrung (1998) and Kanivaranon (1998) stated similarly that motivation was an important factor that affected language acquisition and the learning outcome (Tonthong, 2006). Therefore, teachers should be aware of children's nature and should know how to get them to perceive that learning English was interesting and fun.

Moskovsly and Alrabai (2009), and Degang (2010) stated that motivation played a very vital role in second language acquisition and there was unanimity among experts to acknowledge this issue. It was considered an essential factor that could determine second/foreign language learning achievement. Since it was something of such critical importance, a large number of studies relating to the teaching and learning of English were conducted to investigate how the nature and role of motivation related to and worked on the second/foreign language (L2) learning process (Dornyei, 1994). Early studies on motivation on L2 learning had been initiated by Gardner and Lambert, who inspired and brought L2 motivation to be investigated extensively over the past three decades (Dornyei, 1994). Such numerous amounts of research made it obvious that motivation was a considerably important factor that could promote the L2 learning of students. Thus, to be successful in promoting the English learning achievement of students, English teachers and educators needed to know the importance of motivation as one of the factors that influenced students' success in studying English. Due to the fact that learning was better developed when students were motivated to learn, Gardner (1985) and Dornyei (1994) confirmed the importance of motivation as a vital factor in learning a second and foreign language. The three vital aspects of motivation were the individual's attitudes, desires, and effort (Gardner, Tremblay, & Masgoret, 1997). Similarly, Dornyei (1994) claimed that motivation was one of the main determinants of second/foreign

language (L2) learning achievement. It was an impetus to generate inherent learning and to sustain that force throughout the whole process of acquiring the language. It also served as the key factor to determine the students' foreign language acquisition achievement (Cheng & Dornyei, 2007).

Moreover, there were many researchers who were studying motivation in L2. For example, Gardner and Lambert (1959) found that there were two aspects of motivation: integrative and instrumental. Ever since this concept had been developed, a flood of research was undertaken to investigate L2 learning motivation (see Deci & Ryan, 1985; Crookes & Schmitdt, 1991; Dornyei, 1990, 1994; Oxford & Shearin, 1994). Deci and Ryan (1985) proposed intrinsic and extrinsic as major types of motivation. Such aspects were looked at as “concerning energy, direction, persistence, and equifinality—all aspects of activation and intention” (Deci & Ryan, 2000, cited in Lucas, Pulido, Miraflores, Ignacio, Tacay, & Lao, 2010). “Intrinsic motivation involves enhancing people’s self-concept by engaging them in activities that motivate them.” (Schmidt, 1987, cited in Moskovsky & Alrabai, 2009, p.1). Similarly, Malone (1981) stated that to make students intrinsically motivated to learn, they should receive a broad range of challenges, tangible feedback, and clear-cut performance benchmarks. Nevertheless, one’s intrinsic motivation would be undermined if one found that one performed the task because of extrinsic reasons (Deci & Ryan, 1985). In addition, most researchers and methodologists came to the view that intrinsic motivation produced better results than its extrinsic counterpart (Harmer, 2007).

In the field of second/foreign language (L2) learning, some empirical evidence suggested that intrinsic motivation could predict L2 learning outcomes. A study conducted by Ramage (1990, cited in Noels, Pelletier, Clement, & Vallerand, 2003) revealed that students who continued to learn language for the language’s sake had more

intrinsic motivation to learn than those who did not continue to do so. In addition, the finding from another study was that there was a relationship between increased intrinsic motivation and interest in English of Japanese students. With such motivation, they were more likely to acquire high English scores and greater language learning achievement (Noels, et al., 2003).

Taking into account the experts' view mentioned previously, it can be concluded that intrinsic motivation plays a very important role in language learning achievement. The more intrinsically motivated students are to learn, the greater success in language learning they will attain. Consequently, it is essential that teachers know the importance of and at which level of intrinsic motivation they can have students achieve when teaching English in order to have desirable behaviors and learning from students.

Statement of the Problem

Despite the importance of intrinsic motivation for English learning as stated earlier, not many studies on intrinsic motivation for learning in Thailand, especially with English, were conducted (Choochom, Sucaromana, & Suawallee, 1999). Due to the influence of intrinsic motivation on language learning success discussed previously, this present study intended to investigate the level of intrinsic motivation for English learning of Mattayomsuksa two students at a government high school. This study would also examine the differences of intrinsic motivation for English learning based on average grade and expected elective program.

Objectives of the Study

The major objectives of this study are as the followings:

1. To investigate the level of intrinsic motivation for English learning of Mattayomsuksa two students.
2. To compare the level of intrinsic motivation for English learning of Mattayomsuksa two students based on average grade and expected elective program.

Research Questions

The study intended to obtain the answers to the following questions:

1. What is the level of intrinsic motivation for English learning among Mattayomsuksa two students?
2. Is there any significant difference between intrinsic motivation for English learning of Mattayomsuksa two students based on average grade and expected elective program?

Significance of the Study

The results might be useful guidelines for English teachers, curriculum designers and those in the school whose obligations were concerning the development of an effective English curriculum and who had to organize motivational teaching strategies in order to help the students attain English competence in accordance with their own needs. Furthermore, the board of directors of different schools could use the results of the study to implement an established policy for the English subject of the school according to the students' desired learning outcomes and needs. The study's findings could, furthermore, provide a factual basis for English teachers among similar schools based on the same national curriculum as well as for English language institutes to improve and develop an

English curriculum. The English teachers and the English language institutes could develop teaching strategies so as to reach the desired qualities in teaching and learning that could meet the needs of the students on achieving better learning outcome.

Scope of the Study

This research intended to investigate the level of intrinsic motivation for English learning of Mattayomsuksa two students at a government high school. The questionnaire used in the study was adapted from the intrinsic motivation questionnaire constructed by Choochom, et al. (1999). The modeled factors were based on the theories of Haywood and Burke (1977), Harter (1981), and Deci and Ryan (1990). The participants of this study consisted of 206 Mattayomsuksa two students at a government high school. The study investigated two variables; dependent and independent. The dependent variable included the level of intrinsic motivation for English learning and the independent variable comprised of the average grade of the students and the expected elective program (the science program and the language program).

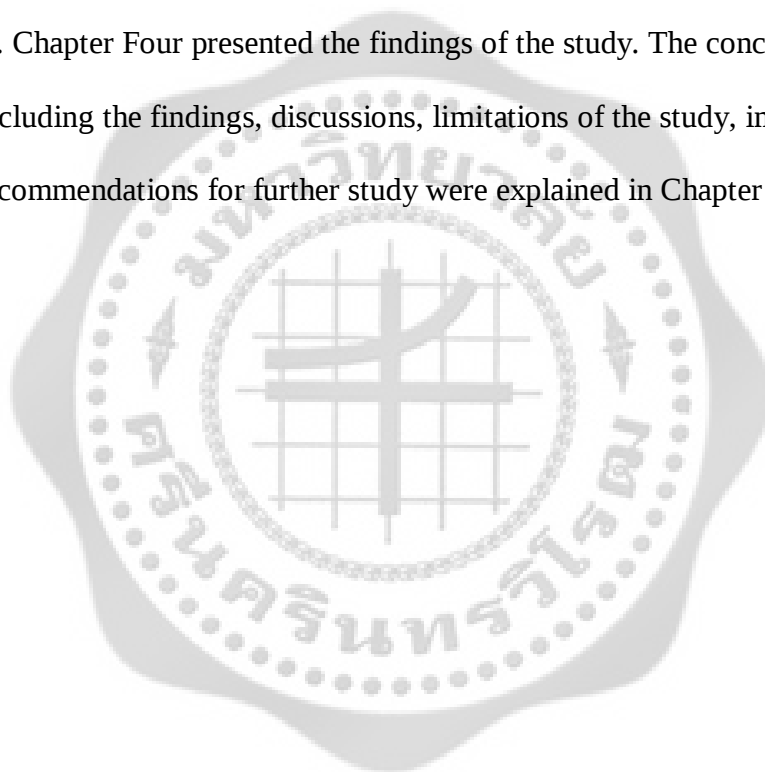
Definitions of Terms

1. *English Learning* refers to the English learning in the classes at a government high school which was taught by English teachers at this school based on the curriculum of the Ministry of Education in the academic year of 2011.

2. *Intrinsic Motivation* refers to the doing of an activity for pure enjoyment and interest. It could be measured by using part two of the questionnaire survey which assessed the information about intrinsic motivation for English learning. There were five factors to be measured including determination, need for competence, need for autonomy, interest-enjoyment, and challenge.

Organization of the Study

This study is presented in five chapters. Chapter One deals with the background of the study, objectives of the study, research questions, significance of the study, scope of the study, and definition of terms. Chapter Two reviewed the concept of motivation, motivation to learn a foreign/second language, motivation theories, the importance of motivation, and intrinsic motivation, intrinsic and L2 learning, related research. Chapter Three described the participants, instruments used to obtain the data, data collection, and data analysis. Chapter Four presented the findings of the study. The conclusion and discussion including the findings, discussions, limitations of the study, implications of the study, and recommendations for further study were explained in Chapter Five.



CHAPTER TWO

REVIEW OF THE LITERATURE

In this chapter, the review of related literature provided a basis for the study. The first part included an explanation of motivation. The second part reviewed motivation for foreign language learning. The importance of motivation, intrinsic motivation, and intrinsic motivation and L2 learning were in the following section. Related research studies concerning intrinsic motivation for language learning were presented and discussed in the final section.

Motivation

Motivation is a concept that has been defined by several experts. Gardner, Tremblay, and Masgoret (1997) argued that motivation included the individual's attitudes, desires, and effort. Moreover, Ryan and Deci (2000), Arends (2007), Harmer (2007), and Sothitimanon (2005) suggested a similar definition of motivation as some kinds of internal drive that aroused a person to be energetic and lead to action in order to achieve some goals. In addition, some experts defined motivation as a state of cognitive arousal "which provokes a 'decision to act,'" as a result of which there is a "sustained intellectual and/ or physical effort" so that the person can achieve some "previously decided goal" (Williams & Burden, 1997, p. 120, cited in Harmer, 2007). Likewise, motivation means eagerness and willingness to do something (Longman, 2007). Furthermore, Brown (2007) claimed that "motivation includes the need for ego enhancement as a prime motivator." This is the need "for the self to be known and to be approved of by others" (Brown, 2007, p. 169, cited in Harmer, 2007).

According to the concept or definition of motivation given by several experts, it can be concluded that motivation is an important factor that arouses a person to take action with something or to demonstrate his or her behavior.

Motivation to Learn a Foreign/Second Language

In the field of second language acquisition (SLA), Cheng and Dornyei (2007) stated that to attain language learning achievement, individuals needed to have their motivation self-initiated as that was a vital factor for language attainment. In addition, it was unanimously acknowledged among several experts that the attainment of a non-primary language required high motivation (Moskovsky & Alrabai, 2009). Due to the importance of motivation's role in effective language learning outcomes, scholars always accentuated this matter (e.g., Dornyei, 1990, 1994; Noels, Clement & Pelletier, 1999). Because of the social nature of foreign/second language learning, many researchers tended to emphasize the social-psychological aspects of motivation which was initiated by two Canadian psychologists, Gardner and Lambert. This became the inspiration for the following studies (e.g., Gardner, 1985; Gardner & Lambert, 1959; Deci & Ryan, 1985, 2000; Dornyei, 1990, 1994). Gardner and his associates (Gardner, 1985) introduced three categories of variables that were likely to be associated with second language learning: (a) Motivation- the effort and desire to learn the language, (b) Attitudes toward the learning situation- the driving force in language learning, and (c) Integrativeness- measured by three sub-tests: attitude toward the target group, interest in foreign languages, and integrative orientation. According to Gardner, these three components composed integrative motivation (Mori & Gobel, 2006).

In their early description of L2 motivation, Gardner and Lambert (1959) argued that both learner attitudes toward the L2 learning community and the learner goals for

acquiring the L2 were important factors to foster individuals' motivation to learn an L2. They found two categories of motivation: integrative and instrumental. The first category, integrative motivation, referred to a desire to learn the second language so as to have contact with members from the second language community. The second category, instrumental motivation, unlike the first one referred to the desire to learn the L2 to achieve some practical goal, such as career advancement or course credit (Noels, Pelletier, Clement, & Vallerand, 2003). Gardner and Lambert (1972, cited in Gardner, 1985) stated that those who were motivated to learn the language had positive attitudes towards the new language's speakers and community. They desired to get in contact with that community and to become like them (Gardner, 1985). Gardner (1985, p. 10) demonstrated motivation as "the combination of effort plus desire to achieve the goal of learning the language coupled with favorable attitudes towards learning the language." He also confirmed that the effort could not alone signify motivation whereas the desire to learn a second language with the satisfaction experienced in the learning activity could cause an individual to strive to acquire a new language. Similarly, an individual might want to learn the language and might enjoy the learning activity, but if that was not linked with the effort to do so, then it was not true motivation.

Since motivation was widely acknowledged as a singularly essential component in language acquisition, Nelson and Jakobovits (1970), Duffy and Roehler (1993) and Pongthongcharoen (1983) suggested that motivation was a factor that had an obvious impact on foreign language learning success. Nelson and Jacobovits (1970) found that learning motivation affected foreign language learning achievement as much as learning aptitude and it was even more important than intelligence (Wetthaisong, 2001). Jakobovits (1971, cited in Tonthong, 2006) stated that motivation played an important role in foreign language learning and was comprised of four components: aptitude,

intelligence, perseverance and other factors. There were different portions for each component: 33% for aptitude, 20% for intelligence, 33% for perseverance or motivation, and 14% for other components. Therefore, the learners' motivation should be established early on when one starts learning a foreign language.

With regard to the significance of motivation on language learning, Gardner's idea about motivation was often focused on. Nonetheless, it was also closely examined and criticized by other experts (e.g., Crookes & Schmidt, 1991; Dornyei, 1990, 1994). For example, Crookes and Schmidt (1991, p. 501) argued that "it was so dominant that alternative concepts have not been seriously considered". Accordingly, other aspects and types of motivation in relation to second/foreign language learning were investigated by many researchers who just started their studies for the last few decades (Moskovsky & Alrabai, 2009).

The Importance of Motivation

Kidkinson (n.d.) suggested that language learners at the beginning stage tended to get bored and give up learning easily when they encountered some difficult points in the language. Therefore, motivation in learning should be sustained at all times so as to keep students interested and engaged in the language learning activity (Kidkinson, n.d., cited in Sothitimanon, 2005). Moreover, Choochom, et al. (1999) stated that an individual's motivation could be expressed through their behavior and through the efficacy of their performance. Similarly, Narkbubpa (1986) stated that motivation affected a person's learning and working performance. One who was well motivated would pay extremely high attention in his study and work to his full potential and without becoming discouraged (Narkbubpa, 1986, cited in Sothitimanon, 2005). Ryan and Deci (2000) also stated that people who had motivation had an internal tendency that naturally emerged to

push them to overcome difficult challenges. Furthermore, Sothitimanon (2005) stated that motivation was an essential factor that influenced a person's determination to perform or not perform an action to achieve a goal. In conclusion, motivation is an important factor that keeps individuals sustained in their interest and effort to do something. Without motivation, one may not want to learn or be engaged for long in learning activities.

Numerous theories on motivation were considerably proposed. The cognitive aspects of motivation to learn were also noted by many researchers (e.g., Deci & Ryan, 1985; Gardner, 1985). In this study, intrinsic motivation, a component of cognitive evaluation theory, proposed by Deci and Ryan (1985) was focused on and was used in the theoretical framework of the study. Cognitive Evaluation Theory (CET) was presented by Deci and Ryan (1985) as a sub theory within Self-Determination Theory (SDT). According to the cognitive evaluation theory (Deci & Ryan, 1985, 2000), there were two general types of motivation which corresponded to two types of motivators. One type of motivation included external or environmental factors such as rewards, punishment, or social pressure that influenced individuals to act or to behave while the other type of motivation was based on one's own interest, curiosity, or the sense of satisfaction in an experience. CET concerned intrinsic motivation which was defined as the enjoyment of the task itself. The aim of this theory was to specify the factors in different social contexts that produced variability in intrinsic motivation. CET argued that the feelings of competence that emerged during L2 learning action which was due to interpersonal events and learning structures such as rewards, communication, and feedback could facilitate intrinsic motivation on such L2 learning actions because it met the basic psychological need for competence (Ryan & Deci, 2000). However, Ryan (2009) claimed that CET specified that feelings of autonomy and competence were affected by factors

such as rewards, deadlines, feedback, and pressure which could either enhance or undermine one's intrinsic motivation. In addition, although CET accentuated autonomy and competence as the important aspects of intrinsic motivation, events that were perceived to detract from these could lessen an individual's intrinsic motivation.

Intrinsic Motivation

According to Ryan and Deci (2000, p.56), intrinsic motivation was defined as “the doing of an activity for its inherent satisfactions rather than for some separable consequence.” When intrinsically motivated, a person was moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards. Arend (2007) also defined intrinsic motivation as motivation that emerged internally in a person by his own interest, curiosity, or the sense of satisfaction in an experience rather than external factors from the activity or the task such as rewards, money, grades, or punishment. Furthermore, Panthumnawin (1975, cited in Sothitimanon, 2005) suggested that intrinsic motivation referred to desires or behaviors expressing one's preference. Therefore, those who had intrinsic motivation acted with satisfaction and pleasure. Panthumnawin (1975) also claimed that psychologists believed that intrinsic motivation was more important than extrinsic motivation. Also, Beck (2003) defined the meaning of intrinsic motivation as characteristics of the activity itself which was considered rewarding to one who did it such as games, puzzles, creative tasks, etc.

“Intrinsic motivation exists not only in individuals, but also in the relation between individuals and activities.” (Ryan & Deci, 2000. p. 56). That is, different particular tasks interest some people but not others. Some may be intrinsically motivated to do certain tasks but not all of the tasks. Accordingly, intrinsic motivation was defined by theorists in different terms: the interest of the task itself and satisfaction gained from

conducting the task. According to Skinner's operant theory (1953, cited in Ryan & Deci, 2000), behaviors were conducted because of rewards; hence, an activity that was rewarding in itself was considered intrinsically motivating. On the other hand, Hull (1943, cited in Ryan & Deci, 2000) persisted that it was because of physiological drives that humans were motivated to behave. Therefore, intrinsically motivating activities were ones that met innate psychological needs and could provide satisfaction (Ryan & Deci, 2000). According to Ryan and Deci (2000), their approach focused primarily on psychological needs—namely, the innate needs for competence, autonomy, and relatedness which concerned intrinsically interesting activities. However, they acknowledged that the basic need of satisfaction accrued in part from engaging in interesting activities. The properties of the task and its potential intrinsic interest could lead to improvements in the task's design and hence would enhance motivation.

Choochom, et al. (1999) introduced intrinsic motivation as an individual's desire to act out the behaviors which were inherently emerged because of some internal aspects of the task or activity itself such as interest or challenge. That is, he or she did not need external rewards to be the impetus for conducting an activity. Intrinsic motivation factors developed by Choochom, et al. (1999) consisted of (a) determination, (b) need for competence, (c) need for autonomy, (d) interest-enjoyment, and (e) challenge. The first factor, determination, related to those who intended to attain achievement with their own abilities; they did the task without expecting external rewards. Task fulfillment was more rewarding to them than any external rewards of respect. The second factor, need for competence, related to those who needed to deal effectively with their environment, needed to learn, to develop skills, and to feel competent. Autonomy related to those who needed freedom when thinking and doing tasks and liked to create things by themselves. Interest-enjoyment related to those who were alert, felt satisfaction from and took

pleasure in interesting tasks or activities. Challenge, the last factor, related to people who liked new or unrepeatable tasks, tasks that had an ideal challenge and tasks that were suitable for the ability of the individuals.

The studies of classroom learning revealed the significance of autonomy versus control for the maintenance of intrinsic motivation (Deci & Ryan, 2000). Autonomy-supportive teachers could catalyze curiosity, desire for challenge, and higher level of intrinsic motivation on students (e.g., Deci, Nelzlek, & Sheinman 1981; Ryan & Grolnick, 1986, cited in Ryan & Deci, 2000) while those who were controlling would diminish students' initiative in learning and cause them to learn less well. Grolnick, Deci, and Ryan (1997) also confirmed that from the studies, autonomy supportive or controlling parents affected children's intrinsic motivation (Ryan & Deci, 2000).

In short, if a child's needs for autonomy and competence are supported by his family and school, his intrinsic motivation will be facilitated. In contrast, such motivation will not be enhanced or might even be diminished if one's needs for autonomy and competence are thwarted. According to CET, individuals' intrinsic motivation would emerge only in the activities that provided them with novelty, challenge, or have aesthetic value (Ryan & Deci, 2000).

Intrinsic and L2 Learning

Deci and Ryan (1985, 2000) introduced the topic of intrinsic motivation on learning, of which the importance was widely acknowledged. Nonetheless, their theory did not deeply address L2 learning in the framework, but learning in general (Noels, et al., 2003). In such theory, intrinsic motivation was considered a potential central motivator of the educational process (Dornyei, 1994). Due to the usefulness and importance of intrinsic motivation, several researchers and language learning experts

(e.g., Dornyei, 1994; Crooks & Schmidts, 1991; Noels, Pelletier, Clement, & Vallerand, 2003; Oxford & Shearin, 1994; Noels, et al, 1999, 2003; Moskovsky & Alrabai, 2009) acknowledged its important role in second language learning and conducted research based on Deci and Ryan's theory. Several studies showed that the intensity of intrinsic and extrinsic goals had a relationship with second language learning success, as some students wished to study language for their own interest (intrinsic motivation), whereas other students studied for an outside goal like a degree or a better job (extrinsic motivation). Another study conducted by Tachibana, et al. (1996, cited in Noels, et al., 2003) showed a relationship to Japanese students' interest in English (their intrinsic motivation) with their desire to have a better grade in English class, and with their having overall better English grades. Studies regarding socio-educational theory found that students' positive feelings in learning a second language positively affected the students' learning success (Noels, et al., 2003). Though second language learning was not considered in the theory about student choice, research showed the usefulness in using intrinsic and extrinsic motivation to calculate the success of learning a second language (Noels, et al., 2003). Also the findings of a study by Wu (2003) on intrinsic motivation and young language learners showed that to enhance young learners' self-perception of L2 competence, it required effective ways of teaching and learning such as a suitable environment, tasks with optimal challenge in themselves, essential instructional support, and evaluation that focused on self-improvement and attributed success or failure to controllable variables. On the other hand, factors that could promote young learners' perceived autonomy were freedom to choose learning contents, methods, learning outcomes, as well as various strategy training. Both perceptions of L2 competence and autonomy led to the establishment of L2 intrinsic motivation.

With regard to the influential role of intrinsic motivation on language learning discussed previously and the participants of this study who were Mattayomsuksa two students studying English in a classroom context, intrinsic motivation—a component of cognitive evaluation theory introduced by Deci and Ryan (1985, 2000)—was used in the theoretical framework of the current study because it was most associated with the participants and their learning context rather than using the whole cognitive evaluation theory which was considered too broad for this study.

Related Research

According to the considerable influence of intrinsic motivation on second/foreign language learning, a great deal of researchers' attention was drawn to conduct many related studies which included the followings:

Chang (2005) investigated learning motivation and learning strategies and the relationships between those two variables among college students of English in Taiwan. Self-determination theory proposed by Deci and Ryan (1985) was adapted in the study to discover students' learning motivation. The instrument used for assessing learners' motivation and learning strategies was adopted from Deci and Ryan's motivational scale and Oxford's SILL (Strategy Inventory for Language Learning). The result of the study revealed that the most frequently seen type of motivation was external motivation; and the most frequently used strategy was evaluating and planning strategy; and that both intrinsic motivation and identified motivation correlated highly to all of the four learning strategies. Besides, it was shown that cognitive strategies were related to all of the five types of learning motivation. Based on the results, the study suggested that teachers try to understand the students' learning motivation and their use of strategies so as to provide

them with the appropriate learning materials and the appropriate learning strategies which might enhance their language learning.

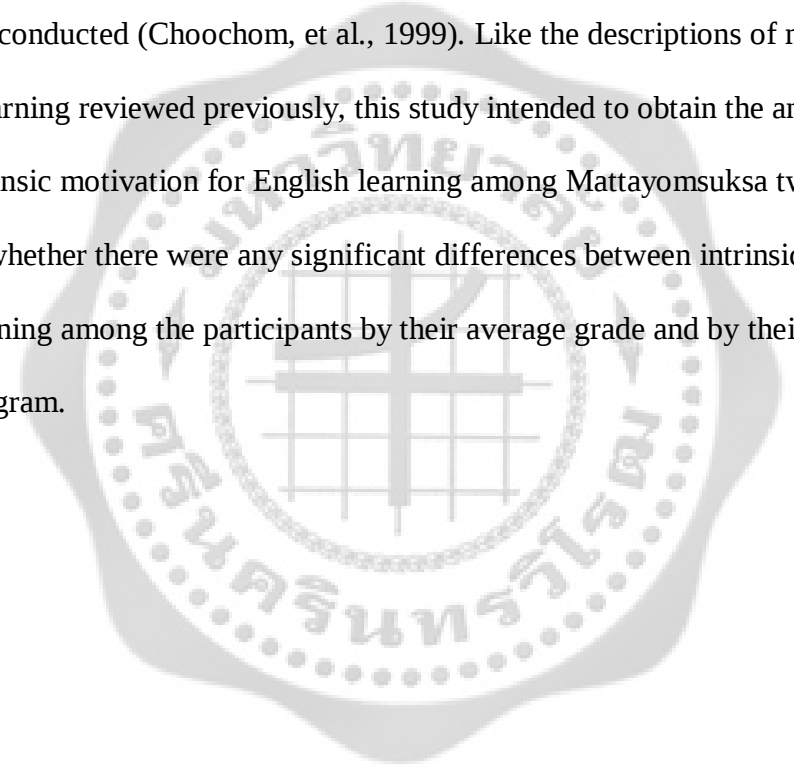
Similarly, Chang and Lehman (2002) investigated the effects of intrinsic motivation and embedded relevance enhancement within a computer-based interactive multimedia (CBIM) lesson for English as a foreign language (EFL) learners. The subjects of the study were students from different majors including engineering, agriculture and management recruited from a university in Southern Taiwan. The instruments used for collecting data were the Intrinsic Motivation Orientation Scale (IMOS), a comprehension test, and the Modified Instructional Material Motivation Survey (MIMMS). In the study, the subjects were categorized into two groups; those with higher and lower level of intrinsic motivation. They were assigned to learn English with text and videos, and then did exercises either with or without enhanced relevance components using the CIBM program. After completing the CBIM program, two dependent variables including comprehension and perceptions of motivation were assessed. A post-test was used to measure students' comprehension and the MIMMS was used to measure their perceptions of motivation. The results revealed that (a) no matter how high or low intrinsic motivation students had, the embedded relevance enhancement facilitated their language learning, (b) regardless of enhancement strategies, students with higher intrinsic motivation level performed better than those with the lower ones, (c) more highly intrinsically motivated students who received the specific treatments performed the best among all, and (d) there was no significant interaction between the two variables. The study recommended that teachers try to use various instructional strategies with their teaching in language classroom so as to help develop students' intrinsic motivation and to facilitate their learning.

Noels, et al. (1999) focused on how students perceived their teachers' communicative styles, particularly the extent to which teachers were perceived to support student's autonomy and to provide useful feedback about students' learning progress, as well as teachers' relationship to students' extrinsic and intrinsic motivational orientations. Moreover, it considered the relationship between these variables and the language learning outcomes—effort, anxiety, and language competence. The instrument for collecting data was a student survey questionnaire. The results indicated that the higher intrinsically motivation students had, the more positive language learning outcomes they gained. It included greater motivational intensity, greater self-evaluations of competence, and a reduction in anxiety. Furthermore, there was evidence of a negative relationship with the teacher's communicative style and the students' intrinsic motivation. That is, the more controlling and the less informative students perceived the teacher to be, the lower students' intrinsic motivation was.

Moskovsky and Alrabai (2009) measured the levels of intrinsic motivation on Saudi EFL learners. The questionnaire used in the study distinctively emphasized on investigating intrinsic motivation level; however, other types of motivation including integrative, instrumental, and extrinsic were also targeted. The results showed that although the study focused on intrinsic motivation, there were no statistical significant differences in the ranking of such motivation and the other three types of motivation on Saudi EFL learners. The results also showed that the administration of the survey might not yield clear outcomes in relation to the second language motivation in this population. The findings indicated a very high level of intrinsic and the other three motivation types in Saudi EFL learners regarding the overwhelming positive answers derived through the survey. However, the researchers found the results were too simplistically interpreted because there was a contradiction between high levels of intrinsic and the other three

motivation types and low level of second language achievement. The results seemed to strongly indicate that the respondents had underlying motivation and positive attitudes towards EFL learning which could be exploited to yield better learning outcomes if under more suitable conditions.

Although each finding discussed above was unique on its own, the findings were also a useful basis for this study. According to the related research addressed earlier, not many studies on intrinsic motivation for English learning, especially in Thailand, were specifically conducted (Choochom, et al., 1999). Like the descriptions of motivation on language learning reviewed previously, this study intended to obtain the answer to the level of intrinsic motivation for English learning among Mattayomsuksa two students and to find out whether there were any significant differences between intrinsic motivation for English learning among the participants by their average grade and by their expected elective program.



CHAPTER THREE

METHODOLOGY

The study was descriptive and quantitative in nature. This chapter began with a description of the participants for the study. Following this, the instrument used to obtain the data was detailed, and procedures for data collection were outlined. Finally, the methods of data analysis were explained.

Participants of the Study

The participants consisted of 206 Mattayomsuksa two students including 94 males and 112 females from a government high school. The participants were selected through simple random sampling. The recruited participants were those who formally indicated their consent to participate as respondents in this study. All students were also informed that their identity would be kept anonymous.

Instruments

To investigate the level of intrinsic motivation for English learning, the study used a questionnaire that was adapted from the intrinsic motivation questionnaire constructed by Choochom, et al. (1999). The modelled factors were based on the theories of Haywood and Burke (1977), Harter (1981), and Deci and Ryan (1990) in order to collect data. The questions allowed participants to share their thoughts and feelings that demonstrated their level of English learning intrinsic motivation. The questionnaire was prepared in Thai for the convenience of Thai respondents. The questionnaire consisted of two main parts. The first part included general demographic information of the participants: average grade and

expected elective program. The second part which used a 5 point Likert Scale: true, quite true, not sure, not quite true and not true inquired about the level of the students' intrinsic motivation that related to the various aspects of English learning. In this part, the participants were allowed to show their intrinsic motivation for English learning by selecting one of five possible boxes that were assigned numerical values ranging from (true) to (not true).

Table 1 listed the variables taken from the questionnaire and the items included for analysis.

Table 1
Questionnaire Descriptions

Factor	Item number
Determination	1, 12, 13, 18, 23
Need for competence	3, 7, 8, 10, 19, 24, 27
Need for autonomy	2, 9, 11, 16, 25
Interest-enjoyment	4, 15, 17, 20, 21, 22, 30
Challenge	5, 6, 14, 28, 29, 31

The questionnaire (see Appendix A) included 31 items adapted to measure the levels of intrinsic motivation for English learning of Mattayomsuksa two students at a government high school. All items were positive. The respondents were asked to rate each question with a view that was most similar to their opinions. The questionnaire was based on a five-point Likert scale ranging from true (5) to not true (1). The questionnaire was written in Thai for the convenience of Thai respondents (see Appendix B). Following this, the content validity was measured by three specialists. Consequently, according to the comments and suggestions of the experts, the questionnaire items or terms used that were unclear were revised. Therefore, the questionnaire could be used in the actual study afterwards.

Data Collection

Before conducting the actual research study, the researcher contacted the head of the academic department of a government high school to request permission to administrate the survey and to inform of the purpose of the study. When the request had been approved, the researcher met with the head of the academic department of the school so as to arrange the time which was the most convenient and suitable for the participants to complete the questionnaire. Prior to distributing the survey questionnaire to the target respondents, the researcher gave them comprehensive information about all aspects of the survey and the study, including the research objectives. In addition, the researcher stressed that the respondents consented to take part in this study. The questionnaire was then distributed to the participants to complete. The expected amount of time to complete the questionnaire was approximately 15 minutes; nevertheless, unlimited time was allotted in case some respondents took longer time to complete the questionnaire. The completed questionnaire was collected in the same day. SPSS version 10.5 was later used to analyze the data

Data Analysis Procedures

The data gathered from the completed questionnaires were used to describe the levels of intrinsic motivation for English learning of Mattayomsuksa two students at a government high school. The researcher analyzed the data by using a program called Statistical Package for Social Sciences (SPSS) version 10.5. Also the means (M), and standard deviations (SD) were the basic descriptive statistical analyses used to describe the levels of intrinsic motivation for English learning. Moreover, T-test was also conducted to establish whether there were significant statistical differences in the responses according to the “average grade” and “expected elective program” categories.

CHAPTER FOUR

FINDINGS

This study was intended to investigate the level of intrinsic motivation for learning English for Mattayomsuksa two students, and to compare the level of intrinsic motivation for English learning of Mattayomsuksa two students based upon the students' average grade and their expected elective program. As mentioned in the previous chapter, the study was descriptive and quantitative in nature. The questionnaire was adapted from the intrinsic motivation questionnaire constructed by Choochom, et al. (1999). There were five factors in the questionnaire including (a) determination, (b) need for competence, (c) need for autonomy, (d) interest-enjoyment, and (e) challenge.

To describe the level of intrinsic motivation for English learning of Mattayomsuksa two students, the survey included a five-point Likert scale questions which were completed by 206 Mattayomsuksa two students at a government high school. The score obtained was categorized as the dependent variable, while the students' average grade and students' expected elective program were the independent variables. In addition, T-test was also conducted to determine whether there were significant statistical differences between the intrinsic motivation level for English learning and the independent variables.

This chapter presented the overall results of the study including the demographic information of the participants, mean score, standard deviation, and the T-test.

Results

Demographic Features of the Participants

The general demographic data of the participants were presented in this section. Based on the questionnaire, the results shown in Table 2 indicated that of the total participants (206), the average grade of the majority of them, 173(83.98%), was of 2.5 or higher, while those whose average grade was lower than 2.5 were 33 (16.02%). As for the participants' expected elective program, 48.54% of them expected to attend the science program while 51.46% of them expected to choose the language program when they move up to high school grades in the near future.

Table 2
Frequency and percentage of Mattayomsuksa two students at a government high school

Variables	Frequency	Percentage
Average Grade		
Lower than 2.5	33	16.02
2.5 or higher	173	83.98
Total	206	100.00
Expected Elective Program		
The Science Program	100	48.54
The Language Program	106	51.46
Total	206	100.00

To investigate the level of intrinsic motivation for English learning of Mattayomsuksa two students in a government high school, the overall mean score of levels of intrinsic motivation is presented in Table 3.

To elicit the findings, the following scale was applied to this study. The criteria and meaning of the rating scale is presented as follows:

Rating of 4.51- 5.00 means that the level of intrinsic motivation for English learning of the students is very high.

Rating of 3.51- 4.50 means that the level of intrinsic motivation for English learning of the students is high.

Rating of 2.51- 3.50 means that the level of intrinsic motivation for English learning of the students is medium.

Rating of 1.51- 2.50 means that the level of intrinsic motivation for English learning of the students is low.

Rating of 1.00-1.50 means that the level of intrinsic motivation for English learning of the students is very low.

Table 3
Level of Intrinsic Motivation for English learning of Mattayomsuksa two Students at a Government High School

Factor	N	M	SD	Level
Determination	206	3.61	.80	High
Need for Competence	206	3.67	.78	High
Need for Autonomy	206	3.43	.75	Medium
Interest-Enjoyment	206	3.25	.87	Medium
Challenge	206	3.02	.91	Medium
Overall	206	3.36	.75	Medium

As shown in Table 3, Mattayomsuksa two students at a government high school had a medium level of intrinsic motivation for English learning with an average score of 3.36 (SD = .75). Moreover, Mattayomsuksa two students at a government high school had a medium level of intrinsic motivation for English learning on the last three factors, including need for autonomy, interest-enjoyment, and challenge with the average score of 3.43 (SD = .75), 3.25 (SD = .87), and 3.02 (SD = .91) respectively. Nevertheless, the remaining two aspects, determination and need for competence, were at high levels, with an average score of 3.61 (SD = .80), and 3.67 (SD = .78) respectively.

Table 4 presents the overall mean score by comparing the level of intrinsic motivation for English learning of Mattayomsuksa two students at a government high school based on average grade.

Table 4
Comparison of Level of Intrinsic Motivation for English learning of Mattayomsuksa two Students at a Government High School by Average Grade

Factor	GPA	N	M	SD	t
Determination	Lower than 2.5	33	3.03	.96	-3.95**
	2.5 or Higher	173	3.72	.71	
Need for Competence	Lower than 2.5	33	3.07	.94	-5.08**
	2.5 or Higher	173	3.78	.69	
Need for Autonomy	Lower than 2.5	33	2.82	.95	-4.19**
	2.5 or Higher	173	3.54	.65	
Interest-Enjoyment	Lower than 2.5	33	2.72	.95	-3.90**
	2.5 or Higher	173	3.35	.82	
Challenging	Lower than 2.5	33	2.45	.86	-4.08**
	2.5 or Higher	173	3.13	.88	
Overall	Lower than 2.5	33	2.79	.89	-4.19**
	2.5 or Higher	173	3.47	.67	

Note: ** $p \leq .001$

As demonstrated in Table 4, there was obviously a significant difference between the levels of intrinsic motivation for English learning of Mattayomsuksa two students based on average grade ($p \leq .001$). The overall mean score indicated that Mattayomsuksa two students at a government high school whose average grade was lower than 2.5 ($M = 2.79$, $SD = .89$) had lower levels of intrinsic motivation for English learning than those whose average grade was 2.5 or higher ($M = 3.47$, $SD = .67$). Furthermore, the mean score of those whose average grade was lower than 2.5 in terms of individual factor, including determination ($M = 3.03$, $SD = .96$), need for competence ($M = 3.07$, $SD = .94$), need for autonomy ($M = 2.82$, $SD = .95$), interest-enjoyment ($M = 2.72$, $SD = .95$), and

challenge ($M = 2.45$, $SD = .86$) apparently showed that they had lower levels of intrinsic motivation for English learning than those whose average score was 2.5 or higher ($M = 3.72$; $SD = .71$, $M = 3.78$; $SD = .69$, $M = 3.54$; $SD = .65$, $M = 3.35$; $SD = .82$, and $M = 3.13$; $SD = .88$ respectively).

Table 5 reports the overall mean score by comparing the level of intrinsic motivation for English learning of Mattayomsuksa two students at a government high school based on expected elective program.

Table 5
Comparison of Level of Intrinsic Motivation for English learning of Mattayomsuksa two Students at a Government High School by Expected Elective Program.

Factor	Program	N	M	SD	t
Determination	Science	100	3.72	.70	1.97
	Language	106	3.51	.87	
Need for Competence	Science	100	3.78	.69	1.99*
	Language	106	3.56	.85	
Autonomy	Science	100	3.53	.71	1.94
	Language	106	3.33	.79	
Interest-Enjoyment	Science	100	3.28	.79	.50
	Language	106	3.22	.95	
Challenging	Science	100	3.15	.90	2.06*
	Language	106	2.89	.90	
Overall	Science	100	3.45	.68	1.63
	Language	106	3.28	.81	

Note: * $p \leq .05$

As presented in Table 5, the overall mean score of Mattayomsuksa two students whose expected elective program was Science ($M = 3.45$; $SD = .68$) was not significantly higher than those whose expected elective program was Language ($M = 3.28$; $SD = .81$). Therefore, it can be initially concluded that there was no significant difference between the levels of intrinsic motivation for English learning of Mattayomsuksa two students whose expected elective program was Science and those of Language. However, when

looking at the two factors: need for competence and challenge, the mean scores of Mattayomsuksa two students whose expected elective program was Science ($M = 3.78$; $SD = .69$ and $M = 3.15$; $SD = .90$) were significantly higher than those whose expected program was Language ($M = 3.56$; $SD = .85$ and $M = 2.89$; $SD = .90$). That means there was a significant difference between the levels of intrinsic motivation for English learning of Mattayomsuksa two students whose expected elective program was Science and those of Language ($p \leq .05$) according to these two factors.

The Reliability of the 31-item questionnaire

Cronbach's alpha coefficient was computed to test the reliability of the questionnaire. The alpha of .96 indicated high reliability of the 31-item questionnaire.

Summary

According to the objectives of this study previously addressed, the study attempted to (a) investigate the level of intrinsic motivation for English learning of Mattayomsuksa two students at a government high school, and (b) compare the level of intrinsic motivation for English learning of Mattayomsuksa two students at a government high school based on the students' average grade and expected elective program. The findings presented that Mattayomsuksa two students at a government high school had medium level of intrinsic motivation for English learning, except for two aspects including determination and need for competence which were found to be at a high level. In addition, there was a significant difference between students whose average grade was lower than 2.5 and those whose average grade was 2.5 or higher ($p \leq .001$).

Furthermore, there was no significant difference between the levels of intrinsic motivation for English learning of Mattayomsuksa two students whose expected elective

program was Science and those of Language. However, within two factors, need for competence and challenge, there was a significant difference between the level of intrinsic motivation for English learning of Mattayomsuksa two students whose expected elective program was Science and those of Language ($p \leq .05$).



CHAPTER FIVE

CONCLUSION AND DISSCUSION

This chapter presented the conclusion, discussion, and limitations of the study. The implications of the study and recommendations were also suggested.

Conclusion

The study was conducted to (a) investigate the level of intrinsic motivation for English learning of Mattayomsuksa two students at a government high school and (b) compare the level of intrinsic motivation for English learning of Mattayomsuksa two students at a government high school based on average grade and expected elective program. According to objectives addressed previously, the study intended to obtain the answers to the following research questions:

1. What is the level of intrinsic motivation for English learning among Mattayomsuksa two students at a government high school?
2. Is there any significant difference between intrinsic motivation for English learning of Mattayomsuksa two students based on average grade and expected elective program?

The variables investigated in this study were (a) the dependent variable which was the level of intrinsic motivation for English learning of Mattayomsuksa two students at a government high school, and (b) the independent variables which included average grade and expected elective program. The questionnaire used in the study was adapted from the intrinsic motivation questionnaire constructed by Choochom, et al. (1999). The questionnaire consisted of two main parts. The first part included general demographic

information of the participants. The second part inquired about the level of the students' intrinsic motivation that related to the various aspects of English learning. The questionnaire was examined later for validity by three specialists. Cronbach's alpha coefficient was .96 which indicated that the questionnaire was highly reliable. In addition, to describe the levels of intrinsic motivation for English learning, the mean (M), and standard deviation (SD) were used as for basic descriptive statistical analyses. Moreover, T-test was conducted to investigate whether there were significant statistical differences between intrinsic motivation for English learning of Mattayomsuksa two students at a government high school based on average grade and expected elective program.

The overall mean results revealed that Mattayomsuksa two students at a government high school had a medium level of intrinsic motivation for English learning, except for two aspects including determination and need for competence which were found to be at a high level. Based on average grade, the level of intrinsic motivation for English learning between the students whose average grade was lower than 2.5 and those whose average grade was 2.5 or higher was found to be significantly different ($p \leq .001$). In contrast, there was no significant difference between level of intrinsic motivation for English learning of the students whose expected elective program was Science and those of Language program. Regarding two specific factors, need for competence and challenge, there was a significant different level of intrinsic motivation for English learning between these two groups of students ($p \leq .05$).

Discussion

Research Question 1

What is the level of intrinsic motivation for English learning among Mattayomsuksa two students at a government high school?

According to the results of the study, Mattayomsuksa two students in a government high school, regardless of determination and need for competence, generally had a medium level of intrinsic motivation for English learning. According to Choochom, et al's (1999) findings, students in high school grade-level had higher intrinsic motivation level than those in the secondary school level in the aspects of determination, autonomy, and challenge. As the results of this study indicated, Mattayomsuksa two students (secondary school level) had a medium level of intrinsic motivation for English learning which was lower than that of a high school level. Therefore, the results of this study were consistent with such result in terms of autonomy and challenge. On the other hand, the results of this study were inconsistent with the findings of Moskovsky and Alrabai's (2009) in which the level of intrinsic motivation (including only the factors similar to the current study: enjoyment, competence, and challenge) on Saudi EFL learners was high. However, such findings indicated that such a level of intrinsic motivation was high because of overwhelmingly positive responses in which the respondents responded positively to survey items to get approval, while the current study result was at a medium level. There could be many possible reasons for such finding; for examples, Malone (1981) indicated that receiving a broad range of challenges, tangible feedback, and clear-cut performance benchmark could intrinsically motivate students to learn. Therefore, it was possible that such factors given to them might not be adequate to intrinsically motivate them to learn English. Moreover, the reason was probably because English was a compulsory subject that all Thai students had

to learn no matter whether they wanted to do so or not. They probably considered that learning English was an obligation rather than an interesting and enjoyable activity which was meaningful and very important for their future. Accordingly, their need for autonomy, interest-enjoyment, and challenge were found to be at a medium level. Although the overall mean score reported that Mattayomsuksa two students' intrinsic motivation for English learning was at a medium level, two factors including determination and need for competence were found to be at a high level. Regarding the current situation in the world, one's English competence is required for further study or job opportunities in the future. Despite the medium level of intrinsic motivation for English learning regarding overall mean score, these Mattayomsuksa two students still needed to learn, develop skills, and feel competent. Thus, they had high intrinsic motivation for English learning regarding these two factors.

Research Question 2

Is there any significant difference between intrinsic motivation for English learning of Mattayomsuksa two students based on average grade and expected elective program?

This study demonstrated that there was statistically significant difference between the levels of intrinsic motivation for English learning among Mattayomsuksa two students at a government high school based on average grade ($p \leq 001$). The results were consistent with Choochom, et al's (1999) findings that students' average grade had a relationship with intrinsic motivation on learning. In other words, the higher the average grade, the higher the level of intrinsic motivation on learning that the students obtained. In addition, it was noteworthy that the Mattayomsuksa two students who obtained an average grade of 2.5 or higher had higher levels of intrinsic motivation for English learning than those

whose average grade was lower than 2.5. It could be explained that the students who could attain learning success with an average grade of 2.5 or higher felt that the learning was more internally rewarding than the group of students with a lower average grade. Consequently such feeling, regardless of the other subjects, led them to develop more of an intrinsic motivation for English learning. In other words, those who had higher levels of intrinsic motivation for English learning could attain higher English learning achievement. In contrast, Mattayomsuksa two students whose average grade was lower than 2.5 had a lower level of intrinsic motivation for English learning than the other group of students. It could be generalized that low learning achievement tended to lessen students' intrinsic motivation for learning in general, which included the English subject in this study. In other words, the students' average grade was dominant to their intrinsic motivation for learning (Choochom, et al, 1999).

In addition, the findings of this study demonstrated that there was no statistically significant difference between the levels of intrinsic motivation for English learning of Mattayomsuksa two students based on their expected elective program. Considering at the number of the participants whose expected elective program was Science (N = 100), it was found to be almost equal to those of Language (N = 106). It could be generalized that intrinsic motivation for English learning was not a dominant factor for the students' expected elective program preferences even though those who expected to attend the Language program in high school seemed to have more inclination toward intrinsic motivation for English learning. Despite the discussion stated previously, there was a significant difference between the levels of intrinsic motivation for English learning of Mattayomsuksa two students based on students' expected elective program in terms of two factors, need for competence and challenge ($p \leq 0.05$). As the students whose expected elective program was Science had higher level of intrinsic motivation for English learning

than those of Language regarding such factors, it could be concluded that expected elective programs were influential on the level of intrinsic motivation for English learning of Mattayomsuksa two students in a government high school.

According to Choochom, et al (1999), studies on intrinsic motivation for English learning, especially in Thailand, was not yet widely conducted. Moreover, previous research on intrinsic motivation for English learning, in general, was conducted according to a variety of factors in various research studies such as curiosity, competitiveness, cooperativeness, control, determination, autonomy, relatedness, challenge and enjoyment, which were not exactly the same factors specifically used in the current study. Therefore, only a few previous research studies could be comparable with the current study.

Limitations of the Study

The results of the study might not be representative or generalized as being similar to other groups of students in different contexts which might yield different results according to various reasons as the researcher stated in this paragraph. The study was limited to Mattayomsuksa two students at a government high school, which was a very particular group of students in a unique school. Despite being conducted in the same school, the findings might not be the representative of students in other grade levels. Furthermore, this study intended to investigate level of intrinsic motivation for English learning of the participants in five aspects as stated previously. Accordingly, the results might not be generalized as the overall level of the students' intrinsic motivation for learning English regarding other aspects. In addition, intrinsic motivation for English learning was not yet widely conducted in Thailand and such studies in foreign countries were conducted using various factors not exactly the same as the current study. Therefore,

there were limitations on comparing the findings of this study to related research in order to find whether it was consistent or not with previous research.

Implications of the Study

According to the theory of intrinsic motivation for learning and the results of this study, it can be concluded that intrinsic motivation is an influential factor for English learning achievement of Mattayomsuksa two students at a government high school. Therefore, English teachers should try to create English learning activities and environment that are interesting, enjoyable, and challenging. Moreover, they should be aware of supporting the students' learning autonomy and avoid being controlling which will diminish the students' intrinsic motivation. They should also try to find a variety of teaching strategies and techniques that can enhance and sustain students' intrinsic motivation for English learning.

Furthermore, people working in this area such as curriculum designers, those in the school whose obligations are concerning English teaching and learning development, the board of directors of different schools, English teachers among similar schools based on the same national curriculum as well as English language institutes should organize a seminar in order to develop English teaching and learning policy which put emphasis on establishing intrinsic motivation for English learning. Besides, they should try to investigate teaching and learning problems that can lessen or obstruct students' intrinsic motivation as well as find the solutions. Moreover, they should support English teachers' professional skills by providing them with effective teaching materials, giving advice, organizing training courses on teaching strategies, giving them encouragement, and evaluating their teaching regularly.

Recommendations for Further Study

The following recommendations are to be included in further investigation on intrinsic motivation for English learning of other groups of students in different contexts. Other aspects of intrinsic motivation on learning such as competitiveness, curiosity, control, and cooperativeness should be included as additional factors so as to investigate more deeply regarding students' opinions on levels of intrinsic motivation for English learning. It was also suggested that further study be conducted with students in different grade levels so as to find whether there will be any differences in the results. According to the research findings, need for autonomy, interest-enjoyment and challenge were factors that the participants had intrinsic motivation for English learning at a medium level. Therefore, further study should try to investigate more deeply the reasons why these three aspects of intrinsic motivation for English learning of students were not at high level. The result yielded may benefit English teachers and those whose obligations are related to English learning development.



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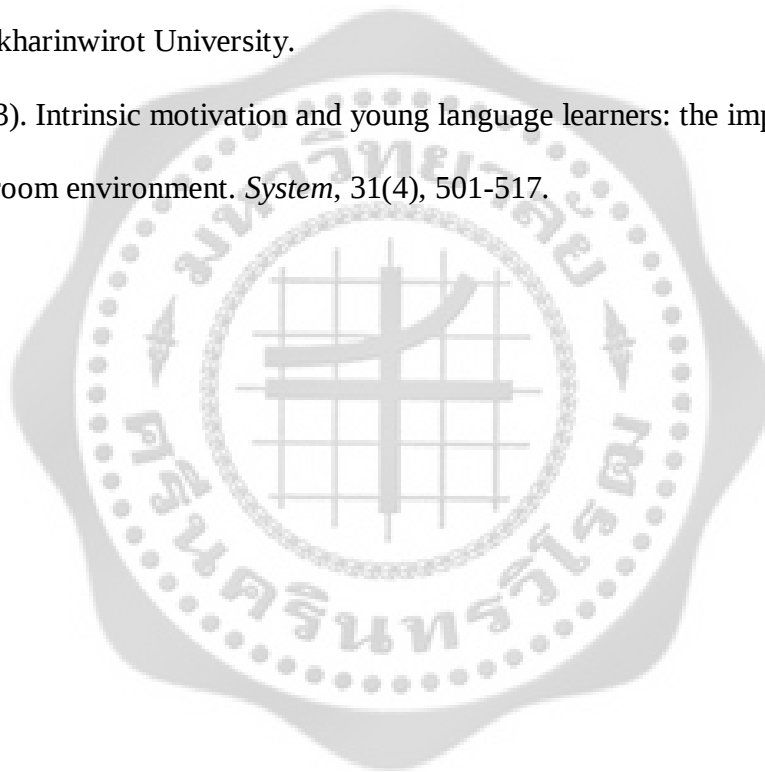
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APPENDICES

Appendix A:**QUESTIONNAIRE (English Version)****QUESTIONNAIRE**

The purpose of this questionnaire relates to *The Study of Intrinsic Motivation for English Language Learning of Mattayomsuksa Two Students at a Government High School*, a master's project for a Master of Arts Degree in Teaching English as a Foreign Language at Srinakharinwirot University.

The questionnaire comprises of two parts:

Part I: Demographic Information for Mattayomsuksa two students

Part II: Intrinsic Motivation for English learning of Mattayomsuksa two students.

Please answer the following questions as near to your own opinion as possible. The survey information and your answers will be kept anonymous, and will be used for this particular purpose only.

Thank you very much for your cooperation

(Kullanat Srithongkham)

Master's Degree Student

Srinakharinwirot University

Part I

Demographic Information

Directions: Please put a check ✓ in the box ☐ according to the facts about you.

1. Gender ☐ Male ☐ Female
2. Average grade ☐ Lower than 2.5 ☐ 2.5 or higher
3. Expected Elective Program ☐ the science program
☐ the language program

Part II

Directions: This part consists of 31 questions relating to the intrinsic motivation for learning English for Mattayomsuksa two students at a government high school. The scale is divided into 5 levels and ranges from “true” to “not true”. Please consider each statement given to see how much it is like to your own true feelings, thoughts, and motivations related to learning or working with English. Then put a check ✓ in the most appropriate box on the right side accordingly to your preference.

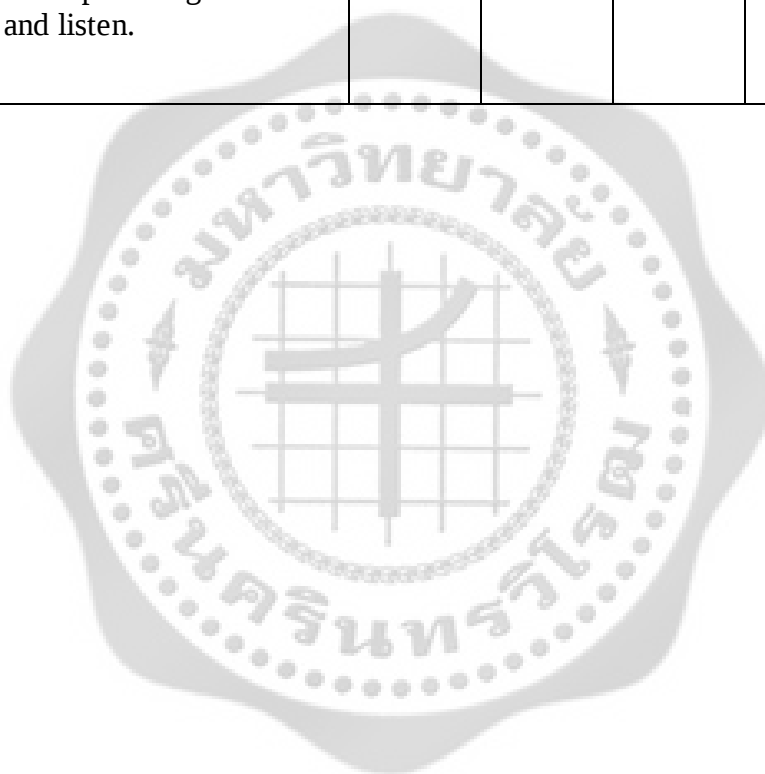
- **True** means that the particular statement regarding to you is absolutely true.
- **Quite True** means that the particular statement regarding to you is almost true but not completely true.
- **Not Sure** means that the statement regarding to you may be either true or not true.
- **Quit Not True** means that the statement regarding to you is almost not true.
- **Not True** means that the statement regarding to you is not true.

Personal Opinion	True	Quite True	Not Sure	Quite Not True	Not True
1. The perceived achievement gained from learning English and doing English assignments inspires me to enthusiastically continue learning even more than the rewards of praise from others.					
2. I am confident that I can solve the English problems and handle with English assignment by myself.					
3. My main reason to study English is that I need to gain more English skills and competence so that I can practically use it rather than just to pass an examination.					
4. I enjoy learning English because it is interesting, valuable, and essential to my future.					
5. I am content to do difficult English work.					
6. I would rather do English assignments such as exercises or reports of different types than the same ones over and over.					
7. I need to evaluate my English competence so as to see how well I can do English assignments.					
8. I would like to do English assignments that give me an opportunity to obtain more knowledge or English competence that are not included from learning in a regular class.					
9. If I have questions about the English language, I prefer to find out the answers without asking for help from others.					

Personal Opinion	True	Quite True	Not Sure	Quite Not True	Not True
10. I am delighted to do English assignments or activities using my own ability.					
11. I make my own plans to study English systematically so as to attain English success by myself rather than asking for help from others.					
12. Whenever I am successful in doing English assignments, the pride that I feel intrinsically means to me more than getting compliments from others.					
13. Achievement gained from doing English assignment inspires me to study English more.					
14. I enjoy doing English exercises or tests that are challenging.					
15. I am eager to do English work assigned by my teacher.					
16. I prefer to do English work in my own ways rather than follow instructions accompanying the work itself or that was provided by my teacher.					
17. I am eager to do English work because I am interested in the work itself, not because I want to please my teacher.					
18. I put the most effort in studying English on each day that I have English class.					
19. When I am curious about some points in the English language, I try to study further so as to gain more knowledge and skills.					

Personal Opinion	True	Quite True	Not Sure	Quite Not True	Not True
20. If I would like to know a particular topic in English such as idioms, grammar, and topics about native speakers' cultures, I am happy to search for more information even though it is not assigned by my teacher.					
21. I like to study and do tasks assigned such as exercises, searching for information and writing reports in English subject because the English language is interesting.					
22. I sometimes enjoy doing the English assignments so much that I forget about how much time I have spent on doing them.					
23. Achievement attained in studying English is the result of my effort on study and is not the result of luck.					
24. I am very happy when I'm finding out the answers to questions in English exercises or assignments with my own ability.					
25. I always look for a learning strategy that is most suitable for me rather than using others' learning methods.					
26. Even though there is no encouragement from others, I can still learn and work well on my English assignment.					
27. I am very satisfied to do any English assignments that require a lot of effort to finish.					
28. I am very satisfied when I can achieve doing difficult English tasks with all of the effort that I have.					

Personal Opinion	True	Quite True	Not Sure	Quite Not True	Not True
29. I always look for opportunities to speak English with foreigners using the English knowledge and skills I have learned previously.					
30. I speak English in class because I enjoy doing so, not because I am forced by my teacher.					
31. I would rather speak English in class than sit and listen.					



Appendix B:

QUESTIONNAIRE (Thai Version)

แบบสอบถาม

คำชี้แจง: แบบสอบถามนี้มีวัตถุประสงค์เพื่อศึกษาระดับแรงจูงใจภายในที่มีต่อการเรียนภาษาอังกฤษ ของนักเรียนชั้นมัธยมศึกษาปีที่สองในโรงเรียนมัธยมของรัฐบาลแห่งหนึ่ง ซึ่งอยู่ในหลักสูตร ศิลปศาสตรมหาบัณฑิต (ศศ.ม.) สาขาวิชาการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ มหาวิทยาลัยศรีนครินทรวิโรฒ

แบบสอบถามนี้ ประกอบด้วยสองส่วน คือ

ส่วนที่ 1 ข้อมูลทั่วไปของนักเรียนชั้นมัธยมศึกษาปีที่สองในโรงเรียนมัธยมของรัฐบาลแห่งหนึ่ง

ส่วนที่ 2 ระดับแรงจูงใจภายในที่มีต่อการเรียนภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่สองในโรงเรียนมัธยมของรัฐบาลแห่งหนึ่ง

ขอความกรุณานักเรียนได้ตอบแบบสอบถามนี้ตามความเป็นจริง ข้อมูลและคำตอบของนักเรียนจะถูกเก็บเป็นความลับและใช้เพื่อวัตถุประสงค์นี้เท่านั้น

ขอขอบคุณในความร่วมมือของนักเรียน

(นางสาวกุลณัฐ ศรีทองคำ)

นิสิตปริญญาโท

วิชาเอกการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ คณะมนุษยศาสตร์
มหาวิทยาลัยศรีนครินทรวิโรฒ

ตอนที่ 1

คำชี้แจง กรุณาทำเครื่องหมาย ✓ ลงใน ☐ หน้าข้อความต่อไปนี้ ให้ตรงตามความเป็นจริง

- | | | |
|--|--------------------------------------|---|
| 1. เพศ | ☐ ชาย | ☐ หญิง |
| 2. เกรดเฉลี่ย | ☐ ต่ำกว่า 2.5 | ☐ 2.5 หรือ มากกว่า |
| 3. แผนการเรียนที่คาดว่าจะเรียนในระดับมัธยมศึกษาตอนปลาย | ☐ วิทยาศาสตร์ | ☐ ศิลป์ |

ตอนที่ 2

แบบสอบถาม

คำชี้แจง คำถามในตอนนี้ประกอบด้วย 31 ข้อ ประกอบด้วยข้อความที่เกี่ยวกับระดับแรงจูงใจที่มีต่อการเรียนภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่สองในโรงเรียนมัธยมของรัฐบาลแห่งหนึ่ง ระดับความคิดเห็นแบ่งออกเป็น 5 ระดับ ซึ่งเรียงตั้งแต่จริงไปหาไม่จริง ขอให้ นักเรียนพิจารณาว่าข้อความนี้ตรงกับความรู้สึก ความคิด ในการเรียน หรือในการทำงานที่ได้รับมอบหมายในวิชาภาษาอังกฤษ จากนั้นให้ทำเครื่องหมาย ✓ ลงในช่องขวามือเพียงช่องเดียวในแต่ละข้อคำถาม ให้ตรงตามข้อเท็จจริงของนักเรียนมากที่สุด

- **จริง** หมายถึง ข้อความนั้นตรงตามข้อเท็จจริงทั้งหมดของนักเรียน
- **ค่อนข้างจริง** หมายถึง ข้อความนั้นตรงกับข้อเท็จจริงเกือบทั้งหมดของนักเรียน
- **ไม่แน่ใจ** หมายถึง ข้อความนั้นอาจตรงหรือไม่ตรงกับข้อเท็จจริงของนักเรียนก็ได้
- **ค่อนข้างไม่จริง** หมายถึง ข้อความนั้นไม่ตรงกับข้อเท็จจริงทั้งหมดของนักเรียน
- **ไม่จริง** หมายถึง ข้อความนั้นไม่ตรงกับข้อเท็จจริงของนักเรียน

ความคิดเห็นส่วนบุคคล	จริง	ค่อนข้างจริง	ไม่แน่ใจ	ค่อนข้างไม่จริง	ไม่จริง
1) ฉันรู้สึกว่าการประสบความสำเร็จในส่วนใดส่วนหนึ่งของการเรียนวิชาภาษาอังกฤษ เป็นแรงบันดาลใจให้ฉันมุ่งมั่นเรียนรู้ต่อไป มากกว่าการได้รับรางวัลเป็นการตอบแทน					
2) ฉันมั่นใจว่าฉันจะสามารถแก้ปัญหา และทำงานที่ได้รับมอบหมายจากวิชาภาษาอังกฤษได้ด้วยตนเอง					
3) เหตุผลหลักในการเรียนวิชาภาษาอังกฤษ ของฉัน คือต้องการเพิ่มพูนทักษะความสามารถด้านภาษา เพื่อให้นำไปใช้งานได้จริง มากกว่าการเรียนเพียงเพื่อจะสอบให้ผ่านเท่านั้น					
4) ฉันสนุกกับการเรียนรู้วิชาภาษาอังกฤษ เพราะเป็นวิชาที่น่าสนใจ มีคุณค่า และมีความสำคัญต่ออนาคตของฉัน					
5) ฉันชอบทำงานยากๆในวิชาภาษาอังกฤษ					
6) ฉันชอบทำกิจกรรมวิชาภาษาอังกฤษ เช่น แบบฝึกหัด หรือการทำรายงาน ในรูปแบบที่แตกต่างไปจากแบบที่เคยทำอยู่ เป็นประจำ					
7) ฉันต้องการประเมินระดับความสามารถที่แท้จริงของตนเอง ว่าฉันทำงานที่ได้รับมอบหมายในวิชาภาษาอังกฤษได้ดีเพียงใด					
8) ฉันต้องการทำกิจกรรมที่ได้รับมอบหมายในการเรียนภาษาอังกฤษ ที่เปิดโอกาสให้ฉันเพิ่มพูนความรู้ ความสามารถทางภาษาอังกฤษ เพิ่มเติมจากความรู้ที่ได้รับในเวลาเรียนปกติ					

ความคิดเห็นส่วนบุคคล	จริง	ค่อนข้างจริง	ไม่แน่ใจ	ค่อนข้างไม่จริง	ไม่จริง
9) หากฉันมีข้อสงสัยเรื่องใดก็ตามเกี่ยวกับภาษาอังกฤษ ฉันขอศึกษาค้นคว้าเพื่อหาคำตอบด้วยตนเอง					
10) ฉันพอใจมากที่ได้ใช้ความรู้ความสามารถและความคิดของตนเอง ในการทำกิจกรรมที่เกี่ยวข้องกับการเรียนภาษาอังกฤษ					
11) ฉันชอบวางแผนการเรียนภาษาอังกฤษสำหรับตนเอง อย่างเป็นขั้นตอน เพื่อให้บรรลุผลสำเร็จด้วยตนเอง มากกว่าจะขอความช่วยเหลือจากผู้อื่น					
12) เมื่อฉันทำงานที่ได้รับมอบหมายในวิชาภาษาอังกฤษ ด้วยความมุ่งมั่นฉันสำเร็จด้วยความภาคภูมิใจในตนเองที่เกิดขึ้น มีคุณค่าต่อฉันมากกว่าการได้รับคำยกย่องชมเชยจากบุคคลรอบข้าง					
13) ความสำเร็จของการเรียนและงานที่ได้รับมอบหมายจากวิชาภาษาอังกฤษที่ฉันได้รับ ทำให้ฉันมีแรงบันดาลใจในการเรียนเพิ่มขึ้น					
14) ฉันชอบทำแบบฝึกหัดหรือแบบทดสอบภาษาอังกฤษ ที่ท้าทายความสามารถของตนเอง					
15) ฉันรู้สึกกระตือรือร้นที่จะทำงานวิชาภาษาอังกฤษ ทันทีที่ได้รับมอบหมายจากอาจารย์					
16) ฉันชอบทำงานที่ได้รับมอบหมายในวิชาภาษาอังกฤษด้วยวิธีการของตนเอง มากกว่าจะทำตามวิธีการหรือขั้นตอนที่อาจารย์ระบุไว้ในคำสั่ง					

ความคิดเห็นส่วนบุคคล	จริง	ค่อนข้างจริง	ไม่แน่ใจ	ค่อนข้างไม่จริง	ไม่จริง
17) ฉันรู้สึกกระตือรือร้นที่จะทำงานวิชาภาษาอังกฤษเพราะสนใจเนื้อหาความรู้ มีใช้เพราะต้องการให้อาจารย์พอใจ					
18) ในแต่ละวันที่ฉันเรียนวิชาภาษาอังกฤษ ฉันมีความมุ่งมั่น ตั้งใจและพยายามอย่างเต็มที่เพื่อให้การเรียนในวันนั้นๆ ประสบความสำเร็จ					
19) เมื่อฉันมีข้อสงสัยใคร่รู้ประเด็นต่างๆ เกี่ยวกับภาษาอังกฤษ ฉันพยายามค้นคว้าเพิ่มเติม เพื่อจะได้มีความรู้ มีทักษะความสามารถเพิ่มขึ้นอยู่เสมอ					
20) หากฉันสนใจในเรื่องใดเรื่องหนึ่งเกี่ยวกับภาษาอังกฤษเป็นพิเศษ เช่น สำนวนพูด ไวยากรณ์ วัฒนธรรมของเจ้าของภาษา ฉันมีความสุขที่จะศึกษาหาความรู้เพิ่มเติม แม้ว่าอาจารย์จะไม่ได้สั่งให้ไปศึกษาเพิ่มก็ตาม					
21) ฉันอยากเรียนรู้ ทำกิจกรรมที่ได้รับมอบหมาย เช่น แบบฝึกหัด การค้นคว้า เขียนรายงานในวิชาภาษาอังกฤษ เพราะภาษาอังกฤษมีความน่าสนใจ					
22) บางครั้งฉันสนุกกับการทำกิจกรรมที่ได้รับมอบหมายวิชาภาษาอังกฤษจนกระทั่งลืมเวลา					
23) ความสำเร็จที่เกิดขึ้นจากการเรียน เป็นผลมาจากความพยายามของฉัน ไม่ได้เกิดขึ้นด้วยความบังเอิญ					
24) ฉันพอใจมากที่ได้ใช้ความรู้ความสามารถของตนเอง เพื่อแก้ปัญหาในแบบฝึกหัด หรืองานที่ได้รับมอบหมายในวิชาภาษาอังกฤษ					

ความคิดเห็นส่วนบุคคล	จริง	ค่อนข้างจริง	ไม่แน่ใจ	ค่อนข้างไม่จริง	ไม่จริง
25) ฉันมักคิดค้นหาวิธีการเรียนรู้ภาษาอังกฤษที่เหมาะสมกับตนเอง มากกว่าใช้วิธีการเรียนรู้ของผู้อื่นเสมอ					
26) แม้ไม่ได้รับกำลังใจจากบุคคลรอบข้าง ฉันก็ยังสามารถทำงานที่ได้รับมอบหมายในวิชาภาษาอังกฤษได้ดี					
27) งานใดๆก็ตามที่ได้รับมอบหมายในวิชาภาษาอังกฤษที่ต้องใช้ความสามารถอย่างเต็มที่ เพื่อให้สำเร็จ คื่องานที่ฉันพอใจอย่างยิ่ง					
28) ฉันพึงพอใจมากเมื่อได้ใช้ความพยายามทำงานวิชาภาษาอังกฤษที่ยากได้สำเร็จ					
29) ฉันมักหาโอกาสพูดภาษาอังกฤษกับชาวต่างชาติ โดยใช้ความรู้ที่เรียนมา					
30) ฉันพูดภาษาอังกฤษในชั้นเรียนเพราะฉันสนุกที่ได้ทำ มิใช่เพราะถูกอาจารย์บังคับ					
31) ฉันชอบพูดภาษาอังกฤษในชั้นเรียนมากกว่าการนั่งและฟังเท่านั้น					

Appendix C

Reliability Coefficients of Items in the Questionnaire

Item number	Reliability Value
1	.96
2	.96
3	.96
4	.96
5	.96
6	.96
7	.96
8	.96
9	.96
10	.96
11	.96
12	.96
13	.96
14	.96
15	.96
16	.96
17	.96
18	.96
19	.96
20	.96
21	.96
22	.96
23	.96
24	.96
25	.96
26	.96
27	.96
28	.96
29	.96
30	.96
31	.96



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