

แรงจูงใจในการเรียนภาษาอังกฤษของนักเรียนอาชีวศึกษา

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บทคัดย่อ

การศึกษาค้นคว้าครั้งนี้มีวัตถุประสงค์เพื่อศึกษาระดับแรงจูงใจของนักเรียนอาชีวศึกษาที่มีต่อการเรียนภาษาอังกฤษ และศึกษาว่านักเรียนมีแนวโน้มในการเกิดแรงจูงใจจากปัจจัยภายในหรือภายนอก เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถามเรื่องแรงจูงใจที่ดัดแปลงมาจาก Attitude/Motivation Test Battery โดย Gardner (1985) และการสัมภาษณ์แบบหนึ่งต่อหนึ่ง กลุ่มตัวอย่างคือ นักเรียนอาชีวศึกษา ระดับ ปวช. ปีที่ 3 จำนวน 120 คน จากวิทยาลัยอาชีวศึกษาแห่งหนึ่งในจังหวัดสกลนคร กลุ่มตัวอย่างถูกแบ่งออกเป็น 3 กลุ่ม อิงตามสาขาที่เรียน คือ กลุ่มคอมพิวเตอร์ธุรกิจ กลุ่มอุตสาหกรรม และกลุ่มบัญชี ข้อมูลถูกวิเคราะห์ทางสถิติด้วยโปรแกรม SPSS เพื่อค้นหาคะแนนเฉลี่ย และส่วนเบี่ยงเบนมาตรฐานของข้อมูลเชิงปริมาณ ผลจากการศึกษาพบว่า นักเรียน ปวช. ปีที่ 3 มีแรงจูงใจในการเรียนภาษาอังกฤษค่อนข้างสูง นักเรียนจากกลุ่มคอมพิวเตอร์ธุรกิจกับกลุ่มบัญชีมีระดับแรงจูงใจที่สูงกว่านักเรียนจากกลุ่มอุตสาหกรรม กลุ่มตัวอย่างมีแนวโน้มในการเรียนภาษาอังกฤษจากปัจจัยทั้งภายในและภายนอกค่อนข้างสูง แต่มีแนวโน้มจากปัจจัยภายนอกสูงกว่า จึงกล่าวได้ว่า นักเรียนอาชีวศึกษามีแนวโน้มในการเกิดแรงจูงใจจากปัจจัยภายนอกมากกว่าปัจจัยภายใน ผู้วิจัยแนะนำให้ผู้สอนออกแบบการสอนเพื่อรักษาและเพิ่มระดับแรงจูงใจของนักเรียน รวมไปถึงกระตุ้นให้นักเรียนสร้างแรงจูงใจด้วยตนเอง

คำสำคัญ : แรงจูงใจ แนวโน้มจากปัจจัยภายใน แนวโน้มจากปัจจัยภายนอก นักเรียนอาชีวศึกษา

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Vocational Students' Motivation toward Studying English

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Abstract

This study aims to investigate the motivation level of vocational students toward studying English and also to explore whether the students instrumentally or integratively motivated. The two research instruments were the motivation questionnaire adopted from Gardner's Attitude/Motivation Test Battery (1985) and the one-on-one interview. The participants were 120 third year vocational certificate students from a college in Sakon Nakhon province. The participants were divided into three groups according to their field of study: Business computer group, Industry group, and Accountancy group. The data was statistically analyzed through SPSS to find out the mean score and standard deviation of the quantitative data. The results revealed that the 3rd year vocational students reported quite high level of motivation toward studying English and the motivational level students from Business computer and Accountancy group were higher than those from Industry group. The students also reported quite high scores of both instrumental and integrative orientation; however, the mean score of instrumental orientation was higher than that of integrative orientation. Therefore, the vocational students were more instrumentally motivated than integratively motivated. The author suggests that the teacher should design a teaching methodology in order to maintain and increase students' motivation including encourage students to self-generate their motivation.

Keywords : Motivation, Integrative orientation, Instrumental orientation, Vocational students

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1. Introduction

English plays an important role as a commonly used language throughout the world of communication. English is used as a lingua franca in many communities around the world, and as a second language or an official language in a number of countries. In Thailand, English is a foreign language. Thai people speak their own language and English is another language that people have to study since young age. Some are able to achieve it at a satisfying level, but some cannot use English well or even are not able to use it. So, what factor affects one person's learning process? To achieve learning a second language, one of the important factors affecting learning process is attitudinal-motivational aspect (Gardner, 1985). Attitude is how a person feels about a certain thing or situation. It might be positive or negative and that feeling will push one to behave in a certain way toward that thing or situation. When a person has a positive feeling in doing something, one will be motivated to do and able to do well. Motivation, somehow, also plays a big role in second language learning. Motivation is an interior force that drives people to do something or behave in a certain way. Each person expresses different levels and different types of motivation. In acquiring a second language, motivation is an impulsion that pushes students to achieve their goal of learning. Hence, the researcher was interested in exploring how a certain group of people feel toward learning English. The Attitude Motivation Test Battery (Gardner, 1985) was adopted to measure participants' motivation toward learning English. Furthermore, the researcher was also interested in how people view learning English.

In Thailand, vocational education is another choice of education. The vocational education system is the big source supplying manpower for semi to high skilled labor markets. Since Thailand has already joined ASEAN Economic Community at the end of 2015 and English is the lingua franca in

ASEAN community, it is important to prepare Thai vocational students to be able to deal with the market requirement in AEC era. Besides academic support that helps enhancing students' competence, motivation is also beneficial in encouraging students' willingness to learn. Therefore, this study focused on how to upgrade the potential of students in vocational education system. The development of the curriculum is an important part to improve the quality of students. In order to correctly match the curriculum to the students, the researcher was interested in studying motivational aspect of the students which would indicate the problem and the circumstance of the students. The result would lead to correct solution and also the development of the curriculum and teaching methodology.

The research questions of this study were as follows:

1. What level of motivation do vocational students report toward studying English?
2. Are vocational students integratively or instrumentally motivated?

2. Literature Review

2.1 Vocational education in Thailand

Vocational and technical education system in Thailand according to Toward a learning society in Thailand by Bureau of International Cooperation (BIC) (November, 2008) offers three levels of the program - upper secondary (Vocational Certificate), post-secondary (Diploma or Vocational Associate Degree), and university level (Bachelor's Degree). BIC also mentioned that over one million students were in Vocational program.

The courses offered for Vocational and Diploma Certificate consist of 9 courses; 1) Industry, 2) Commerce/Business Administration, 3) Fine and Applied Arts, 4) Home Economics, 5) Agriculture, 6) Fisheries, 7) Tourism & Hospitality, 8) Textile Industry, and 9) Information Technology and Communication (ICT).

Vocational certificate curriculum B.E. 2556 and Diploma certificate curriculum B.E. 2557 were adapted to comply with the era of technology to produce qualified technical manpower in many areas of abilities. The qualified manpower are expected to be able to adapt the knowledge from school in real life working, to have morals and ethics in their own occupation, and to develop oneself in academic and profession.

2.2 Motivation in second language acquisition

Motivation, in a term of second language acquisition, is something that urges learners to achieve in learning the language. Gardner (1985) suggested that the motivation is the combination of desire plus effort to learn the language, and positive attitudes toward learning the language. The desire to learn the language would drive learners to spend effort to reach their goal of learning and favorable attitudes would also make learners enjoy the activity. Just one or two partial of the combination could not reflect learners' motivation as all three connect to each other and cause the motivation. Therefore, the desire plus the effort plus favorable attitudes are all necessary to identify motivated learners.

To reflect the motivation in learning the second language; an effort to learn the language, a desire to learn the language, and attitudes toward learning the language, all these aspects are identified as the measure of motivational intensity. The goal refers to a type of motivation which reflects reasons why students choose to learn the language (Gardner, 1985). The reasons can indicate the type of motivation and reflect the goals relating to language achievement. The reasons can be clarified, then they will indicate the final goal. The goal can also be classified into various categories, and those categories are termed as orientations. Gardner and Lalonde (1985) gave the term orientations and suggested two types of orientations; integrative and instrumental.

In second language acquisition context, motivational intensity measures students' amount of effort they spend in learning process (Gardner, 1985). However, motivational intensity itself cannot indicate motivation. Two individuals might share the same level of motivational intensity but they might express different affection and desire toward learning the language. Therefore, the desire to learn the language correlates with attitudes and motivational intensity. Thus, four aspects; a goal, effort, desire, and attitudes toward learning the language, are necessary in describing the occurrence of motivation. However, this study focused on one influential motivation theory proposed by Gardner (1985) which was the socio-educational model. The socio-educational model displayed the influence of motivation in second language achievement. The model with indicator variables presents how the process of second language acquisition works and provides the predictions of the role of the variables in second language acquisition called the Attitude/Motivation Test Battery (AMTB).

2.3 Integrative and instrumental orientation

The socio-educational model presented the importance of orientations and identified two types of orientations: integrative and instrumental. Orientation refers to a reason for studying second language of each learner. In the socio-educational model, integrative and instrumental orientations were presented. The orientations and motivation are different. Briefly, orientation is reasons in learning the second language; meanwhile, motivation is the combination of three aspects: desire, effort, and attitudes toward learning the language, which are probably relevant or irrelevant to the orientation. The integrative orientation is a reason indicating that students learn the second language to interact with or integrate to that language community. The students who express integrative orientation might also display a high level of motivation, yet some

might probably display low level motivation. The instrumental orientation displays a practical reason in learning language such as to further a career or surpass an academic goal without relating to any personal interest in social or cultural purpose.

It is not proper to compare orientation with motivation (Gardner, 1985). The integrative orientation links with a positive affection in other language community, thus it reflects a goal in learning the second language which may not include motive power. Although some studies have showed that highly motivated students tend to be more integratively oriented than instrumentally oriented, it is probable that instrumentally oriented students will display a high level of motivation.

2.4 Strategies to motivate second language learners

Focusing on learning process, motivational strategies that could help generate and maintain learners' motivation, and the formulation of self-motivating strategies that enable learner's self-control of their individual involvement in learning; these two features were concerned with polishing educational potential (Dörnyei, 2003).

A comprehensive framework of motivational strategies has been devised and consisted of four dimensions:

1. Creating the basic motivational conditions
2. Generating initial student motivation
3. Maintaining and protecting motivation
4. Encouraging positive retrospective self-evaluation

2.5 Related researches

The study of Qashoa (2006), Tahaine & Daana (2013), Sandoval-Pineda (2011), and Chalak and Kassaian (2010) investigated the motivation of the participants using the questionnaire adopted from Gardner's Attitude/Motivation Test Battery (AMTB) (1985). Qashoa (2006) investigated students' integrative and instrumental motivation in learning English and studied factors affecting students'

motivation of English learners in secondary schools, the East coast of UAE. The result presented that the students expressed higher instrumental motivation than integrative motivation. The demotivating factor chosen the most by learners was the grammar aspects (vocabulary, structure, and spelling).

Tahaineh & Daana (2013) studied the motivation, orientation, and attitudes toward learning English of English language and literature students from Al Balqa' Applied University, Jordan. The result presented that the students were both instrumentally and integratively motivated, but the instrumental orientation outperformed the integrative orientation. The student showed positive attitudes toward English language and English-speaking people and culture. The responses showed that English is extremely needed for the students, and they highly desired to learn the language. However, the responses also showed that the students did not attempt to learn the language at their best. The author suggested that the educators should use interesting textbooks to encourage and maintain learners' motivation, and the instruction should meet the need of the students in order to support them to become successful learners.

Sandoval-Pineda (2011) investigated the relationship between attitudes and motivation with English language achievement among Mexican university students. The study examined attitude and motivation of the students in learning English in Mexican context and the factors influencing students' attitudes and motivation. The result stated that most of the students showed favorable attitude and motivation toward English learning in general; however, they showed negative attitudes and motivation toward leaning English in university. The unfavorable attitudes and motivation toward learning English in university were probably affected by how the English course was designed. The author suggested redesigning English program in order to

meet the need of the students, allowing the students to perform proficiency and placement test often, investing on teaching materials, and letting the language teachers participate in creating policies.

Chalak and Kassaian (2010) conducted the study on motivation and attitudes in learning English as second language of Iranian undergraduates from English translation major. The result of the study presented that the students were highly motivated to learn English. They were both integratively and instrumentally motivated and they were more integratively motivated. The researcher discovered that the students prioritized studying English the most because the majority believed that English is globalized and necessary for everyone.

Moreover, Thongrutkumpol (2013) conducted a case study of a reflection on the needs of English courses of first year diploma Thai vocational students. The result presented that most of the students believed English was important and necessary for their life. The majority of the students had difficulty with speaking skill the most due to the limitation of vocabulary, and they usually had been taught in Thai. Thus, the most needed skill for the students was speaking skill. The author suggested that the students should be able to study reading and writing in classroom and speaking and listening in language lab. And a co-teaching which Thai teacher cooperated with English native teacher should be conducted in class.

3. Methodology

3.1 Participants

The participants of the study were purposively selected by the researcher. They were 120 third-year vocational students from a college in Sakon Nakhon province; 37 from Business computer major, 34 from Mechanical technology major, 8 from Civil construction major, and 41 from Accountancy major. The researcher grouped the participants into three groups according to their fields of study; Business computer group, Industry group (civil construction

and mechanical technology majors), and Accountancy group.

3.2 Research instruments

3.2.1 The motivation questionnaire was written in Thai in order to minimize the misinterpretation of the participants. The questionnaire consisted of 2 parts which were the personal background and the 5 point Likert scale questionnaire. The questionnaire was adopted from the revised version of Attitude/Motivation Test Batter: Technical Report (1985) by Gardner et al., and also adapted from the questionnaire items of the studies of Chalak & Kassaian (2010) and Sandoval-Pineda (2011). The questionnaire had been created to elicit the participants' effort in learning English, desire, attitudes toward English language, and directions in learning English. There were 44 questionnaire items divided into 5 scales according to the structure of the AMTB; 1) motivational intensity, 2) desire to learn the language, 3) attitudes toward the learning language, 4) integrative orientation, and 5) instrumental orientation. In order to validate the quality of the questionnaire, the researcher conducted the investigation of Index of item-object congruence (IOC) and the result was acceptable. Meanwhile, the data from the pilot study was analyzed through Cronbach's alpha in order to confirm the reliability of the questionnaire and the result was also acceptable.

3.2.2 The one-on-one interview included 9 questions. Some of the questions were adapted from the questionnaire.

3.3 Research procedure

The questionnaire was distributed to the third-year vocational students by the college staff. The students who had completed the questionnaire were asked to participate in the one-on-one interview and 4 students volunteered. Due to time limit and the data collection occurred at the end of 2nd semester, the number of students who were

convenient to participate in the interview was small. All of the conversation was completely in Thai. Each interview took around 5 - 6 minutes. The students were told to answer all the questions at will and they could add more information in the middle of the interview. The researcher confirmed with the students that their interview would not affect their school record.

The motivation questionnaire data was analyzed by quantitative analysis method through SPSS program. The questionnaire data (44 items) was calculated separately according to five subscales and divided into three sets corresponding to three groups of the participants. The data was descriptively calculated to find out the mean score and standard deviation of each item, then the overall mean score of the questionnaire was analyzed to indicate the motivational level of the participants. One way ANOVA and post hoc test were conducted to analyze the significant differences of motivation and orientations among three groups of participants. Then, a paired sample t-test was conducted to compare two variables: integrative and instrumental orientation to indicate which orientation was highly obtained. The interview data was transcribed and translated into English, and the important information were coded to support the quantitative data.

4. Results

4.1 Participants' background information

The participants' age ranged from 18-21 but most of them were 18-19. 47.5% of the participants were male and 52.5% were female. The average time that most of the participants started studying English was at kindergarten. Almost of the participants had never studied abroad. English involving activity outside classroom chosen by the participants the most was listening to English songs, followed by self-studying and playing English games and the least chosen English involving activity was conversing in English with other people. Most of the participants

rated their English proficiency in 4 skills as intermediate level.

4.2 The motivation questionnaire

In order to investigate the motivation's level of vocational students in studying English, the quantitative data was calculated to find out the motivational mean score and standard deviation of each groups, then a one way ANOVA was conducted to determine the statistically significant difference of motivation among 3 groups of participants. The result revealed that there was a significant difference of motivation as $p < .002$. Post hoc's Tukey HSD test indicated that Industry group was significantly different from both Business computer group ($p < .005$) and Accountancy group ($p < .006$). However, no significant difference was found between Business computer group and Accountancy group ($p > .992$). Thus, the participants from Business computer group and Accountancy group expressed a higher motivational level than the participants from Industry group. However, all the participants showed positive level of motivation in studying English. The interview data of 4 volunteer students also supported the data analysis. The interviewees liked studying English, they perceived English as an important subject, and they would take English course if the decision depended on them. They had positive attitudes toward English language and they explained that English is an essential part of their life and useable all the time.

In order to explore if the vocational students integratively or instrumentally motivated, a one way ANOVA was conducted to determine the significant differences of all groups in two subscales: integrative and instrumental orientation. The results revealed that there were significant differences among the groups of the participants in both instrumental orientation ($p < .005$) and integrative orientation ($p < .006$). Post hoc's Tukey HSD test indicated the significant difference in instrumental orientation that Business computer group was significantly different

from Industry group ($p < .004$). However, no significant differences were found between Business computer group and Accountancy group ($p < .489$), and Industry group and Accountancy group ($p < .084$). In terms of integrative orientation, post hoc test indicated that Business computer group was significantly different from Industry group ($p < .007$), and Industry group was significantly different from Accountancy group ($p < .044$). No significant difference was found between Business computer group and Accountancy group ($p < .738$).

A paired sample t-test was conducted to compare two variables, integrative and instrumental orientation, if they were significantly different. The test revealed that integrative and instrumental orientation were positively and highly correlated ($r = .792$, $p < .000$). There was significant difference between two orientations ($t_{119} = 2.824$, $p < .006$). On average, instrumental orientation mean score was 0.09 higher than integrative orientation (95% CI [0.028, 0.162]). Therefore, the participants showed more of instrumental orientation than integrative orientation.

Table 1 The mean scores of motivation and orientations

Group	N	Motivation		Instrumental orientation		Integrative orientation	
		Mean	Std.	Mean	Std.	Mean	Std.
Business computer	37	3.67	.40	3.85	.45	3.73	.52
Industry	42	3.35	.53	3.44	.69	3.34	.63
Accountancy	41	3.66	.38	3.70	.48	3.64	.49
Total	120	3.56	.47	3.66	.57	3.56	.57

The interview data also supported this data analysis since the interviewees perceived the advantage of studying English as beneficial for them in the near future. They thought that English were helpful in providing a good chance in career, communication, and getting more knowledge. They acknowledged that English is a global language and to be successful in learning English is to be able to communicate. All interviewees agreed that communication was their goal of studying English.

5. Discussion and Conclusion

The findings of this study present the motivational level of the participants in studying English and their orientations in achieving English learning. The findings can be helpful for language teachers, administrators, or those interested in enhancing students' English competence in order

to design and create teaching methodologies which will be appropriate for students' potentials and needs. Thus, in this section, the researcher would like to discuss the similarities and differences of this current study with the other related researches in order to support and strengthen the importance of this study's results. The similarity between this current study and some of other research studies (Sandoval-Pineda, 2011; Chalak & Kassaian, 2010; Tahaine & Daana, 2013; Qashoa, 2006) was the questionnaire adopted from Attitude/ Motivation Test Battery (AMTB) of Gardner (1985; 2009).

The participants of this study were third-year vocational students who were grouped into Business computer, Industry, and Accountancy group according to their majors. The students had similar personal backgrounds; for example, most of them

were 18-19, had never studied abroad, and rated their proficiency at intermediate level. The analytical result of motivation suggests that third year vocational students reported high level of motivation toward studying English. Referring to the socio-educational theory (Gardner & Lalonde, 1985; Gardner, 1985), the participants of this study expressed favorable attitude toward studying English, they were willing to learn the language, and they also put some effort to learn. This was a positive sign which the students perceived English as an important matter and attempted to acquire the language. The result was in consistent with the study of Chalak and Kassaian (2010), Tahaineh and Daana (2013), and Sandoval-Pineda (2011). However, the study of Sandoval-Pineda examined the motivation in learning English course in the university but this current study did not investigate English language taught in the college.

The students of Business computer and Accountancy group were highly motivated than Industry students due to different fields of study, so the courses they were taking were different. The objectives and directions of each major are also different and they are likely to affect students' attitude and perspective; therefore, the students from different majors presented different level of motivation. In accordance with the vocational certificate curriculum B.E. 2556, Business computer and Accountancy program provide more English courses for the students than Industry program. Business computer and Accountancy students spent their time on English learning more; hence, they displayed higher motivation than those from Industry program.

Furthermore, the finding of this study suggests that the vocational students scored quite high in both instrumental and integrative orientation; however, they were more instrumentally motivated than integratively motivated. The participants of this study agreed to learn English for practical purposes,

future career, and school records; moreover, the students were keen to invest their time involving their hobbies (e.g. listen to English songs, watch English movies, read English books etc.), learn foreign culture and lifestyle, converse or contact with foreign friends. The vocational students agreed to learn English for practical purposes and learn about English community culture. The result was in favor of Sandoval-Pineda's study (2011), Tahaineh and Daana (2013), and Qashoa (2006). This study's result was also in favor of the study of Chalak and Kassaian (2010); however, the amount of Chalak and Kassaian's participants who were integratively motivated was higher which was different from this current study. The participants of Chalak and Kassaian were university students from English translation major, so they prioritized studying English a lot and desired to integrate into English-speaking communities; on the other hand, the students in this study intended to perceive English as necessity for utilitarian purpose more. Interestingly, the participants from the interview mentioned that their goal in learning English was to be able to communicate which was in consistent with the study of Thongrutkumpol (2013). Moreover, the students of this study perceived that English was essentially required for their job opportunities which were similar to the participants of Thongrutkumpol's study who believed that English was necessary for their future life.

Since studying environment in Thailand was English as foreign language (EFL) context, the students always perceived learning English as a big part of school achievement, entrance exam, job opportunities, and future advantages rather than hobbies or some fun activities as those vocational students mentioned the practical advantages of English in the interview. However, the students of this study demonstrated a high level of motivation. They desired to learn and expressed a positive attitude toward learning English. Therefore, the

researcher suggests maintaining students' motivation according to four dimensions of motivational strategies by Dornyei (2003). Meanwhile, the teacher should create supportive atmosphere for students and encourage students to self-generate their motivation. Finally, the teacher can always give motivational feedback and enhance self-evaluation. The positive feedback would positively motivate the students. Thus, the students would always be motivated to learn English language.

6. Pedagogical Implications

The students reported high level of motivation. They desired to learn and expressed positive attitude toward learning English, plus they were both instrumentally and integratively motivated as they agreed to learn English for practical purpose as well as integrating themselves in English language community. Nevertheless, motivation is changeable. Motivation could decline as well as increase, so the motivation of the students could also be changed at any time by any factors. The researcher suggests that the teacher should design a teaching methodology in order to maintain and increase their motivation. The teaching methodology could be created in accordance with these following strategies (Dornyei, 2003; Choy & Troudi, 2006; Thongrutkumpol, 2013):

1. Positive environment could create basic motivation conditions. By creating supportive and relaxed atmosphere in class could encourage the students to confidently demonstrate themselves and yearn for participation in class. Moreover, the teacher should express positive attitudes and behaviors during teaching.

2. Promoting the students' self-motivational enhancement is crucial. The teachers can start from planting proper beliefs and positive attitudes on the students; for example, attaching cultural or social content in teaching to raise students' knowledge of English community culture. Then, the teachers can urge the students to have an awareness of

learning English. Moreover, the teacher should select relevant materials for class, so they would feel more associated and eager to learn.

3. Although the students reported high motivation in learning English, the students could be demotivated during the learning period. Maintaining the students' motivation is necessary. The teachers can create an enjoyable learning environment as follows;

Providing interesting materials and letting the students participate in picking studying material choices.

According to the research finding, most of the students enjoyed listening to English songs, playing games, and surfing the internet. So, the teachers can provide English assignments related to those activities to encourage the students to use English outside classroom.

Creating the activities that allows the students to work in group, so they would be able to share knowledge and discuss to each other. This would gradually generate the students' self-confidence, and the students would not feel discouraged to work alone.

Additionally, the teachers should provide guidance for the students to set their specific goal of learning English. According to the interview data, communication skill was the students' main goal in learning English, thus the teachers should promote listening and speaking aspects by setting a short term goal for students such as, being able to understand any short video clips, sing their favorite English songs, or present short stories or news to the class etc.

4. Motivational feedback could increase the students' satisfaction in learning English as well as their self-confidence. The teachers can provide motivational/positive feedback to the students and encourage them to self-evaluate at times, so they would realize their proficiency and build their own goals in achieving language learning.

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