

A STUDY OF SUPPORTING STAFF'S MOTIVATION IN SPEAKING ENGLISH:
A CASE STUDY OF ASSUMPTION COMMERCIAL COLLEGE



MASTER'S PROJECT
BY
BOONDEE RUNGRUANGMANEERAT

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

August 2013

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AN ABSTRACT
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The study aimed to investigate the motivation of supporting staff in speaking English for communication. The participants were 34 supporting staff at Assumption Commercial College during the second semester of the academic year 2012. The research instrument was a questionnaire. The data were statistically analyzed by means and standard deviation.

The results indicated that:

- 1) Supporting staff had high instrumental motivation in speaking English at 4.01.
- 2) They had fairly high integrative motivation in speaking English at 3.57.
- 3) Intrinsic motivation in speaking English for communication of supporting staff was also high at 3.86.

การศึกษาแรงจูงใจในการพูดภาษาอังกฤษของบุคลากรฝ่ายสนับสนุนการสอน
:กรณีศึกษาของโรงเรียนอัสสัมชัญพาณิชยการ



เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
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การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อสำรวจหาแรงจูงใจในการพูดภาษาอังกฤษของบุคลากร
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A Study of Supporting Staff's Motivation in Speaking English at Assumption
Commercial College

By
Boondee Rungruangmaneerat

has approved by The Graduate School as partial fulfillment of the requirement for the
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TABLE OF CONTENTS

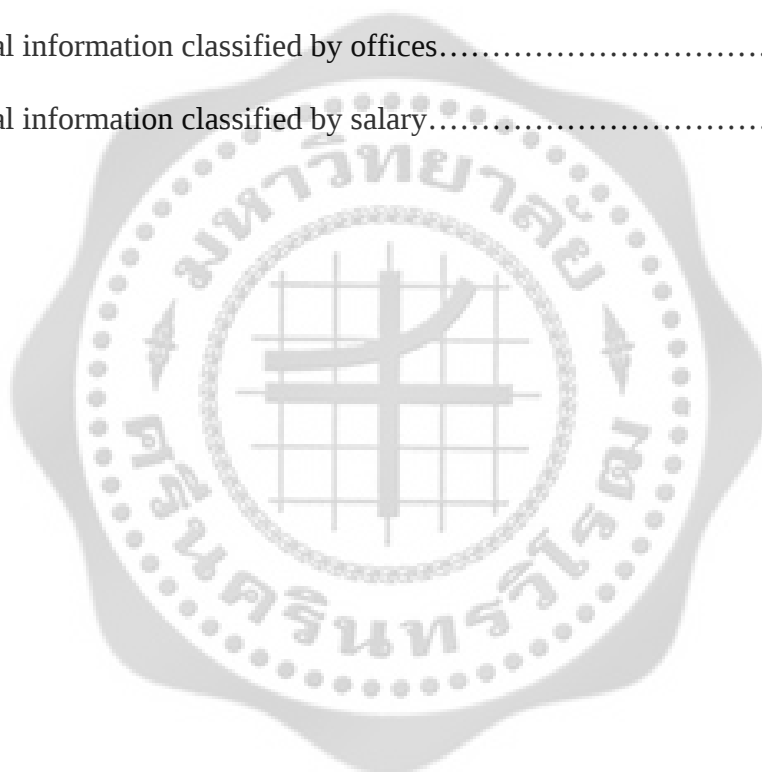
Chapter	Page
1 INTRODUCTION.....	1
Background of the Study.....	1
Objective of the Study	3
Research Question	3
Significance of the Study	3
Scope of the Study.....	3
Definition of Terms	4
2 REVIEW OF THE LITERATURE	5
Motivation	5
Speaking Communication	16
3 METHODOLOGY.....	20
Subjects	20
Research Instruments	21
Data Collection	22
Data Analysis	22
4 FINDINGS.....	23
Analysis of Quantitative Data.....	23

TABLE OF CONTENTS (Continued)

Chapter	Page
5 CONCLUSION AND DISCUSSION	35
Summary of the Research	35
Summary of the Main Findings	35
Discussion.....	36
Limitations of the Study.....	38
Recommendations for Further Studies	39
REFERENCES.....	40
APPENDIX.....	45
VITAE.....	56

LIST OF TABLES

Table	Page
1 General information classified by gender.....	24
2 General information classified by age.....	24
3 General information classified by education.....	25
4 General information classified by work experience.....	25
5 General information classified by offices.....	26
6 General information classified by salary.....	27



CHAPTER I

INTRODUCTION

Background of the Study

English is an important international language in the world. It has become a global language rapidly and has been widely spoken and written throughout the world. It is the most essential international language in the present world. English is everywhere and strongly influences human's activities. It is a process of transmitting information, ideas, thoughts, and opinions across language and cultural boundaries. Its importance can hardly be overemphasized because using English effectively has become a key factor for running an organization efficiently. In addition, it is known that English is the international language used to communicate to each other all over the world. Most people need to have good proficiency in English because it is very necessary for them in job seeking and career progression. A person who has the ability to use English fluently will be an asset to their organization and society.

Due to the influence of the globalization, people use English considerably in numerous fields such as business, diplomacy, tourism, finance, education, etc. Several institutions realize the significance of English. Assumption Commercial College is one of the educational institutions which emphasize an essential role of English to serve students and teachers' needs. From a number of current international students and teachers, some of them are from Myanmar, India, China, Nigeria, Cambodia, Japan and the Philippines. Using English as a means of communication is of paramount importance. Supporting staff must use English considerably to facilitate teachers' work. In addition, several English signs, notices and boards are posted in every building. Vocabulary knowledge, reading

and speaking proficiency in English are necessary for supporting staff to possess. More importantly, the administrators have a policy to communicate and upgrade English conversations and instructions so that the supporting staff will not have difficulties communicating with foreigners.

Assumption Commercial College was established in 1938. It was the first private vocational school in Thailand to use English as a medium of instructions and has continuously promoted English as an important language of communication for students' day to day life and future endeavors. It offers subjects in commercial level preparatory to Business Administration course with majors in Selling, Accounting and Computer. There are two academic programs. Program A uses English as medium of instructions in all subjects. Program B uses both Thai and English languages as a medium of instructions in some specific subjects although most textbooks are written in English.

Presently, supporting staff cannot speak English effectively although the school emphasizes on English atmosphere and uses English as a medium of instructions. It promotes English as an important language of communication for students' day to day life and future endeavors. However, most of the staff have low proficiency in English. According to the school's annual report of year 2009 that the average score of the Test of English as an International Communication (TOEIC) were lower than 550 out of 990. The required scores are 650. This information indicates that they have not met the standard required by the institution, and the supporting staff's English proficiency is not satisfactory and face some English communication problems with foreign students and teachers. They normally ask for assistance from English teachers to deal with foreigners. Furthermore, most of the staff have taken various English courses many times, but their scores are not improved and they try to avoid speaking English or they are not confident

to speak due to limited English speaking ability. From the information given, the institution has never conducted any studies on low English proficiency of supporting staff in my organization. Consequently, the researcher conducted the study to explore motivation in speaking English because motivation is a key factor to stimulate supporting staff to speak English. The information which the researcher gained will be presented to administrators to prepare the most appropriate courses or find practical solutions to help supporting staff communicate successfully and effectively.

Objective of the Study

This study is conducted to identify motivation in speaking English of supporting staff at Assumption Commercial College.

Research Question

What type of motivation plays a major role in speaking English for communication?

Significance of the Study

The results of the study were given to administrators to set up in-house training, design skill development program and know the quality of English proficiency of supporting staff in order to place them at the right job.

Scope of the Study

This study aims to explore motivation in speaking English of supporting staff at Assumption Commercial College and its effects of the organization. This study is confined by the following parameters:

1. The population for this study includes all supporting staff at Assumption Commercial College in the academic year 2012. The total number is 34.

2. The research time period spans from December 2012 to July 2013.

Definition of Terms

In this study, the following terms are defined as follows:

1. Motivation in speaking English refers to internal desire and the need to study English of supporting staff for effective communication and to gain acceptance in working environment.

2. Supporting staff refer to non-academic staff who work in Registration Office, Director's Office, Maintenance and Service Office, Discipline Office and Academic Office. Finance Office and Activity Office.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter explores the study of motivation in speaking English. It is divided into two parts: motivation and speaking communication. Each of the factor is reviewed as follows:

1. MOTIVATION

What is motivation? A number of theorists define motivation in various scopes:

Turner (1995) considers motivation to be synonymous with cognitive engagement, which he defines as voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning and monitoring. Hellriegel, Slocum, and Woodman (2001) mentioned that motivation represents the forces acting on or within a person that cause the person to behave in a specific, goal-directed manner. Kreitner and Kinicki (2001) mentioned that the term motivation is derived from the Latin word “*movere*” meaning “to move.” In the present context, motivation represents “those psychological processes that cause the arousal, directions and persistence of voluntary actions that are goal directed. Gray (2003) refers to a sense of interest or perception of value which can lead learners to success in language learning. Pintrich (2003) has observed that motivation comes from the Latin verb *movere* and refers to what gets individuals moving towards particular activities and tasks. Broussard and Garrison (2004) broadly define motivation as the attribute that moves us to do or not to do something. Wlodwoski (1985) explained motivation as the processes that can (a) arouse and instigate behavior, (b) give direction or purpose to behavior, (c) continue to allow behavior to persist, and (d) lead to choosing or preferring a particular behavior.

According to the above concepts and ideas, it can be said that motivation is the processes that stimulate our behavior or arouse us to take actions.

People learn a language because they want to acquire, use and communicate with those who speak the language. They may want to know the cultures and learn about the country where the language is spoken. Some students are successful in learning language whereas others cannot achieve their language learning goals. Harmer (1991) indicated that the motivation that students bring to class is the single biggest factor affecting their success. A good language teacher should know how to encourage students to use the target language.

The following ways are useful to motivate students:

Firstly, the teacher should find out about your students' interests, experiences, hobbies, career goals and relate the content to students' interests. he should make sure that the level of teaching matches students' background, ability and experience. Secondly, the teacher should use a lot of examples, illustrations and stories as much as variety in his methods and materials as possible and ask students how the sessions could be more interesting. In addition, he should listen, talk less than his students do, and give possible feedback verbally and non-verbally. Moreover, he should encourage interaction among students to promote discussion such as group work, brainstorming and role playing. Activity is much more motivating than passive listening or responses. The more students do, the more they will learn. Lastly, use humor and be clear what is going to happen.

Motivation influences why people decide to do something, how long they want to do it for and how hard they are prepared to work to achieve it.

Many factors influence our motivation to use a language including the usefulness to us of knowing the language well, e.g. for finding jobs, getting on to courses of study, getting good marks from the teacher, our interest in the target language culture (the culture of the language we are learning), and feeling good about learning the language and self-confidence (feeling that we can do things successfully), learner autonomy / independence (feeling responsible for and in control of our own language) encouragement and support from others, e.g. teachers, parents, classmates, colleagues, school and society.

In summary, motivation is one of the most important factors that affect on self-confidence to speak English, the target language cultures and successful language learning goals because it fosters sustained learning. From this point of view, teachers should know ways to motivate learners to perform the tasks, produce the target language and promote learner autonomy.

Models of Motivation

The two models of motivation discussed in this literature review also concentrate on specific factors that influence motivation.

Gardner's Model

Gardner (1985) was one of the pioneering researchers in second language acquisition (SLA) to focus on motivation. He chose to define motivation by specifying four aspects of motivation.

1. a goal
2. effortful behavior to reach the goal

3. a desire to attain the goal
4. positive attitudes toward the goal

A goal was not necessarily a measurable component of motivation. Instead, a goal was a stimulus that gave rise to motivation. Gardner (1985) focused on classifying reasons for second language study, which he identified as orientations. He found two main orientations through his research:

1. integrative: a favorable attitude toward the target language community; possibly a wish to integrate and adapt to a new target culture through use of the language.
2. instrumental: a more functional reason for learning the target language such as job promotion or a language requirement.

Gardner (1985) specifically delineated the difference between these orientations and actual motivation. Motivation “refers to a complex of three characteristics which may or may not be related to any particular orientation. These characteristics are attitudes toward learning the language, desire to learn the language, and motivational intensity” For example, an integrative orientation was a class of reasons suggesting why a person might undertake language study, including a desire to integrate with a target language community. By itself, this simply reflected a goal which might or might not lack motivational power. On the other hand, an integrative motive include this orientation, plus the motivation, which included desire, motivational intensity, and a number of other attitudes involving the target language community.

Gardner’s socio-educational model of motivation focused on the integrative motive. Motivation was the central concept of the model, but there were also some factors which affected this such as integrativeness and attitudes. These were other factors that influenced individual differences, and were seen as complex variables

Gardner's Socio-Educational Model of Motivation

Integrativeness

(can include an integrative orientation)

Motivation

- desire to learn
- intensity
- attitudes

Attitudes

(can include an evaluation of a language teacher or course)

(Adapted from Dornyei, Z. (1994) Modern language Journal, 78, p. 517)

Dornyei's Model

Dornyei (1994) was also concerned with expanding the model of motivation beyond two orientations, specifically in a FL setting. He stated that the exact nature of the social and pragmatic dimensions of second language motivation is always dependent on where and who learns the languages. Contrary to Gardner's focus on integrativeness, Dornyei (1994) asserted that in a FL setting instrumental orientation would have greater influence on language learners. He created a model of FL learning motivation that could account for and include some of the expanding views of motivation. Three different levels of factors which not only allowed for the inclusion of orientations but also for specific situations that involved the learner and the surrounding context were as follows:

The first level in Dornyei's model is the language level which encompasses both integrative and instrumental motivational subsystems focusing on reactions and attitudes toward the target language. The second level is the learner level which focuses on the individual's reaction to the language and the learning situation. At this level different

cognitive theories of motivation are included. Cognitive theories of motivation view motivation as a function of someone's thoughts, not as an instinct, need, drive, or state. The source of action occurs when information is encoded and transformed into a belief. Different factors of cognitive theories such as learned helplessness, a resigned, pessimistic state can develop when someone feels success is impossible. It could be added to this model.

The third level is the learning situation level which takes into account specific motivational factors connected with the teacher, the course, and the group of language learners with which an individual interacts. This level consists of extrinsic and intrinsic motives in different areas. Extrinsic motivation consists of doing "something because of an external reward that may be obtained, while intrinsic motivation is demonstrated when we do something because we get rewards enough from the activity itself" These two motives are not necessarily mutually antagonistic. However, extrinsic motivation can undermine intrinsic motivation. Traditional school settings often cultivate extrinsic motivation (Brown,1990), but under certain circumstances classroom rewards can be combined with or lead to intrinsic motivation.

Dornyei (1996) specified that each different level, language learner and learning situation seems to have an independent effect of the others. He stated that each of the three levels of motivation exert their influence independently of the others and have enough power to nullify the effects of the motives associated with other two levels, However, in regard to his framework, he also said that many of its components have been verified by very little or no empirical research in the L2 field.

Types of Motivation

In the field of both psychology and language acquisition, motivation is considered to be one of the most essential factors for learners to learn a language successfully. Psychologists believe that learners who have both internal and external desire can easily achieve language learning. Based on sources of motivation, it can be classified into intrinsic and extrinsic motivation.

Extrinsic motivation is concerned with outside factors which motivate a person to do something in order to get something. It is influenced by external incentive such as reward or punishment. It promotes learners to have obvious goals in their lives. In addition to the types of motivation above, the term “motivation” can be classified based on benefits for future advancements, social interchange of the group and internal desire to use the target language.

Intrinsic motivation

It can be defined as motivation to engage in an activity because that activity is enjoyable and satisfying to do. It is concerned with internal motivation that comes from that particular person. It will motivate him/her to do something for his/her own sake. Students are more motivated to learn when they are given choices, become absorbed in challenges that match their capabilities, and receive rewards that have informational value but are not used for control. Intrinsic motivation emphasizes self-determination. O'Malley (1990) stated that motivation can be the most crucial factor that learners bring to a learning task. Learners who are successful in learning can develop confidence in their own ability to learn whereas those who are not successful in the past can develop negative attitude towards their ability to learn. Dickinson (1987) claims that success enhances motivation only in children who are focused on learning goals, that is, who are

intrinsically motivated. According to Koestner and McClelland (1990), research on intrinsic motivation has led to the conclusion that intrinsic motivation will be greatest under conditions that foster feelings of challenge, competence, and self-determination. They also claim that if external events enhance feelings of competence, when someone is told he or she has performed tasks very well, intrinsic motivation is likely to increase. Motivation is an important factor in learning a foreign language. It helps develop English proficiency of the learners and make learning successful. It is one of the most essential factors that administrators use to encourage supporting staff to function their duties effectively and efficiently. In addition to clarification based on sources, the aims and functions of extrinsic motivation can be classified into integrative and instrumental motivation.

Integrative motivation

Gardner (1983) defined integrative motivation as “learning a language because the learner wishes to identify himself with or become integrated into the society” of the target language. Gardner and Lamber (1972) suggested that individual with an integrative orientation would demonstrate greater motivational effect in learning L2; consequently, the learners achieve greater L2 competence. Brown (2000) stated that the integrative motivation means the learners wish to integrate themselves into the culture of the second language group and become involved in social interchange in that group. Furthermore, he stated that integrative motivation produces higher scores on proficiency tests in a foreign language. To reach the successful target language learning, students need to be attracted by the culture of the target language community and have a strong form of integrative motivation to integrate themselves into that particular culture. Consequently, a learner is integratively motivated when he/she learns a language because he/she wants to know

more of the cultures and values of the foreign language group, make contact with the speakers of the languages and live in the country concerned.

Instrumental motivation

Gardner (1983) defined instrumental motivation as “learning a language because someone or less clearly perceived utility it might have for the learner”. More specifically, a learner is instrumentally motivated when he/she wants to learn a language to pass an examination, to use it in one’s job, to use it in holiday in the country, as a change from watching television because the educational system requires it.

Brown (2000) stated that instrumental motivation refers to acquiring a language as a means of attaining goals such as having a better career, position and status.

Instrumental motivated learners are more likely to see the language learning as enabling them to do other useful things. Learners will be motivated if they see language learning as having beneficial career prospects or something that will enable them to use transactional language with speakers of the foreign language.

In order to offer a clear image of the intrinsic-extrinsic dichotomy, it will be understandable to represent it in the following way:

Intrinsic	Extrinsic
Preference for challenge	Preference for easy work
Curiosity / interest	Pleasing a teacher / getting grade
Independent mastery	Dependence on teacher in figuring out problems
Independent judgment	Reliance on teacher's in judgment about what to do
Internal criteria for success	External criteria for success

Following this model, it comes out clearly that the greater the value the individuals attach to the accomplishment of an activity, the more highly motivated they will be to engage in it and later to put sustained effort until they achieve their goal. This distinction also tells us that both internal and external factors have an important role to play in motivating learners.

Previous Research

Numerous researchers conducted various studies emphasizing on motivation, and useful findings were reviewed. For example, in 1985, Vichulata and Lee conducted the research entitled “ Students’ motivation for learning English in Universiti Putra Malaysia

(UMP). The findings revealed that UPM students are both integratively and instrumentally oriented towards learning the English language.

Another researcher, Sarjit (1993) conducted research entitled “Analysis of the English language needs of consultants”. The result presented that instrumental motivation was the main reason for learning the language followed by personal motivation.

Another researcher, Benson (1991) did research on “Attitudes and motivation towards English.” The study found that the importance of integrative and personal goals as factors in motivation among Japanese college students as he stated, “Integrative and personal reasons for learning English were preferred over instrumental ones”

Another study concentrated on “Motivation among learners of English in the secondary schools in the eastern coast of the UAE.M.A.” by Qashao (2006). The results revealed that students have a higher degree of instrumentality than integrativeness. In addition, the findings indicated that difficulties with the subject (English) aspects such as vocabulary, structures and spelling were found to be the most de-motivating factors for the students.

Another significant study entitled “Psycho-sociological variables in learning of English in Yemen” by Al Quayadi (2002). The result showed that the students had a high level o both instrumental and integrative motivation toward the English language.

Another significant entitled “Relationships Between Personal Factors, Motivation Factor, Work Environment, and Self-Development Activities of Staff Nurses, Governmental Hospitals, Bangkok Metropolis” by Warangkana Siripujaka (2001). The results summarized that there was a positive significant relationship between motivation factor and self-development activities of staff.

In conclusion, motivation is the factor or force acting on supporting staff that initiate and direct behavior. It is an important factor for supporting staff to improve their English proficiency and inspire them to work effectively. Supporting staff are essential resources of the educational institution because they can fulfill learners' needs. School objectives cannot be achieved without supporting staff. Consequently, the administrators should know how to motivate them to develop themselves, give the best services to learners and teachers and function their duties effectively and efficiently.

2. Speaking Communication

2.1 Definition of Speaking Communication

Educators define the meaning of communicative speaking in various ways. Paulston (1978) says that speakers have to interact while they are talking and share information following social rules. Littlewood (1995) suggests that speakers should choose and use content appropriate to their listeners. Valette (1977) considers speaking as a social skill. With communication being the goal of second-language acquisition, emphasis is on the development of correct speech habits. Speaking involves more than pronunciation and intonation. At the functional level, speaking means making oneself understood. At a more refined level, speaking requires correct and idiomatic use of the target language. A newcomer in a foreign country learns to communicate to obtain the essentials of life by using gestures and gradually picking up words and phrases.

According to Bygate (1987), interaction skills involve making decisions about communication while maintaining desired relations with others. Cohen (1994) insists that speakers have fluency in the language and use vocabulary and structure in suitable situations. In addition, Krashen et al. (1963) says competent speaking is integrated with

listening. speaking fluently in a second language occurs after speakers have been given effective and comprehensible input.

In summary, competent speaking comes from a speaker's ability to communicate by sharing information fluently and accurately, including appropriate selection and use of vocabulary and structures. However, to communicate perfectly, teachers and learners must consider other various components of speaking as well.

2.2 Components of Speaking

Weir (1993) writes that it was necessary to be more specific about effectiveness in deploying improvisational skills, and examiner might make detailed assessments in terms of fluency, appropriateness, accuracy and range. Fluency is smoothness of execution. Ability to negotiate meaning includes the ability to use communication strategies with ease when facing difficulties. Appropriateness includes degree of politeness, suitable timing in turn taking, suitability of language used in requesting clarification and expressing disagreement. Accuracy focuses on both intelligibility and grammar. Range refers to adequacy and variety of vocabulary and structures.

Moreover, Scarcella; & Oxford (1992) state that effective speakers employ a variety of abilities. Canale & Swain (1980) describe these as grammatical, sociolinguistic, discourse and strategic competencies. Grammatical competence is using and understanding grammatical structures accurately and unhesitatingly relative to fluency. Sociolinguistic competence includes speech acts such as apologies and compliments. Discourse competence involves effective negotiation of ideas within a given discourse. Strategic competence is when speakers have mastered language strategies, allowing them to stretch their ability to communicate effectively in their new language.

In summary, the components of an oral English activity should emphasize the nature of communication. The three most important components are fluency, appropriateness and accuracy. Fluency conveys the meaning smoothly in each situation. Appropriateness refers to proper use and choice of words, phrases or sentences suitable to conveying meaning. Accuracy implies correct use of structure and grammar as well as vocabulary and pronunciation. Overall, the purpose of a speaking activity is to help learners communicate successfully.

RELATED PREVIOUS RESEARCH

Recently, some researchers conducted several studies focusing on different aspects related to English speaking, and communication, and some provoking findings were revealed. For instance, in 1999, Duangphan Krisanon conducted a study entitled *“The causes of communication problems in the secretary’s telephone in English.”* The results of the study revealed that the causes of communication problems over the telephone resulted from language barriers. Almost 50% of the participants said that language barriers consisted of incorrect pronunciation and low ability in speaking skills.

Another study concentrated on English speaking entitled *“(v) is really a problem sound for Thai speakers”* by Chunsuvimol and Ronnakiat (2001). The main purpose of this research was to investigate stylistic variation of (V) in the English of Thai speakers. Three styles were chosen in this study , conversation (informal), reading text (formal), and minimal pairs (very formal). The data analysis showed that there was a significant difference between the use of syllable-initial and word-final (v). Most of syllable-initial (v) occurred as (v) in each style while the word-final (v) occurred most frequently as (f), followed by (v).

Another significant study entitled “*Students’ opinions toward oral presentations in EFL classroom.*” was carried out by Chanida Siriphotchanakorn (2005). The study revealed the problems that the students encountered during giving oral presentations. More than half of students made mistakes in grammar (86.67%), and spoke English with wrong pronunciation (68.33%). They could not find the words that could help them present their ideas clearly (60%), and felt nervous and could speak out (55%).

Another researcher, Orisa Susattayawong (2006) did research entitled “A survey of English speaking problems of nurses of Raajavithi Hospital.” The purposes was to explore the major problems in speaking English. It was found that the speaking problems of the nurses at Rajavithi Hospital were caused by grammatical errors, difficulty in self-expression, not being able to use the right words. Inappropriate use of intonation and stress, mispronunciation, and lack of self-confidence.

The above research demonstrates English communication problems focusing on speaking skill of the Thais, and it will be interesting to further explore some related aspects. Consequently, a study of motivation in speaking English of supporting staff at Assumption Commercial College is proposed to carry out by the researcher.

CHAPTER III METHODOLOGY

This study aims at investigating levels of motivation in speaking English of supporting staff at Assumption Commercial College. This chapter provides the research methodology including subjects, research instruments, the constructions of development of the questionnaire, data collection and data analysis.

Subjects

The respondents in this study were supporting staff. Twenty-eight respondents were female. Only six respondents were male. The age of respondents ranged from 21 to 60 years old. They did not have similar educational background because they graduated from different majors. All participants would be recruited into seven main offices from Registration Office, Maintenance and Service Office, Discipline Office, Academic Office, Director's Office, Activity Office, and Finance Office

Instruments

The 5 Likert-scale questionnaire was used as the instrument in this study. The questionnaire was valued according to the Likert scale with five score levels: 5: strongly agree, 4: agree, 3 neither agree nor disagree, 2: disagree, 1: strongly disagree. The questionnaire was primarily designed to measure supporting staff's motivation in speaking English.. It aimed to investigate the levels of motivation in speaking English of supporting staff at Assumption Commercial College. Thirty items in the questionnaire divided into instrumental , integrative and intrinsic motivation were tested for validity using Item Objective Congruence (IOC).

After that, the whole set was modified. Then, the questionnaire was used for actual performance. The questionnaire consisted of three main parts: general data, closed-ended and open ended questions. The open-ended questions was used to ask additional information regarding the opinions of the respondents. The questions were separated as follows:

Part 1: Background information of the respondents

Part 2: Questionnaire related to the topic

Part 3: Open-ended questions

The constructions of development of the questionnaire

The construction procedures followed the sequences:

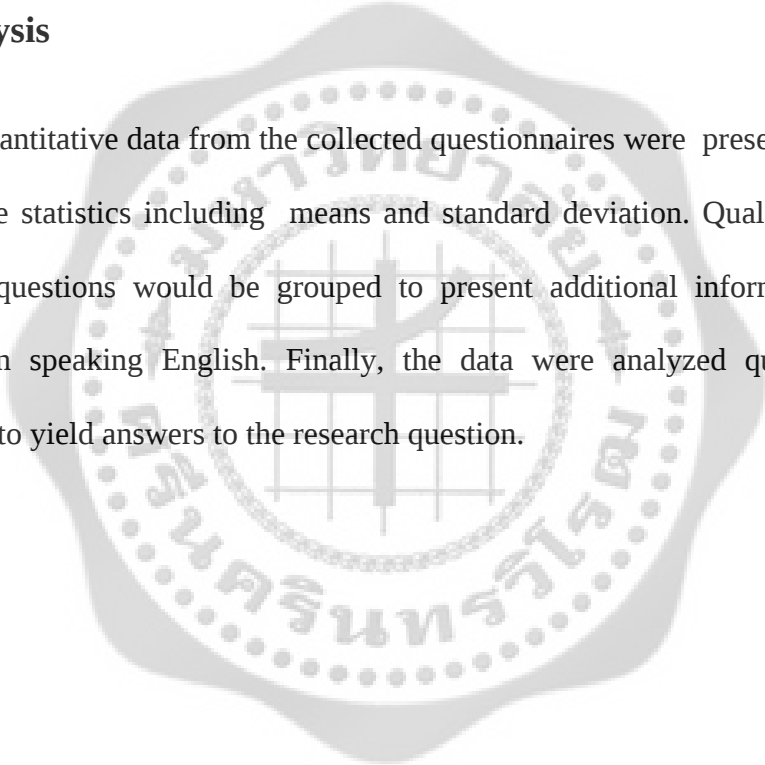
First, a variety of related research, books, and journals concerned the field of motivation and language learning were reviewed. Next, design fifty items to provide a guideline in the initial draft of the questionnaire and ask for the assistance from experts to give comments on every item. Then, adjust the items according to experts' comments. After that, try out the questionnaire with the subjects who are not participants in order to find practicality and adjust the items in the questionnaire before distributing to supporting staff. Finally, distribute the questionnaire to supporting staff at Assumption Commercial College.

Data Collection

To collect quantitative data, the researcher started distributing the questionnaires to 34 supporting staff from 7 offices. With the approval of administrators, the researcher was allowed to conduct a survey of supporting staff's motivation in speaking English in class. The surveys were conducted in December, 2012. The questionnaires were asked to complete and return to the researcher within one week.

Data Analysis

The quantitative data from the collected questionnaires were presented in the form of descriptive statistics including means and standard deviation. Qualitative data from open-ended questions would be grouped to present additional information regarding motivation in speaking English. Finally, the data were analyzed quantitatively and qualitatively to yield answers to the research question.



CHAPTER 4

FINDINGS

This chapter presented the research findings. The data collected from thirty-four returned questionnaires were presented as percentages shown in the tabular forms along with the explanations.

According to the questionnaire and the research question, the findings were divided into three parts as follows:

Part 1: General information of the respondents

Frequency and percentage were used to analyze the data.

Part 2: Information concerning supporting staff's motivation in speaking English

Frequency and percentage were employed to identify the information concerning supporting staff's motivation in speaking English

Part 3: The opinions from open-ended questions of the respondents

Part 1 : GENERAL INFORMATION OF THE RESPONDENTS

The quantitative data from the collected questionnaires were presented in the form of descriptive statistic including means and standard deviation. The results were shown in Table 1.

TABLE 1 General information of the respondents

A set of questionnaire was distributed to thirty-four respondents of Assumption Commercial College in January 2013.

Table 1 General information classified by gender

Gender	Frequency	Percentage
Female	28	82.40
Male	6	17.60
Total	34	100.00

As shown in Table 1.1, 82.40 % (28) of the respondents was female and 17.60 % (6) of them was male.

Table 2 General information classified by age

Age	Frequency	Percentage
21-30	3	8.8
31-40	11	32.40
41-50	15	44.10
51-60	5	14.70
Total	34	100.00

The respondents were in different age groups. 8.8 % (3) of the respondents was 21- 30 years old, 32.40 % (11) was 31-40 years old. In addition, 44.10 % (15) was 41-50 years old, while 14.70 % (5) was 51-60 years old.

Table 3 General information classified by education

Education	Frequency	Percentage
Vocational Certificate	1	2.90
Bachelor's Degree	27	79.40
Master's Degree	6	17.30
Total	34	100.00

In the education group, there were levels of education attainment: Vocational Certificate 1 respondent or 2.90 %, Bachelor's Degree 27 respondents or 79.40 % and Master's Degree 6 respondents or 17.30 %.

Table 4 General information classified by work experience

Work Experience	Frequency	Percentage
1-5	5	14.70
6-10	8	23.50
11-15	5	14.70
Above 16	16	47.10
Total	34	100.00

In the work experience group, the ranges of respondents were divided into four classifications: 1-5 years, 6-10 years, 11-15 years and above 16 years. The first group of respondents consisted of 5 persons or 14.70 %. The second group consisted of 8 persons

or 23.50 %. The third group consisted of 5 persons or 14.70 %. The fourth group consisted of 16 persons or 47.10 %.

Table 5 General information classified by offices

Office	Frequency	Percentage
Registration Office	4	11.80
Finance Office	5	14.70
Maintenance and Service Office	5	14.70
Discipline Office	4	11.80
Director's Office	5	14.70
Activity Office	3	8.80
Academic Office	8	23.50
Total	34	100.00

There were seven offices for supporting staff: Registration Office covered 4 persons or 11.80 %. Finance Office covered 5 persons or 14.70 %. Maintenance and Service Office covered 5 persons or 14.70 %. Discipline Office covered 4 persons or 11.80 %. Director's Office covered 5 persons or 14.70 %. Activity Office covered 3 persons or 8.80 %, and Academic Office covered 8 persons or 23.50 %.

Table 6 General information classified by salary

Education attainment	Frequency	Percentage
10,000-15,000	12	35.30
15,001-20,000	10	29.40
20,001-25,000	6	17.60
Above 25,001	6	17.60
Total	34	100.00

In the salary group, the ranges of respondents were divided into four classifications; 10,000 – 15,000 , 15,001 – 20,000, 20,001 – 25,000 and more than 25,000. The first group consisted of 12 persons or 35.30 %. The second group consisted of 10 persons or 29.40 %. The third group consisted of 6 persons or 17.60 % and the fourth group consisted of 6 persons or 17.60 %.

Part II

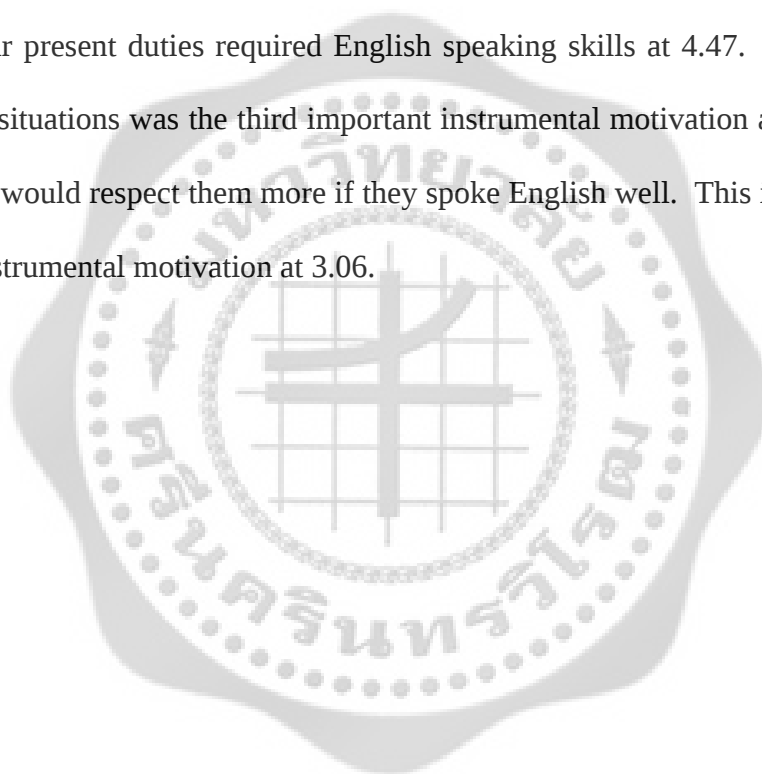
Motivation gained from quantitative data which was presented in the form of descriptive statistics including means and standard deviation were as follows:

		Respondents	
		n = 34	
No.	Instrumental Motivation	Mean ($\bar{X}$)	Std. Deviation (S.D.)
1	The main reason I learn English is that my future job requires English speaking skill.	4.44	0.660
2	If I speak English better, I will be able to get a better job.	4.47	0.706
3	I study English because I will be able to communicate in English in my daily life.	4.47	0.615
4	Increasing my speaking English proficiency will have financial benefits for me.	3.76	1.200
5	I want to learn English because I want to live abroad in the future.	3.06	1.324
6	I speak English because I want to be up to date what is happening in the world.	4.29	0.676
7	I speak English because I can understand English movies videos, TV or radio.	4.26	0.790
8	I try to speak English because other people will regard me a more knowledgeable person.	4.12	0.729
9	I speak English because it will enable me to carry my task more efficiently.	4.24	0.741
10	I speak English because other people will respect me more.	3.06	1.179

Average Instrumental Motivation 4.01

The table described the instrumental motivation of supporting staff in speaking English as follows:

Supporting staff claimed that English was necessary for them to communicate in their daily life. They also asserted that they would be able to get a better job if they spoke English better. Good English speaking proficiency was the strongest instrumental motivation in speaking English at 4.47. The second important instrumental motivation was that their present duties required English speaking skills at 4.47. Being up to date about world situations was the third important instrumental motivation at 4.29. However, other people would respect them more if they spoke English well. This item was the least important instrumental motivation at 3.06.



		Respondents	
		n = 34	
No.	Integrative Motivation	Mean ($\bar{X}$)	Std. Deviation (S.D.)
1	I speak English to integrate with foreigners.	3.34	1.208
2	I try to speak English to be more at ease with foreigners.	4.03	0.822
3	I study English to meet and converse with more and varied people.	3.88	0.942
4	I speak English to understand and appreciate better English art and literature.	3.22	1.157
5	I speak English to participate more freely in the activities of other cultural groups.	3.31	1.148
6	I speak English to know the lives of the English-speaking people.	3.53	1.107
7	I learn to speak English to engage myself in English music.	3.76	0.955
8	The more I get to know native English speakers, the more I like them.	3.29	1.031
9	I speak English to know various cultures and people.	3.68	0.806
10	I speak English because I want to make friends with foreigners.	3.71	1.031

Average Integrative Motivation 3.57

The study found that supporting staff tried to speak English to be more at ease with foreigners at 4.03. This item was the strongest integrative motivation. English conversation with more and varied people ranked as the second important integrative motivation at 3.88. In addition, engaging themselves in English music and songs ranked as the third important integrative motivation as 3.76. Nevertheless, supporting staff asserted that understanding English art and literature was the least integrative motivation.



		Respondents	
		n = 34	
No.	Intrinsic Motivation	Mean ($\bar{X}$)	Std. Deviation (S.D.)
1	I think speaking English is quite enjoyable.	3.79	1.038
2	I feel more accepted by others when I communicate in English.	4.09	0.793
3	I have preference to impress employers through my English speaking.	3.88	0.880
4	I feel challenged about English when I have to deal with foreigners.	4.21	0.770
5	I am satisfied with correcting mistakes in English as long as I can communicate successfully.	4.29	0.719
6	I feel that my speaking proficiency is sufficient to serve other people's needs.	3.71	1.060
7	I am confident to communicate with other people in English.	3.47	1.022
8	I like to spend time practicing speaking English.	3.74	0.790
9	I feel that I should be recognized when I demonstrate my English proficiency at work.	3.35	1.152
10	When I become confused about speaking English, I often ask for assistance.	4.09	0.793

Average Intrinsic Motivation 3.86

The table described intrinsic motivation of supporting teachers in speaking English as follows:

The study found that supporting staff were satisfied with correcting mistake in English as long as they could communicate successfully at 4.29. This item was the strongest intrinsic motivation. The second important intrinsic motivation was that they felt challenged about English when they had to deal with foreigners at 4.21. There were two items which had equal intrinsic motivations. Supporting staff felt more accepted by others when they communicated in English. Also, when they became confused about speaking English, they often asked for assistance at 4.09.

In addition to quantitative analysis, qualitative analysis was performed to support the data from the questionnaire and to gain insight into the supporting staff's motivation in speaking English as follows:

Comments on speaking English

1. Situations which the respondents would like to speak English.

The finding revealed that respondents would like to speak English when they had to communicate with foreign teachers and students, coordinate with them and solve the problems for them. In addition, they were happy to speak English when they helped teachers teach students in class and took English classes. Also, they preferred to speak English when they went through passport control and visited foreign countries. Nonetheless, few respondents claimed that they tended to lack confidence in speaking English in any situations.

2. Ways to improve English speaking proficiency.

Responses to the question could be grouped as follows:

Respondents commented that having confidence to communicate in English with native speakers and foreigners and using day-to-day English both inside and outside school were of paramount importance. Moreover, watching English movies and listening to English songs could enhance English speaking proficiency considerably. Furthermore, reviewing vocabulary items and reading various materials from the internet and textbooks could promote indirect English proficiency. Also, taking part in English activities and attending regular English classes could develop English speaking proficiency.

3. Activities leading to better English speaking skills.

Respondents expressed slightly different ideas regarding various activities leading to higher English speaking proficiency. Nevertheless, their ideas concerning activities could be classified into everyday English communication with native speakers and foreigners, watching English movies, listening to English songs, playing English vocabulary games from the internet and other sources, attending English camps and reviewing day-to-day English vocabulary. They believed that if they had a chance to expose the language, their speaking proficiency was likely to be better.

In conclusion, motivation is a core factor influencing on supporting staff's perception of English that initiate and directs behavior. It inspires them to work effectively. Assumption Commercial College is an educational institution using English as a medium of instruction. Supporting staff are the vital resources of school because they can fulfill teachers and students' needs satisfactorily. The school's goal cannot be achieved without them. Therefore, administrators should consider staff's motivation and know how to motivate supporting staff to link English with their duties effectively.

CHAPTER 5

CONCLUSIONS AND DISCUSSION

The objective of this study has been to investigate the supporting staff's motivation in speaking English. This chapter presents summary of the research, and summary of the main findings and explores the discussion, limitations of the study and suggestions for further studies.

Summary of the Research

The study was survey research conducted to investigate supporting staff's motivation in speaking English. The respondents of the study were 34 supporting staff at Assumption Commercial College during the second semester of the academic year 2012. The research instrument was a questionnaire. The data were statistically analyzed by means and standard deviation.

Summary of the Main Findings

Supporting staff had high instrumental motivation in speaking English with an average mean of 4.01. They claimed that they studied English because it would help them communicate in their daily life. Also, if they spoke English better, they could get a better job and be up to date about the current news and situations. Apart from this, an average of integrative motivation in speaking English was 3.57. It was fairly high. The study revealed that supporting staff tried to speak English to be more at ease with foreigners and studied English to meet and converse with more and varied people. In addition, they wanted to speak English to engage themselves in English music. Moreover, the level of intrinsic motivation of the supporting staff in speaking English with an average mean was

3.86. It was also high. The study showed that they were satisfied with correcting mistakes in English as long as they could communicate successfully and felt challenged about English when they had to deal with foreigners. Also, they felt more accepted by others when they could communicate in English. When they became confused about speaking English, they often asked for assistance.

Discussion

The findings of this entire research indicated clearly that supporting staff had high intrinsic motivation in speaking English. They claimed that they were satisfied with correcting mistakes in English as long as they could communicate effectively. Moreover, they felt challenged about English when they had to deal with foreigners. Also, when they became confused about speaking English, they often asked for assistance, and they felt more accepted by others when they communicated in English.

The results were in line with Koestner and McClelland (1990) who fostered intrinsic motivation because it promoted feelings of challenge, competence and self-determination. They also claimed that if external events enhanced feelings of competence, intrinsic motivation was likely to increase. When intrinsic motivation increased, it brought about self-development. Similarly, the finding was congruent with the research of Warangkana Siripujaka (2001) who conducted the research entitled “Relationships Between Personal Factors, Motivation Factor, Work Environment and Self-Development Activities of Staff Nurses, Government Hospitals, Bangkok Metropolis.” This research summarized that there was a positive significant relationship between motivation factor and self-development activities of staff. The staff had high motivation on average to develop themselves for better working performance.

As the presented data, supporting staff had strong instrumental motivation in speaking compared to integrative motivation. They spoke English due to certain academic and professional reasons such as to pass an examination, to have career advancement and to acquire financial benefits. On the other hand, there were also individuals that spoke English due to integrative motivation. However, they were in the minority group of this study. For instance, most respondents indicated that they attended English classes to function their tasks more effectively. In addition, they would like to learn a language because they could integrate themselves into the society of the target language. They expressed their ideas that they spoke English to be more at ease with foreigners, integrate themselves into social interchange and make friends with foreign teachers.

The results of this research concurred with Donyei (1990) as well. In a study conducted by Donyei regarding the Canadian bilingual situation, it revealed that students tried to develop their language ability for the sake of their future career. Also, he opposed to Gardner by claiming that instrumental motivation and the learner's need for achievement were more important than the integrative motivation (Vaezi, 2008). The finding in this study supported both Gardner and Donyei. For example, supporting staff took English classes to communicate in English in their daily life, get a better future career, have financial benefits and carry tasks efficiently.

Apart from the theory of Donyei, the findings were consistent with Brown (2000). He indicated that instrumental motivated learners were more likely to see the language learning as enabling them to do other useful things. Learners could be motivated if they saw language learning as having beneficial career prospects or something that would enable them to use transactional language with speakers of the foreign language.

It was found that supporting staff had fairly high integrative motivation with a mean of 3.57. They claimed that they spoke English to be more at ease with foreigners and studied English to meet and converse with various people because there were a lot of foreign teachers

at ACC. Moreover, they learned to speak English to engage themselves in English music and songs. This could be informed that integrative motivation was one of the most essential factors that influenced language proficiency. Also, supporting staff who had integrative motivation were ready to expose to the target language to yield better English speaking.

According to my direct experience, English speaking training should be emphasized for supporting staff. This skill was the most important because they had to use it for communication. In addition, the teacher should adapt the methodology of language teaching to suit the learners' needs. Supporting staff preferred to study English through songs and perform activities by using the target language. Furthermore, everyday English communication would enhance them to speak English more fluently. Consequently, the teacher should use English as a medium of instruction.

Limitations of the Study

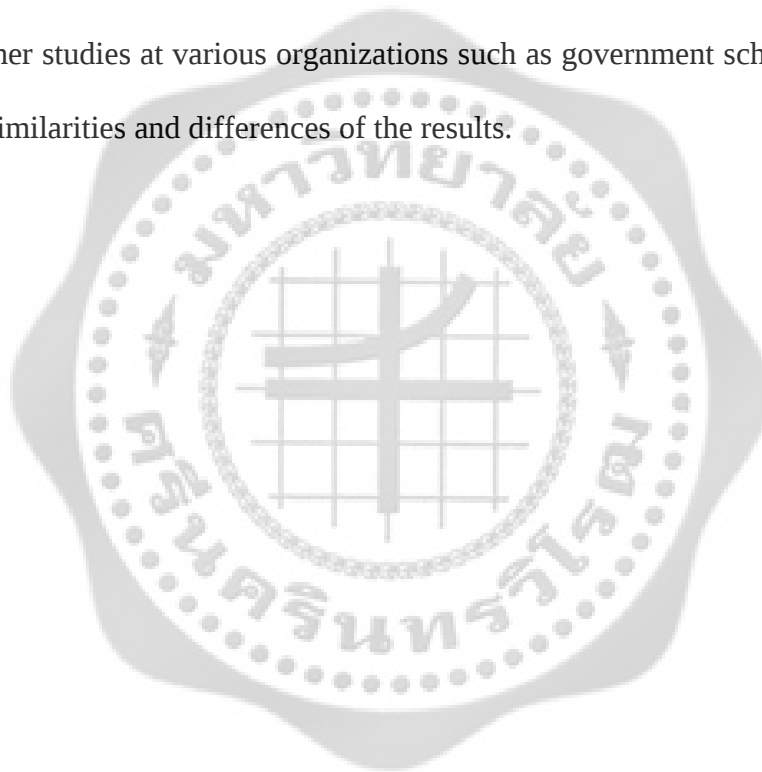
Due to the unique management and working environment of Assumption Commercial College, the findings could not be applied to other educational institutions. It should be applied to Assumption Commercial College only. In addition, the researcher used only questionnaires to gather the information. The conclusion would be more reliable if interview was included.

Recommendations for Further Studies.

1. In addition to the questionnaires, there should be various instruments to obtain the information from the respondents such as written tests and interviews.

2. Apart from motivation in speaking English, the researcher recommended other researchers to investigate motivations in reading and writing English.

3. This research was a case study of Assumption Commercial College. The results might be facts based on this private educational institution only. Consequently, there should be other studies at various organizations such as government schools and colleges to compare similarities and differences of the results.



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APPENDIX

Questionnaire



QUESTIONNAIRE

A STUDY OF SUPPORTING STAFF'S MOTIVATION IN SPEAKING ENGLISH:

A CASE STUDY OF ASSUMPTION COMMERCIAL COLLEGE

This questionnaire aims to investigate the levels of motivation in speaking English of supporting staff at Assumption Commercial College including how the problems are solved. Information gained will be kept entirely confidential and will be used for research purposes only.

Part I: General Data

Directions: Please check (✓) in the boxes provided.

1. Gender

☐ Female ☐ Male

2. Age

☐ 21-30 ☐ 31-40
☐ 41-50 ☐ 51-60

3. Educational attainment

- ☐ Vocational Certificate
- ☐ Diploma
- ☐ Bachelor's Degree
- ☐ Master's Degree
- ☐ Others.....(Please specify)

4. Working experiences.....years

5. Presently, you are working at

- ☐ Registration Office
- ☐ Finance Office
- ☐ Maintenance and Service Office
- ☐ Discipline Office
- ☐ Purchasing Office
- ☐ Director's Office
- ☐ Activity Office

6. Salary

- ☐ below 10,000
- ☐ 10,000 – 15,000
- ☐ 15,000 – 20,000
- ☐ 20,000 – 25,000
- ☐ Above 25,000

7. How often do you speak and listen to English to communicate with foreign students and teachers?

Frequently	=	9 – 12	times a week
Occasionally	=	5 – 8	times a week
Seldom	=	1 – 4	times a week
Never	=	0	time a week

Communication Skills	Frequently	Occasionally	Seldom	Never
Listening and Speaking				

Part II. Questionnaire related to the topic.

Instructions: Please mark (X) in the box which represents your opinion about each statement.

- 5 = Strongly Agree
 4 = Agree
 3 = Neither agree nor disagree
 2 = Disagree
 1 = Strongly Disagree

Instrumental Motivation	5	4	3	2	1
1. The main reason I learn English is that my future job requires English speaking skills.					
2. If I speak English better, I will be able to get a better job.					
3. I study English because I will be able to communicate in English in my daily life.					
4. Increasing my speaking English proficiency will have financial benefits for me.					

5. I want to learn English because I want to live abroad in the future.					
6. I speak English because I want to be up to date what is happening in the world.					
7. I speak English because I can understand English movies videos, TV or radio.					
8. I try to speak English because other people will regard me a more knowledgeable person.					
9. I speak English because it will enable me to carry my task more efficiently.					
10. I speak English because other people will respect me more.					

Integrative Motivation	5	4	3	2	1
1. I speak English to integrate with foreigners.					
2. I try to speak English to be more at ease with foreigners.					
3. I study English to meet and converse with more and varied people.					
4. I speak English to understand and appreciate better English art and literature.					
5. I speak English to participate more freely in the activities of other cultural groups					
6. I speak English to know the lives of the English-speaking people.					

7. I learn to speak English to engage myself in English music.					
8. The more I get to know native English speakers, the more I like them.					
9. I speak English to know various cultures and people.					
10. I speak English because I want to make friends with foreigners.					

Intrinsic Motivation	5	4	3	2	1
1. I think speaking English is quite enjoyable.					
2. I feel more accepted by others when I communicate in English.					
3. I have preference to impress employers through my English speaking.					
4. I feel challenged about English when when I have to deal with foreigners.					
5. I am satisfied with correcting mistakes in English as long as I can communicate successfully.					
6. I feel that my speaking proficiency is sufficient to serve other people's needs.					

Intrinsic Motivation	5	4	3	2	1
7. I am confident to communicate with other people in English.					
8. I like to spend time practicing speaking English.					
9. I feel that I should be recognized when I demonstrate my English proficiency at work.					
10. When I become confused about speaking English, I often ask for assistance.					

Part III. Open-ended questions

1. Which situations do you think you would like to speak English?

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2. If you want to improve your English speaking proficiency, which ways do you think will benefit you?

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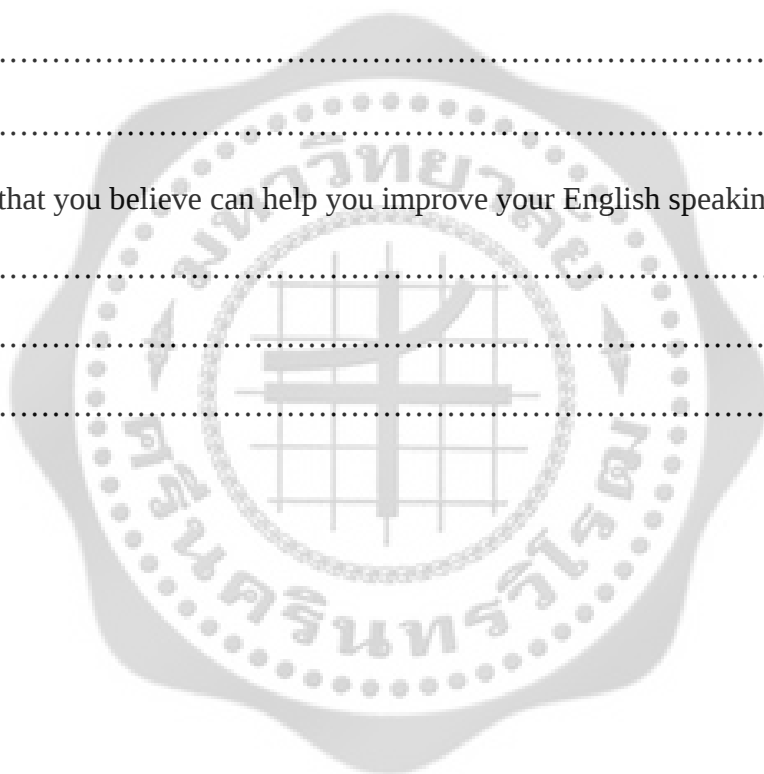
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3. List activities that you believe can help you improve your English speaking skills.

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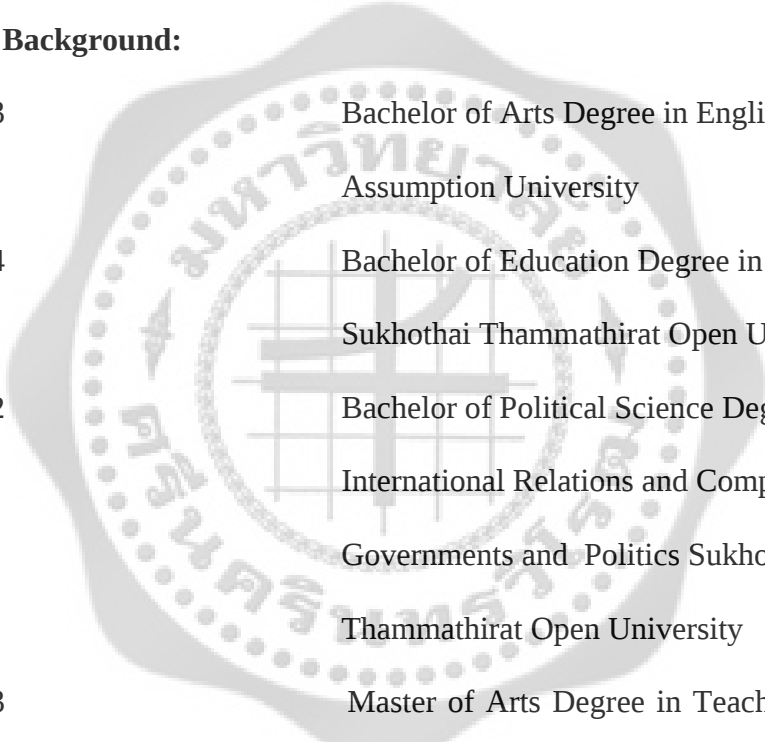
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