

Motivation and English Language Proficiency of Grade 12 Students in Government Schools in Thailand

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Abstract: This study aims to find out the relationships between each type of motivation and English language proficiency of high and low English proficiency students. It also tries to identify differences in each type of motivation between high and low English proficiency students. It further aims to investigate the relationship between four types of motivations i.e. intrinsic motivation, extrinsic motivation, instrumental motivation, integrative motivation and the level of English proficiency among M.6 students in Bangkok.

Keywords: Learning Motivation; English Language Proficiency; Grade 12; Government schools; Thailand

INTRODUCTION

English language plays a major role in the current world of globalization, due to the current unlimited communication channels which are the factors of the globalization of English language (Shaw, 1995). According to this scenario, English is very essential at an international level in all areas of communication, business and others which increases the necessity of English language in education. In Thailand, English plays a great role in its education. There is an opinion that Thai people have studied or acknowledged the importance of English since the time of King Rama V in 1862. Highly concerned with the importance of English language, he visited several times to neighboring states i.e. Java, Singapore, and European countries, which influenced him to set up Suan Kularp School as the first government secondary school (Puntipa Puntakerngamorn, 1998).

The teaching of English language in Thailand has been developed progressively and is currently governed by Thailand Eighth National Education Development plans for 1997-2001, in which it was stated that

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English is compulsory from Primary 1 onwards (Achara Wongsothorn, Suhpat Sukamolsoon & Pat Chinthammit, 1996). The purpose of the curriculum is to provide students with an opportunity to continue their English education without interruption and to facilitate life-long learning. It is also to develop students' language proficiency and to fulfill a number of purposes: communication, acquisition of knowledge, academic studies, and career advancement as well as appreciation of the English language (Ministry of Education, 1996).

According to the main objective of English education in Thailand, the curriculum focused on the learners' proficiency in English language. Puntipa Puntakerngamorn (1998) stated the curriculum aims to cultivate two linguistic abilities: an ability to access to the society and culture (Socio-Cultural Functions) and an ability to use English to communicate effectively, grammatically, and appropriately (Cognitive Linguistic Functions).

The problem of low English proficiency among Thai students became essential for both their education and career because there are many firms that consider English skills as important recruiting criteria. The World Bank explained the importance of English communication skills for Thailand global competition that English language skills are viewed as important for workers at 21%, which were essentially equal with the skills in learning innovations, socializing with others, and good attitude. Moreover, the current situation of globalization forced many local and multinational firms to face borderless business settings. These firms need to train their workers' English skills or try to be carefully required their workers for those who had adequate skills of English and computers. (Abelmann et al, 2000).

Although English language is widely used as the language for communication internationally, it is rarely spoken among people in Thailand. Moreover, most Thai people use Thai language as the medium language for their daily communication i.e. speaking, writing, reading and listening. This scenario also exists in the area of education. Thai students are mostly exposed to English language in the classroom settings such as talking with teachers, not the real outside environment (Shaw, 1995). Thus, Thai students do not get many chances to practice, improve and be exposed to English language in their daily lives.

Many researchers such as Oxford and Shearin (1994) and Dornyei (1994) found that one of the factors for success in second foreign language learning is motivation. One of the obstacles for Thai students to develop their English language proficiency concerns their motivation towards their learning English language as conducted by several research studies. Although Thai students face difficulties in developing their English

proficiency due to a lack of natural exposure to English language, and a lack of a supporting English usage environment in Thai society, they are still able to improve their English proficiency by themselves through motivation and determination to learn and improve their English skills through various mediums such as accessing internet, watching television programs, listening to radio and others. This type of motivated mind is important for them because they can maintain their gradual improvement of English language.

This study aims to find out the relationships between each type of motivation and English language proficiency of high and low English proficiency students. It also tries to identify differences in each type of motivation between high and low English proficiency students. It further aims to investigate the relationship between four types of motivations i.e. intrinsic motivation, extrinsic motivation, instrumental motivation, integrative motivation and the level of English proficiency among M.6 students in Bangkok.

DEFINITIONS

Based on the definitions given by scholars, motivation is the drive or desire process that causes behaviors to occur. Guncharee Khakay (กฤษฏ์ วิชาชัย, 2542) categorizes motivation into two main categories: Content Theories of Motivation and Process Theories of Motivation. The first category stresses on the basic human needs, in which motivation is emerged when the needs of a person are not satisfied. The other category of motivation explains how a person's needs and desires are directed towards behaviors.

Aree Punmanee (อารี พันธมณี, 2534) categorized motivations as follows:

1. Behavior expression based motivation, which is categorized into two categories i.e. intrinsic motivation and extrinsic motivation
2. Source based motivation, which is categorized into three types: physiological motivation, psychological motivation, and social motivation

Phongpan Phongsopha (พงษ์พันธ์ พงษ์โสภา, 2544) has classified motivation into three types as follows:

1. Survival Motives, which drives humans to be able to survive, and overcome the obstacles of living
2. Social Motives, which are influenced by social learning especially from the human role model
3. Self Motives / Ego-Integrative Motives, which are complex, internal and difficult to notice. This type of motivation drives humans to adjust, develop and succeed through many skills such as good decision making and confidence

Thus, motivation is categorized into many categories. Humans can be motivated by external arousals or by internal stimuli. Each motivation has an influence on human behavior. Therefore, no human behavior occurs consciously without motivation.

Language Learning Motivation

It is evidently clear from several views and theories of scholars that motivation is an essential factor to learn second language. In the current study, the researcher focuses on four types of motivation i.e. extrinsic motivation, intrinsic motivation, instrumental motivation, and integrative motivation.

Intrinsic Motivation

In the context of language learning, intrinsic motivation has been studied by researchers who suggested that this type of motivation plays an important role in second language acquisition (Deci & Ryan, 1985, deCharms, 1968). As this type of motivation refers to the action of an individual to gain pleasure and satisfaction, Reeve (1992) suggested that intrinsically motivated behaviors encourage individuals to seek out novelty and challenges, and, in doing so, satisfy important psychological needs. Intrinsic motivation pushes the individual to want to master environmental challenges, and such mastery attainments eventually increase ability to adapt to the challenges and the individual's curiosities of the environment.

The studies mentioned about language expertise and satisfying psychological needs such as self motivation to tackle the challenges as a source of intrinsic motivation correspond with the work of Cognitive Evolution Theory (CET) proposed by Deci and Ryan (1985). The CET suggested that a student can be motivated to participate in learning by the feeling of competence and sense of autonomy. These two states of mind are related to the needs for competence and autonomy suggested by Self Determination Theory (SDT) (Deci and Ryan, 1985, p. 275). The example of feeling of competence and sense of autonomy suggested by CET is that a student can be motivated to learn because he feels the learning is challenging with difficulties, requiring creative ideas, open for disagreement and discussion. The feeling mentioned is called by the CET respectively: optimal challenges, promoting feedback, and freedom from demeaning evaluations (Deci & Ryan, 2000).

From these theories, students who are motivated intrinsically can be self encouraged to overcome obstacles in their English study. They can be persistently and consistently motivated to participate in English learning activities as they can also be motivated to be a master in English in order to gain satisfaction.

Extrinsic Motivation

Extrinsic motivation refers to a behavior in which an individual performs in order to receive some extrinsic reward such as good grades or a raise in salary, or alternatively to avoid punishment. Based on the study of Self Determination Theory (STD), which distinctively views the extrinsic motivation as various ranges of autonomous behaviors, there are four types of extrinsic motivation. Each motivation indicates the level of autonomy, from high to low, respectively. These types of extrinsic motivation are: external regulation, introjection, identification and internalization. External regulation is defined as those activities that are determined by sources external to a person, such as rewards or threats. Introjection refers to reasons involving performing an activity due to some type of feeling such as guilt or shame if they do not do the activity. Identification includes personal reasons why individuals invest energy and choose to do activities.

Thus, the motivation to learning language spelling for good writing skills is identified with the motivation to success in future careers. Finally, the most autonomous type of extrinsic motivation in STD theory is internalization, which is closely similar to extrinsic motivation, meaning that a person is identified motivated deeply from the self. (Deci & Ryan, 2000).

Instrumental Motivation

There are many studies conducted by many researchers about the type of motivation that relates to the social educational context. This type of motivation is called instrumental motivation. According to Gardner (2007), instrumental motivation is the motivation for social and educational purposes. This type of motivation is relatively persistent in each individual, which can support individual long term interest in studying a second language.

The study by Gardner (1985) revealed that there are certain practical goals in language acquisition. The study of reasons for students to study English language as a second language revealed that the student has several reasons to study for external benefits such as getting a better standard of education, getting a good job, or towards attaining certain goals related to that particular language.

Integrative Motivation

Nowadays, second language study is viewed by many scholars, such as Clément, 1980, Noels, and Clément, 1996, MacIntyre, Clément, Dörnyei, and Noels, 1998, Dörnyei, 1994 (as cited in Gardner, 2007, p. 14) as the orientation of educational and cultural context, meaning that the study of a second language is not only the knowledge in learning, but also the

perception of the target language culture such as language structure, vocabulary, pronunciation, poems etc

The study mentioned was similar to the study of Gardner (1985) about motivation which was not only concerned with the area of education, but also sociology. Studying an international language involves participating in that culture and society directly or indirectly. The desire to acquire any second language for social purposes such as interaction, communication, affiliation etc, is called Integrative motivation by Gardner.

Although Gardner views that integrative motivation is very important for students' second language acquisition, motivation is not the only aspect that contributes to second language learning. Among other aspects are effort (motivation intensity), want (desire to learn language), and affect (attitude towards second language). However, among other aspects of second language acquisition, integrative motivation can enhance others to support individual second learning ability.

ENGLISH LANGUAGE PROFICIENCY

Gardner (2007) suggested that the term English language proficiency is the measurement of learner's English language skills: speaking, listening, reading and writing and the English language proficiency can also be measured by the learner's accumulative academic performances in English such as classroom learning assessments, examination etc.

As English language is widely learnt globally under the teaching methods of TEFL, TESL, ESL, etc, the societies have become more multiracial and, multinational with English as the only medium for communication among the members of society. In America for example, where English is the national language and where many children do not speak English as their first language; the government has to come up with a clear English language developmental stage for non-native English literacy. The most proposed theory about English as a second language was the predictable and sequential stages of language development, in which the learner progresses from no knowledge of the new language to a level of competency close to the level of a native speaker (Bracken & Jennifer, 2003).

The teaching of English language to non native English learner in America requires the learner to progress through these stages of language development,

Stage I: The Silent/Receptive or Preproduction Stage

Stage II: The Early Production Stage

Stage III: The Speech Emergence Stage

Stage IV: The Intermediate Language Proficiency Stage

Stage V: The Advanced Language Proficiency Stage

Each stage can be accomplished by fulfilling the language proficiency criteria of communications by speaking, listening, reading and writing (Bracken & Jennifer, 2003).

English Language Proficiency of M. 6 in Thailand Education

In Thailand, English language teaching methods have been widely applied using teaching second language techniques since the Education Act 1999 promoted a learner centered education system in Thailand. The English language proficiency of the Grade 12 or Mathayom 6 is based on the academic indicators of the expanding level of the English curriculum. The expanding level of English curriculum is aimed to educate learners to master English language based on seven criteria of learner English proficiency as follows:

1. Students will be able to understand and apply English language for communication of data, knowledge, enhance relationships among individuals through proper giving and sharing of thoughts, concept about important issues such as education and economy.
2. Students will be equipped with the English skills of speaking, listening, reading, and writing about themselves, family, school, environment, food, drinks and human relations with others such as free time activities, education, careers within the frame of 3600 – 3750 vocabulary words.
3. Students will be able to apply compound sentences and complex sentences for official and nonofficial communication in different situations.
4. Students will be able to read, write descriptive and non descriptive messages for official and nonofficial situations, which use discourse markers.
5. Students will have good knowledge and understanding about the culture of English language in both learning and living context which they can apply in different situations.
6. Students will have the English language ability to explore and research in other learning areas through various learning instruments.
7. Students will practice English language at school and outside of school to acquire progressive knowledge for passion and strengthening basics for future education and careers.

According to these seven criteria of English learner proficiency, each Mathayom 6 student has to be equipped with various English language skills and good attitudes towards English language in

terms of linguistic and cultural contexts. As a learner goes through the expanding level, he or she should be proficient in English language.

In short, the English language proficiency is the measurement of a person's English language skills, which have been accumulated over a long time and have been utilized to communicate with others. The level of proficiency can be measured through various language skills testing such as examinations, interviews, academic works and any assignments that require that person to apply his or her English skills in communication.

METHODOLOGY

The subjects in this study are 100 students sampled from the population of all M.6 students at randomly selected governmental schools in the selected education area in Bangkok. The schools in Bangkok are divided into three areas under the supervision of Office of Basic Education Committee. These education areas are Bangkok education area 1, area 2 and area 3. The schools which were selected from each education area by multi-stage sampling method were Horwang School, Yothinburana School and Watbawornmongkol. Each school represented the three education areas in Bangkok, respectively.

The subject students were divided into two groups: high-proficiency group and low-proficiency group according to their level of English language proficiency based on their average grades of their English subjects over two years from M.4 to M.5. All students' average grades were ranked in order from the highest average grade to the lowest average grade by the 27 % technique (Hughes, 1989). All 100 students within the study were systematically ranked from highest to lowest based on their English CGPA. Hence, the students who were in the top 27% were considered to be in the high proficiency group and those in the bottom 27% to be in the low proficiency group, respectively. There were 54 students altogether, 27 in each group. Thus, the number of high and low English proficiency students was investigated equally.

The research instrument in this study was a self-administered questionnaire properly adjusted from those in the related studies. The questionnaire consisted two parts. The first part of the questionnaire related to demographic and personal information of the students i.e. gender, school, and English GPA for the last two years. The second part consisted of four sections, each section containing five questions about each motivation; intrinsic, extrinsic, instrumental and integrative motivations, respectively. Thus, there were 20 questions altogether regarding four types of motivation in the second part.

PROCEDURES

Research Design

This research was a cross-sectional design to investigate the relationship between the motivation and English language proficiency of M.6 students in Bangkok.

Data Collection

The multi-stage sampling method was applied to determine the three schools which represented the three education areas in Bangkok. Then the students from the selected schools were selected using the non-probability sampling method. The questionnaires were distributed in the second week of July 2009 and were collected in the following week.

The returned questionnaires contained the one hundred subjects' English CGPA since the first semester of M.4 until the second semester of M.5. These data from the questionnaires were used for the data analysis.

DATA ANALYSIS

The researcher analyzed the data obtained from the questionnaires by using the Statistical Package for Social Sciences (SPSS) version 14.0. The analysis of data was conducted to answer the research questions.

To answer questions in part one, the data acquired from the questionnaire were analyzed by Pearson correlation coefficient for finding out the relationship between the subjects' English proficiency and each type of motivation. The subjects' English proficiency was calculated from the English CGPA, and each type of motivation level was calculated from the five point Likert scales rating from strongly disagree to strongly agree. To facilitate the analysis of the data, the following levels of the average means score and their interpretation as presented below were utilized.

Scale Interpretation

1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly agree

Width of the rating scale = (Maximum score – Minimum Score)

Number of level

= (5 – 1)

5

= 0.8

Levels of the Average Mean Scores Interpretation

1.00 – 1.80	Strongly Disagree
1.81 – 2.60	Disagree
2.61 – 3.40	Neutral
3.41 – 4.20	Agree
4.21 – 5.00	Strongly agree

To answer questions in part two, the statistical technique of t- test was applied to indicate the significance of motivation and differences among motivation of students with high and low English language proficiency levels.

RESULTS

100 questionnaires were distributed to the respondents in 3 selected governmental schools in 3 education areas in Bangkok. A total of 100 questionnaires were collected from the schools. This results in a response rate of 100%.

The 100 students were divided into two groups: high-proficiency group and low-proficiency group according to their level of English language proficiency based on their average grades of their English subjects over two years from M.4 to M.5. They were also ranked by the 27% technique, which separated them into two groups of the bottom 27 students and the top 27 students of the subjects. The result was that they were divided into two groups of high and low English proficiency students, and each group contained 27 students.

The findings of the study are divided into three parts as follows:

1. General information of the respondents
2. The relationship between each type of motivation and English language proficiency of the high and low English proficiency students
3. The difference in motivation between the high and low English proficiency students.

GENERAL INFORMATION OF THE RESPONDENTS

The information of the respondents specified in the questionnaire includes their gender, school, grades obtained which were calculated into CGPA and English language activities of the respondents.

Most of the respondents of this study were female, accounting for 62.96%, while 37.04% of them were male. 35.19% of the respondents were from Horwang School, 44.44% from Yothinburana School, and 20.37% from Watbawornmongkol School.

The majority of the low English proficiency students had an English CGPA of 2.375 (18.52%) and 2.5(20.37%), respectively. Moreover, 27.78% and 9.26% of high English proficiency students had an English CGPA of 3.875 and 4.00, respectively.

With regards to the students' English activities about reading English newspapers, magazines or cartoons, 5.56% of high English proficiency students never did English reading activities compared to a huge number (31.48%) of low English proficiency students. Moreover, 37.03% of high English proficiency students have sometimes done English reading activities compared to only 11.11% of low English proficiency students. And it is noticed that 7.40% of both high and low English proficiency students always read English newspapers, magazines or cartoons.

English Language Activities

The results for English language activities of listening to English music or news indicate that only 3.70% of high English proficiency students never did English language listening activities, while a significant amount of low English proficiency students (25.92%) never did English language listening activities. 33.33% of high English proficiency students sometimes listened to English music or news, while 20.37% of low English proficiency students sometimes did the same English language activity. Moreover, 12.96% of high English proficiency students always did English language listening activities compared to only 3.70% of the English proficiency students.

With regards to the English language activities of high and low English proficiency students in watching television programs or movies, 40.74% of high English proficiency students sometimes watched English language television programs or movies, while 27.78% of low English proficiency students sometimes did the same activities. There were only 5.56% of high English proficiency students who never watched English television programs or movies compared to 18.51% of low English proficiency students who never did the same activity. Interestingly, there were equal numbers of high and low English proficiency students (3.70%) who always watched English programs or movies.

All students were quite familiar with using internet or E-mail because everybody ever wrote an E-mail in English or surfed the Internet in English. 33.33% of low English proficiency students sometimes used the internet or

wrote E-mail, which was more than the 27.78% of high English proficiency students who sometimes used the internet or wrote E-mail. However, the number of high English proficiency students who always wrote E-mail or surfed internet was 22.22%, which was more than the 16.67% of low English proficiency students who did the same activities.

With regards to the frequency of communication in English with other people by both high and low English proficiency students, the number of high and low English proficiency students who communicated with other people in English was quite similar. Both groups of students never communicated in English, sometimes communicated in English, and always communicated in English at similar rates.

THE RELATIONSHIP BETWEEN EACH TYPE OF MOTIVATION AND ENGLISH LANGUAGE PROFICIENCY OF THE HIGH AND LOW ENGLISH PROFICIENCY STUDENTS

The relationship of intrinsic motivation and English language proficiency of high and low English proficiency students was investigated in the second part of the questionnaire, starting from item 1 to item 5. The results are demonstrated as follows:

Table 1. The Relationship Between Intrinsic Motivation and English Language Proficiency of High English Proficiency Students

Items	Description	r	p
1	I would like to be a master at English language.	.309(*)	.029
2	I am happy to learn English language.	.632(**)	.000
3	I am impressed with English language.	.485(**)	.000
4	I feel that learning English is useful for me in the future.	.525(**)	.000
5	I would like to compete with others in learning English language.	.084	.563
	Overall	.676(**)	.008

** $p \leq .01$.

It was found in Table 1 that there was a significant relationship at close to 0.01 ($p \leq .01$) from the first item to the fourth item of intrinsic motivation and the English language proficiency of high English proficiency students.

Table 2. The Relationship Between Intrinsic Motivation and English Language Proficiency of Low English Proficiency Students

Items	Description	r	p
1	I would like to be a master at English language.	.168	.110
2	I am happy to learn English language.	.576(*)	.019
3	I am impressed with English language.	.663(*)	.023
4	I feel that learning English is useful for me in the future.	.143	.320
5	I would like to compete with others in learning English language.	.369(*)	.020
	Overall	.255(*)	.024

* $p \leq .05$.

Table 2 shows that there was a significant relationship at close to 0.05 ($p \leq .05$) between items 2, 3 and 5 of the intrinsic motivation and the English language proficiency of low English proficiency students, and there was a significant relationship of around 0.05 between the overall intrinsic motivation and the English language proficiency of low English proficiency students.

From Tables 1 and 2, it can be concluded that high English proficiency students are more related to the overall intrinsic motivation than low English proficiency students. (The high English proficiency students $r = .676$, $p \leq .01$ and the low English proficiency students $r = .255$, $p \leq 0.05$)

The relationship of extrinsic motivation and English language proficiency of high and low English proficiency students was investigated in the second part of the questionnaire, starting from item 6 to item 10. The results are demonstrated as follows:

Table 3. The Relationship Between Extrinsic Motivation and English Language Proficiency of High English Proficiency Students

Items	Description	r	p
6	I intend to study English well to get a good grade.	.427(*)	.022
7	I intend to study English well for being rewarded by others.	.069	.636
8	I intend to study English well because I do not want to be blamed and ashamed if I get a bad grade.	.013	.928

9	I intend to study English well to look good.	.079	.584
10	I study English so that I will be accepted by others.	.510(*)	.045
	Overall	.252(*)	.031

* $p \leq .05$.

Table 3 indicates that there were two items of extrinsic motivation significantly related to the English language proficiency of high English proficiency students at close to 0.05 ($p \leq .05$). The table also indicates that overall extrinsic motivation is related significantly at close to 0.05 ($p \leq .05$) with the English language proficiency of high English proficiency students.

Table 4. The Relationship Between Extrinsic Motivation and English Language Proficiency of Low English Proficiency Students

Items	Description	r	p
6	I intend to study English well to get a good grade.	.372(*)	.034
7	I intend to study English well for being rewarded by others.	.191	.185
8	I intend to study English well because I do not want to be blamed and ashamed if I get a bad grade.	.214	.136
9	I intend to study English well to look good.	.467	.657
10	I study English so that I will be accepted by others.	.430	.055
	Overall	0.278*	0.035

* $p \leq .05$

Table 4 shows that there was a significant relationship at close to 0.05 ($p \leq .05$) between item 6 of extrinsic motivation and low English proficiency students. This indicates that low English proficiency students are highly motivated by extrinsic motivation.

The results of Tables 3 and 4 indicate that there is a close relationship between high English proficiency students with overall extrinsic motivation and low English proficiency students and their level of extrinsic motivation. (The high English proficiency students $r = .0252$, $p \leq .05$ and the low English proficiency students $r = .278$, $p \leq 0.05$)

Table 5. The Relationship Between Instrumental Motivation and English language Proficiency of High English proficiency Students

Items	Description	r	p
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11	I study English language for socializing, traveling etc.	.506(**)	.000
12	I want to study English well for future educational and career advantage.	.500(**)	.000
13	I want to study English well so that I can work with a multinational company and receive a high salary.	.428(**)	.002
14	I want to study English well so that I am respected by others.	.065	.652
15	I study English because it is compulsory, otherwise I would not study it.	-.395(**)	.004
	Overall	.378(**)	.008

** $p \leq .01$.

Table 5 shows that there were four items of instrumental motivation related significantly at close to 0.01 to high English proficiency students. These items were item 11 (studying English language for socializing and traveling), item 12 (studying English well for future education and career advantage), item 13 (study English well in order to work with a high multinational company and to receive a high salary), and item 15 (studying English because it is a compulsory course) with a negative relationship of $r = -.395$, which is about the willingness to learn English language.

Table 6. The Relationship Between Instrumental Motivation and English Language Proficiency of Low English Proficiency Students

Items	Description	r	p
11	I study English language for socializing, traveling etc.	.445(**)	.001
12	I want to study English well for future educational and career advantage.	.467(**)	.001
13	I want to study English well so that I can work with a multinational company and receive a high salary.	.274	.054
14	I want to study English well so that I am respected by others.	.373(**)	.008
15	I study English because it is compulsory, otherwise I would not study it.	-.376(**)	.007
	Overall	.226(**)	.010

** $p \leq .01$

Table 6 indicates the clear results of the significant relationship between low English proficiency and 4 items of instrumental motivation at close to 0.01. These were items 11, 12, 14, and 15. This significant relationship showed that low English proficiency students could be motivated by instrumental motivation because they were motivated by the benefits they gain through learning English.

According to Tables 5 and 6, it was shown that the relationship between instrumental motivation and both high and low English proficiency was quite similar. (high English proficiency students $r = .0378$, $p \leq .05$ and low English proficiency students $r = .226$, $p \leq 0.10$) According to items 16 to 20 of the questionnaire, asking respondents about their integrative motivation in learning English language, it was found that the level of integrative motivation was related to their English language proficiency.

Table 7. The Relationship Between Integrative Motivation and English Language Proficiency of High English Proficiency Students

Items	Description	r	p
16	I want to study English to communicate with foreigners who have English literacy.	.486(**)	0.00
17	I want to study English to understand the culture of other countries in which English is widely spoken.	.415(**)	.003
18	I want to study English because I want to live in a country that uses English as the medium language.	.544(**)	.000
19	I want to learn English to be admired and respected by foreigners.	.590(**)	.000
20	I want to study English for future self study from many sources of English such as novels, movies etc.	.379(**)	.007
	Overall	.398(**)	.008

** $p \leq .01$

Table 7 demonstrated that all items of integrative motivation were related significantly at close to 0.01 with high language proficiency students.

Table 8. The Relationship Between Integrative Motivation and English Language Proficiency of Low English Proficiency Students

Item	Description	r	P
16	I want to study English to communicate with foreigners who have English literacy.	.382(**)	.006
17	I want to study English to understand the culture of other which.countries in English is widely spoken	.481(**)	.000
18	I want to study English because I want to live in a country that uses English as the medium language.	.333(*)	.018
19	I want to learn English to be admired and respected by foreigners.	.309(*)	.276
20	I want to study English for future self study from many sources of English such as novels, movies etc.	.276	.052
	Overall	.289(*)	.020

Table 8 showed a significant relationship between their English language proficiency and integrative motivation. Items 16 -17 and items 18 - 19 of integrative motivation were related significantly at close to 0.01 and 0.05, respectively with the English language proficiency of low English proficiency students.

From the results of Tables 7 and 8, it is shown that the relationship between the English proficiency of high and low English proficiency students and overall integrative motivation were quite different. (high English proficiency students $r = .0398$, $p \leq .01$ and low English proficiency students $r = .289$, $p \leq 0.50$)

In conclusion, both high and low English proficiency students were related with all types of motivation; intrinsic, extrinsic, instrumental, and integrative motivations. However, the high English proficiency students were related to types of motivation that of the low English proficiency students.

THE DIFFERENCE IN EACH TYPE OF MOTIVATION BETWEEN HIGH AND LOW ENGLISH PROFICIENCY STUDENTS

The difference of intrinsic motivation between high and low English language proficiency students was investigated by using T- test to find out the significant differences. The result of the study is as follows:

Intrinsic Motivation

Table 9 shows a significant difference of 0.003** between high and low English proficiency subjects in terms of level of intrinsic motivation, which indicates that the students with high and low English language proficiency have significantly different levels of intrinsic motivation.

Extrinsic Motivation

The difference in extrinsic motivation between high and low English language proficiency students was investigated as follows:

Table 10. The Difference in Extrinsic Motivation Between High and Low English Proficiency Students

Student	No. of students	$\bar{x}$	S.D	t	Sig
Low	27	15.3	4.4	-0.76	0.448
High	27	16.2	4.2		

Table 10 indicates that there is no significant difference in terms of extrinsic motivation between high and low English proficiency students as the level of difference was only at 0.448.

Instrumental Motivation

The difference in motivation between the two groups was found by calculating results from the questionnaires by using t-test as shown in the table below:

Table 11. The Difference in Instrumental Motivation Between High and Low English Proficiency Students

Student	No. of students	$\bar{x}$	S.D	t	Sig
Low	27	18.4	2.3	-0.772	0.443
High	27	18.9	2.5		

Table 11 indicates that the mean score in the instrumental motivation of high English proficiency students was a little higher than the mean score of low English proficiency students ($\bar{x}$ = 18.4 , 18.9) However, the results

indicated no significant difference in the level of instrumental motivation between high and low English proficiency students.

Integrative motivation

The difference in motivation between the two groups was found by calculating results from the questionnaires by using t-test as shown in the table below:

Table 12. The Difference in Integrative Motivation Between High and Low English Proficiency Students

Student	No. of students	$\bar{x}$	S.D	t	Sig
Low	27	17.3	5.15	-2.478	0.018*
High	27	20.0	2.72		

*Significant at 0.05 level.

Table 12 shows that there was a significant difference (0.018)* in the level of integrative motivation between the high and the low English proficiency students.

To further study the difference between overall motivation and English language proficiency, the difference in the level of overall motivation between high and low English proficiency students was investigated and shown as follows:

Table 13. The difference in overall motivation between high and low English proficiency students

Student	No. of students	$\bar{x}$	S.D	t	Sig
Low	27	68.30	12.79	-2.266	0.028*
High	27	75.19	9.265		

* Significant at 0.05 level.

Table 13 shows that there was a significant difference (0.028)* between the level of overall motivation of high English proficiency students, which was more than low English proficiency students.

In conclusion, the level of intrinsic motivation and integrative motivation of high English proficiency students is more significant than the level of intrinsic motivation and integrative motivation of low English proficiency students. Though there was no significant difference in extrinsic motivation and instrumental motivation between high and the low English proficiency students, the significant difference in overall motivation between high and

the low English proficiency students was indicated at 0.028*. The meaning of this difference was that high English proficiency students were different from low English proficiency students in terms of intrinsic and integrative motivation. Both groups of students could not be motivated by the same type of motivation.

CONCLUSION

The findings of the study showed that there are positive relationships between each type of motivation and English language proficiency. Both high and low proficiency students were related to all four types of motivation. High proficiency students were more related to intrinsic and integrative motivation than low proficiency students. However, both high and low English proficiency students were related similarly with the extrinsic and instrumental motivation.

The findings of the study also indicated that there were significant differences in motivation between high and low English proficiency students in terms of intrinsic motivation and integrative motivation. However, there were no significant differences found between high and low English proficiency students in terms of extrinsic and instrumental motivation.

FURTHER RESEARCH

Based on the findings and conclusions of this study, the following recommendations are made for future research.

1. This research data was drawn only from government schools in Bangkok. Future research should also include private schools which do not share the same characteristics as government schools
2. This research obtained the data from 54 respondents. It is recommended a larger sample size should be extended to increase the degree of generalization of the study and in order to make the findings more valid and reliable.
3. This study does not examine motivation in second language learning of students at other ages such as Grade 1 – 11 or at university levels. It is recommended that more variety of respondents should be studied, including different ages, time studying English, and other language proficiencies.

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