



MOTIVATION OF CHINESE AND THAI JUNIOR HIGH SCHOOL STUDENTS IN ENGLISH
LEARNING



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LEARNING



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MOTIVATION OF CHINESE AND THAI JUNIOR HIGH SCHOOL STUDENTS IN ENGLISH LEARNING

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This research aims to investigate the motivation for English learning among Chinese and Thai junior high school students. The objectives were to identify the motivation of Chinese and Thai junior high school students in English learning, and to compare the English learning motivation of Chinese students to Thai students. The participants consisted of 200 eighth-grade students: 100 students from four Chinese government schools and 100 students from four Thai government schools. Moreover, they were selected by convenience sampling. The research instruments included the following: (1) a questionnaire on the motivation in English learning; and (2) a semi-structured interview. The quantitative data were analyzed by mean scores, standard deviation and the *t*-test analysis, while the qualitative data were analyzed by content analysis. The findings of the study were as follows: first, the motivation level of Chinese students in learning English was high ($M = 3.70$, $SD = .89$), and the statement "To enter university" received the highest mean score ($M = 4.33$, $SD = .98$). Second, the motivation level of Thai junior high school students was very high ($M = 4.33$, $SD = .46$), and the highest mean score statement was "To use language as a medium" ($M = 4.71$, $SD = .57$). Third, there were significant differences in English learning motivation between Chinese and Thai junior high school students ($t = 6.224$, $p < .05$), and the learning motivation of Thai students ($M = 4.33$, $SD = .46$) was significantly higher than that of the Chinese students ($M = 3.70$, $SD = .89$). Additionally, the results of the interviews also supported the questionnaire results, revealing that the English learning motivation of Chinese students was "To enter university," while the English learning motivation of Thai students was "To use language as a medium." This study indicates that motivation is important and should receive more attention to help students succeed in learning

Keyword : Learning Motivation, English, Chinese, Thai, Junior High School Students

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CHAPTER 1

INTRODUCTION

Background of the Study

In recent years, the English language has become increasingly important. It can be said that English plays a key role in connecting the world (Ahmad, 2016). Moreover, as a global language, it is also becoming more and more important in international cooperation and exchanges, which is why English learning is becoming more and more popular in China (Long, Ming, & Chen, 2013). More importantly, English has formally become the official language for about 1.5 billion people in one-third of the countries in the world, and at least 375 million people speak English as their mother tongue (Estliden, 2017). Therefore, English learning is becoming increasingly popular.

English learning in China and Thailand has similarities and differences. The similarities are mainly manifested in two aspects. First of all, according to Baba (2016), Asian values constitute the unique norms in Southeast Asia. Both China and Thailand belong to Southeast Asian countries, and English learning is likely to be influenced by this. Secondly, because English teaching, learning and using in China and Thailand are considered to be a foreign language, it may not be easily accessible in the field of social culture (Nomnian, 2018). However, there are some differences between Chinese and Thai English learning. Chinese students pay more attention to accuracy, and as a result Chinese students have better test strategies and writing skills than oral English ability, while Thai English learning emphasizes communicative fluency (Nomnian, 2018). In general, English in China and Thailand has both commonality and individuality. Therefore, in terms of English learning, a comparison between the two countries is necessary.

There is a close relationship between English learning and motivation. It can be said that motivation has long been regarded as one of the main factors affecting English learning (Gardner, 1985, as cited in Wimolmas, 2013). According to Long et al. (2013), once learning motivation is formed, students will learn English with positive attitudes, show strong interests in learning, and concentrate on mastering knowledge in

the classroom. However, students who lack motivation often do not pay attention to class activities and school work. They are also unmotivated, complain, question about their assignments, and give up immediately if there is the first sign of a challenge (Shore, 2017). In addition, the enthusiasm for learning seems to be declining as children grow up (Lumsden, 1994, as cited in Afzal, Ali, Khan, & Hamid, 2010). This situation does exist in language learning. More seriously, as learning feels compulsive rather than happy, many students may leave education before graduation (Afzal et al., 2010). All in all, in the process of language learning, the great role of motivation cannot be ignored. Therefore, this study was conducted to investigate the learning motivation of Chinese and Thai students.

Research Objectives

- 1.To identify Chinese junior high school students' motivation in English learning.
- 2.To identify Thai junior high school students' motivation in English learning.
- 3.To compare the Chinese's motivation in English learning to that of Thai students in English learning.

Significance of the Study

It has great significance to study the motivation in English learning. First of all, this study can benefit teachers. Investigating the motivation of junior high school students in China and Thailand can help teachers to better guide students and stimulate their enthusiasm for learning. At the same time, it can also maximize the role of teachers in motivating learners to learn a second or a foreign language (Alizadeh, 2016). Students' motivation is considered as one of the most important factors affecting the success in second language learning (Long et al., 2013). When teachers have an in-depth understanding of students' learning motivation through this study, they can facilitate the development of language learning in a healthy and orderly manner. In addition, this study can also benefit parents. Parents can know more about the actual learning motivation of students, so that they can better solve the problems existing in

students' motivation. Lastly, with the help of parents, students' language learning motivation may be rapidly improved.

In fact, in strengthening the connection between teachers, parents and students, and minimize misunderstandings of learning motivation, this study is also significant. It can provide a lot of evidence for teachers and parents about students' learning motivation. Based on this, teachers and parents can discuss how to solve or maintain students' motivation, and then act on students together. They communicate and interact with each other, and this will help students to improve their English learning.

More importantly, this study has profound significance for educators. The results of this study can help educators to create or adjust educational policies and curriculum that are more suitable for students. Finally, this study can be guidelines for further research studies.

Definition of Terms

1.Motivation refers to effort and desire to achieve learning goals, and positive attitudes toward language learning (Gardner, 1985) . It includes instrumental, integrative, intrinsic, and extrinsic motivation.

2.Instrumental motivation refers to the use of language as a tool to achieve personal goals.

3.Integrative motivation refers to language learning in order to promote personal growth and cultural enrichment.

4.Intrinsic motivation refers to doing an activity purely for enjoyment of the activity itself, rather than its instrumental value.

5.Extrinsic motivation refers to actions taken under the influence of external factors, such as obtaining rewards, avoiding punishment or getting praise from others, etc.

CHAPTER 2

LITERATURE REVIEW

This chapter reviews the literature of learning motivation, which provides theoretical basis for this study. The main contents include: the definition of motivation, the importance of motivation in language learning, types of motivation, and the related research on motivation.

Motivation

Many scholars have defined “motivation.” Brown (1994, as cited in Xu, 2011) defines motivation as the extent to which choices you make, including the goals you pursue and the effort put into the pursuit. Gardner (1985) pointed out that motivation is the degree to which an individual works or works hard to learn the language because of desire, as well as the sense of satisfaction experienced in the activity. In addition, Eggen and Kauchak (2005) also defined motivation as a force that motivates, sustains, and guides behavior to achieve goals. In summary, the definition of different researchers can reflect the important influence of motivation, which can stimulate people to do certain things, and even make people feel satisfied.

The Importance of Motivation in Language Learning

Motivation is a very important factor in language learning. According to Kaboody (2013), motivation plays a crucial role in the speed and success of second and foreign language acquisition, especially in classroom language learning. It can be said that motivation has a great influence on language learning. More importantly, motivation provides the main driving force for L2 learning, and later this driving force is used for maintaining a long-term and often monotonous learning process (Dörnyei, 1998). From the above discussion, motivation can be considered as an important factor in learning a second or foreign language (Lucas et al., 2010). Therefore, more attention should be paid to motivation in terms of language learning.

Types of Motivation

There are four types of motivation: instrumental, integrative, intrinsic, and extrinsic motivation. The details are as follows.

1. Instrumental Motivation

Instrumental motivation mainly refers to the use of language as a tool to achieve goals. According to Alizadeh (2016, p. 12), instrumental motivation is considered to arise from the need to learn a second language for functional or external reasons. These functional or external reasons may be to achieve goals, utilitarian purposes of learning, such as passing examinations, financial incentives, promoting a career or receiving a promotion (Gilakjani, Leong, & Sabouri, 2012, p. 11). Moreover, Alizadeh (2016, p. 12) added that instrumental motivation is the use of language as a means of obtaining instrumental objectives, including reading technical materials, translation and so on. According to Alizadeh's description, examples of instrumental motivation include learning English is to understand English-language films (DVD videos, pop music), surfing the Internet and reading English-language books (newspapers, magazines, instruction manuals). All in all, from the above discussion, the role of instrumental motivation is to achieve personal goals.

2. Integrative Motivation

Integrative motivation refers to the cultural richness of individual. Gilakjani et al. (2012) stated that integrative motivation is to learn a language for personal growth and cultural enrichment. That is, learners appreciate the target language community, and the reason for learning the language is to join the community (Zanghar, 2012, p. 4). The samples are to improve foreign languages, understanding history, culture, world events and the daily lives of English-speaking countries, or to prepare for living abroad. Moreover, Wijeratne (2015, p.11) commented that people with this motivation will have a positive desire to become a part of the second language community or the willingness to integrate into the L2 community. For example, a person learns English in order to think and act like the British, Americans and Australians, or to become similar to the British, Americans, and Australians. From the above discussion, it can be concluded that integrative motivation not only promote individual growth, but also stimulate the desire of

students to enter the language community. Therefore, in language learning, it is meaningful to cultivate this kind of motivation.

3. Intrinsic Motivation

Intrinsic motivation refers to students enjoying the pleasure of learning a language. According to Liu and Chen (2015, p. 194), intrinsic motivation is to do an activity for the intrinsic happiness and interest gained from participation. Moreover, students with intrinsic motivation are more likely to continue learning than those with extrinsic motivation, and only participate in activities for the pure pleasure of language learning (Wu, 2003). For example, they enjoy the pleasure of learning English, the pleasure of acquiring ability and the pleasure of producing new language in activities. In addition, Inngam and Eamoraphan (2014) elaborated that people with the intrinsic motivation may do something to enjoy the pleasure of learning, such as going to different countries, making many foreign friends, living abroad, trying new experiences and so on. In conclusion, intrinsic motivation is one of the most important factors affecting learning. Therefore, in the process of language learning, it is necessary to increase the fun of learning in order to cultivate the intrinsic motivation of students.

4. Extrinsic Motivation

Extrinsic motivation refers to effort to achieve learning goals influenced by external factors, which stimulate learning motivation and promote second language learning among students. The examples of external factors include rewards, positive or negative results, and comfort or discomfort (Nana & Sidhu, 2019, p. 618). Moreover, as long as the external factors provide sufficient incentives or conditions, learning can proceed; however, once the external input ceases or no longer provides sufficient value for students, the willingness and effort to learn will also cease (Nana & Sidhu, 2019, pp. 618-619). Therefore, the language learning of such students depends entirely on whether the external factors are sufficient.

Regarding extrinsic motivation, Inngam and Eamoraphan (2014, p. 16) emphasize that extrinsic motivation is to do something because it can lead to a separable outcome. For example, a student does his homework only because he is afraid of the sanctions imposed by his parents, and doing his homework is to avoid

sanctions, which is an extrinsic motivation (Ryan & Deci, 2000, p. 60). Similarly, if the point of language learning is to avoid a penalty like a failing grade, it also belongs to the category of extrinsic motivation. According to Long et al. (2013, p. 138), the categories of extrinsic motivation include current incentives, enhanced attraction, and the desire to be recognized and admired by peers. For example, a student learns English to meet the needs of English globalization, attract more attention, get praise from teachers, classmates and parents, or fulfil the expectations of parents, families and society. In fact, the above external factors can stimulate short-term learning, but it is not conducive to long-term language learning. Therefore, the cultivation of intrinsic motivation should be the main task of language learning, but the extrinsic motivation cannot be ignored.

These four types of motivation have important impacts on language learning. No matter what kind of motivation, they are all valuable. Therefore, in English learning, instrumental, integrative, intrinsic, and extrinsic motivation should be paid more attention.

Related Research

There are many studies on the motivation of learning English. Students at different stages of education may have significant differences in their English learning motivation. Gumartifa and Sirajuddin (2021) used current viewpoints and scientific evidence to analyze the learning motivation of non-English foreign language learners, and found that generally, students in elementary and junior high school tended to have both intrinsic and extrinsic motivation, but extrinsic motivation was dominant. As for the English learning motivation of high school students, the findings in Torres and Alieto (2019) are different from those of Gumartifa and Sirajuddin (2021). Torres and Alieto (2019) studied the English learning motivation of ESL learners in Philippine high schools, and found that the motivation of high school students to learn English was more instrumental rather than integrative because students believed that their English proficiency was helpful to achieve their life goals, especially those related to the future, and only a few of them admitted that they really liked learning English, regardless of their utilitarian goals. In addition, there are some studies on English learning motivation

of college students. Daif-Allah and Aljumah (2020) found that EFL college students in Saudi Arabia were oriented towards integrative, instrumental and coercive goals, and none of the orientations was considered more important than the other. In short, through the above studies, it can be seen that there were significant differences in English learners' learning motivation at different stages of education.

Some studies were conducted on the English learning motivation of EFL college students. Lv and Liu (2020) investigated the motivation of 160 Chinese college students to learn English online. The results showed that individual development motivation, achievement motivation, learning situation, and the motivation to go abroad had a significant impact on the online learning of Chinese college students. At the same time, it was also found that most Chinese college students were strongly instrument-oriented, in terms of the proportion of learners' overall motivation. However, regarding Japanese and Korean college students, Hayashi (2020) studied the English learning motivation of 310 Japanese non-English majors from a medium-sized private university in western Japan and 330 Korean non-English majors from a large private university in central Korea. The results reflected that the learning motivation of Japanese students were more enjoyment-based and pleasure-oriented, in which the happiness and satisfaction inherent in learning English played a key role, while the Korean students' learning motivation had been proved to be affected by social pressure. In general, Chinese, Japanese, and Korean college students' English learning motivation was different.

In terms of junior high school students, there are some studies on their English learning motivation. Long et al. (2013) conducted a survey on the English learning motivation of 45 Chinese junior high school students in No. 5 Middle School, revealing that the level of students' English learning motivation was not high, and the overall motivation was instrumental. They also emphasized that these students realized the importance of learning English, and the aim of language learning was to achieve good results in exams (affected by the exam-oriented education system), to get praise or to avoid punishment from parents and teachers, to go abroad or to find a good job in

the future, or to improve their own quality. Nana and Sidhu (2019) investigated 487 students from three middle schools in Kaili, Southwest China, which were similar to the findings of Long et al. (2013). First, influenced by the exam-oriented education system, students' English learning motivation was to pass the exam and receive high scores. Second, language learning was to fulfill the expectations of parents and teachers. Third, most students realized that learning English was very important. However, there were also some inconsistencies with the study of Long et al. (2013). Nana and Sidhu (2019) reported that Chinese junior high school students were motivated to learn EFL, and their extrinsic motivation was slightly higher. Besides, based on gender, there were significant differences in the level of motivation, and females had a higher level of motivation. In short, after comparing the studies on junior high school students' English learning motivation, it was found that there were both similarities and differences.

Through the above research on the English learning motivation of Chinese junior high school students, it can be seen that teachers and parents played an important role in students' learning motivation. Because Chinese junior high school students learnt English only to fulfill the expectations of teachers and parents (Long et al., 2013; Nana & Sidhu, 2019). Thus, the influence of teachers and parents on students' learning motivation cannot be ignored. Besides, another point that deserves attention is the impact of China's "exam-oriented education system" on English learning motivation, which is described in detail below.

The English learning motivation of Chinese students was affected by the "exam-oriented education system." For example, Long et al. (2013) stated that the long-term "exam-oriented education system" forced English teaching to keep an eye on test scores, so the phenomenon of "high scores and low-intelligence" was common; in order to cope with the test, teachers taught students problem solving skills, students practiced the skills and almost all of their energy was concentrated on coping with the test. Also, Nana and Sidhu (2019) pointed out that in the Chinese educational context, "passing the examination" and "getting high scores" were the goals pursued by students; students learnt English for good grades, while passing the test was for admitted to a good high

school. Subsequently, it was mentioned in Wang (2020), under the influence of exam-oriented education, some students neglected their personal interests in order to maximize the possibility of college admission. Similarly, according to Liu and Chen (2015), since English was one of the main compulsory subjects, students needed to get high marks in English so that they could enter the ideal university. All in all, the above statements showed that Chinese students' English learning motivation was carried out under the influence of their own educational system.

There are also research studies on the English learning motivation of Thai junior high school students. Vibulphol (2016) conducted a questionnaire survey on students and teachers in 12 English classrooms in Thailand based on Self-Determination Theory (SDT). The purpose was to investigate the motivation of second language learners and English learning, as well as the motivational strategies used by teachers in the classroom. The results showed that in general, Thai students had a high level of English learning motivation, and a large number of students had an inherent interest in learning English, but their learning level was low. Moreover, the study also found that teachers adopted a variety of motivational strategies, including autonomous support and control styles, and teachers were suggested to consider motivational strategies more in order to cultivate students' intrinsic motivation and to improve their English learning level. In addition, Vibulphol also illustrated that not all students with "high" motivation could achieve high grades in class, and some highly motivated Thai students were even assessed as Low-Moderate in terms of learning level.

Imsa-ard (2020) examined the motivation of Thai junior high school students to learn English through a large-scale survey. A total of 640 students participated in this study. The data was collected by using a revised survey of 34 motivational items from Gardner's Attitude/Motivation Test Battery (AMTB) in 2004, and the data was analyzed by descriptive statistics and content analysis. The results revealed that most Thai students were highly motivated to learn English because they realized that English was necessary for their educational and professional purposes. For example, English was useful and could help them get a good career, a higher salary, and a better job position,

etc. Nevertheless, because of emotional and educational aspects, there were some students who lack motivation. Additionally, Imsa-ard emphasized that the support from parents and teachers may have a profound impact on students' learning motivation. Obviously, parents and teachers played an important role in the learning motivation of students.

Loima and Vibulphol (2016) studied the regional motivation and learning of ninth grade students in basic education in Thailand. This was a qualitative study, and participants were randomly selected from the northern, northeastern, central, and southern regions of Thailand. In this study, the research results were found to be partly similar with the above research of Imsa-ard (2020). The similarity lied in the high English enthusiasm of Thai students, and the researcher emphasized that Thai teachers played a vital role in students' learning motivation. The difference was that the study of Loima and Vibulphol (2016) had regional restrictions: Thai junior high school students in the south had the highest enthusiasm to study. Moreover, Loima and Vibulphol also reported that the intrinsic motivation was not low anywhere (northern, northeastern, central, and southern regions), but it was easy to fall to the interests based on situation, or even lower. In addition, the more the students liked teachers, the higher their motivation was. In general, the above studies on English learning motivation of Thai junior high school students have both commonness and individuality.

In conclusion, there are many studies on English learning motivation. These studies revealed that motivation played an important role in students' English learning, especially in the English learning of Chinese and Thai junior high school students. Therefore, it is necessary to pay more attention and deeply study students' English learning motivation.

CHAPTER 3

METHODOLOGY

This chapter mainly describes how to carry out the investigation. Its main contents include: research design, participants, instruments, data collection and data analysis.

Research Design

This study explored the learning motivation of junior high school students in China and Thailand. In this research, both quantitative and qualitative data were collected. Both sets of data were obtained from the questionnaires and interviews. In order to ensure the accuracy of the conclusions, 10 Chinese and 10 Thai students were the participants interviewed for this study. The following structural diagram illustrates the design of the study. The design is also shown in Figure 1.

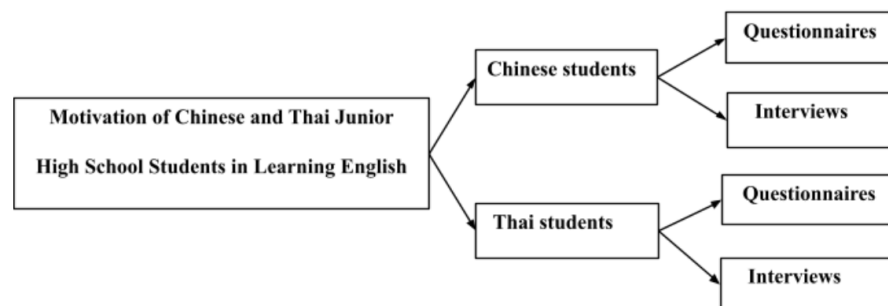


Figure 1 Research design

Participants

The participants consisted of 200 eighth-grade students: 100 students from four Chinese government schools and 100 students from four Thai government schools. They were selected by convenience sampling. There were three reasons for choosing participants. Firstly, primary school students are too young, and their English learning is mainly affected by parents and teachers. Secondly, students begin to develop their own

ideas when they are in junior high school. They know why study English, and these factors can affect their learning motivation. Finally, for high school students, their inherent way of thinking and ideas have been formed and are difficult to change. Therefore, junior high school students are ideal participants.

Instruments

The instruments in this study included a questionnaire and interviews:

The questionnaire on motivation was adapted from Gardner's Attitude and Motivation Battery Test (1985a) and Harper's questionnaire: why do you want to learn English (2017). A five-point Likert scale was used to rate the questions from 'Strongly Agree' to 'Strongly Disagree.' The questionnaire was comprised of two parts. Part I is on the general information about students, and part II is about motivational items. Item 1-14 are about instrumental motivation. Item 15-24 are about integrative motivation. Item 25-31 are about intrinsic motivation, and item 32-36 are about extrinsic motivation. To avoid misunderstandings, the questionnaire was translated into Chinese and Thai respectively. The Chinese questionnaire was translated by two Chinese from the Master's Program of English at Srinakharinwirot University, and one of them was the researcher of this study, while the Thai questionnaire was translated by See World Holiday Co., Ltd, a translation company located in Bangkok, Thailand.

For interviews, this was a semi-structured interview, with 20 participants (10 Chinese students and 10 Thai students). Moreover, these participants were interviewed in two small groups. One group consisted of 10 Chinese students, and the other group consisted of 10 Thai students. Additionally, the interview question was: "Why do you learn English?" In order to avoid misunderstanding, the interviews were conducted in the native languages of the students.

Data Collection

Before the actual survey, the applications were submitted to Chinese and Thai schools respectively, and provided some basic information about the research, such as the purpose of this paper, etc. Then, students were asked to sign the consent form. After

that, the exact time and place were arranged for this survey. In addition, the form of survey was divided into two types, namely questionnaires and interviews. Firstly, the students filled in the basic information and completed the questionnaires. The completion time was about 15 minutes. Secondly, 20 volunteer students (10 Chinese students and 10 Thai students) were interviewed in two small groups, and the interview time for each group was around 10 minutes.

Data Analysis

In this study, the quantitative data were analyzed by mean scores, standard deviation and the *t*-test analysis. Moreover, the following scale was used during data analysis. The criteria and meaning of the rating scale are as follows:

Rating of 4.21-5.00 means that the level of motivation for learning English is very high.

Rating of 3.41-4.20 means that the level of motivation for learning English is high.

Rating of 2.61-3.40 means that the level of motivation for learning English is moderate.

Rating of 1.81-2.60 means that the level of motivation for learning English is low.

Rating of 1.00-1.80 means that the level of motivation for learning English is very low.

Additionally, the qualitative data were analyzed by content analysis.

Ethical Consideration

All participants were asked to be involved in this study voluntarily and to sign the consent form. They understood the nature and purpose of this study during the process of consent, and could decide to withdraw at any time. Besides, they also understood that all data were kept in secret, and participants could never be identified because their identities were anonymous.

CHAPTER 4

FINDINGS

This chapter presents the findings of the research organized according to the research objectives: (a) to study the motivation of Chinese junior high school students in English learning; (b) to study the motivation of Thai junior high school students in English learning; and (c) to compare the motivation of Chinese and Thai students in terms of English learning. The findings were divided into two parts. The first part was the quantitative results collected from the questionnaires, while the second part presented the qualitative results collected from the interviews.

Quantitative Results

1. English Learning Motivation

1.1. Motivation of Chinese Junior High School Students

To investigate the English learning motivation of Chinese junior high school students. The data from the questionnaires were analyzed in terms of mean scores and standard deviation. The results are displayed in Table 1

Table 1 The motivation of Chinese junior high school students in learning English

Variables	Nationality		N	Mean	SD	Level	Rank
Instrumental motivation	CH	100		3.80	.88	High	1
Integrative motivation	CH	100		3.64	1.01	High	3
Intrinsic motivation	CH	100		3.74	1.07	High	2
Extrinsic motivation	CH	100		3.49	.99	High	4
Motivation	CH	100		3.70	.89	High	

Note: N = number; CH = China

Table 1 shows the English learning motivation of Chinese junior high school students. In general, the motivation level for learning English among students was at a high level ($M = 3.70$, $SD = .89$). Moreover, scrutinizing four types of motivation, it was found that instrumental motivation was the highest ($M = 3.80$, $SD = .88$). The second was intrinsic motivation, with an average score of 3.74 ($SD = 1.07$), followed by integrative motivation ($M = 3.64$, $SD = 1.01$), and the last was extrinsic motivation ($M = 3.49$, $SD = .99$). Therefore, the results revealed that the learning motivation of Chinese junior high school students was mainly influenced by instrumental, integrative and intrinsic motivation, while the influence of extrinsic motivation was slightly weaker.

The results of the questionnaire are detailed in Table 2.

Table 2 The motivation for learning English among Chinese junior high school students

Statements	Nationality	N	Mean	SD	Level
Instrumental motivation	CH	100	3.80	.88	High
1. To get a good job	CH	100	3.98	1.12	High
2. To make travel more convenient	CH	100	4.03	1.15	High
3. To earn higher wages	CH	100	3.96	1.18	High
4. To pass term examinations	CH	100	3.96	1.27	High
5. To enter university	CH	100	4.33	.98	Very High
6. To get scholarships	CH	100	3.87	1.19	High
7. To understand English-language films, DVDs and videos	CH	100	3.75	1.27	High
8. To understand English-language pop music	CH	100	3.68	1.31	High
9. To surf the Internet	CH	100	2.88	1.40	Moderate
10. To read English-language books	CH	100	3.77	1.33	High

Table 2 (Continued)

Statements	Nationality	<i>N</i>	<i>Mean</i>	<i>SD</i>	Level
11. To read English-language newspapers and magazines	CH	100	3.68	1.38	High
12. To read instruction manuals in English	CH	100	3.78	1.28	High
13. To use language as a medium	CH	100	3.68	1.25	High
14. To help my family	CH	100	3.91	1.16	High
Integrative motivation	CH	100	3.64	1.01	High
15. To improve my knowledge of foreign languages in general	CH	100	4.17	1.06	High
16. To learn about the English-speaking world	CH	100	4.06	1.20	High
17. To understand the history and culture of English-speaking countries	CH	100	3.92	1.20	High
18. To better understand world events	CH	100	3.96	1.20	High
19. To better understand the daily life of English-speaking nations	CH	100	3.68	1.33	High
20. To prepare myself for living abroad one day	CH	100	3.50	1.31	High
21. To think or behave like British, American and Australian people do	CH	100	3.00	1.34	Moderate

Table 2 (Continued)

Statements	Nationality	<i>N</i>	<i>Mean</i>	<i>SD</i>	Level
22. To be similar to British, American and Australian people	CH	100	2.68	1.39	Moderate
23. To become more mature	CH	100	3.45	1.35	High
24. To be better educated in general	CH	100	3.99	1.20	High
Intrinsic motivation	CH	100	3.74	1.07	High
25. To enjoy the pleasure of learning English	CH	100	3.89	1.24	High
26. To enjoy the pleasure of acquiring ability	CH	100	3.90	1.25	High
27. To enjoy the pleasure of producing new language in activities	CH	100	3.83	1.26	High
28. To enjoy going to different countries	CH	100	3.76	1.26	High
29. To enjoy making many foreign friends	CH	100	3.74	1.28	High
30. To enjoy living abroad	CH	100	3.25	1.31	Moderate
31. To enjoy new experiences	CH	100	3.82	1.26	High
Extrinsic motivation	CH	100	3.49	.99	High
32. To avoid a penalty like a failing grade	CH	100	3.69	1.28	High
33. To meet the needs of English Globalization	CH	100	3.80	1.22	High
34. To attract more attention	CH	100	2.84	1.32	Moderate
35. To be praised by teachers, classmates and parents	CH	100	3.31	1.30	Moderate
36. To fulfil the expectations of my parents, family and society	CH	100	3.79	1.24	High
Average	CH	100	3.70	.89	High

Note: N = number; CH = China

As presented in Table 2, Chinese junior high school students had a high level of English learning motivation ($M = 3.70$, $SD = .89$). Moreover, after scrutinizing each statement, it was found that the statement “To enter university” ($M = 4.33$, $SD = .98$) was not only with the highest average score, but also had the highest level of motivation. This means that the reason why Chinese students learned English was to enter the university. In addition, the statement “To improve my knowledge of foreign languages in general” was ranked second in terms of students’ learning motivation ($M = 4.17$, $SD = 1.06$), and the third-highest level of motivation statement was “To learn about the English-speaking world,” which had an average of 4.06 ($SD = 1.20$). In short, the statements mentioned above were the top three statements that most affected the English learning of Chinese junior high school students.

On the contrary, there were also statements in Table 2 with less motivation, such as the statement of “To be similar to British, American and Australian people” had the lowest score ($M = 2.68$, $SD = 1.39$), followed by “To attract more attention” ($M = 2.84$, $SD = 1.32$), and “To surf the Internet” ($M = 2.88$, $SD = 1.40$). These statements received the lowest average score, and their motivation level was “moderate.” In other words, these three statements had a relatively weak impact on Chinese junior high school students’ English learning.

In general, all statements in Table 2 can stimulate the English learning of Chinese junior high school students, but the influence is different. Moreover, the three highest statements focused on instrumental and integrative motivation, while the three statements with relatively weak motivation were scattered in instrumental, integrative and extrinsic motivation.

1.2. Motivation of Thai Junior High School Students

Table 3 focused on the English learning motivation of Thai junior high school students. The table is as follows:

Table 3 The motivation of Thai junior high school students towards learning English

Variables	Nationality	<i>N</i>	<i>Mean</i>	<i>SD</i>	Level	Rank
Instrumental motivation	TH	100	4.39	.45	Very High	1
Integrative motivation	TH	100	4.34	.53	Very High	2
Intrinsic motivation	TH	100	4.39	.55	Very High	1
Extrinsic motivation	TH	100	4.03	.69	High	3
Motivation	TH	100	4.33	.46	Very High	

Note: N = number; TH = Thailand

As shown in Table 3, the motivation level of Thai junior high school students in English learning was very high, with an average score of 4.33 ($SD = .46$). Moreover, the scores on instrumental ($M = 4.39$, $SD = .45$) and intrinsic motivation ($M = 4.39$, $SD = .55$) were the highest, followed by integrative motivation ($M = 4.34$, $SD = .53$), and the final one was extrinsic motivation ($M = 4.03$, $SD = .69$). In short, the English learning motivation of Thai junior high school students was affected by the first three types of motivation in the table, and the fourth motivation was relatively weak, but its influence cannot be ignored.

The results of the Thai students on the questionnaire are presented in Table 4.

Table 4 Motivation towards learning English among Thai junior high school students

Statements	Nationality	<i>N</i>	<i>Mean</i>	<i>SD</i>	Level
Instrumental motivation	TH	100	4.39	.45	Very High
1. To get a good job	TH	100	4.50	.63	Very High
2. To make travel more convenient	TH	100	4.47	.64	Very High
3. To earn higher wages	TH	100	4.06	.80	High
4. To pass term examinations	TH	100	4.49	.63	Very High
5. To enter university	TH	100	4.49	.66	Very High

Table 4 (Continued)

Statements	Nationality	<i>N</i>	<i>Mean</i>	<i>SD</i>	Level
6. To get scholarships	TH	100	4.17	.77	High
7. To understand English-language films, DVDs and videos	TH	100	4.57	.56	Very High
9. To surf the Internet	TH	100	4.42	.65	Very High
10. To read English-language books	TH	100	4.36	.73	Very High
11. To read English-language newspapers and magazines	TH	100	4.05	.90	High
12. To read instruction manuals in English	TH	100	4.32	.71	Very High
13. To use language as a medium	TH	100	4.71	.57	Very High
14. To help my family	TH	100	4.30	.76	Very High
Integrative motivation	TH	100	4.34	.53	Very High
15. To improve my knowledge of foreign languages in general	TH	100	4.56	.59	Very High
16. To learn about the English-speaking world	TH	100	4.51	.64	Very High
17. To understand the history and culture of English-speaking countries	TH	100	4.18	.78	High
18. To better understand world events	TH	100	4.30	.72	Very High
19. To better understand the daily life of English-speaking nations	TH	100	4.30	.72	Very High
20. To prepare myself for living abroad one day	TH	100	4.36	.73	Very High
21. To think or behave like British, American and Australian people do	TH	100	4.04	.89	High
22. To be similar to British, American and Australian people	TH	100	4.21	.76	Very High

Table 4 (Continued)

Statements	Nationality	<i>N</i>	<i>Mean</i>	<i>SD</i>	Level
23. To become more mature	TH	100	4.30	.70	Very High
24. To be better educated in general	TH	100	4.65	.50	Very High
Intrinsic motivation	TH	100	4.39	.55	Very High
25. To enjoy the pleasure of learning English	TH	100	4.26	.81	Very High
26. To enjoy the pleasure of acquiring ability	TH	100	4.42	.71	Very High
27. To enjoy the pleasure of producing new language in activities	TH	100	4.41	.70	Very High
28. To enjoy going to different countries	TH	100	4.36	.77	Very High
29. To enjoy making many foreign friends	TH	100	4.45	.66	Very High
30. To enjoy living abroad	TH	100	4.32	.79	Very High
31. To enjoy new experiences	TH	100	4.54	.61	Very High
Extrinsic motivation	TH	100	4.03	.69	High
32. To avoid a penalty, like a failing grade	TH	100	4.36	.67	Very High
33. To meet the needs of English Globalization	TH	100	4.15	.78	High
34. To attract more attention	TH	100	3.73	1.06	High
35. To be praised by teachers, classmates and parents	TH	100	3.68	1.09	High
36. To fulfil the expectations of my parents, family and society	TH	100	4.23	.93	Very High
Average	TH	100	4.33	.46	Very High

Note: N = number; TH = Thailand

Table 4 revealed that Thai students had a very high overall motivation to learn English ($M = 4.33$, $SD = .46$). Moreover, it was found that the average score on “To use language as a medium” was the highest ($M = 4.71$, $SD = .57$), while the statement of “To be better educated in general” was ranked second ($M = 4.65$, $SD = .50$), and the next was the statement of “To understand English-language films, DVDs and videos,” which had an average score of 4.57 ($SD = .56$). All these statements mentioned above were at a very high level, which also reflected the learning motivation of Thai students in these three statements was very high.

In addition, there were also some questionnaire statements in Table 4 that had a relatively weak impact on the English learning of Thai students. According to the average score, the statement of “To be praised by teachers, classmates and parents” scored the lowest ($M = 3.68$, $SD = 1.09$), which means that this statement had the weakest influence on English learning. The statement of “To attract more attention” ranked second to last ($M = 3.73$, $SD = 1.06$), and the third-lowest statement was “To think or behave like British, American and Australian people do,” with an average score of 4.04 ($SD = .89$). In short, the above were the three statements with the lowest average score. Moreover, compared with other statements, the impact of these three statements for the English learning among Thai junior high school students was also relatively low.

In general, all of the statements in Table 4 can motivate Thai students to learn English. Moreover, the three highest statements were in instrumental and integrative motivation, while the three statements with relatively weak motivation were scattered in terms of integrative and extrinsic motivation.

1.3. The Comparison Motivation of Chinese and Thai Students

Table 5 presents the differences in English learning motivation between Chinese and Thai junior high school students based on the mean scores, standard deviation and *t*-test analysis. The results are shown in the Table below.

Table 5 Comparison of English learning motivation between Chinese and Thai junior high school students

Variables	Nationality	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t</i>	<i>df</i>	Sig. (2-tailed)
Instrumental motivation	CH	100	3.80	.88	5.901*	148.00	.000
	TH	100	4.39	.45			
Integrative motivation	CH	100	3.64	1.01	6.158*	149.09	.000
	TH	100	4.34	.53			
Intrinsic motivation	CH	100	3.74	1.07	5.412*	147.79	.000
	TH	100	4.39	.55			
Extrinsic motivation	CH	100	3.49	.99	4.495*	176.55	.000
	TH	100	4.03	.69			
Motivation	CH	100	3.70	.89	6.224*	147.90	.000
	TH	100	4.33	.46			

Note: N = number; CH = China; TH = Thailand; * $P < .05$

As demonstrated in Table 5, there were significant differences in English learning motivation between Chinese and Thai junior high school students ($t = 6.224, p < .05$). Moreover, the analysis also revealed significant differences in terms of the motivation of Chinese and Thai students in every category. First of all, in instrumental motivation, the mean score of Thai students ($M = 4.39, SD = .45$) on learning motivation was significantly higher than that of Chinese students ($M = 3.80, SD = .88$); $t(148) = 5.901, p < .05$. Secondly, there were also differences in integrative motivation between Chinese and Thai students ($t = 6.158, p < .05$). To be precise, Thai students ($M = 4.34, SD = .53$) had higher English learning motivation than Chinese students ($M = 3.64, SD = 1.01$). Thirdly, a similar conclusion was reached in terms of intrinsic motivation. That was, the significant differences in this type of motivation between Chinese ($M = 3.74, SD = 1.07$) and Thai students ($M = 4.39, SD = .55$) were found ($t = 5.412, P < .05$). Finally, the comparison of extrinsic motivation showed that the

English learning motivation of Thai students was significantly higher than Chinese students ($t = 4.495$, $P < .05$). All in all, the above analysis clearly described the significant differences in each type of motivation between Chinese and Thai students, and Thai students had higher English learning motivation than Chinese students in every category.

Qualitative Results

1.4. Results from the Interviews

This study also conducted interviews with 10 Chinese and 10 Thai junior high school students. The purpose of the interview was to ensure the accuracy of the questionnaire results. Throughout the interviews, about the motivation of English learning among junior high school students in China and Thailand could be obtained, and the findings are as follows:

With regard to the question “Why do you learn English?” 10 Chinese students gave different answers. The first student answered: “I study English in order to pass the term examination and then enter university smoothly.” The second student answered: “I study English to make traveling more convenient, and I mainly use language as a medium of communication,” while the third student answered: “Simply to enjoy the fun of language,” and the fourth student answered: “To improve my own knowledge of foreign languages and to make full preparations for living abroad in the future.” The fifth student answered: “I study English to pass term exams in the school and enter an ideal university, such as Sichuan University,” while the sixth student answered “I like learning English, and English is very interesting.” Moreover, the answers of the seventh and eighth students were “It is required at school, and I have to pass the semester exam,” and “In order to go to university, I learn English.” The ninth student answered: “To improve the knowledge of foreign languages in general, and go to a very good university.” The tenth and final student answered: “I study English because I like English teachers, and I find English very interesting.”

Table 6 shows the answers of Chinese students on why they learn English, it is as follows.

Table 6 The top three answers to why Chinese students learn English

Statements of the top three answers	N	Nationality	Motivation types	Rank
To enter university	4	CH	Instrumental motivation	1
To pass term examinations	3	CH	Instrumental motivation	2
To enjoy the pleasure of learning English	3	CH	Intrinsic motivation	2

Note: N = number; CH = China

As shown in Table 6, the instrumental statement of “To enter university” was the answer with the largest number of respondents, followed by the instrumental statement of “To pass term examinations” and “To enjoy the pleasure of learning English” in terms of intrinsic motivation. In general, the above answers were similar to the high or very high-level statements of motivation in the questionnaire, and these answers focused on instrumental and intrinsic motivation. Obviously, the English learning motivation of 10 Chinese junior high school students was mainly affected by these two types.

In addition, 10 Thai students provided various answers to the question “Why do you learn English?” One of the Thai students replied: “I am learning English to adapt to the needs of globalization.” Another Thai student replied: “I study English to improve my foreign language knowledge, and I also enjoy learning English,” while the third and fourth Thai students answered: “I learn English because I like to be friends with foreigners, and I really want to know the English-speaking world,” and “I study English mainly because I want to use language as the medium to better communicate with foreigners. Besides, English is indispensable when surfing the Internet, reading English books, and understanding English movies or videos.” The fifth student answered: “In order to improve my knowledge of a second language, to enjoy the fun of language, and to use language as a medium of communication, so as to communicate with foreigners

better, I want to learn English well,” while the sixth student answered: “I study English because many foreigners invest in Thailand. In order to get a good job and high wages, English is necessary, and it is a very common medium for communication.” The seventh student answered: “Only by learning English well can it be possible to communicate better with foreigners. For me, English is a medium for communication, and I also enjoy the pleasure of learning.” Furthermore, the eighth and ninth students responded that “learning English makes me excited and enjoyable. At the same time, I am also very happy to master new skills and new experiences,” and “at present, people all over the world are learning English, so in order to adapt to the requirements of the times, I will learn English, and one thing is important as well, is that I must pass the exam.” Finally, the student replied: “I study English because I want to improve my knowledge of foreign languages in general.”

Table 7 presents the top three answers of Thai students on why they learn English, and the details are as follows:

Table 7 The top three answers to why Thai students learn English

Statements of the top three answers	N	Nationality	Motivation types	Rank
To use the language as a medium	4	TH	Instrumental motivation	1
To enjoy the pleasure of learning English	4	TH	Intrinsic motivation	1
To improve my knowledge of foreign languages in general	3	TH	Integrative motivation	2

Note: N = number; TH = Thailand

As displayed in Table 7, the instrumental statement of “To use language as a medium” and the intrinsic statement of “To enjoy the pleasure of learning English” were the most popular answers to why Thai students studied English, and then was the

statement of “To improve my knowledge of foreign languages in general” from integrative motivation. Generally, all the responses mentioned above were similar to the very high-level statements of motivation in the questionnaire, and these responses were concentrated on instrumental, integrative and intrinsic motivation.

In conclusion, through the interviews, it was found that the responses of Chinese and Thai students were consistent with previous questionnaire results.

Summary

In summary, the objectives of the study were: (a) to study the English learning motivation of Chinese junior high school students; (b) to study the English learning motivation of Thai junior high school students; and (c) to compare the English learning motivation of Chinese and Thai junior high school students. After analysis, the results were shown as follows:

The English learning motivation of junior high school students in both countries was mainly affected by instrumental, integrative and intrinsic motivation, while the influence of extrinsic motivation was weaker than the first three types.

In addition, there were significant differences in motivation between Chinese and Thai junior high school students toward learning English ($p < .05$). First of all, in terms of overall motivation, Chinese students had a high level of English learning motivation, but the Thai students were significantly higher. Secondly, among the four types of motivation, the motivation level of Thai students was also higher than that of Chinese students, except for the same level of extrinsic motivation. Thirdly, in most of the questionnaire statements, Thai students had a higher level of motivation than Chinese students. Fourth, Chinese and Thai students received the highest scores in the statements of “To enter university” and “To use language as a medium,” but the average score of Thai students was significantly higher. In addition, in various types of motivation or questionnaire statements, the mean scores of Thai students were higher than those of the Chinese students.

Therefore, junior high school students in both China and Thailand were very motivated in learning English, but Thai students were even more motivated.

CHAPTER 5

CONCLUSION AND DISCUSSION

This chapter presents the conclusions about the purpose of the study, research methods and findings of the study. In addition, a discussion is also conducted on this research, and the limitations, implications and recommendations of this research are also discussed in this chapter.

Conclusion

The purposes of this study were as follows:

- 1.To identify the motivation of Chinese junior high school students in English learning.
- 2.To identify the motivation of Thai junior high school students in English learning.
- 3.To compare the Chinese's motivation with that of Thai students in English learning.

The participants of the study were 200 junior high school students: 100 Chinese students and 100 Thai students. For Chinese students, there were 48 males and 52 females from four government schools, while for Thai students, there were 35 males and 65 females who were also from four government schools. In addition, the instruments used in this study included: (1) a questionnaire on the motivation in English learning; and (2) a semi-structured interview. Quantitative data were analyzed by mean scores, standard deviation and the *t*-test analysis, while qualitative data were analyzed by content analysis.

The findings of the study were as follows:

First, the results revealed that the motivation level of Chinese students in learning English was high ($M = 3.70$, $SD = .89$). The top statement that received the highest score was "To enter university" ($M = 4.33$, $SD = .98$). Additionally, the results of the interviews supported the questionnaire, revealing that the primary motivation for Chinese students to learn English was to enter university.

Second, the results revealed that the motivation level of Thai junior high school students in English learning was very high ($M = 4.33$, $SD = .46$), and the statement with the highest score was “To use language as a medium” ($M = 4.71$, $SD = .57$). In addition, the results of the interviews supported this statement as well, revealing that the English learning of Thai junior high school students was to use language as a medium.

Third, the results revealed that there were significant differences in English learning motivation between Chinese and Thai junior high school students ($t = 6.224$, $p < .05$), and the learning motivation of Thai students ($M = 4.33$, $SD = .46$) was significantly higher than that of Chinese students ($M = 3.70$, $SD = .89$). Additionally, the results of interviews also supported the questionnaire.

Discussion

According to the results of this study, Chinese students had a high level of motivation to learn English ($M = 3.70$), and the top statement that mostly affected Chinese junior high school students' English learning was “To enter university” ($M = 4.33$). Actually, Chinese students usually strived to enter universities, especially prestigious universities, such as those involved in Project 985, Project 211, and the construction of world-class universities and first-class disciplines (Wang, 2020). This is because entering university is a gateway to a better education, more professional skills, more resources and career opportunities. However, the competition for college admissions is very high (Wang, 2020). Thus, as one of the main test subjects, English has become very important. Therefore, under the influence of exam-oriented education, many Chinese students had a high motivation to learn English in order to successfully enter their ideal university. This can be seen in the results of questionnaire statements which received the highest score: “To enter university” ($M = 4.33$).

In fact, there were many reasons for the high-level English learning motivation of Chinese junior high school students. First of all, the students have realized that English learning is increasingly important nowadays. As a result, when they learn English, their motivation level is high. Similarly, the findings of Nana and Sidhu (2019),

most Chinese junior high school students are motivated to learn EFL when they see the importance of English in the contemporary world. Secondly, English is a 'recognition passport' for better education and employment opportunities (Ahmad, 2016). Thus, Chinese who have a clear understanding of the future will work very hard to learn the target language in order to have a good education and work. These students are highly motivated in the process of English learning, and this can be seen in the results of questionnaire statements which received the highest scores, which were "To be better educated in general" ($M = 3.99$), and "To get a good job" ($M = 3.98$). It can be said that students will be affected by personal motivation, resulting in a strong or weak need to learn a second language. Therefore, the scores of the four types of learning motivation of Chinese students in the questionnaire were all at a high level. Obviously, these four types were important factors for their high demand of language learning.

Thirdly, the high English learning motivation of Chinese junior high school students is closely related to their parents and teachers, and there is no shortage of researchers who have pointed out that junior high school students learn English only to fulfill the expectations of teachers and parents (Long et al., 2013; Nana & Sidhu, 2019). This can be seen in the results of questionnaire that students rated the statement "To fulfil the expectations of my parents, family and society" at a high level ($M = 3.79$). Moreover, most Chinese parents are aware of the importance of English and force their children to learn no matter how young they are (Zhao, 2016). Thus, the English learning of students in junior high schools during this period is carried out under the supervision of their parents. Even in order to avoid the punishment of failing grades, they demonstrated high learning motivation. This can be seen from the questionnaire statement: "To avoid a penalty like a failing grade" ($M = 3.69$). In addition, the measures taken in the classroom to stimulate students to learn English may be an important factor that promotes the high learning motivation of Chinese students. For example, teachers use games and modern multimedia devices to teach inspirational and interesting materials in various class organizations (Zhao, 2016). This enhances both interest and

learning enthusiasm in the classroom. In general, under the subjective influence of parents and teachers, most Chinese students had a high motivation to learn English.

It was shown that Thai students had a very high motivation to learn English ($M = 4.33$). Moreover, the highest mean score statement was "To use language as a medium" ($M = 4.71$). The reasons why Thai students were very motivated to learn English are as follows. Firstly, with the rapid development of Thai economy and the increase of foreign investment in recent years, the demand of English in the labor industry has been very high (Hiranyapriek, as cited in Kitjaroonchai & Kitjaroonchai, 2012). An increasing number of recruitment advertisements in Thailand mention that future employees need to be 'proficient in English' (Foley, 2005, as cited in Imsa-ard, 2020). Thus, in order to obtain good jobs in the future, Thai students had a very high motivation to learn English. This can be seen in the results of questionnaire statements, which was "To get a good job" ($M = 4.50$). Besides, another reason why Thai students were very motivated to learn English is that English plays a leading role as a lingua franca in Thailand (Baker, 2009, as cited in Kongkerd, 2013). Thais mainly use English to communicate with people whose native language is not English, especially in the context of the Thai tourism industry (Todd, 2006, as cited in Kongkerd, 2013). Obviously, affected by the tourism industry, English is an important language medium. It was also for this reason that Thai students used language as a medium in their English learning and had a very high level of enthusiasm. This can be seen from the results of the questionnaire, and in statements which received the highest score was "To use language as a medium" ($M = 4.71$). Furthermore, tangible or intangible incentives and rewards given by teachers and parents are also elements worth mentioning, which have an indispensable influence on the level of students' motivation (Ali et al., 2011). Due to a series of measures taken by parents and teachers, this was the factor that caused most of the Thai students to have a very high motivation to learn English. In general, the above-mentioned aspects were important for the formation of the very high learning motivation of Thai junior high school students.

Thai students with "very high motivation" in terms of English learning, but their learning level is low. This may be because English was considered as a foreign language or EFL in Thailand; consequently, the EFL context made Thai students have limited opportunities to use English in daily life; that was, English was usually used only in the classroom (Imsa-ard, 2020). Based on such factors, the English proficiency of Thai students may be low. On the other hand, it can be seen from the average score of English test in the national examination that Thai students had low English proficiency, which might be affected by the quality of the English test in the national examination and the test-curriculum (Imsa-ard, 2020). In other words, the test items of Thai national examination were partly consistent with those of the national curriculum, and the test difficulty was higher than the level of the content taught in the classroom (Nipakornkitti & Adunyarittigun, 2018, as cited in Imsa-ard, 2020). Therefore, although students were found to have high English learning motivation, their learning level or test scores may appear to be low.

Finally, this study found that there were significant differences in English learning motivation between Chinese and Thai junior high school students ($t = 6.224$, $p < .05$), and the learning motivation of Thai students ($M = 4.33$) was significantly higher than that of Chinese students ($M = 3.70$). Actually, the difference in English learning motivation was due to the fact that although Thailand and China are both geographically located in Asia, their academic systems, especially English teaching and learning, are not supported by similar educational philosophies, policies and practices (Huang, 2017, as cited in Nomnian, 2018). The Chinese education system pays more attention to accuracy, while the Thai counterpart emphasizes communicative fluency (Nomnian, 2018). Thus, under the influence of different education systems, Chinese students learn English in order to pass exams so that they can enter universities, while Thai students use language more as a medium of communication. These can be seen from the two questionnaire statements which received the highest scores were "To enter university" ($M = 4.33$) and "To use language as a medium" ($M = 4.71$). More importantly, the influence of different academic systems led to higher motivation in terms of the results of

Thai students, compared to that of the Chinese students. This may be because Thai classroom teaching follows the guidance of the education system and pays more attention to communicative fluency, compared with the comparatively boring exam-oriented education in China, Thai students were more motivated in English learning. Therefore, under the different education systems, the learning motivation of junior high school students in the two countries was significantly different.

Limitations of the Study

The results of the research might not be representative or generalized as being similar to other student groups in different contexts, which might have different results for various reasons. In fact, this research was limited to 100 Chinese junior high school students from four government schools and 100 Thai junior high school students who were also from four government Thai schools. In addition, comparative research on the learning motivation of junior high school students in China and Thailand has not been extensively studied. Therefore, there were limitations in comparing the results of this research with related studies to find out whether or not it was consistent with previous studies.

Implications of the Study

According to the results of this study, it can be concluded that Chinese and Thai junior high school students were highly motivated to learn English, and the main factors affecting the English learning of Chinese and Thai students were “To enter university” ($M = 4.33$) and “To use language as a medium” ($M = 4.71$). In order to maintain the high English learning motivation of the students in these two countries, teachers in both countries should be good at making use of the above two factors to attract students and enhance their motivation. Also, the methods of teaching in English classes should be improved to engage students to enjoy their learning and to achieve the transformation of learning motivation from extrinsic to intrinsic. In short, teachers

should work hard to find a variety of teaching strategies and techniques to enhance and sustain the motivation of students for learning English.

Furthermore, people working in this area, such as curriculum designers, in the schools who have obligations for English teaching and learning development, a board of directors from different schools, or the Ministry of Education, which specializes in education and teaching should organize seminars to formulate reasonable English teaching policies that can improve students' learning motivation. Besides, the teaching problems that weaken or hinder learning motivation should also be investigated, as well as finding solutions. Finally, through the provision of effective teaching materials, reasonable suggestions, training courses on teaching strategies, or regular evaluation organized by relevant personnel to enhance the professional skills of teachers, so that they can deal with various education and teaching problems.

Recommendations of Further Study

The following recommendations are suggested for the English learning motivation of Chinese and Thai students. First of all, the study found that Thai junior high school students had higher English learning motivation than Chinese students. Thus, it will be interesting to further explore why Thai students were more motivated to learn English. Secondly, this study was conducted to investigate the learning motivation of Chinese and Thai junior high school students in Grade 8. For this reason, it will be interesting to further study the learning motivation of students in different grades and in different contexts. In conclusion, the results obtained from the above suggestions may benefit the study of English learning motivation.

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APPENDICES



Appendix A

Questionnaire (English Version)

QUESTIONNAIRE

This questionnaire is to survey the motivation of Chinese and Thai Junior high school students in English learning.

The questionnaire is composed of two parts:

Part I: Students' General Information

Part II: Motivational Items (instrumental, integrative, intrinsic and extrinsic motivation)

Please answer the following questions as close as possible to your own opinion. The survey information and your answers will remain anonymous for this specific purpose only.

Thank you for your cooperation

Part I Students' General Information

Directions: Please complete the basic information.

Student number: Sex:

Parents' nationalities: No. of years learning English:

No. of visits to an English-speaking country:

a: never b: 1-2 times c: 3-5 times d: 6-10 times e: 10 times >

No. of visits to an English-speaking country lasting more than 3 months:...

a: never b: 1 times c: 2 times d: 3-5 times e: 5 times >

Own/use computer? (Yes or no)

Use Internet for?

a: play games b: watch videos c: listen to music d: find learning

materials

e: others

When using the internet, do you use English? (Yes or no)

Probable future occupation:

If you could live and work in any European town/city, which one would you choose?.....

Part II Motivational Items

Directions: This part consists of 36 questions relating to the motivation for learning English. The scale is divided into five levels and ranges from “strongly agree” to “strongly disagree”. Please indicate your choice with a tick (✓) in the most suitable column provided to explain why you are learning English. We would urge you to read carefully and give accurate answers, because the success of this study depends on your input. (5 = strongly agree, 4 = agree, 3 = moderate, 2 = disagree, 1 = strongly disagree)

1-14: Instrumental motivation	5	4	3	2	1
1. To get a good job					
2. To make travel more convenient					
3. To earn higher wages					
4. To pass term examinations					
5. To enter university					
6. To get scholarships					
7. To understand English-language films, DVDs and videos					
8. To understand English-language pop music					
9. To surf the Internet					
10. To read English-language books					
11. To read English-language newspapers and magazines					
12. To read instruction manuals in English					
13. To use language as a medium					
14. To help my family					
15-24: Integrative motivation	5	4	3	2	1
15. To improve my knowledge of foreign languages in general					
16. To learn about the English-speaking world					
17. To understand the history and culture of English-speaking					

countries					
18. To better understand world events					
19. To better understand the daily life of English-speaking nations					
20. To prepare myself for living abroad one day					
21. To think or behave like British, American and Australian people do					
22. To be similar to British, American and Australian people					
23. To become more mature					
24. To be better educated in general					
25-31: Intrinsic motivation	5	4	3	2	1
25. To enjoy the pleasure of learning English					
26. To enjoy the pleasure of acquiring ability					
27. To enjoy the pleasure of producing new language in activities					
28. To enjoy going to different countries					
29. To enjoy making many foreign friends					
30. To enjoy living abroad					
31. To enjoy new experiences					
32-36: Extrinsic motivation	5	4	3	2	1
32. To avoid a penalty like a failing grade					
33. To meet the needs of English Globalization					
34. To attract more attention					
35. To be praised by teachers, classmates and parents					
36. To fulfil the expectations of my parents, family and society					



Appendix B
Questionnaire (Chinese Version)

问卷调查

本问卷旨在调查中泰两国初中生英语学习动机。

问卷由两部分组成：

第一部分：学生的基本信息

第二部分： 动机选项 （工具型动机、融入型动机、内在动机、外在动机）

请尽可能的根据您自己的意向回答以下问题。调查信息和您的答案将仅用于此特定目地并保持匿名。

感谢您的配合！

第一部分

学生的基本信息

说明：请填写基本信息。

学号：.....性别：

父母的国籍：.....学习英语的年限：

访问讲英语的国家次数：

a:从不 b:1-2次 c:3-5次 d:6-10次 e:多于10次

持续访问讲英语的国家超过三个月以上的次数：

a:从不 b:1次 c:2次 d:3-5次 e:多于5次

拥有/使用计算机?(是或否)

使用互联网是为了：

a:玩游戏 b:观看视频 c:听音乐

d:查找学习资料 e:其它

在使用互联网时,你使用英语吗?(是或否)

未来可能从事的职业：

如果您能在欧洲的任何城镇生活与工作,您会选择哪一个?...

第二部分 动机选项

说明:这部分包括36个与英语学习动机有关的问题。问题的同意等级程度被划分为5个级别,范围从“强烈同意”到“强烈反对。”请在所提供的最合适栏中用勾号表示您的选择,以解释您学习英语的原因。我们强烈建议您仔细阅读并给出准确的答案,因为这项研究的成功取决于您的投入。(5=强烈同; 4=同意; 3=既不同意也不反对; 2=不同意; 1=强烈不同意)

1-14: 工具型动机	5	4	3	2	1
1. 为了找份好工作					
2. 为了使旅行更方便					
3. 为了赚更高的工资					
4. 为了通过学期考试					
5. 为了进入大学					
6. 为了获得奖学金					
7. 为了了解英语电影, DVD和视频					
8. 为了了解英语流行音乐					
9. 为了上网冲浪					
10. 为了阅读英语书籍					
11. 为了阅读英文报纸和杂志					
12. 为了阅读英文说明书					
13. 为了以语言为媒介					
14. 为了帮助我的家人					
15-24: 融入型动机	5	4	3	2	1
15. 为了大体上提高我的外语水平					
16. 为了了解讲英语的世界					
17. 为了了解讲英语的国家的历史和文化					
18. 为了更好地了解世界大事					
19. 为了更好地了解讲英语的国家的日常生活					
20. 为自己有一天在国外生活做好准备					
21. 为了像英国人、美国人和澳大利亚人那样思考或行为					

22. 为了与英国人、美国人和澳大利亚人相似					
23. 为了变得更加成熟					
24. 为了普遍接受更好的教育					
25-31: 内在动机	5	4	3	2	1
25. 为了享受学习英语的乐趣					
26. 为了享受获得能力的乐趣					
27. 为了享受在活动中创造新语言的乐趣					
28. 喜欢去不同的国家					
29. 喜欢结交许多外国朋友					
30. 为了享受国外生活					
31. 为了享受新体验					
32-36: 外在动机	5	4	3	2	1
32. 为了避免承受像不及格那样所带来的处罚					
33. 为了适应英语全球化的需要					
34. 为了吸引更多人的注意力					
35. 为了受到老师、同学和家长的表扬					
36. 为了满足父母、家庭和社会对我的期望					

Appendix C
Questionnaire (Thai Version)



แบบสอบถาม

แบบสอบถามนี้ใช้เพื่อสำรวจแรงจูงใจของนักเรียนระดับมัธยมต้นชาวจีนและไทยในการเรียนภาษาอังกฤษ

แบบสอบถามมี 2 ส่วน:

ส่วนที่ I: ข้อมูลทั่วไปของนักเรียน

ส่วนที่ II: ปัจจัยสร้างแรงจูงใจ (เชิงเครื่องมือ เชิงบูรณาการ การจูงใจภายใน การจูงใจภายนอก)

กรุณาตอบคำถามต่อไปนี้อย่างตรงไปตรงมาตามความคิดเห็นของคุณ ข้อมูลและคำตอบจากงานวิจัยนี้จะไม่มีการเปิดเผย และใช้สำหรับการวิจัยเท่านั้น

ขอขอบคุณในความร่วมมือ

ส่วนที่ I

ข้อมูลทั่วไปของนักเรียน

คำชี้แจง: กรุณาตอบข้อมูลพื้นฐาน

หมายเลขประจำตัวนักเรียน:.....เพศ:.....

สัญชาติของผู้ปกครอง:จำนวนปีที่เรียนภาษาอังกฤษ:.....

จำนวนครั้งที่เดินทางไปประเทศที่ใช้ภาษาอังกฤษ:

1: ไม่เคย 2: 1 หรือ 2 ครั้ง 3: 3-5 ครั้ง 4: 6-10 ครั้ง 5: มากกว่า 10 ครั้ง

จำนวนครั้งที่เดินทางไปประเทศที่ใช้ภาษาอังกฤษและอาศัยนานกว่าสามเดือน:

1: ไม่เคย 2: 1 ครั้ง 3: 2 ครั้ง 4: 3-5 ครั้ง 5: มากกว่า 5 ครั้ง

เป็นเจ้าของ/ใช้คอมพิวเตอร์ (ใช่หรือไม่).....

ใช้อินเทอร์เน็ตเพื่อวัตถุประสงค์ใด

1: เล่นเกมส์ 2: ดูคลิปวิดีโอ 3: ฟังเพลง 4: หาข้อมูลเกี่ยวกับการเรียน 5: อื่น ๆ

คุณใช้ภาษาอังกฤษในขณะที่ใช้อินเทอร์เน็ต (ใช่หรือไม่).....

อาชีพที่คาดว่าจะทำในอนาคต:

ถ้าคุณสามารถพักอาศัยและทำงานในประเทศในทวีปยุโรป คุณจะเลือกไปที่ใด.....

ส่วนที่ II

ปัจจัยสร้างแรงจูงใจ

คำชี้แจง: ส่วนนี้มี 36 คำถามที่เกี่ยวกับแรงจูงใจในการเรียนภาษาอังกฤษ โดยแบ่งระดับเป็น 5 ระดับ ตั้งแต่ "เห็นด้วยมากที่สุด" ถึง "ไม่เห็นด้วยมากที่สุด"

กรุณาทำเครื่องหมาย (✓) ในช่องที่ตรงกับเหตุผลที่คุณเรียนภาษาอังกฤษ เราขอแนะนำให้คุณอ่านอย่างละเอียดและตอบคำถามให้ถูกต้องเนื่องจากผลลัพธ์ของการวิจัยนี้ขึ้นอยู่กับคำตอบของคุณ (5 = เห็นด้วยมากที่สุด, 4 = เห็นด้วย, 3 = ไม่แน่ใจ, 2 = ไม่เห็นด้วย, 1 = ไม่เห็นด้วยมากที่สุด)

1-14: แรงจูงใจเชิงเครื่องมือ	5	4	3	2	1
1. เพื่อให้ได้งานที่ดี					
2. เพื่อให้การเดินทางสะดวกมากขึ้น					
3. เพื่อให้ได้ค่าแรงสูงขึ้น					
4. เพื่อให้ผ่านการสอบ					
5. เพื่อสอบเข้ามหาวิทยาลัย					
6. เพื่อรับทุนการศึกษา					
7. เพื่อทำความเข้าใจภาพยนตร์/ ดิวิดี/ วิดีโอที่ใช้ภาษาอังกฤษ					
8. เพื่อทำความเข้าใจเพลงที่เป็นภาษาอังกฤษ					
9. เพื่อหาข้อมูลในอินเทอร์เน็ต					
10. เพื่ออ่านหนังสือภาษาอังกฤษ					
11. เพื่ออ่านหนังสือพิมพ์/ นิตยสารภาษาอังกฤษ					
12. เพื่ออ่านคู่มือภาษาอังกฤษ					
13. เพื่อใช้ภาษาในการสื่อสาร					
14. เพื่อช่วยเหลือครอบครัว					
15-24: แรงจูงใจเชิงบูรณาการ	5	4	3	2	1
15. เพื่อพัฒนาความรู้ด้านภาษาต่างประเทศโดยทั่วไป					
16. เพื่อเรียนรู้โลกที่ใช้ภาษาอังกฤษ					

17. เพื่อทำความเข้าใจประวัติศาสตร์และวัฒนธรรมของประเทศที่ใช้ภาษาอังกฤษ					
18. เพื่อทำความเข้าใจสถานการณ์ของโลกให้ดีขึ้น					
19. เพื่อทำความเข้าใจชีวิตประจำวันของประเทศที่ใช้ภาษาอังกฤษให้ดีขึ้น					
20. เพื่อเตรียมตัวสำหรับการอยู่อาศัยในต่างประเทศในอนาคต					
21. เพื่อคิดและ/หรือปฏิบัติตัวเช่นชาวอังกฤษ/ ชาวอเมริกัน/ ชาวออสเตรเลีย					
22. เพื่อทำความเข้าใจกับชาวอังกฤษ/ ชาวอเมริกัน/ ชาวออสเตรเลีย					
23. เพื่อให้มีวุฒิภาวะมากขึ้น					
24. เพื่อให้มีการศึกษาที่ดีขึ้นโดยทั่วไป					
25-31: แรงจูงใจจากภายใน	5	4	3	2	1
25. มีความสุขในการเรียนภาษาอังกฤษ					
26. มีความสุขในการเพิ่มทักษะความสามารถ					
27. มีความสุขในการใช้ภาษาในกิจกรรมต่าง ๆ					
28. มีความสุขในการไปประเทศต่าง ๆ					
29. มีความสุขในการมีเพื่อนต่างชาติ					
30. มีความสุขในการอาศัยต่างประเทศ					
31. สนุกกับประสบการณ์ใหม่					
32-36: แรงจูงใจภายนอก	5	4	3	2	1
32. เพื่อหลีกเลี่ยงปัญหา เช่น การสอบตก					
33. เพื่อตอบสนองความต้องการด้านโลกาภิวัตน์ในภาษาอังกฤษ					
34. เพื่อดึงดูดความสนใจของผู้อื่น					
35. เพื่อได้รับการชื่นชมจากครู/เพื่อนร่วมชั้น/ผู้ปกครอง					
36. เพื่อตอบสนองความคาดหวังของผู้ปกครอง/ครอบครัว/สังคม					

VITA

NAME Zihui, Guo

DATE OF BIRTH 13 February 1991

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