

A COMPARISON OF STUDENTS' MOTIVATION FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE IN SELECTED PUBLIC AND PRIVATE SCHOOLS IN BANGKOK

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Abstract: This study tried to find the students' motivation for learning English as a foreign language (EFL) in selected public and private schools in Bangkok, Prawate district. It sought to ascertain the level of students' intrinsic and extrinsic motivation in language learning; examine the motivational patterns of Thai elementary school students studying English as a foreign language; and the motivation important for the student learning English. The high motivation of students in English language learning in both public and private schools bring them to a successful in their language learning. This study looked at a population of 486 Grade 4 - Grade 6 students from one public school and one private school in Prawate district and gave them a survey which checked for students' motivation in learning English as foreign language. The study had four objectives which were to 1) to identify the level of intrinsic motivation to learn English for students in public and private school, 2) identify the level of extrinsic motivation to learn English for students in public and private schools, 3) to compare the difference in intrinsic motivation to learn English between students in public school and private school, and 4) to compare the difference in extrinsic motivation to learn English between students in Public Schools and Private Schools.

The study's findings were 1) the levels of intrinsic motivation to learn English of students in public and private Schools was high; 2) the levels of extrinsic motivation to learn English of students in Public and Private School was high; 3) there were significant levels differences between intrinsic motivation Public School and Private School; and 4) there were significant levels differences extrinsic motivation between public school and private school.

Keywords: Attitude, Integrative Orientation, Instrumental Orientation, Public School, Private School, Bangkok, Intrinsic and Extrinsic Motivation, Motivation, Learning English as A Foreign Language

Introduction

The English language is becoming an increasingly important subject in Thailand. Students are expected to

have a firm grasp of it, placing it as the highest priority in their learning, in order to compete with the outside world and advance. This chapter consists of the background of study, statement of the problem, research questions, research objectives, research hypotheses, theoretical framework, conceptual framework, scope of the study, definitions of terms, and significance of the study.

Background of The Study

The researcher assumed that every learner had different levels of intrinsic and extrinsic motivation in their learning of English as a foreign language (EFL), as observed from the students in her language classroom. There are some students who seem to progress easily in grasping grammar rules and achieving excellent grammar, pronunciation and speaking skills during the elementary level. On the contrary, some students seem to encounter difficulties in their language learning when they are first learning, many struggling to construct sentences properly. In many years of teaching, the researcher has also observed that students have different reasons for attending English classes.

The researcher realized that her own motivation to learn English was a combination of being surrounded by English-speaking foreigners in her workplace and a personal enjoyment for the knowledge of a new language. From her interactions and teaching experiences with students from Public and Private schools at her language school, this researcher began to wonder if there was any difference between the level of intrinsic and extrinsic motivation and how students succeed in learning English. Students in her language class come from Public and Private school. She wondered if the levels of intrinsic and extrinsic motivation differ in Public and Private school settings and if these motivations are significant in predicting successful of student learning.

In order to best characterize the motivation of Thai students from Public and Private school that are learning English as a foreign language, the researcher chose to use a major model of intrinsic and extrinsic motivation, the Gardner's Motivation Theory (1985), to ascertain the motivations of students in selected public and private schools when it comes to learning English. This research attempts to investigate the intrinsic and extrinsic motivations of learning English as a foreign language for students in selected public and private elementary schools in Prawate, Bangkok.

Statement of The Problem

Thailand is going to join in the ASEAN community in 2015, and one major problem among the Thai students concerns the English language. Students studying English

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as a Foreign language (EFL) are concerned because they don't have a chance to speak in the classroom, and they may think that English is too advanced for them to learn and use in their everyday life (Pawapatcharodom, 2007).

In order to improve teaching and to see an effective learning of English, instructors must understand the student attitude and challenge their students to learn actively, while also motivating their students to participate in activities by drawing their attention with fun activities. In this way, their learning English through each activity will motivate them both intrinsically and extrinsically very actively in the classroom affects the students' motivation and attitude towards learning English (Ushida, 2005).

The researcher has observed through her language classroom that some of her students have negative attitude toward learning English, which gives them no motivation to learn it. This may deter language learners to study intensively. The language classroom should be full of fun activities that draw student's attention. Once they have fun in language class, they will not have a negative attitude toward the English language, and may even be motivated to learn English. Consequently, the language classroom will be more effective in creating an environment that motivates students, both intrinsically and extrinsically, as effective learners in the language.

Therefore, whenever students have a positive attitude about language learning, they will be draw to learn effectively and will be motivated intrinsically.

Theoretical Framework

The goal of this study is to find the levels of intrinsic and extrinsic motivation of students learning English in public and private schools, in Bangkok. This study used the theory developed as part of educational psychology and has been applied to language learning – Socio – Educational model by Robert Gardner (1985). Gardner and Lambert developed in a social Psychological motivation of L2 (English as a second language), they suggested that individuals' motivation to learn an L2 is nurtured by attitudes toward the L2 community and goals, or orientations, sought through the acquisition through these researchers identified to integrative motivation refers to a desire to learn the L2 when it has to social with community of the L2. This orientation can be contrasted with the instrumental orientation, which refers to a desire to learn the L2 to achieve some practical goal, such as a higher grade or better job.

According to Gardner and Lambert (1972), the motivation can be divided into two types: integrative and instrumental. Motivation referring to positive attitudes and feelings toward the language target group, and instrumental motivation is referring to the potential utilitarian gains of second language (L2) or the foreign language (EFL) proficiency, such as studying English to enter a University (Lucas, 2010). Dornyei's Process Model of motivation for foreign language learning (EFL), Ryan & Deci's Self- Determination Theory on intrinsic

and extrinsic motivation have been included in this study (Carreira, 2006).

According to SDT of Ryan and Deci's Theory, human motivation and personality development are important. For example, students who choose to learn a language simply for the enjoyment and interest of learning that language will draw out their motivation to learn and be successful in language teaching (Lucas, 2010).

Intrinsic Motivation

Intrinsic motivation can be doing something for the enjoyment experienced from learning as would like to go to various foreign countries and like to make a lot of foreign friends or like to live abroad or to accomplish- which is doing something for the enjoyment of accomplishing something as looking forward to learn English and try to use it; and like to know more about the foreign countries to be stimulated-which is doing something to experience stimulation (Deci & Ryan, 1985)

Extrinsic Motivation

Extrinsic motivation can be identified in the person doing something because one believes it is valuable and important as learning because people around the learners feel that language is important and the person has somewhat the reasons for doing something as people in family hoping that English will be proficient and external which when the person does something because of external reasons, such as rewards, or the threat of punishment. The Self-Determination Theory (Deci & Ryan, 1985) depends on what reason or goal the student had for learning. Therefore, intrinsic motivation refers to doing something because it is interesting or enjoyable to do it. Extrinsic motivation refers to doing something because it leads to a separate outcome. It is now known that performance can differ clearly when the student has intrinsic versus extrinsic motivation (Ryan & Deci, 1985).

Research Objectives

1. To identify the levels of intrinsic motivation to learn English of students in public and private schools.
2. To identify the levels of extrinsic motivation to learn English of students in public and private schools.
3. To compare the difference in intrinsic motivation to learn English between students in public school and private school.
4. To compare the difference in extrinsic motivation to learn English between student in public school and private school.

Conceptual Framework

(See Figure 1 on the next page)

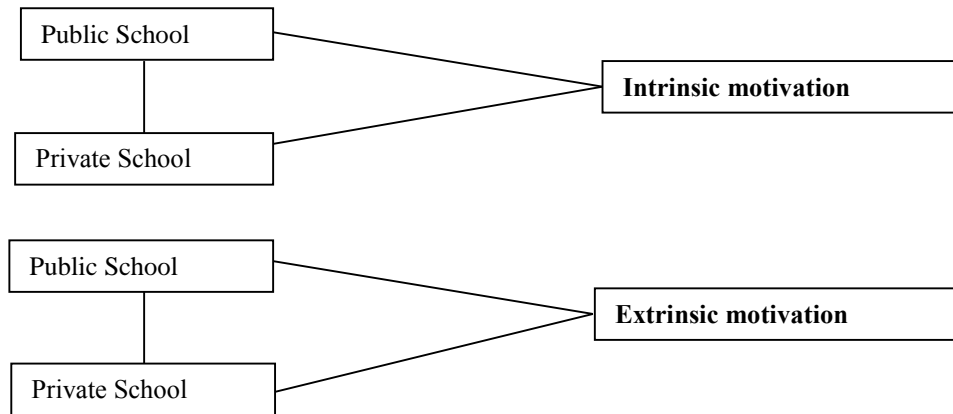


Figure 1: Conceptual Framework of This Study

The Figure looks for the levels of intrinsic motivation of students in public and private school and looks for extrinsic motivation of students in public and private school.

Literature Review

In the previous paragraph, the researcher presented the objectives and the importance of the study. In this chapter, reviews of related concepts have been organized into seven parts as follows: First motivation and foreign language learning, Second motivation of students learning foreign language, Third intrinsic and extrinsic motivation, Fourth intrinsic motivation in learning English as a foreign language, Fifth extrinsic motivation in learning English as a foreign language, Sixth English language learning in Thailand and Seventh private and public schools in Thailand.

Questionnaire

To collect the data the researcher choose students who were studying the English language in Klongpaklak Public and Sapakorn Wittaya Private Elementary Schools: 241 students from the private school and 245 students from the public school, in the academic year 2012. Selected students were studying in Grade 4 – Grade 6. The researcher chose these two schools because they were located in the same area and the numbers of students in both schools were almost the same size. Therefore, the researcher chose every student from each class to fill in the questionnaires.

Research Finding

Research finding of research objective one

Data collected from the MALESC first section of the questionnaire (see Appendices A and B) was used to answer research question one: What are the levels of intrinsic motivation to learn English of students in Public and Private Schools? The MALESC assesses students' motivation level of learning English. From intrinsic motivation. The MALESC consists of 12 statements, and in this study a 4- point Likert scale (Strongly agree, agree,

disagree and strongly disagree) was used to find out students' motivation for English language learning in each statement. As mentioned in Chapter 3, the total scores of each level of intrinsic and extrinsic student motivation in language learning were used.

Research finding of research objective two

Data collected from the MALESC second section of the questionnaire (see Appendices A and B) was used to answer research question two: What are the levels of extrinsic motivation to learn English of students in Public and Private Schools? The MALESC assesses students' motivation level for learning English from extrinsic motivation. The MALESC consists of 7 statements, and in this study a 4- point Likert scale (Strongly agree, agree, disagree and strongly disagree) was used to find out students' motivation in English language learning in each statement. As mentioned in Chapter 3, the total score of each level of Intrinsic and Extrinsic students' motivation in language learning was used.

Research finding of research objective three

Data collected from the MALESC first section of the questionnaire was used to answer research question three: Is there any difference in intrinsic motivation to learn English between students in Public School and Private School? The MALESC assesses students' motivation level of learning English from intrinsic motivation. The MALESC consists of 12 statements, and in this study a 4- point Likert scale (Strongly agree, agree, disagree and strongly disagree) was used to find out students' motivation in English language learning in each statement. As mentioned in Chapter 3, the total score of each level of Intrinsic and Extrinsic students' motivation in language learning was used.

Research finding of research objective four

Data collected from the MALESC second section of the questionnaire was used to answer research question four: Is there any difference in extrinsic motivation to learn English between Students in Public School and Private School? The MALESC assesses students' motivation

level of learning English from extrinsic motivation. The MALESC consists of 7 statements, and in this study a 4-point Likert scale (Strongly agree, agree, disagree and strongly disagree) was used to find out students' motivation in English language learning in each statement. As mentioned in Chapter 3, the total score of each level of Intrinsic and Extrinsic students' motivation in language learning was used.

Summary of This Study

Students' motivation in language learning has been considered an important part of intrinsic and extrinsic motivation of learning which influence and could determine success or failure of foreign language learning. It is also crucial to have knowledge and motivation of such individual differences in order to motivate students to meet the diverse needs of their learning. Every student has different levels of motivation and ways of learning. The researcher, as an English language teacher, wondered the level of the intrinsic and extrinsic motivation in language learning among the students both in public and private school, also would like to compare the differences between students' intrinsic and extrinsic motivation between Public and Private school.

Conclusion

From this research, a comparison of students' motivation for learning English as a foreign language in selected public and private schools in Bangkok was completed. The level of intrinsic and extrinsic motivation of students' learning English as a foreign language was different between public and private school. The researcher found that the intrinsic motivation of the student in public school show the lower mean score when compared to the intrinsic motivation of the student's motivation in Private school. And also the Extrinsic motivation of the students in Public school shows the lower mean score when compared to the extrinsic motivation of the student in Private school.

Thus, the intrinsic motivation of the students in learning English as a foreign language in Public and Private are different and also the extrinsic motivation of the students in learning English as a foreign language different.

Recommendations for Teachers:

Teachers should incorporate different activities in order to motivate the students, which will enhance their interest in learning the language. Therefore, although it is important to motivate students, instructors should not only focus on their extrinsic motivation, but also intrinsic motivation. High level of intrinsic motivation in students' learning may be better than students who have high extrinsic motivation; each student has different levels of intrinsic and extrinsic motivation. Also it is important to balance the intrinsic and extrinsic motivation in order for students to effective learn.

Therefore, the researcher strongly recommends that the instructors become aware of the level of students' motivation of intrinsic and extrinsic motivation. The instructors should create lessons which are unique to motivate students' learning and encourage the parents to actively involve themselves in their child's learning.

Recommendations for Future Research:

This study could be replicated with a large sample size at other schools or other countries as well as with different grade level learners. In order to gain more precise information regarding the intrinsic and extrinsic motivation of student's learning English, a large number of schools including the non-urban schools (i.e. rural areas and small towns) in Thailand must be involved in the future research.

The researcher also recommends that further research be done using a qualitative method. The intrinsic and extrinsic motivation in students' learning English will be useful to explore the results of the quantitative data, and further examine the reasons for the results. The researcher feels that further and more thorough qualitative examination are needed to accurately describe and find out why the intrinsic and extrinsic motivation mean score in private school was higher than the intrinsic and extrinsic motivation in public school, and why the students in public school were not as motivated as students in private school.

Furthermore, considering the MALESC has been repeatedly revised since it was first developed, the revised instrument should be accurate for today's language learning classrooms. The reinvestigation and possible revision will benefit future research on student's intrinsic and extrinsic motivation of learning English.

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