

English language learning motivation of Thai undergraduate students in the globalized era

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ABSTRACT

This study addresses the types and levels of English language learning motivation (integrative or instrumental) of Thai undergraduate students in a university in Chiang Mai, Thailand. The participants were 1475 first-year students, enrolling Foundation English course II during the second semester of the academic year 2013. The data collection instruments used in this study were a questionnaire, using a six-point Likert scale, which was adapted from Gardner's Attitude/ Motivation Test Battery (AMTB) (2004) and a semi-structured interview. The results indicated that the students' integrative and instrumental motivation was high. Their instrumental motivation was found slightly higher than their integrative motivation. Interestingly, it was found that English major students had significantly higher level of integrative motivation than non-English major students. However, the findings revealed that English major students are slightly more instrumentally motivated than integratively motivated. Some pedagogical implications, course design and how globalization comes into play are discussed with their recommendations.

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บทคัดย่อ

บทความวิจัยฉบับนี้มุ่งศึกษาชนิดและระดับของแรงจูงใจในการเรียนภาษาอังกฤษ (แรงจูงใจเชิงบูรณาการ และแรงจูงใจเชิงเครื่องมือ) ของนักศึกษาปริญญาตรี โนมหาวิทยาลัยแห่งหนึ่งในจังหวัดเชียงใหม่ ประเทศไทย ผู้เข้าร่วมในการตอบแบบสอบถามและสัมภาษณ์คือนักศึกษาชั้นปีที่ 1 ที่กำลังศึกษาวิชาภาษาอังกฤษพื้นฐาน II ช่วงภาคเรียนที่ 2 ภาคการศึกษา 2556 จำนวน 1475 คน เครื่องมือในการเก็บข้อมูลได้แก่แบบสอบถามแบบ 6 ระดับของ Likert ซึ่งพัฒนาจากงานของ Gardner's Attitude/ Motivation Test Battery (AMTB) (2004) และการสัมภาษณ์แบบกึ่งโครงสร้าง ผลจากการวิจัยฉบับนี้พบว่านักศึกษามีระดับแรงจูงใจในการเรียนภาษาอังกฤษเชิงเครื่องมือและเชิงบูรณาการในระดับสูง โดยพบว่าแรงจูงใจเชิงเครื่องมืออยู่ในระดับสูงกว่าแรงจูงใจเชิงบูรณาการเล็กน้อย โดยเป็นที่น่าสนใจว่านักศึกษาสาขาวิชาภาษาอังกฤษมีระดับแรงจูงใจเชิงบูรณาการสูงกว่านักศึกษาสาขาวิชาอื่นๆ อย่างมีนัยสำคัญอย่างไรก็ตามพบว่านักศึกษาสาขาวิชาภาษาอังกฤษมีแรงจูงใจเชิงเครื่องมือสูงกว่าแรงจูงใจเชิงบูรณาการเพียงเล็กน้อย ผู้วิจัยได้อภิปรายและเสนอแนะแนวทางข้อค้นพบที่ได้จากงานวิจัยฉบับนี้ รวมถึงแรงจูงใจในการเรียนรู้ภาษาอังกฤษในยุคโลกาภิวัตน์ เพื่อออกแบบวิชาเรียนให้สอดคล้องกับแรงจูงใจในการเรียนภาษาอังกฤษของนักศึกษา

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Introduction

In the globalized era, it is undeniable that English plays a vital role in the world society. According to Lamb (2004), English is used not only in the Anglophone countries but is also shared among many groups of non-native speakers. English becomes a compulsory subject in all schools and universities across Thailand and its neighboring countries. Many students wish to become successful in learning English such as obtaining good grades and being able to use English in everyday life. Among many factors, Gardner (1985) and Dörnyei (1998) said that motivation is said to have a vital role affecting language learning and has a direct effect on language achievement. English language learning motivation influences foreign and second language learning. In general terms, Gardner and Lambert (1972) proposed that motivation refers to the effort which learners put into learning an L2 as a result of their needs or desire to learn it. It is assumed that the effort learners are willing to expend to know a language can help them in the acquisition of a second language. It is hypothesized that motivational behavior could have a direct influence on achievement.

Although foreign and second language learning motivation has been largely investigated and become the subject of a growing body of research, more investigation on students' field of study (English major and non-English major) should be further explored and investigated in order to understand if this comes into play when learning English. It is hoped that this can help design the English course matching the students' language learning motivation and achieved goals, as this is believed to have potential to influence students' interests and success in language learning. More importantly, research about English language motivation conducted during this globalized era, where the world becomes smaller and people easily access to English in the form of social media and pop culture, should give light to many researchers about other motivational factors that may play a role in learning English. Therefore, the study was conducted to survey English language learning motivation of the first year university students and to find out if there is a difference in language motivation towards learning English of English major and non-English major students.

It is hoped that understanding English language learning motivation can help students become more successful in learning English. Types of English language learning motivation, instrumental and integrative, can help English teachers find ways of shaping and stimulating students' motivation to learn English and develop programs as well as design the course suitable for students' motivation. This is also to prevent the students to become de-motivated in the course if proper motivating factors are not maintained.

Review of literature

Although motivation is difficult to define as it means different things to different school of thoughts, according to Dörnyei (1998), motivation is a key factor in determining the success of second and foreign language (L2) learning. It offers and initiates driving forces to sustain the goal of acquiring L2. Individual students with high language competency without sufficient motivation are unable to accomplish the long term goals and achievement. On the contrary, high language learning motivation can boost up deficiencies such as language aptitudes and learning conditions. Low abilities students can become successful in L2 if they are highly motivated. As a matter of fact, motivation factors are important in L2 learning.

Motivation can be generally grouped into two categories, instrumental and integrative motivation. According to Hudson 2000 (cited in Zanghar, 2012), instrumental motivation is indicated by aspiration to get practical benefits from learning a language. Instrumental motivation is when the students use the language as a tool in getting a good job with a high salary. Based on Gardner (2004) integrative motivation refers to the willingness to join or desires to become part of the target language community. It is a usual behavior of someone who appreciates the target language community. Students who are integratively motivated hold positive attitudes towards the target language group and have a strong desire to interact with group members.

Language classroom learning motivation is considered an integral part of motivation. It focuses on individuals' perception of the task at hand and is largely stated-oriented. It is influenced by a host of the factors associated with the language class. Therefore the teacher, the class atmosphere, the course content, materials and facilities and characteristics of the students can influence the individual's classroom learning motivation. Language learning motivation, according to Gardner (2004), is the motivation to learn and acquire L2. This motivation is referred to as the socio-educational model of a second language acquisition, the social context model, the self determining model, the willingness to communicate model and the extended motivational framework.

Gardner (2004) believes that the root of motivation to learn a second language is in the school context. He proposed a model indicating the effects of the cultural and educational contexts on motivation in L2 learning. The model is that educational context and cultural context play a vital role in shaping individuals' motivation which can be expressed in terms of ones' attitudes, beliefs, personality, characteristics, ideals and expectations. Culture influences learning processes, personality and characteristics of individuals. For educational context, the expectations of the system, the quality of the program, the

interest, enthusiasm and skills of the teacher, the adequacy of the materials, the curriculum, and the class atmosphere can influence the students' levels of motivation. Educational context and cultural context come into play when motivation to learn a second language is discussed. Integrative motivation which focuses attention on the individual's interest in learning L2 to interact with valued members of other community and to learn more about other community as well as an open interest in other cultural communities (Openness to cultural identification) can be linked to cultural context of language as well. Attitudes towards the learning situation can also influence educational context and is another characteristic of the individual that the model considers important in second language learning. Cultural context can have an effect on the students' attitudinal reaction to school environment and the educational context can relate to the individual level of integrativeness. It can be said that English language learning motivation is a wide area of study because it plays a role in various ways in L2 learning such as classroom behavior, language retention, cultural contact and persistence.

Related studies

There is a lot of research on language motivation towards learning English carried out in Thailand in many universities and it was found that the students had more instrumental motivation than integrative motivation. Nuchnoi (2008) revealed that English language learning motivation of the students at Rangsit university was mainly instrumental. They had a short-term goal of passing the Foundation English courses only. This motivation might also have been true of Rangsit university English majors. She commented that since they chose English as their major field of study, their motivation may have been wider than only to pass their foundation English courses. Kitjaroonchai and Kitjaroonchai (2012) found similar results that the students had higher levels of instrumental motivation. Oranpattanachai (2013) revealed that although the students took English for both instrumental and integrative reasons, a majority of students reported that instrumental reasons for studying English were more important than integrative reasons. The role of instrumental motivation was also supported by Wimolmas (2013) that students were relatively highly motivated and found to be slightly more instrumentally motivated to learn English. This reveals that instrumental motivation is a significant factor among this group of students learning English.

Concerning English language achievements of the students, Choosri and Intharaksa (2014) investigated English language learning motivation in the students with high and low achievements and found that the motivation of students with high and low achievement were at high levels. There were no significant differences of English language learning motivation between the high and low

achievement group. The participants mentioned that they have studied English in order to be successful in their future career and instrumental motivation was found to have more impact on students than integrative one.

The research about English language learning motivation carried out in secondary and high school contexts also gave similar findings that instrumental motivation was reported as a reason for studying English. Kitjaroonchai (2013) carried out a survey to investigate English language learning motivation level of secondary and high schools students and the results indicated that the students had high levels of motivation, both integrative and instrumental, to learn English language, albeit their instrumental motivation slightly outperformed their integrative motivation. In addition, Cho and Teo (2014) investigated English language learning motivation among high school students in the south of Thailand and found that the students had strong instrumental orientation together with moderate high integrative orientation and favorable attitudes towards learning English.

The role of integrative motivation as a main reason of learning English was found in the study of Degang (2010). He reported that although the students, majoring in Business English, were close to equally motivated instrumentally and integratively to learn English, based on a finer assessment, it was discovered that the students were slightly more strongly integratively motivated to learn English. The integrative trend of this group of students showed that they regarded English necessary to support them to be able to become the mainstream of the English language culture. A more recent study, conducted by Chumcharoensuk (2013) attempting to compare English learning motivation of Thai and Cambodian undergraduate English majors, revealed that there was a similarity in that the majority of both Thai and Cambodian first-year undergraduate English-major participants were extrinsic-instrumentally motivated to learn English, but there were also some differences in that the majority of Cambodian First-Year undergraduate English-major participants were both intrinsic-integrative and extrinsic-instrumentally motivated to learn English.

From the recent related studies reviewed above about the role of English language learning motivation conducted in Thailand, it seems that many students were more instrumentally motivated; however this may be due to the fact that the participants in the study were non-English major students. The study about non-English major students' English language learning motivation by Zhao (2012) also revealed that students' extrinsic and instrumental motivation were more prominent than intrinsic and integrative motivation. This result is in accordance with the overall language learning context and non-English majors' practical situation. As English is studied as a foreign language mainly in classrooms in China, students have limited opportunities to get in touch with the target community

and overseas people, which, to some extent, makes it hard for them to pick up English through integrative motivation. The researcher of this study hypothesized that English-major students were more integratively motivated than non-English major students. Therefore, it is the interest of the researcher to investigate the levels of integrative and instrumental motivation of English-major and non-English major students in the university context of Thailand in order to design more effective courses matching their motivational needs.

Methods of the study

This section describes and explains the methodology used in the current English language learning motivation study. It outlines the approach taken in gathering, analyzing and interpreting the data as well as the nature of the course study and the university context, which is hoped to understand English language motivation of the students better.

Participants

The participants, drawn by using a purposive selection, were 1475 (n=1475) first-year students in a university in Chiang Mai, Thailand. They completed Foundation English I in the first semester of academic year 2013 and were studying Foundation English II in the second semester of academic year 2013.

The course

The course chosen for this study is GE142: Foundation English II. It focuses on four skills (speaking, reading, listening, and writing) that the students need for successful communication. The objectives of the course are to develop students to use English to communicate in social settings both inside and outside university and to help them achieve personal and academic goal to promote life-long learning.

The university learning context

The university in the study is a public university located in Chiang Mai. The two streams of incoming students are the students from vocational colleges entering the university in a two-year program to earn a bachelor's degree and those finished Grade 12 (High Schools) and entered a four-year program aiming for a bachelor's degree. Based on the language policy proposed by the Higher Education Commission, all university students need to take at least 12 credits of English. The first six credits emphasize Foundation English. Another six credits may be, for example, English for Academic Purposes and/or English conversation.

It has been observed that the first year students: English major students and non-English major students performed differently in learning English. It is interesting to explore and survey what motivation they have in learning English. Understanding their English language learning motivation can help English teachers design courses matching to their motivation.

Research instruments

The data collection instruments used in this study were a questionnaire adapted from Gardner's Attitude/ Motivation Test Battery (AMTB) (2004) and a semi-structured interview. The questionnaire consists of 2 parts. To assure that the respondents had no difficulty understanding and responding to the questions, the questionnaire was written in Thai (see Appendix 1). Part 1 asks for personal information of the students such as age, gender, years of study English and grade in Foundation English I. Part 2 consists of 14 items, representing the students' motivation to study English. Under each item is a 6-point scale from 6 (strongly agree) to 1 (strongly disagree). This aims to identify the degree of agreement or disagreement each student had. After that, a semi-structured interview was conducted by asking the students from each section to voluntarily participate in an interview to obtain more useful information which may not be listed in the questionnaire about motivation. Useful information can be obtained from focused, yet conversational two-way communication with the participants.

To ensure the research instrument measured what it is intended to measure, its face and content validity were constructed through two teachers of English who has conducted a research on motivation. It was affirmed that the questions listed measured the constructs sensibly.

To assure the reliability, questionnaire items were run through Cronbach's alpha coefficient of internal consistency (Table 1) to estimate the reliability. The overall internal consistency estimated 0.891 ($\alpha \geq 0.9$) highlighting the instrument to be highly reliable in measuring students' English language learning motivation.

Table 1 Questionnaire reliability

Reliability Statistics	
Cronbach's Alpha	No. of Items
0.891	14

To test the data collection instruments for reliability and validity, before the real data was collected, the questionnaire was tried out with other participants to make it possible to revise and modify the procedure on the basis of new information as well as to ensure if the questions successfully elicited

what they were supposed to. Some problems arose after piloting, for example, some questions were unclear and confused the students and the researcher need to give explanation to some unclear questions during piloting. Based on the comments and feedback gained from the participants, some questions in the questionnaire were modified and rewritten accordingly. Also, some students commented that they felt uncomfortable about a semi-structured interview. It would be better if the teacher set up a group of 3-4 students in a semi-structured interview to reduce anxiety and set up a friendly interview.

Data collection

After piloting the data, the motivation questionnaires were distributed to the first-year students taking Foundation English II at the university in Chiang Mai during second semester of the academic year 2013. The students were asked to complete the questionnaire during a normal class session. Although the questionnaires were translated in Thai, the teachers were around to make clear explanation for filling out the questionnaires. None of the students' names were identified. After that, the students from each section were asked to voluntarily participate in a semi-structured interview session in order to obtain more information about language motivation when learning and using English. There were 72 students (40 males and 32 females) altogether who voluntarily participated in a semi-structured group interview.

Data analysis

For data analysis, means and standard deviation were calculated to see what types and levels of English language learning motivation the students were motivated by. Then, a paired sample t-test was applied to compare what types and levels of motivation the English majors and non-English majors were more motivated by. After that, interview data was transcribed.

Results

This section presents the results about types and levels of English language learning motivation, instrumental and integrative, towards learning English. It also seeks to answer if a factor, such as field of study: English-major and non-English major, plays a role in determining the types and level of motivation the students have.

1. What levels of English language learning motivation, instrumental and integrative, of the first year students in this university have?

To answer this question, means (\bar{X}) and standard deviation (S.D.) were calculated. The participants indicated the degree from a six-point Likert type scale (strongly agree to strongly disagree). This study used intervals from the range proposed by Sukwiboon (2009) to determine the level of language learning motivation from the six-point Likert scale.

4.36 – 6.00	High
2.68 – 4.35	Moderate
1.00 – 2.67	Low

The results (Table 2) showed that students' overall level of English language learning motivation was high ($\bar{X} = 5.07$, S.D. = 0.62). Their instrumental and integrative motivation was found high. Yet, the students were more instrumentally motivated ($\bar{X} = 5.25$, S.D. = 0.59) than integratively motivated ($\bar{X} = 4.88$, S.D. = 0.77).

Table 2 Means and standard deviation of English language learning motivation

Categories	\bar{X}	S.D.	Meaning
Language motivation	5.07	0.62	High
Instrumental motivation	5.25	0.59	High
Integrative motivation	4.88	0.77	High

When considered under each item (see appendix 3), the results revealed that the participants had higher level of instrumental motivation than integrative motivation. Under the instrumental motivation consisted of 7 items, most of the students reported they studied English because it is important for their future career ($\bar{X} = 5.76$, S.D. = 0.57) and studying English is important to them because it will be useful in getting a good job with a good salary ($\bar{X} = 5.65$, S.D. = 0.67). Under the integrative motivation also consisted of 7 items, most of the students indicated that studying English is important to them because it will allow them to meet and converse with more varied people ($\bar{X} = 5.18$, S.D. = 0.94). Moreover, to them, studying English can help make many friends from different parts of the world ($\bar{X} = 5.11$, S.D. = 0.91).

2. Is there a difference in English language learning motivation, integrative and instrumental, of the first year English major students and non-English major students towards learning English?

An independent sample t-test was used to elicit the differences in English language learning motivation: integrative and instrumental, between English-major students and non-English major students towards learning English. It was revealed that English-major students ($\bar{X} = 5.38$, S.D. = 0.50) had significantly higher instrumental motivation than its counterparts ($\bar{X} = 5.25$, S.D. = 0.59) at the level of 0.05. In part of integrative motivation, it was found that English-major students ($\bar{X} = 5.16$, S.D. = 0.58) were significantly more integratively motivated than non-English major students ($\bar{X} = 4.87$, S.D. = 0.78) as seen in table 3.

Table 3 Descriptive statistic for rating of English language motivation by English-major students and non-English major students

Categories	English-Major students		Non-English major students		Sig
	\bar{X}	S.D.	\bar{X}	S.D.	
Instrumental motivation	5.38	0.50	5.25	0.59	0.032*
Integrative motivation	5.16	0.58	4.87	0.78	0.000*

When compared between instrumental and integrative motivation (See appendix 4), the findings showed that English-major students were significantly more geared towards instrumental motivation than non-English major students. Significant differences found include English is important to them because it is necessary for a future career, make them more knowledgeable and educated, useful in getting good job with good salary, helpful for technology uses and internet and able to read newspapers and magazines published in English.

For integrative motivation, English major students ($\bar{X} = 5.16$, S.D. 0.58) had significantly higher level of integrative motivation, at the level of 0.05, than non-English major students ($\bar{X} = 4.87$, S.D. = 0.78). Significant differences that were found include studying English because it will allow them to meet and converse with more varied people, be able to participate more freely in activities of other cultural groups, allow them to learn about culture and social life of English-speaking people and studying English is enjoyable.

Additionally, the results showed that English-major students had higher level of instrumental motivation ($\bar{X} = 5.38$, S.D. = 0.50) than integrative motivation ($\bar{X} = 5.16$, S.D. = 0.58). And non-English major students also showed that they were more instrumentally motivated ($\bar{X} = 5.25$, S.D. = 0.59) than integratively motivated.

As the present study aims to investigate English language learning motivation, instrumental and integrative, the respondents were asked to voluntarily participate in a semi-structure interview to give more reliable data. The information of the participants in the semi-structure interview is shown in table 4.

Table 4 Information of the participants in the semi-structured interview

Number of students (N=72)	Major		Gender		Learning achievement grades						
	English	Non- English	M	F	A	B+	B	C+	C	D+	D
	16	56	40	32	12	8	6	10	16	13	7

There were 19 semi-structure group interviews. It was revealed that many students were more geared towards instrumental motivation. This corresponds to the data obtained from the means and standard deviation. Almost all students who participated in the semi-structured group interview realized and perceived that English is useful in getting a good job with high salary. Sixteen groups from the semi-structured interview mentioned the significance of English in career success. They viewed that knowing and being able to communicate in English is a plus for job opportunities. The interview data did not show any differences in male and female students towards the significance of English for career success, indicating that both males and females aim high for getting good jobs if they are able to use English in the workplace. The following statements showed some participants' expressions towards learning English.

“I think English is useful for competitive jobs.”

“I think I can get more job offers if I am able to communicate orally in English.”

“I want to improve speaking and listening skills because I think they are useful for future career.”

Moreover, it was found that students in 16 out of 19 semi-structured group interviews were aware of the upcoming ASEAN economic community in 2015. They were afraid that they may lose their jobs because of their insufficient command of English to people in the neighboring countries such as Singapore, Philippines and Malaysia. They commented that they were motivated to learn English which prepared them for real use in the workplace. They didn't want to study grammar rules and one-way reading comprehension. They wanted something more than that, something which can equip them with more communicative competence and strategies as shown in the following statements.

“I think learning grammar rules do not help much for real world usage of English. “Sometimes, I feel demotivated to learn English because grammar instruction is very boring and I don't see much of its essence for future use or even when I get to go overseas.”

“I have learned grammar rules since high school, so I want to learn something more than just grammar rules and reading comprehension. I think the university should prepare the students for subjects like English in the workplace or English for careers so we won’t lag behind our neighboring countries.”

The interview data about types of English language learning motivation of English-major students and non-English major students also corresponds to the data obtained from the means and standard deviation. It was found that English-major students were a bit more integratively motivated. English-major students mentioned in the semi-structured interview that they wanted to be able to speak English like the native speakers. A lot of them commented that they have no difficulty understanding what the native speakers said but they often felt that they were not understood by the native speakers. Almost all English majors wish they had more native-like pronunciation or at least being understood by the interlocutors as shown below.

“I want to improve my pronunciation.”

“Being an English-major student means that I must be able to use English actively and if possible this can help me make friends from many part of the world and allow me to learn about life and culture of English-speaking people.”

“To me, learning English is not just being able to communicate and use the language but one must be able to appreciate the arts and culture as well. I wish my English was strong enough to socialize myself integratively with the English speaking people.”

Discussion

Instrumental motivation vs. Integrative motivation

This study offered a strong support to Nuchnoi (2008); Kitjaroonchai and Kitjaroonchai (2012); Oranpattanachai (2013); Choosri and Intraraksa (2014) that the students had high levels of instrumental and integrative motivation. Instrumental motivation was found to be slightly higher than integrative motivation. When considered the students’ field of study, this study corresponds to Degang (2010) and Chumcharoensuk (2012) that the students who took English as their major field of study possessed slightly more integrative motivation. The results revealed that English-major students viewed instrumental motivation as an important reason to study English. Zhao (2012) commented that a majority of jobs nowadays regards English as one of the determining factors, so students view English as an important language and they have to master it. Actually, many students take English more as an instrument or

means to an end or to get some extrinsic outcomes. However, integrative motivation should not be neglected as another means of becoming successful in learning English. According to Cho and Teo (2014), there is a need to strengthen the students' integrative orientation and attitude. In classroom settings, it is necessary for English teachers to arouse pure interest in the language among students, for example, taking more time to get to know English speaking people's lives and culture, and exposing students to more cultural products such as films, music, and TV programs in English as teaching materials and so on.

In response to Gardner (2004), he believed that the root of motivation to learn a second language is in the school context. To him, educational context and cultural context are important factor in L2 learning. For educational context, the expectations of the system, the quality of the program, the interest, enthusiasm, the curriculum can influence the students' levels of motivation. For cultural context, it is integrative motivation that focuses on learning L2 to interact with the members of other community. Cultural context can have an effect on the students' attitudes toward learning L2 and educational context can relate to the individual level of integrativeness. The educational context and cultural context are interrelated. This model implies that when designing a curriculum, the language teacher should bear in mind making the course relevant to the students' needs and motivation and making the students feel that it is also important to integrate themselves in the speech community.

Integrative motivation is viewed to be more powerful in its effects than instrumental motivation. Gardner and Lambert (1972) also agreed that integrative motivation led to greater success in L2 learning. It was not surprising that the findings from the current study showed that English-major students were significantly more integrative motivated than non-English major students because they reported they wish to be able to socialize themselves with English speakers. The findings suggested, to English-major students, English is not only helpful in getting a good and well-paid job but also important to be associated with English speaking countries. The fact that English-major students were more geared towards integrative motivations than non-English major students implies that they are more achievable.

Integrative motivation: Is it reduced its role in this globalized era?

Since the findings of this study showed that the students were more instrumentally motivated, is this sensible to say that integrative motivation reduces its role in English language learning in this globalized era? According to Warschauer (2000), currently, globalization has brought about a new society. English is a tool of both global network and local identities. Most people use and speak English not because English is their native language but because English is the language they could share. In a globalized world, integrative motivation may not play much of a role in learning English because

English is shared among many groups of non-native speakers and it is no longer associated with just Anglophone countries. Instead, English is identified with the powerful forces of globalization, the desire to 'integrate loses its explanatory power in many EFL contexts. Given general significance to this, Dörnyei and Csizer (2002) suspect that the motivation dimension captured by the term, 'integrative' is not much related to any actual, or metaphorical integration into L2 community as to some more basic identification process within the individual's self concept, so this makes them believe that it may be timely to reexamine the term, 'integrativeness.'

The globalization of English has a deep influence in many countries. Hui (2001) cited a situation of the influence of English in China which can be said that this is similar to Thailand at the moment, for example there are special programs of English News and English teaching broadcasted in large. Moreover, people can often read English advertisements either in newspapers or magazines and every slogan and illustration in English are often seen in schools and hotels. Even enterprises of joint-venture or exclusive foreign investment use English more often. The main conclusion from this phenomenon shows that the students learning English can be exposed to the use of English language and culture in daily life more easily than the past decades. This may explain why the desire to integrate with the English speaking culture loses its role. Lamb (2004) commented about the integrative motivation in the globalized world that the world itself has changed greatly since the development of motivation research. He doubted whether the term, "integrativeness", a significant part of motivation to learn English because whether the students have a favorable attitude towards English-speaking cultures may not be a relevant question any longer and it was seen that an integrative orientation and instrumental orientation are difficult to distinguish as a separate concept.

According to Nuchnoi (2008), integrative motivation only had some roles in learning English perhaps because texts and reading materials have already introduced the students to the English speaking culture and tradition. Moreover, nowadays English speaking culture and tradition can be easily accessed outside of English classroom in the form of social media such as twitter, line, facebook, instagram, etc. The world of English culture and tradition seems to be smaller in the globalized world, causing integrative motivation reduced its role. It is suggested that English language teachers of the globalized era should be aware of this fact and find ways to arouse the students to balance between integrative motivation and instrumental motivation, which is believed to make English language learning successful and achievable.

Pedagogical implications

Since the findings in the current study showed that the students in this study context were more geared towards instrumental motivation, that is English is important for their future career and this will be useful in getting a good job with good salary, this should inform curriculum designers about more courses in English for occupational purposes (EOP). Actually, General English (GE) has been introduced to the students during secondary and high school level; therefore for higher education, university level, the students should be equipped with more potential types of language use to make it function more effectively. GE may be seen as not much appropriate to university students. In other words, because the university students' English language motivation in the current study was instrumental, "domain-specific" and only showed a slight degree of culturally or integratively oriented, this may be a clear indication for the inappropriateness of the GE course in the university level (Al-Tamimi and Shuib, 2009). To support the students' role of instrumental motivation, it is important to take into account of motivational factors (Dudley-Evans and St.John, 1998).

It is suggested that the university offer more English for Occupational courses for the students such as English for Fisheries, Business English in the workplace, English in career for Engineering, Communicative English for career tourism, English for cabin crews, etc. For example, Business English for occupational purposes may offer the students the use of English in written business communication, the delivery of English usage at the business meeting and presentation and a role of English in customer/company interaction. This is believed to boost the students' confidence of using English for their future career which matches their type of motivation.

More importantly, as the study context is an agricultural university and there are a lot of students in the agricultural areas such as Fisheries, Plant protection, Horticulture, Agronomy, Soil Science, Animal technology, etc., the students' motivation needs, being able to use English in the workplace, in these fields of studies should not be neglected. Although there are a lot English courses offered to the students, the courses are too general and usually emphasize on reading and writing skills. The courses aim at developing students' academically which, however, is not wrong to do so. Nonetheless, it is undeniable that English is necessary to obtain the job. The graduates should be able to use English to perform effectively in the workplace. Thus, English teachers should try to bridge the gap between English for academic purposes (EAP) and EOP. This can be done by getting the teachers in these fields involved when designing the course by bringing some knowledge of their own specialist field and the

communication within it (Dudley-Evans and St. John, 1998). English teachers should also be aware that teaching ESP is different from EFL because the students have knowledge that they need to use which ESP teachers do not have. This seems threatening until English teachers realize that the students do not expect us to have such knowledge. The students do not expect ESP teachers in the field of Agriculture to be able to grow the mango tree; they actually expect knowledge of how language is used in Agricultural area. ESP should include more specialized carrier content and balance content level and language level.

Conclusion

The findings of the current study showed that the students had high levels of integrative and instrumental motivation. The instrumental motivation was found higher than the integrative motivation. Interestingly, it was found that English major students had significantly higher level of integrative motivation than non-English major students. However, the findings revealed that English major students were slightly more instrumentally motivated than integratively motivated. A lot of students in the study see English as a means in getting a good job with high salary. The teaching implication for this is that the university should offer more English for occupational courses for the students to fulfill their needs and English language learning motivation. The findings of this study also revealed that integrative motivation seemed to reduce its role in the globalized era as the students, even English-major students, indicated that they were more instrumental motivated than integrative motivated. This makes the researcher of this study doubted whether globalization is the driving force, causing integrative motivation, the desire to be part of the language community, to reduce its role because globalization makes the world become smaller and the students can get access to English culture and community much more easily in the form of social medias and English commercial coursebooks. However, as integrative motivation is believed to be another means of becoming successful and achievable in learning English, the language teachers should try to arouse the students to balance between instrumental and integrative motivation. There is an urgent need to strengthen the students' integrative orientation and attitudes to make English language learning become more successful and achievable.

It is quite normal for most research that the findings must be analyzed and interpreted bearing in mind the study limitations. Consequently, readers should be cautious about making generalizations from the results. The limitation of this study is that it was conducted with the first year students during the academic year of 2013 (n=1475) in a public university in Chiang Mai; therefore the data source

may not represent all other student groups in other areas. In this case, more studies with subjects in different university contexts, socio-economic and cultural backgrounds as well as levels of English proficiency are recommended for future research.

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Appendix 1 (Translated into Thai)

แบบสอบถามเพื่อสำรวจแรงจูงใจ ทักษะคิดและความกังวลของนักศึกษาในการเรียนภาษาอังกฤษ

ส่วนที่ 1 เพศ _____ อายุ _____ เกรดวิชาภาษาอังกฤษพื้นฐาน 1 _____

ส่วนที่ 2 กรุณาเลือกให้ความเห็นจากข้อความด้านล่างนี้ จากเห็นด้วยอย่างยิ่ง (6) จนถึง ไม่เห็นด้วยอย่างยิ่ง (1)

	แรงจูงใจ	เห็นด้วยอย่างยิ่ง 6	เห็นด้วยปานกลาง 5	ค่อนข้างเห็นด้วย 4	ค่อนข้างไม่เห็นด้วย 3	ไม่เห็นด้วยปานกลาง 2	ไม่เห็นด้วยอย่างยิ่ง 1
	ข้อ 1-7 Instrumental Motivation						
1.	การเรียนภาษาอังกฤษมีความสำคัญเพราะฉันต้องการใช้ในการทำงานในอนาคต						
2.	การเรียนภาษาอังกฤษมีความสำคัญเพราะมันทำให้ฉันมีความรู้มีการศึกษามาก						
3.	การเรียนภาษาอังกฤษมีความสำคัญเพราะมีประโยชน์ในการหางานดีๆ และเงินเดือนสูงๆ						
4.	การเรียนภาษาอังกฤษมีความสำคัญเพราะฉันต้องการใช้ในการเดินทางไปต่างประเทศ						
5.	การเรียนภาษาอังกฤษมีความสำคัญเพราะฉันต้องการใช้กับเทคโนโลยีและอินเทอร์เน็ต						
6.	การเรียนภาษาอังกฤษมีความสำคัญเพราะคนอื่นจะให้ความเคารพฉันมากกว่าถ้าฉันรู้ภาษาอังกฤษ						
7.	การเรียนภาษาอังกฤษมีความสำคัญเพราะฉันจะได้อ่านหนังสือพิมพ์ นิตยสารและหนังสือที่เป็นภาษาอังกฤษได้						
	ข้อ 8-14 Integrative Motivation						
8.	การเรียนภาษาอังกฤษมีความสำคัญเพราะมันทำให้ฉันรู้สึกสบายใจเมื่ออยู่กับคนที่พูดภาษาอังกฤษ						
9.	การเรียนภาษาอังกฤษมีความสำคัญเพราะมันทำให้ฉันได้พบปะพูดคุยกับคนได้หลากหลายมากขึ้น						
10.	การเรียนภาษาอังกฤษมีความสำคัญเพราะมันทำให้ฉันเข้าใจและซาบซึ้งไปกับศิลปะและวรรณคดีภาษาอังกฤษ						
11.	การเรียนภาษาอังกฤษมีความสำคัญเพราะฉันจะสามารถเข้าร่วมกิจกรรมของกลุ่มวัฒนธรรมต่างๆ ได้อย่างเสรี						

	แรงจูงใจ	เห็นด้วยอย่างยิ่ง 6	เห็นด้วยปานกลาง 5	ค่อนข้างเห็นด้วย 4	ค่อนข้างไม่เห็นด้วย 3	ไม่เห็นด้วยปานกลาง 2	ไม่เห็นด้วยอย่างยิ่ง 1
12.	การเรียนภาษาอังกฤษมีความสำคัญเพราะมันช่วยให้ฉันได้เพื่อนใหม่ๆ จากหลายที่ทั่วโลก						
13.	การเรียนภาษาอังกฤษมีความสำคัญเพราะมันทำให้ฉันได้เรียนรู้สังคมวัฒนธรรมของผู้ที่ใช้ภาษาอังกฤษ						
14.	ฉันเรียนภาษาอังกฤษเพราะมันสนุก						

Appendix 2

A Questionnaire to examine students' English language learning motivation attitudes and anxiety

Part 1: Information

Gender: _____ Age: _____ Grade in Foundation English I: _____

Part 2: Instruction

Please choose one alternative below each statement according to the amount of your agreement or disagreement with that item.

	Motivation	Strongly agree 6	Moderately agree 5	Slightly agree 4	Slightly disagree 3	Moderately disagree 2	Strongly disagree 1
	1-7 = Instrumental motivation						
1.	Studying English is important because I will need it for my future career.						
2.	Studying English is important because it will make me more knowledgeable and educated.						
3.	Studying English is important because it will be useful in getting a good job with a good salary.						
4.	Studying English is important because I will need to use it on my overseas trip.						
5.	Studying English is important because I need it for technology uses and the Internet.						

	Motivation	Strongly agree 6	Moderately agree 5	Slightly agree 4	Slightly disagree 3	Moderately disagree 2	Strongly disagree 1
6.	Studying English is important because other people will respect me more if I know English.						
7.	Studying English is important because I will be able to read newspapers, magazines, and books published in English.						
	8-14 = Integrative motivation						
8.	Studying English is important because it will allow me to be more at ease with people who speak English.						
9.	Studying English is important because it will allow me to meet and converse with more varied people.						
10.	Studying is important because it will enable me to better understand and appreciate English art and literature.						
11.	Studying is important because I will be able to participate more freely in the activities of other cultural groups.						
12.	Studying is important because it will help me make many friends from many parts of the world.						
13.	Studying English is important because it will allow me to learn about culture and social life of English-speaking people.						
14.	I study English because it is enjoyable.						

Appendix 3: Means and standard deviation of English language learning motivation

	Categories	\bar{X}	S.D.	Meaning
	Instrumental motivation	5.25	0.59	High
1.	Studying English is important because I will need it for my future career.	5.76	0.57	High
2.	Studying English is important because it will make me more knowledgeable and educated.	5.56	0.69	High
3.	Studying English is important because it will be useful in getting a good job with a good salary.	5.65	0.67	High
4.	Studying English is important because I will need to use it on my overseas trip.	5.23	0.97	High
5.	Studying English is important because I need it for technology uses and the Internet.	5.26	0.85	High

	Categories	\bar{X}	S.D.	Meaning
6.	Studying English is important because other people will respect me more if I know English.	5.28	1.25	High
7.	Studying English is important because I will be able to read newspapers, magazines, and books published in English.	5.02	1.05	High
	Integrative motivation	4.88	0.77	High
8.	Studying English is important because it will allow me to be more at ease with people who speak English.	4.83	1.09	High
9.	Studying English is important because it will allow me to meet and converse with more varied people.	5.18	0.94	High
10.	Studying is important because it will enable me to better understand and appreciate English art and literature.	4.48	1.14	High
11.	Studying is important because I will be able to participate more freely in the activities of other cultural groups.	4.87	1.01	High
12.	Studying is important because it will help me make many friends from many parts of the world.	5.11	0.91	High
13.	Studying English is important because it will allow me to learn about culture and social life of English-speaking people.	5.05	0.93	High
14.	I study English because it is enjoyable.	4.67	1.13	High
	Total	5.06	0.62	High

Appendix 4: Means and standard deviation of English language learning motivation of English-major students and non-English major students

	Categories	English-Majors		Non-English majors		Sig
		Mean	S.D.	Mean	S.D.	
	Instrumental motivation	5.38	0.50	5.25	0.59	0.032[*]
1.	Studying English is important because I will need it for my future career.	5.92	0.27	5.76	0.58	0.000 [*]
2.	Studying English is important because it will make me more knowledgeable and educated.	5.77	0.49	5.55	0.69	0.001 [*]
3.	Studying English is important because it will be useful in getting a good job with a good salary.	5.68	0.64	5.65	0.67	0.350
4.	Studying English is important because I will need to use it on my overseas trip.	5.40	0.88	5.23	0.97	0.071

	Categories	English-Majors		Non-English majors		Sig
		Mean	S.D.	Mean	S.D.	
5.	Studying English is important because I need it for technology uses and the Internet.	5.22	0.93	5.26	0.85	0.328
6.	Studying English is important because other people will respect me more if I know English.	4.20	1.35	4.29	1.25	0.290
7.	Studying English is important because I will be able to read newspapers, magazines, and books published in English.	5.01	0.75	5.00	1.06	0.000*
	Integrative motivation	5.16	0.58	4.87	0.78	0.000*
8.	Studying English is important because it will allow me to be more at ease with people who speak English.	4.98	1.02	4.82	1.09	0.114
9.	Studying English is important because it will allow me to meet and converse with more varied people.	5.46	0.66	5.17	0.95	0.001*
10.	Studying is important because it will enable me to better understand and appreciate English art and literature.	4.49	1.26	4.48	1.13	0.455
11.	Studying is important because I will be able to participate more freely in the activities of other cultural groups.	5.14	0.85	4.86	1.01	0.006*
12.	Studying is important because it will help me make many friends from many parts of the world.	5.51	0.69	5.09	0.91	0.000*
13.	Studying English is important because it will allow me to learn about culture and social life of English-speaking people.	5.45	0.85	5.03	0.93	0.000*
14.	I study English because it is enjoyable.	5.12	0.86	4.65	1.13	0.000*
	Total	5.27	0.49	5.06	0.62	0.001*

