MOTIVATION IN SELECTING STUDY KOREAN LANGUAGE OF STUDENTS AND WORKING-
AGE PEOPLE IN THAILAND

Miss Amphai Punplub

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

A Thesis Submitted in Partial Fulfillment of the Requirements

for the Degree of Master of Arts in Korean Studies

Inter-Department of Korean Studies

Graduate School

Chulalongkorn University

Academic Year 2019

แรงจูงใจในการเลือกเรียนภาษาเกาหลีของนักเรียนและบุคคลวัยทำงานในประเทศไทย

น.ส.อำไพ พันพลับ

Thesis Title	MOTIVATION IN SELECTING STUDY KOREAN LANGUAGE OF STUDENTS AND WORKING-AGE PEOPLE IN THAILAND
By	Miss Amphai Punplub
Field of Study	Korean Studies
Thesis Advisor	Associate Professor Duantem Krisdathanont, Ph.D.

Accepted by the Graduate School, Chulalongkorn University in Partial Fulfillment of the Requirement for the Master of Arts

.... Dean of the Graduate School

(Associate Professor THUMNOON NHUJAK, Ph.D.)

THESIS COMMITTEE

.... Chairman

(Associate Professor Buddhagarn Rutchatorn, Ph.D.)

.... Thesis Advisor

(Associate Professor Duantem Krisdathanont, Ph.D.)

.... External Examiner

(Assistant Professor Wichian Intasi, Ph.D.)

อำไพ พันพลับ : แรงจูงใจในการเลือกเรียนภาษาเกาหลีของนักเรียนและบุคคลวัยทำงาน
ในประเทศไทย. (MOTIVATION IN SELECTING STUDY KOREAN LANGUAGE OF
STUDENTS AND WORKING-AGE PEOPLE IN THAILAND) อ.ที่ปรึกษาหลัก : รศ.
ดร.เดือนเต็ม กฤษดาธานนท์

  งานวิจัยนี้มีจุดประสงค์ในการศึกษาแรงจูงใจในการเลือกเรียนภาษาเกาหลีของนักศึกษา
และบุคคลวัยทำงานในประเทศไทย โดยสุ่มตัวอย่างนักศึกษาที่เรียนภาษาเกาหลีเป็นวิชาเอกใน
ประเทศไทย จำนวน 360 คน และบุคคลในวัยทำงานที่เรียนภาษาเกาหลีในประเทศไทย จำนวน
80 คน ซึ่งเครื่องมือที่ใช้ในการวิจัยครั้งนี้คือ แบบสอบถามที่ปรับมาจาก Gardner's (1985)
Attitude/Motivation Test Battery (AMTB) ผลการวิจัยชี้ให้เห็นว่านักศึกษาและบุคคลในวัย
ทำงานมีแรงจูงใจประเภทแรงจูงใจทางด้านความชอบภายในมากกว่าแรงจูงใจเชิงเครื่องมือ
ผลการวิจัยและข้อเสนอแนะนี้ไม่เพียงทำให้ทราบถึงประเภทของแรงจูงใจในการเลือกเรียนภาษา
เกาหลีของนักศึกษาและบุคคลวัยทำงานในประเทศไทยเท่านั้น แต่คณาจารย์ผู้สอนภาษาเกาหลียัง
สามารถนำผลการวิจัยและข้อเสนอแนะดังกล่าวไปบูรณาการการสอน เพื่อสร้างแรงจูงใจให้ผู้เรียน
มีความสนใจในการเรียนเพื่อพัฒนาทักษะการใช้ภาษาเกาหลีให้มีประสิทธิภาพยิ่งขึ้น นอกจากนี้ผล
การสำรวจจากงานวิจัยนี้ยังสามารถช่วยสถาบันการสอนภาษาเกาหลีในการพัฒนารายวิชาเรียน
ภาษาเกาหลีอีกด้วย

สาขาวิชา	เกาหลีศึกษา	ลายมือชื่อนิสิต ....
ปีการศึกษา	2562	ลายมือชื่อ อ.ที่ปรึกษาหลัก ....

6087610920 : MAJOR KOREAN STUDIES

KEYWORD: Motivation, Integrative motivation, Instrumental motivation, Korean
             language

Amphai Punplub : MOTIVATION IN SELECTING STUDY KOREAN LANGUAGE OF STUDENTS AND WORKING-AGE PEOPLE IN THAILAND. Advisor: Assoc. Prof. Duantem Krisdathanont, Ph.D.

This research focuses on selecting study Korean language of students and working-age people in Thailand. The Research samples were 360 university students who chose Korean language as their major and 80 working-age people who study Korean language at KEC (Korean Education Center in Thailand) and Sejong Korean Language Institution in Thailand. The instrument used for data gathering was the questionnaire that was adopted from the Gardner's (1985) Attitude/Motivation Test Battery (AMTB). The result shows that students and working-age people have Integrative motivation more than Instrumental motivation. The result and recommendation given in this research not only reveals the motivation to choose Korean language of the students and working-age people but also can help Korean language instructors to integrate this information with their teaching methods for building motivation and perseverance in their students in order that the students can develop their Korean language skills more efficiently. Moreover, this study's findings may provide useful guidelines for the Korean language institutions in developing Korean Language Courses.

Field of Study:	Korean Studies	Student's Signature	....
Academic Year:	2019	Advisor's Signature	....

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

จุฬาลงกรณ์มหาวิทยาลัย

CHULALONGKORN UNIVERSITY

CHAPTER I

INTRODUCTION

1.1 Introduction

In 2018, Korean was one of the popular foreign languages that has been playing a huge role in Thailand. The Korean language becomes one of important languages in Thailand. There has been a rapid increase in demand for Korean courses. Not only do students want to study Korean language as the third language but working people also do. Since 2018, Thai Ministry of Education has made Korean one test subject of the PAT (Professional and Academic Aptitude Test), a required admission test in one particular subject for undergraduate school. Moreover, many institutions have set and prepared Korean curriculum including speaking courses, culture courses, and PAT courses.

However, learning foreign languages is different from learning the mother-tongue. That is to say, learning a mother-tongue cannot fail but learning a second language or a foreign language may not succeed because of different factors such as learning capacity, learning styles, teaching styles, and most importantly, motivation. Many researchers agreed that motivation is the main factor that makes a learner decide to study and it can affect the learner's success.

Motivation is the main factor that can drive and make people succeed in their goal for learning a second language or foreign language.(Jerome S. Bruner, 1961)

Motivation is the driving force that leads people to behave according to their goals or orientations (Fernández Orío, 2013)

Motivation in language learning is a very complicated psychological phenomenon. It is also the single most influential factor in learning a new language (Quan, 2014).

According to the research mentioned earlier, we can see that most researchers agreed that motivation is very important not only for learning a language but also for every learning process. It is also said that learners who are not motivated are more likely to fail to achieve their goals than those who are motivated.

As described below,

The students who learn a language which not simply understand follow the range of second language acquisition, whether a task of accomplish or to be more able of appear than others. The second /foreign language that they learn for instrumental reasons like for career promotion (Dörnyei, 1990), (Dörnyei, 1990),(Robert C Gardner and Wallace E. Lambert, 1985) or The integrative reasons which is making friends with native speakers (REBECCA OXFORD & JILL SHEARIN, 1994) The integrated motivation is identified with a positive attitude towards the target

language group and the potential to integrate with that group, or at least have an interest in meetings and interact with the members of the group. The Instrumental orientation means more functional reasons about learning a language, such as passing the necessary exams or to get a better job and promotion. (Ellis, 1985)

As mentioned above, motivation in learning Korean language is the main point this study focuses on. Based on Gardner and Lambert's theory, motivation can be divided into 2 types: integrative motivation and instrumental motivation. The former focuses on personal desire to learn the language in order to communicate more satisfactorily with a speaking community. The latter focuses on gaining necessary qualifications or improving employment prospects of a learner.

It is further claimed that motivation has a direct effect on a language goal (Robert C Gardner and Wallace E. Lambert, 1985). In order to determine the students' types of motivation in their Korean language learning, motivation in this study is divided into two parts: integrative and instrumental motivation based on Gardner and Lambert's (1972) definition(Robert C Gardner and Wallace E. Lambert, 1972).

Whether learners have the same level of motivation or not, it cannot be said that every learner will be equally successful only because they are motivated. Therefore, knowing about motivation can help instructors and educational

institutions understand learners in different ages better and help develop the courses, instructional media, and teaching styles for each group accordingly.

Due to the importance and factors that affect the above-mentioned Korean language learning, researchers become interested in the kinds of motivations that affect people who choose to study Korean language. This thesis is based on Gardner and Lambert's Motivation Theory and a survey was conducted to study the subjects in 9 universities.

This thesis provides the study of motivation in learning Korean language that influences Thai students and employees. To find out which kind of motivation is important to and affect individual reasons to study Korean language, the subjects are divided into the group of universities that have access to Korean language as a major in Literature and Humanities, of which Korean language is studied in Thailand while the other group includes two Korean language educational institutes which have been certified by the South Korean Embassy.

In student group, the result is divided by universities and ordered as the list show below:

1. Srinakarinwirot University

2. Prince of Songkla University

3. Bansomdejchaopraya Rajabhat University

4. Burapa University

5. Silpakorn University

6. Mahasarakham University

7. Naresuan University

8. Chiang Rai Rajabhat University

9. University of the Thai Chamber of Commerce

In people in working-age group, the result is divided by Korean institution and ordered as the list show below:

1. Korean Education Center in Bangkok

2. Sejong Korean Language Institution in Mahasarakham University

This study aims to find out the kind of motivation to study Korean language. The results of the survey will guide you through the development of more effective learning and teaching materials.

1.2 Research Questions

1. Which type of motivation that makes students decide to study the Korean language?

2. Which type of motivation that makes working-age people decide to study the Korean language?

1.3 Research Objectives

1. To identify language learning motivation in Korean language of students

2. To identify language learning motivation in Korean language of working-age people

1.4 Hypothesis

1. Students decide to study the Korean language because of their integrative

motivation

2. Instrumental motivation drives working-age people to study the Korean language

more than students.

1.5 Significance of the Study

To know and understand the motivation that makes people decide to study

the Korean language. This study's findings may provide useful guidelines for the

instructors and the institutions concerned with developing Korean language courses.

Moreover, instructors and institutions can adapt courses to suit each individual group

of students. As the result, adapted course and media tutorials can make learners to

pay more attention and understanding in the content that they study.

1.6 Scope of the Study

This study focused on student and working-age people who chose Korean to study as a foreign language. The sample of this study consisted of student in Korea Major and working-age people in Thailand during the 2019 academic year.

The data for this study was obtained through a questionnaire sent to 440 students who are studying in University and 80 working-age people who are studying Korean Language.

1.7 Definitions of Terms

1.7.1 Motivation

The following related definitions of terms of "motivation" are defined based on by Keller's (1983) Motivation: "Motivation refers to the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will expert in the respect" (Keller, 1983))

1.7.2 Type of Motivation

The following related definitions of terms of "Integrative Motivation" and "Instrumental Motivation" are defined based on by Gardner's (1980 (Gardner, 1980)) and (Degang, 2010)

- Integrative Motivation is a form of motivation which comes from within the learner, who has a powerful desire to use the language for communication purposes within a particular community.

- Instrumental Motivation is a form of motivation which stems from the desire of the learner to gain qualifications which will be beneficial for their prospects in other areas of their lives

1.7.3 Student:

Students who are studying Korean language Major at University within Thailand areas of education.

1.7.4 Working-age people:

People who are studying at KEC (Korean Education Center in Thailand) in Bangkok areas and Sejong Korean Language Institution

1.8 Conceptual Framework
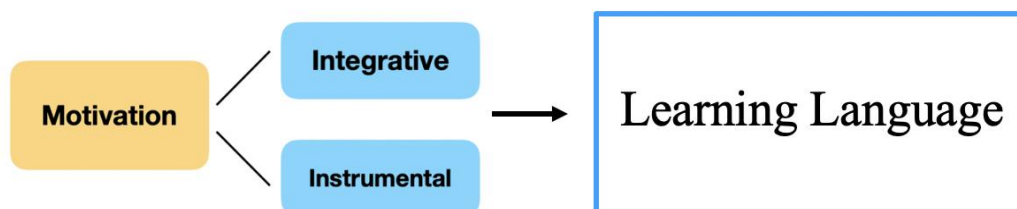
From the introduction, the summary of conceptual framework of this study is to look at the types of motivation that encourages to people to study Korean language in Thailand.

1.9 Research Methodology

This research utilized a quantitative research design and collected quantitative data through questionnaires and this research divided the sampling into 2 groups: undergraduate students and working people.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

CHAPTER II

LITERATURE REVIEW

This chapter provides the concepts and the theories related to motivation to learn a foreign language for presenting for an analysis of this study. The purpose is to shape this study in context and to investigate the data. The content of this chapter is divided into 4 sections as follows:

- Factors that affect foreign language learning

- Explanation of motivation

- Motivation Theories

- Review on related literature

2.1 Factors that affect foreign language learning

For an analysis of foreign language learning factors, we have to consider various factors that affect foreign language learning. In Siti Khasinah's study (Khasinah, 2014) "Factors Influencing Second Language Acquisition" (Ellis, 1985), he collected and mentioned seven major factors, including; Factors that affect foreign language learning

2.1.1 Motivation

Motivation is the one of factor that important to learn second language. Richards (Richards, 1985) believes that motivation is the factors can lead the learner

want to learn and do something with their desire. The learners who have a

motivation to learn are likely to succeed more than the learners who do not have.

(Khasinah, 2014)

2.1.2 Attitude

Attitude has been described by Ellis as the beliefs about the culture of the

target language users and of the learner, and also about the teacher and the learning

tasks where classroom learning is involved. Specific language attitudes are the way

learners perceive their own language and other languages. (Khasinah, 2014)

2.1.3 Age

Age is an important consideration in the effectiveness of language learning, as

it is well understood that children acquire language more readily than adults It is

noted by Siti (Khasinah, 2014), however, that while younger children are adept at

picking up a language, adults have stronger skills in learning the rules governing

language use.

2.1.4 Intelligence

Learners with high IQ achieve better results on language tests. It is proved

that intelligence can predict the rate and success of SLA in the formal language

classroom (Khasinah, 2014).

2.1.5 Aptitude

Aptitude was described by Siti with reference to Richards as the natural language learning ability. More specifically, language aptitude comprises a number of sub-skills such as the identification of new language sound patterns, or of grammatical functions for the words in each sentence, and so forth. It is essential that learners have the specific skills which are needed to learn a language. Siti notes that learners whose aptitude for language learning is high are able to learn more quickly and comfortably than learners with low aptitude.

2.1.6 Learning styles

Learning styles or cognitive styles describes that way learners like to learn a subject. Foreign language students often prefer to address learning in particular ways when faced with challenges.

2.1.7 Personality

Personality comprises the characteristics of a person, and can be very complex. This makes it hard to measure accurately or even to define clearly. Some of the main traits involved in personality descriptions include introversion/extroversion, inhibition, self-esteem, risk-taking, empathy, and anxiety.

For analysis of foreign language learning, we also have to consider various factors that affect foreign language learning. in this study, we focused on main factors that is motivation because this factor is the main external factor that makes learners

decide to learn a foreign language. And the following factors that we focused on this study are age and gender.

2.2 Motivation's definition

Motivation is the reason for people's actions, desires, and needs. Motivation is also one's direction to behavior, or what causes a person to want to repeat a behavior. An individual's motivation may be inspired by others or events (L.Deci, 2000)

Moreover, Motivation: "Motivation refers to the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will expert in the respect" (Keller, 1983)

2.3 Theories related to motivation

Gardner and Lambert's Motivation Theory

Motivation in learning is a psychological process that leads to achieving a certain goal. Based on the vast research on motivation, this paper aims to discuss the various definitions and the different types of motivation in addition to the theoretical orientations, characterizations, and analyses of the concept of motivation.

Types of motivation

There are 2 types of Motivation from Garden and Lambert's Motivation theory namely integrative motivation and instrumental motivation.

- **Integrative motivation** is a motivation that learners are interested in learning language and culture in order to communicate and to gain or make themselves get closer to the language speaking and culture community such as soft power.

- **Instrumental motivation** is a motivation which learners are interested in learning language in order to achieve their goal such as gaining a necessary qualification, getting some benefit for their works or improving employment prospects.

2.4 Review of Related Literature

From the following section, there are many researches have been conducted in this field and some examples are discussed:

Houle (1961) studied the motivation of learning foreign language in working-age people and interviewed his students. He found the result from motivation in working-age can be divided into 3 types.

First type: The learners who only focus on their goal which means these learners interested about studying language to improve their advance career skill.

Second type: The learners who focus on activity and social contact which mean these learners are interested about studying language in order to contact with other people.

Third type: The learners who focus only on knowledge which mean these learners would like to study language because they love to learn something new.

In the studies, it is shown that there is a different motivation of people in working age about learning language. Moreover, the first type can refer to instrumental motivation and the third type can refer to integrated motivation. (Cyril O. Houle, 1961)

Morstan and Smart (1974) The research motivation for continuing study of Americans in working age. The result shown that he divided the factors into 6 types: Social Relationships, External Expectations, Social Welfare, Professional Advancement, Escape/Stimulation and Cognitive Interest. (Morstain, 1974)

Seung Yoan Rou and Keum-Hyun Kim found the result that role and importance of Korean cultural education in Korean language. In the case of Malaysian University's study and the conclusion of their work "Motive of taking Korean Language" it shows that the main reason is their own interested. Secondary reason is one of the second language choices. Lastly in University Kebangsaan Malaysia the student simply gaie their answer "To understand more about the Korean language" and "To learn Korean culture". (Kim, 2008)

Anutsara (Anutsara Sukbumperng, 2014) studied about "Korean language strategies and motivation of secondary school students in Nakhon Si Thammarat". What she found in the study was students in secondary schools have stronger integrative motivation than instrumental motivation toward the language. The most

frequently used to learn strategies which is meta-cognitive strategies and the methods help students understand how they learn like processes designed to make them ' think ' about their ' thinking. '.

The researchers observed that a majority of their students were instrumentally motivated to learn languages. This finding is especially strong in people of working or studying age, but the findings cannot necessarily be generalized to other contexts. Having considered the different motivational factors and various effects upon language learning, the researcher intends to establish what kind of motivation will exist in the particular contexts of those Thai students who take the decision to learn Korean.
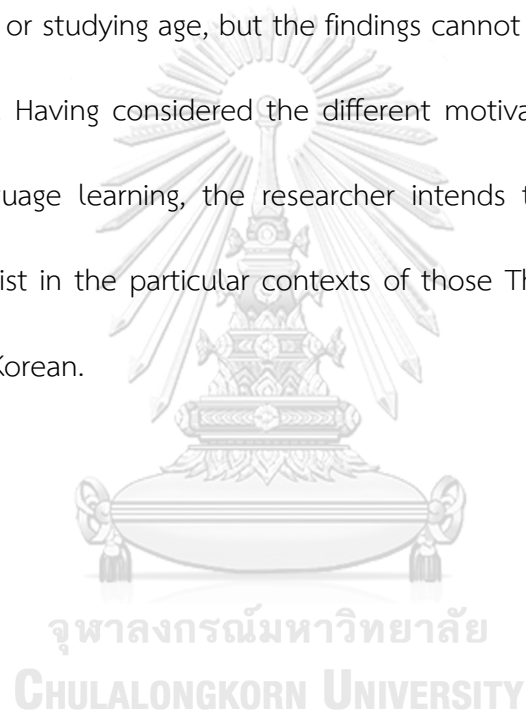
CHAPTETR III

DATA SOURCE

This chapter will explain in the following sections:

3.1 Population, Sampling and location of research

3.2 Instrumentation

3.3 Data Collection

3.4 Data Analysis

3.1 Population, Sampling and location of research

The number of respondents surveyed was 360 male and female undergraduate students and 80 working-age people in Thailand who choose Korean as a foreign language to study.

Population and location of research Quantitative method by conduct questionnaire. The samples consisted of 360 students who were majoring in Korean language at 9 University in Thailand and 80 working-age people who studied Korean language at Korean Education Center in Thailand and Sejong Korean Language Institution in Mahasarakham University in which have been certified by the South Korean Embassy.

For student, the questionnaires were distributed to the 360 students during their normal class session. It was distributed by the researchers in order to avoid any confusion which they would explain the instructions and clarify any possible doubts. The questionnaires were then collected upon completion.

For working-age people, the questionnaires were distributed to the 80 students during their normal class session. It was distributed by the researchers in order to avoid any confusion which they would explain the instructions and clarify any possible doubts. The questionnaires were then collected upon completion.

3.2 Instrumentation

The modified questionnaire was adapted from Thanapoom Poompanpom's Survey of Motivation (Poompanom, 2016). Based on two scales of Gardner's (1985) Attitude/Motivation Test Battery (AMTB) construct. These represented the two motivational constructs namely, instrumental motivation (items 1-10) and integrative motivation (items 11-20) respectively.

These questionnaire items were rated on the five-point Likert scale (1=strongly disagree to 5 = strongly agree).

Strongly disagree	=	1
Disagree	=	2

Neutral	=	3
Agree	=	4
Strongly agree	=	5

The level of motivation was divided to 3 levels; depend on the mean score of result. The quantitative data obtained from data collection from that questionnaire Calculate statistics as follows: mean and standard deviation which are used to analyze the motivation level by Best (1970)

Very low = 0.00 – 1.49

Low = 1.50 – 2.49

Medium = 2.50 – 3.49

High = 3.50 – 4.49

Very high = 4.49 – 5.00

The questionnaire consists of three parts:

Part 1: Learner personal information

This part consists of the general demographic information of learners such as sex and age

Part 2: Motivation instrumental motivation & integrative motivation

This part consists of the learners' motivations related to instrumental motivation and Integrative motivation

Part 3: Additional open-ended questions

This part is about learners' comments or suggestions about learning Korean Language

3.3 Data Collection

The data obtained from the questionnaires were analyzed using Taro Yamane formula with a 90% confidence level. The statistical terms used to interpret the data include Mean and Standard Deviation calculated by Microsoft Excel.

$$n = \frac{N}{1 + N(e)^2}$$

n : the sample size

N : the population

E : the acceptable sampling error

Figure 1 Sample of students

For 95% confidence / Population 810 students / Degree of Error Expected 0.05

Sample size: 267.76 ~ 268

The population study 810 students consist of 94 students from Srinakarinwirot University, 79 students from Prince of Songklauniversity, 95 students from Bansomdejchaopraya Rajabhat University, 85 students from Burapa University, 73 students from Silpakorn University , 84 students from Mahasarakham University, 120 students from Naresuan University , 72 students from Chiang Rai Rajabhat University, 108 students from University of the Thai Chamber of Commerce.

Figure 2 Sample of working-age people

For 95% confidence / Population 100 people in Working-age / Degree of Error

Expected 0.05 Sample size: 80

The population study 100 working-age people consist of 60 students from Korean

Education Center in Bangkok ,   40 students from Sejong Korean Language Institution

in Mahasarakham University

3.4 Data Analysis

The statistical terms used to interpret the data include Mean and Standard

Deviation calculated by Microsoft Excel.

CHAPTER IV

RESULTS

The previous chapter explained the subjects, materials and procedures used in the collection and analysis of the data. This chapter presents the results and discussion of the study. The 440 questionnaires were distributed to the respondents in 9 selected universities and 2 Korean language institutions in Thailand.

The 440 students were divided into two groups: 360 students in the universities and 80 working-age people. The result was presented following the two groups of students and working-age people.

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

4.1 General information of the respondents

4.2 The types of motivation of students and working-age people

4.3 The difference in the level of motivation between the students and working-age people who study Korean Language

4.1 General information of the respondents

Demographic information of the respondents specified in the questionnaire includes their gender, age, and university/institution and is shown in the following Figures

4.1.1 Gender

Figure 3 Gender of 360 students in the university

- Male 5.28% (19 students out of 360 students)

- Female 94.72% (341 students out of 360 students)
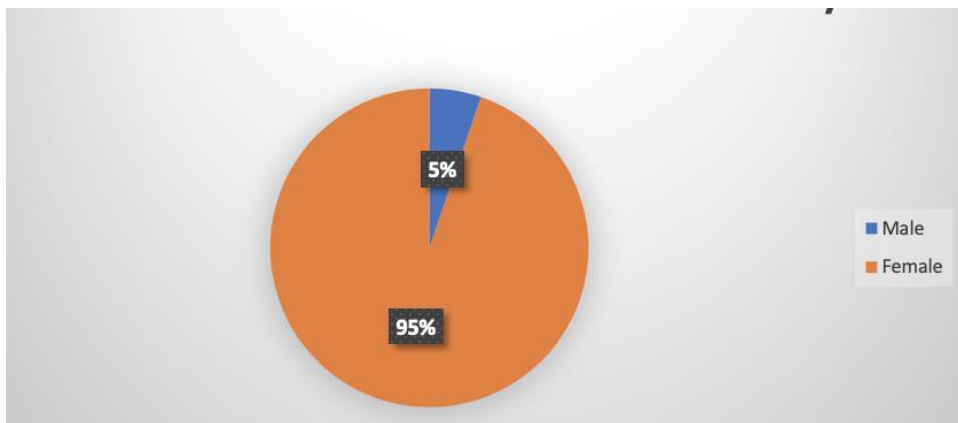
Figure 4 Gender of 80 people in working-age

- Male 6.25% (5 people out of 80 people)

- Female 93.75% (75 people out of 80 people)
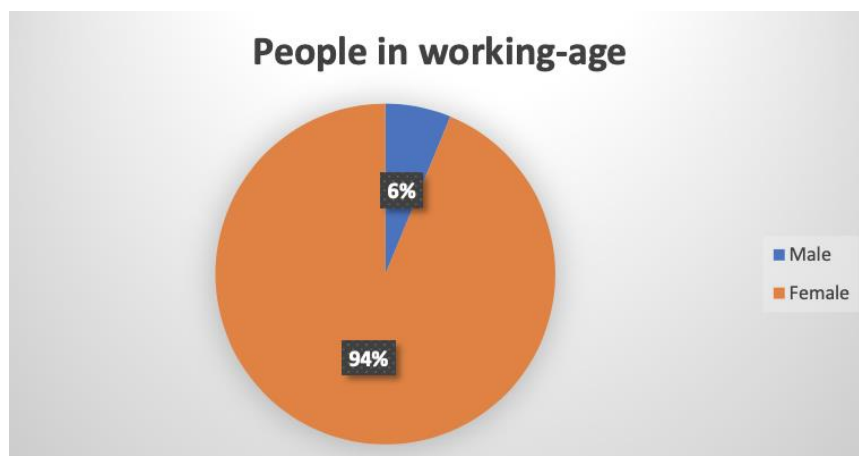
As shown in Table 1.1, the majority of Thai students (94.72%) who study Korean language were females while 5.28% of them were males. In Table 1.2, most of working-age people (93.75%) who study Korean language were females while 6.25% of them were males. The number of females was larger than the numbers of males. This could be because Thai people believe that the language is for female, so this value leads to the fact that female students are interested in studying the language more than males.

4.1.2 Age

Figure 5: Age of 360 students in the university

- - First-year level 26.39% (95 students out of 360 students)

- - Second-year level 15.28% (55 students out of 360 students)

- - Third-year level 38.3% (138 students out of 360 students)

- - Fourth-year level 20% (72 students out of 360 students)
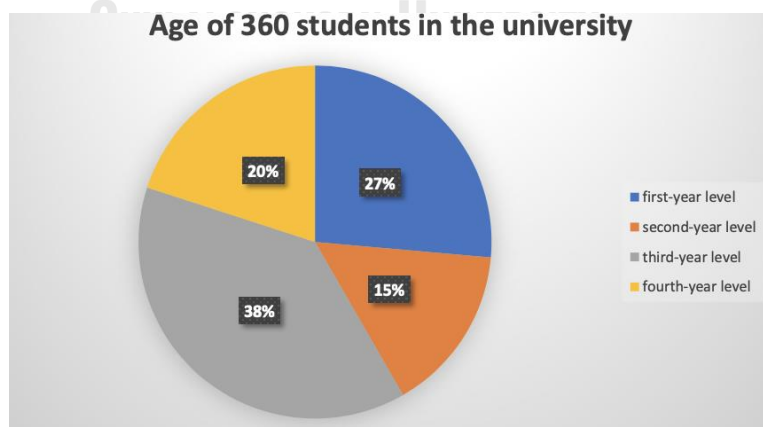
This Figure shows The majority are the third-year level (38.3%) and the second below are the first-year level (26.39%). The next below are the fourth-year level (20%) and the second-year level (15.28%) respectively.

Figure 6 Age of 80 people in working-age

- Between 20 and 25 years 2.5% (2 out of 80 working-age people)

- Between 26 and 30 years 32.5% (26 out of 80 working-age people)

- Between 31 and 35 years 31.25% (25 out of 80 working-age people)

- Between 36 and 40 years 21.25% (17 out of 80 working-age people)

- 41 years onward 12.5% (10 from 80 working-age people)
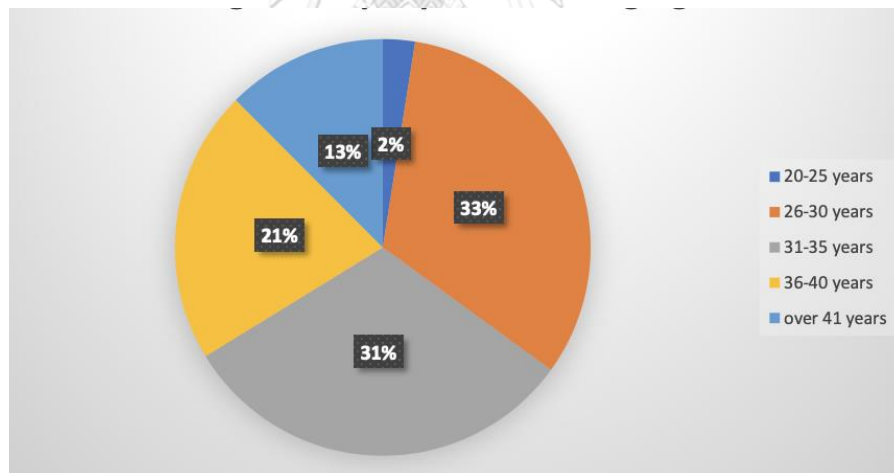
This table shows the age range of the respondents majoring in Korean language in Korean Education Institution which includes 26-30 year-old people (32.5%), 31-35 year-old people (31.25%), 36-40 year-old people (21.25%), over 40 year-old people (12.5%), and 20-25 year-old people (2.5%) respectively.

4.1.3 School and Institution of the Respondents

Figure 7 School and Institution of the Respondents
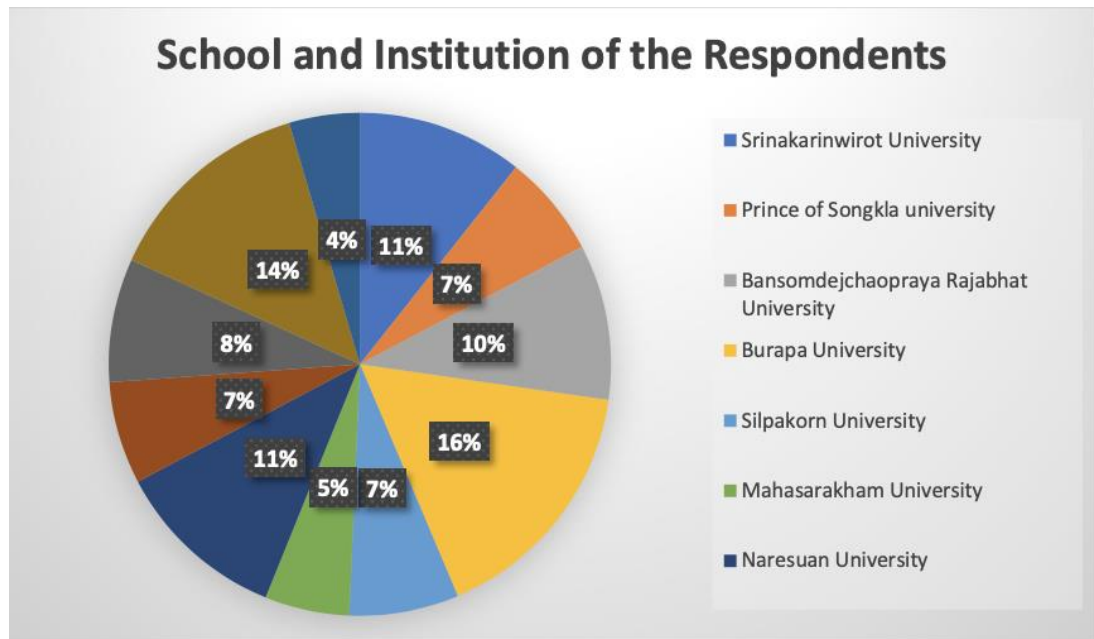
In student group, the result is divided by universities and ordered as the list show

below:

1. Srinakarinwirot University

2. Prince of Songkla University

3. Bansomdejchaopraya Rajabhat University

4. Burapa University

5. Silpakorn University

6. Mahasarakham University

7. Naresuan University

8. Chiang Rai Rajabhat University

9. University of the Thai Chamber of Commerce

In people in working-age group, the result is divided by Korean institution and ordered as the list show below:

1. Korean Education Center in Bangkok

2. Sejong Korean Language Institution in Mahasarakham University

Figure 7 represents the proportion of the respondents' school in this study. 10.68% (47 people) of the respondents were from Srinakarinwirot University, 6.59% (29 people) from Prince of Songkla university, 10% (44 people) from Bansomdejchaopraya Rajabhat University , 16.36% (72 people)from Burapa University, 7.05% (31 people)from Silpakorn University , 5.45% (24 people) from Mahasarakham University, 11.14% (49 people)from Naresuan University, 6.59% (29 people) from Chiang Rai Rajabhat University, 7.95% (35 people) from University of the Thai Chamber of Commerce. In people in working- age group, 13.64-% (60 people) from Korean Education Center and 4.55% (20 people) from Sejong Korean Language Institution in Mahasarakham University

4.2 The Motivation's Results of the Respondents

This section presents about the study's results, their significance in comparison to those of the previous studies as well as the tables featuring various items with their mean scores.

The next section will be divided the results into 2 groups based on target group; 360 students and 80 people in working-age.

In student group, the result is divided by universities and ordered as the list show below:

1. Srinakarinwirot University

2. Prince of Songklauniversity

3. Bansomdejchaopraya Rajabhat University

4. Burapa University

5. Silpakorn University

6. Mahasarakham University

7. Naresuan University

8. ChiangRaiRajabhat University

9. University of the Thai Chamber of Commerce

In people in working-age group, the result is divided by Korean institution and ordered as the list show below:

1. Korean Education Center in Bangkok

2. Sejong Korean Language Institution in Mahasarakham University

4.2.1 The Section of student's result

The following tables (Tables 1 and 2) outline all the 20 questioned items, their resulting itemized mean scores and their motivational levels.

- **The Result of Srinakarinwirot University Students**

The findings show the overall mean score, standard deviation and average mean score of each motivational type: instrumental and integrative. The results are presented in the average mean scores indicating the motivational levels based on the criteria of Likert (1932) as shown in the tables.

Table 1: Instrumental Motivation of Srinakarinwirot University's student

The following Table 1 contains instrumental motivation related 10 items (Items 11 to 20).

No.	Instrumental Motivation	Mean	S.D	Level
1	To get a job easily.	3.85	0.99	High
2	Korean course is a school's requirement.	2.4	1.35	Low
3	To further higher education degree with better Korean skills.	4.53	0.77	Very high
4	Korean is important for economic, social, and educational advancement.	3.96	0.8	high
5	To be accepted and respected by others.	2.51	1.05	Medium
6	To carry my tasks more efficiently e.g. Korean exercises and examination.	3.19	1.2	Medium
7	To have more successful in life.	4.60	0.53	Very high
8	Searching the information as well as other media in term of learning.	4.28	0.79	High
9	To understand the Korean language from movies, text books and news.	4.60	0.67	Very high
10	Korean is part of a well-rounded education.	4.36	0.76	High
	Total	3.83	0.89	high

According to Table 1 Most of Srinakarinwirot University students study Korean language because they think that it can help them become successful in their life (7) and they would like to understand the language use in Korean movies, textbooks, and news (9) of which mean equals 4.60—the highest of all the 10 items. The mean of studying Korean for higher education degree with better Korean skills (3) is 4.53 which comes in the second place of the ranking.

The following Table 2 contains integrative motivation related 10 items (Items 11 to 20).

Table 2 : Integrative Motivation of Srinakarinwirot University Students

No.	Integrative Motivation	Mean	S.D	Level
1	To learn and understand the Korean culture.	4.13	0.89	medium
2	To improve my Korean skills to be similar to an Korean native Speaker.	4.45	0.82	high
3	To communicate with Korean foreigners or foreign friends better.	4.66	0.52	very high
4	To live in Korean – speaking countries in the future.	3.6	0.96	high
5	To learn and understand in the fields of Korean Education.	4.43	0.61	high
6	To open-mind in terms of communication and understanding people.	3.81	1.1	high
7	To have more confidence in term of high level in education.	3.36	0.93	medium
8	Korean helps me for participating in academic expressions, social life, and cultural activities.	3.34	1.1	medium
9	Korean is an international language.	2.66	1.19	medium
10	To gain much more Korean skills as much as possible.	4.55	0.71	very high
	Total	3.90	0.88	high

According to Table 2: Most of the students study Korean language because they want to communicate with Koreans and foreign friends better. The mean of this item (13) is 4.66 which is the highest of all the 10 items. The mean of studying Korean language because of the desire to gain much more Korean language skills as much as the students can do (20) is 4.55 which comes in the second place of the ranking.

- **The Result of Prince of Songkla University Students**

Table 3 and 4 outline all the 20 question items, the results presented in mean scores and the students' corresponding motivational levels, which are served as the basis for further interpretation and implications.

Table 3: Instrumental Motivation of Prince of Songkla University Students

No.	Instrumental Motivation	Mean	S.D	Level
1	To get a job easily.	3.83	0.949	medium
2	Korean course is a school's requirement.	2.31	1.367	low
3	To further higher education degree with better Korean skills.	4.45	0.723	Very high
4	Korean is important for economic, social, and educational advancement.	3.72	0.943	high
5	To be accepted and respected by others.	2.38	1.096	low
6	To carry my tasks more efficiently e.g. Korean exercises and examination.	3.31	0.792	medium
7	To have more successful in life.	4.59	0.72	Very high
8	Searching the information as well as other media in term of learning.	4.38	0.762	high
9	To understand the Korean language from movies, text books and news.	4.69	0.532	Very high
10	Korean is part of a well-rounded education.	4.59	0.617	Very high
	Total	3.83	0.85	high

According to Table 3: Most of Songkla University students study Korean language because they would like to understand the language use in Korean movies, textbooks, and news (9) of which mean equals 4.69—the highest of all the 10 items. In contrast, the mean of students studying Korean because they think that the language can help them to become more successful in life (7) and Korean is a part of well-rounded education is 4.59 which comes in the second place of the ranking.

The following Table 4 contains integrative motivation related 10 items (Items 11 to 20).

Table 4 : Integrative Motivation of Songkla University Students

No.	Integrative Motivation	Mean	S.D	Level
1	To learn and understand the Korean culture.	4.48	0.623	high
2	To improve my Korean skills to be similar to an Korean native Speaker.	4.28	0.906	High
3	To communicate with Korean foreigners or foreign friends better.	4.55	0.674	Very high
4	To live in Korean – speaking countries in the future.	3.69	1.054	High
5	To learn and understand in the fields of Korean Education.	4.17	0.791	High
6	To open-mind in terms of communication and understanding people.	4.14	0.776	High
7	To have more confidence in term of high level in education.	3.34	0.755	Medium
8	Korean helps me for participating in academic expressions, social life, and cultural activities.	3.28	0.867	medium
9	Korean is an international language.	3.00	0.871	medium
10	To gain much more Korean skills as much as possible.	4.55	0.621	Very high
	Total	3.95	0.79	high

According to Table 4: Most of the students study Korean language because they want to communicate with Koreans and foreign friends better (13) and they would like to gain more Korean language skills as much as possible. The mean of this item is 4.55 which is the highest of all the 10 items while the mean of studying Korean because of the desire to learn and understand the Korean culture (1) is 4.48, which comes in the second place of the ranking.

- **The Result of Bansomdejchaopraya Rajabhat University Students**

The following tables (Tables 5 and 6) outlines all the 20 questioned items, their resulting itemized mean scores and their corresponding motivational levels, which serve as the basis for further interpretation and implications.

Table 5: Instrumental Motivation of 's student

No.	Instrumental Motivation	Mean	S.D	Level
1	To get a job easily.	3.86	0.94	High
2	Korean course is a school's requirement.	2.11	1.25	Low
3	To further higher education degree with better Korean skills.	4.25	0.8	High
4	Korean is important for economic, social, and educational advancement.	3.86	0.84	High
5	To be accepted and respected by others.	2.66	1.11	Medium
6	To carry my tasks more efficiently e.g. Korean exercises and examination.	3.32	0.97	Medium
7	To have more successful in life.	4.55	0.58	Very high
8	Searching the information as well as other media in term of learning.	4.20	0.76	High
9	To understand the Korean language from movies, text books and news.	4.61	0.53	Very high
10	Korean is part of a well-rounded education.	4.25	0.83	High
	Total	3.77	0.86	High

According to Table 5: Most of Bansomdejchaopraya Rajabhat University's students study the Korean language because they would like to understand the Korean language from Korean Movie, textbooks and news (9) are 4.61 which is the highest of all 10 items. Whilst the mean of studying Korean because they think that Korean can help them to have more successful in life (7) is 4.55 which comes 2nd in the ranking.

The following Table 6 contains integrative motivation related 10 items (Items 11 to 20).

Table 6: Integrative Motivation of 's student

No.	Integrative Motivation	Mean	S.D	Level
1	To learn and understand the Korean culture.	4.34	0.77	High
2	To improve my Korean skills to be similar to an Korean native Speaker.	4.20	0.81	High
3	To communicate with Korean foreigners or foreign friends better.	4.61	0.49	Very high
4	To live in Korean – speaking countries in the future.	3.64	1.05	High
5	To learn and understand in the fields of Korean Education.	4.16	0.88	High
6	To open-mind in terms of communication and understanding people.	4.00	0.77	High
7	To have more confidence in term of high level in education.	3.32	0.87	Medium
8	Korean helps me for participating in academic expressions, social life, and cultural activities.	3.27	0.96	Medium
9	Korean is an international language.	2.91	0.92	Medium
10	To gain much more Korean skills as much as possible.	4.36	0.83	High
	Total	3.88	0.84	High

According to Table 6: Most of the students study the Korean language because they want to communicate with Koreans of a foreign friend better (13). Mean from this item is 4.61 which is the highest of all 10 items. Whilst the Mean of studying Korean because they would like to gain much more Korean skills as much as possible (20) is 4.36 which comes 2nd in the ranking.

- **The Result of Burapa University Students**

The following tables (Tables 7 and 8) outlines all the 20 questioned items, their resulting itemized mean scores and their corresponding motivational levels, which serve as the basis for further interpretation and implications.

Table 7: Instrumental Motivation of Burapa University's student

No.	Instrumental Motivation	Mean	S.D	Level
1	To get a job easily.	3.92	0.968	High
2	Korean course is a school's requirement.	2	1.291	low
3	To further higher education degree with better Korean skills.	4.42	0.741	High
4	Korean is important for economic, social, and educational advancement.	3.90	0.802	High
5	To be accepted and respected by others.	2.40	1.126	low
6	To carry my tasks more efficiently e.g. Korean exercises and examination.	3.33	1.19	medium
7	To have more successful in life.	4.57	0.723	Very high
8	Searching the information as well as other media in term of learning.	4.26	0.816	high
9	To understand the Korean language from movies, text books and news.	4.68	0.573	Very high
10	Korean is part of a well-rounded education.	4.35	0.802	high
	Total	3.78	0.90	high

According to Table 7: Most of Burapa University's students study the Korean language because they would like to understand the Korean language from Korean Movie, textbooks and news (9) are 4.68 which is the highest of all 10 items. Whilst

the mean of studying Korean because they think that Korean can help them to have more successful in life (7) is 4.57 which comes 2nd in the ranking.

The following Table 8 contains integrative motivation related 10 items (Items 11 to 20).

Table 8: Integrative Motivation of Burapa University's student

No.	Integrative Motivation	Mean	S.D	Level
1	To learn and understand the Korean culture.	4.17	0.833	high
2	To improve my Korean skills to be similar to an Korean native Speaker.	4.53	0.745	Very high
3	To communicate with Korean foreigners or foreign friends better.	4.74	0.577	Very high
4	To live in Korean – speaking countries in the future.	3.83	1.08	high
5	To learn and understand in the fields of Korean Education.	4.44	0.705	High
6	To open-mind in terms of communication and understanding people.	4.03	1.013	High
7	To have more confidence in term of high level in education.	3.32	1.011	Medium
8	Korean helps me for participating in academic expressions, social life, and cultural activities.	3.44	1.026	Medium
9	Korean is an international language.	2.92	0.982	Medium
10	To gain much more Korean skills as much as possible.	4.63	0.716	High
	Total	4.01	0.87	high

According to Table 8: Most of the students study the Korean language because they want to communicate with Koreans of a foreign friend better (13). Mean from this item is 4.74 which is the highest of all 10 items. Whilst the Mean of studying Korean because they would like to gain much more Korean skills as much as possible (20) is 4.63 which comes 2nd in the ranking.

- **The Result of Silpakorn University Students**

The following tables (Tables 9 and 10) outlines all the 20 questioned items, their resulting itemized mean scores and their corresponding motivational levels, which serve as the basis for further interpretation and implications.

Table 9: Instrumental Motivation of Silpakorn University's student

No.	Instrumental Motivation	Mean	S.D	Level
1	To get a job easily.	4.03	0.933	high
2	Korean course is a school's requirement.	1.81	1.401	Low
3	To further higher education degree with better Korean skills.	4.23	0.658	High
4	Korean is important for economic, social, and educational advancement.	3.68	0.69	High
5	To be accepted and respected by others.	2.00	0.916	Low
6	To carry my tasks more efficiently e.g. Korean exercises and examination.	2.94	1.162	Medium
7	To have more successful in life.	4.39	0.487	High
8	Searching the information as well as other media in term of learning.	4.26	0.566	High
9	To understand the Korean language from movies, text books and news.	4.74	0.438	Very high
10	Korean is part of a well-rounded education.	4.29	0.632	High
	Total	3.64	0.79	high

According to Table 9: Most of Slipakorn University's students study the Korean language because they would like to understand the Korean language from Korean Movie, textbooks and news (9) are 4.74 which is the highest of all 10 items. Whilst the mean of studying Korean because they think that Korean can help them to have more successful in life (7) is 4.39 which comes 2nd in the ranking.

The following Table 10 contains integrative motivation related 10 items (Items 11 to 20).

Table 10: Integrative Motivation of Silpakorn University's student

No.	Integrative Motivation	Mean	S.D	Level
1	To learn and understand the Korean culture.	4.55	0.614	Very high
2	To improve my Korean skills to be similar to an Korean native Speaker.	4.26	0.717	High
3	To communicate with Korean foreigners or foreign friends better.	4.65	0.478	Very high
4	To live in Korean – speaking countries in the future.	3.68	1.298	High
5	To learn and understand in the fields of Korean Education.	4.23	0.658	High
6	To open-mind in terms of communication and understanding people.	4.26	0.506	High
7	To have more confidence in term of high level in education.	3.03	1.128	Medium
8	Korean helps me for participating in academic expressions, social life, and cultural activities.	3.52	0.713	High
9	Korean is an international language.	3.13	1.039	Medium
10	To gain much more Korean skills as much as possible.	4.48	0.5	high
	Total	3.98	0.77	high

According to Table 10: Most of the students study the Korean language because they want to communicate with Koreans of a foreign friend better (13). Mean from this item is 4.65 which is the highest of all 10 items. Whilst the Mean of studying Korean because they would like to learn and understand the Korean culture (11) is 4.55 which comes 2nd in the ranking.

- **The Result of Mahasarakham University Students**

The following tables (Tables 11 and 12) outlines all the 20 questioned items, their resulting itemized mean scores and their corresponding motivational levels, which serve as the basis for further interpretation and implications.

Table 11: Instrumental Motivation of Mahasarakham University's student

No.	Instrumental Motivation	Mean	S.D	Level
1	To get a job easily.	3.96	0.889	High
2	Korean course is a school's requirement.	2.21	1.190	Low
3	To further higher education degree with better Korean skills.	4.46	0.706	High
4	Korean is important for economic, social, and educational advancement.	3.67	0.687	High
5	To be accepted and respected by others.	2.58	1.115	Medium
6	To carry my tasks more efficiently e.g. Korean exercises and examination.	3.38	1.033	Medium
7	To have more successful in life.	4.58	0.493	Very high
8	Searching the information as well as other media in term of learning.	4.46	0.644	High
9	To understand the Korean language from movies, text books and news.	4.58	0.640	Very high
10	Korean is part of a well-rounded education.	4.21	0.576	High
	Total	3.81	0.797	high

According to Table 11: Most of Mahasarakham University's students study the Korean language because they think Korean can help them to have more successful life (7) and they would like to understand the Korean language from Korean Movie, text books and news (9) are 4.58 which is the highest of all 10 items. Whilst the mean of studying Korean because they hope to further higher education degree with better Korean skills (3) and they think Korean can help them for searching the information as well as other media in term of learning (8) is 4.46 which comes 2nd in the ranking.

The following Table 12 contains integrative motivation related 10 items (Items 11 to 20).

Table 12: Integrative Motivation of Mahasarakham University's student

No.	Integrative Motivation	Mean	S.D	Level
1	To learn and understand the Korean culture.	4.46	0.576	High
2	To improve my Korean skills to be similar to an Korean native Speaker.	4.54	0.644	Very high
3	To communicate with Korean foreigners or foreign friends better.	4.71	0.455	Very high
4	To live in Korean – speaking countries in the future.	3.5	0.957	High
5	To learn and understand in the fields of Korean Education.	4.5	0.577	Very high
6	To open-mind in terms of communication and understanding people.	4	0.645	High
7	To have more confidence in term of high level in education.	3.38	0.696	Medium
8	Korean helps me for participating in academic expressions, social life, and cultural activities.	3.38	0.807	Medium
9	Korean is an international language.	3.13	0.971	Medium
10	To gain much more Korean skills as much as possible.	4.58	0.640	Very high
	Total	4.02	0.697	high

According to Table 12: Most of the students study the Korean language because they want to communicate with Koreans of a foreign friend better (13). Mean from this item is 4.71 which is the highest of all 10 items and they would like to gain much more Korean skills as much as possible (20) is 4.58 which comes 2nd in the ranking.

CHULALONGKORN UNIVERSITY

- **The Result of Naresuan University Students**

The following tables (Tables 13 and 14) outlines all the 20 questioned items, their resulting itemized mean scores and their corresponding motivational levels, which serve as the basis for further interpretation and implications.

Table 13: Instrumental Motivation of Naresuan University's student

No.	Instrumental Motivation	Mean	S.D	Level
1	To get a job easily.	3.43	1.44	Medium
2	Korean course is a school's requirement.	1.96	1.12	Low
3	To further higher education degree with better Korean skills.	4.02	1.00	High
4	Korean is important for economic, social, and educational advancement.	3.51	0.88	High
5	To be accepted and respected by others.	2.27	1.03	Low
6	To carry my tasks more efficiently e.g. Korean exercises and examination.	3.35	1.19	Medium
7	To have more successful in life.	4.41	0.75	High
8	Searching the information as well as other media in term of learning.	4.39	0.69	High
9	To understand the Korean language from movies, text books and news.	4.63	0.48	Very high
10	Korean is part of a well-rounded education.	4.10	0.84	High
	Total	3.61	0.94	high

According to Table 13: Most of Naresuan university's students study the Korean language because they would like to understand the Korean language from Korean Movie, textbooks and news (9) are 4.63 which is the highest of all 10 items. Whilst the mean of studying Korean because Korean can help them to have more successful in life (7) is 4.41 which comes 2nd in the ranking.

The following Table 14 contains integrative motivation related 10 items (Items 11 to 20).

Table 14: Integrative Motivation of Naresuan University's student

No.	Integrative Motivation	Mean	S.D	Level
1	To learn and understand the Korean culture.	4.10	0.76	High
2	To improve my Korean skills to be similar to an Korean native Speaker.	4.37	0.63	High
3	To communicate with Korean foreigners or foreign friends better.	4.63	0.52	Very high
4	To live in Korean – speaking countries in the future.	3.63	1.08	High
5	To learn and understand in the fields of Korean Education.	4.14	0.81	High
6	To open-mind in terms of communication and understanding people.	3.73	0.99	High
7	To have more confidence in term of high level in education.	3.24	1.10	medium
8	Korean helps me for participating in academic expressions, social life, and cultural activities.	2.98	1.46	Medium

9	Korean is an international language.	2.78	1.04	Medium
10	To gain much more Korean skills as much as possible.	4.45	0.78	High
	Total	3.81	0.92	high

According to Table 14: Most of the students study the Korean language because they want to communicate with Koreans of a foreign friend better (13). Mean from this item is 4.71 which is the highest of all 10 items and they would like to gain much more Korean skills as much as possible (20) is 4.58 which comes 2nd in the ranking.

- **The Result of Chiang Rai Rajabhat University Students**

The following tables (Tables 15 and 16) outlines all the 20 questioned items, their resulting itemized mean scores and their corresponding motivational levels, which serve as the basis for further interpretation and implications.

Table 15: Instrumental Motivation of Chiang Rai Rajabhat University's student

No.	Instrumental Motivation	Mean	S.D	Level
1	To get a job easily.	4.24	1.13	High
2	Korean course is a school's requirement.	1.79	0.55	Low
3	To further higher education degree with better Korean skills.	3.59	0.67	High
4	Korean is important for economic, social, and educational advancement.	3.62	0.55	High
5	To be accepted and respected by others.	2.62	1.06	Medium
6	To carry my tasks more efficiently e.g. Korean exercises and examination.	3.55	0.56	High
7	To have more successful in life.	4.17	0.70	High
8	Searching the information as well as other media in term of learning.	4.62	0.61	Very high
9	To understand the Korean language from movies, text books and news.	4.28	0.64	High
10	Korean is part of a well-rounded education.	4.48	0.68	High
	Total	3.70	0.72	high

According to Table 15: Most of Chiang Rai Rajabhat university's students study the Korean language because Korean can help them for searching the information as

well as other media in term of learning (8) is 4.62 which is the highest of all 10 items.

Whilst the mean of studying Korean because they think Korean is part of a well-rounded education (10) which is 4.48 which comes 2nd in the ranking.

The following Table 16 contains integrative motivation related 10 items (Items 11 to 20).

Table 16: Integrative Motivation of Chiang Rai Rajabhat University's student

No.	Integrative Motivation	Mean	S.D	Level
1	To learn and understand the Korean culture.	4.69	0.46	Very high
2	To improve my Korean skills to be similar to an Korean native Speaker.	4.69	0.53	Very high
3	To communicate with Korean foreigners or foreign friends better.	4.59	0.49	Very high
4	To live in Korean – speaking countries in the future.	4.48	0.62	High
5	To learn and understand in the fields of Korean Education.	4.62	0.49	Very high
6	To open-mind in terms of communication and understanding people.	4.45	0.50	High
7	To have more confidence in term of high level in education.	4.41	0.62	High
8	Korean helps me for participating in academic expressions, social life, and cultural activities.	4.10	0.71	High
9	Korean is an international language.	1.97	1.00	Medium
10	To gain much more Korean skills as much as possible.	4.62	0.49	Very high
	Total	4.26	0.59	High

According to Table 16: Most of the students study the Korean language because they would like to learn and understand the Korean culture (11). Another reason is improving their Korean skills to be similar to a Korean native Speaker (12). Mean from this both items are 4.69 that is the highest of all 10 items. They would like to learn and understand in fields of Korean Education (15) and gain much more Korean skills as much as possible (20) are 4.62 which come 2nd in the ranking.

- **The Result of University of the Thai Chamber of Commerce Students**

The following tables (Tables 17 and 18) outlines all the 20 questioned items, their resulting itemized mean scores and their corresponding motivational levels, which serve as the basis for further interpretation and implications.

Table 17: Instrumental Motivation of University of the Thai Chamber of Commerce's student

No.	Instrumental Motivation	Mean	S.D	Level
1	To get a job easily.	3.97	1.000	High
2	Korean course is a school's requirement.	2.49	1.360	Medium
3	To further higher education degree with better Korean skills.	4.26	0.769	high
4	Korean is important for economic, social, and educational advancement.	3.71	0.813	High
5	To be accepted and respected by others.	3.20	1.305	Medium
6	To carry my tasks more efficiently e.g. Korean exercises and examination.	3.31	1.282	Medium
7	To have more successful in life.	4.37	0.759	High
8	Searching the information as well as other media in term of learning.	4.29	0.740	High
9	To understand the Korean language from movies, text books and news.	4.34	0.984	High
10	Korean is part of a well-rounded education.	4.40	0.725	High
	Total	3.83	0.974	High

According to Table 17: Most of University of the Thai Chamber of Commerce's students study the Korean language because they think Korean is part of a well-rounded education (10) is 4.40 which is the highest of all 10 items. Whilst the mean of studying Korean because they think Korean can help them to have more successful life (7) which is 4.48 which comes 2nd in the ranking.

The following Table 18 contains integrative motivation related 10 items (Items 11 to 20).

Table 18: Integrative Motivation of University of the Thai Chamber of Commerce's student

No.	Integrative Motivation	Mean	S.D	Level
1	To learn and understand the Korean culture.	4.23	0.897	High
2	To improve my Korean skills to be similar to an Korean native Speaker.	4.20	0.950	High
3	To communicate with Korean foreigners or foreign friends better.	4.54	0.602	Very high
4	To live in Korean – speaking countries in the future.	4.09	1.052	High
5	To learn and understand in the fields of Korean Education.	4.51	0.500	Very high
6	To open-mind in terms of communication and understanding people.	4.31	0.708	High
7	To have more confidence in term of high level in education.	3.49	1.180	Medium
8	Korean helps me for participating in academic expressions, social life, and cultural activities.	3.89	0.979	High
9	Korean is an international language.	3.34	1.145	Medium
10	To gain much more Korean skills as much as possible.	4.40	0.763	high
	Total	4.10	0.878	high

According to Table 18: Most of the students study the Korean language because they want to communicate with Koreans of a foreign friend better (13). Mean from this item is 4.54 which is the highest of all 10 items and they would like to learn and understand in the fields of Korean Education (15) is 4.58 which comes 2nd in the ranking.

The following section discusses the major findings of the study pertaining to 9 universities' students' overall mean score and average mean score in each motivational type: instrumental and integrative. The results are presented in the average mean score indicating the motivational levels based on the criteria of Likert (1932). This means the higher the scores, the more motivated the students are in any motivational type or question items.

Overall Mean Score and Average Mean Score of Instrumental and Integrative Motivation of 9 Universities' Students

Table 19: Overall mean scores and average mean scores of instrumental motivation of 9 universities' students

No.	Instrumental Motivation	Mean	S.D	Level
1	To get a job easily.	3.98	0.99	High
2	Korean course is a school's requirement.	2.11	1.21	Low
3	To further higher education degree with better Korean skills.	4.22	0.73	High
4	Korean is important for economic, social, and educational advancement.	3.76	0.77	High
5	To be accepted and respected by others.	2.53	1.10	Medium
6	To carry my tasks more efficiently e.g. Korean exercises and examination.	3.28	1.01	Medium
7	To have more successful in life.	4.45	0.66	High
8	Searching the information as well as other media in term of learning.	4.34	0.71	High
9	To understand the Korean language from movies, text books and news.	4.56	0.63	Very high
10	Korean is part of a well-rounded education.	4.42	0.71	High
	Total	3.76	0.85	High

According to Table 19: The majority of 9 universities' students who study Korean language because they would like to understand the language in Korean movies, textbooks, and news (9) equals 4.56 which is the highest of all the 10 items while the mean of the students studying Korean language because they think it can help them to become more successful in life (7) is 4.45, which comes in the second place of the ranking.

Table 20: Overall mean score and average mean score of integrative motivation of 9

universities' students

No.	Integrative Motivation	Mean	S.D	Level
1	To learn and understand the Korean culture.	4.39	0.71	High
2	To improve my Korean skills to be similar to an Korean native Speaker.	4.38	0.78	High
3	To communicate with Korean foreigners or foreign friends better.	4.62	0.56	Very high
4	To live in Korean – speaking countries in the future.	3.90	1.02	High
5	To learn and understand in the fields of Korean Education.	4.38	0.65	High
6	To open-mind in terms of communication and understanding people.	4.18	0.74	High
7	To have more confidence in term of high level in education.	3.49	0.93	Medium
8	Korean helps me for participating in academic expressions, social life, and cultural activities.	3.59	0.89	High
9	Korean is an international language.	2.86	1.02	Medium
10	To gain much more Korean skills as much as possible.	4.52	0.64	Very high
	Total	4.03	0.79	High

According to Table 19: Most of the students study Korean language because they

want to communicate with Koreans and foreign friends better (13). The mean of this

item is 4.62, which is the highest of all the 10 items. The mean of students who

would like to gain more Korean language skills as much as possible (20) is 4.52, which

comes in the second place of the ranking.

 As shown in Table 19 (Overall mean score and average mean score of instrumental

motivation), the overall mean score of 3.76 ("High") reveals that the majority of 9

universities' students are highly motivated to learn Korean language, which indicates

their learning motivation level as shown in the question No. 9. In the part of standard

deviation (SD) in the second question is 1.21 because of difference attitude of among

sample group toward learning Korean language. Due to some part of student have

attitude that when they became Korean language major **student, leaning Korean is not considered as a compulsory subject but it is considered as a necessary subject. On the other hand, some student still considered Korean subject as a compulsory subject.**

As shown in Table 20 (Overall mean score and average mean score of integrative motivation), the overall mean score of 4.03 ("High") reveals that the majority of 9 universities' students are highly motivated to learn Korean language, which indicates their learning motivation level as shown in the question No. 13.

Comparing the two types of learning motivation, integrative and instrumental, it has been found that students have more integrative motivation than instrumental motivation. However, if we consume in the mean of both kinds of motivation, students are close to equally motivated instrumentally (mean = 3.76) and integratively (mean = 4.03) to learn Korean language.

4.2.2 The Section of working - age people's result

The Result of Korean Education Center's students (working – age people)

The following tables (Tables 21 and 22) outlines all the 20 questioned items, their resulting itemized mean scores and their corresponding motivational levels, which serve as the basis for further interpretation and implications.

Table 21: Instrumental Motivation of Korean Education Center Students (working – age people)

No.	Instrumental Motivation	Mean	S.D	Level
1	To get a job easily.	3.85	1.00	High
2	Korean course is company's requirement.	2.05	1.22	Low
3	To further higher education degree with better Korean skills.	4.1	1.12	High
4	Korean is important for economic, social, and educational advancement.	3.78	1.00	High
5	To be accepted and respected by others.	3.02	1.26	Medium
6	To carry my tasks more efficiently e.g. Korean exercises and examination.	3.52	1.43	High
7	To have more successful in life.	4.48	0.83	High
8	Searching the information as well as other media in term of learning.	4.53	0.64	Very high
9	To understand the Korean language from movies, text books and news.	4.6	0.71	Very high
10	Korean is part of a well-rounded education.	4.1	1.01	High
	Total	3.80	1.02	High

According to Table 21: Most of Korean Education Center's students (working – age people) study the Korean language because they would like to understand the Korean language from Korean Movie, textbooks and news (9) is 4.60 which is the highest of all 10 items. Whilst the mean of studying Korean because they think Korean can help them for searching the information as well as other media in term of learning (8) which is 4.53 which comes 2nd in the ranking.

The following Table 22 contains integrative motivation related 10 items (Items 11 to 20).

Table 22 : Integrative l Motivation of Korean Education Center's student (working – age people)

No.	Integrative Motivation	Mean	S.D	Level
1	To learn and understand the Korean culture.	4.47	0.64	High
2	To improve my Korean skills to be similar to an Korean native Speaker.	4.55	0.64	Very high
3	To communicate with Korean foreigners or foreign friends better.	4.65	0.57	Very high
4	To live in Korean – speaking countries in the future.	3.8	1.21	High
5	To learn and understand in the fields of Korean Education.	3.55	1.16	High
6	To open-mind in terms of communication and understanding people.	4.25	0.81	High

7	To have more confidence in term of high level in education.	3.52	1.1	High
8	Korean helps me for participating in academic expressions, social life, and cultural activities.	3.57	0.94	High
9	Korean is an international language.	3.32	1.04	Medium
10	To gain much more Korean skills as much as possible.	4.67	0.6	Very high
	Total	4.04	0.87	High

According to Table 22 : Most of the working-age people study the Korean language because they would like to gain much more Korean skills as much as possible (20). Mean from this item is 4.67 which is the highest of all 10 items and they want to communicate with Koreans of a foreign friend better (13) is 4.52 which comes 2nd in the ranking.

The Result of Sejong institution Students (working – age people)

The following tables (Tables 23 and 24) outlines all the 20 questioned items, their resulting itemized mean scores and their corresponding motivational levels, which serve as the basis for further interpretation and implications.

Table 23: Instrumental Motivation of Sejong institution's student (working – age people)

No.	Instrumental Motivation	Mean	S.D	Level
1	To get a job easily.	4.25	1.22	High
2	Korean course is company's requirement.	2.15	1.42	Low
3	To further higher education degree with better Korean skills.	4.60	0.74	Very high
4	Korean is important for economic, social, and educational advancement.	4.15	1.01	High
5	To be accepted and respected by others.	4.15	0.79	High
6	To carry my tasks more efficiently e.g. Korean exercises and examination.	3.75	1.45	High
7	To have more successful in life.	4.40	1.20	High
8	Searching the information as well as other media in term of learning.	4.55	0.50	Very high
9	To understand the Korean language from movies, text books and news.	4.60	0.49	Very high
10	Korean is part of a well-rounded education.	4.25	1.04	High
	Total	4.09	0.99	High

According to Table 23: Most of Sejong institution's student s (working – age people) study the Korean language because they hope to further higher working position/degree with better Korean skills (3) and understand the Korean language from Korean Movie, textbooks and news (9) are 4.60 which is the highest of all 10 items. Whilst the mean of studying Korean because they think Korean can help them for searching the information as well as other media in term of learning (8) which is 4.55 which comes 2nd in the ranking.

The following Table 24 contains integrative motivation related 10 items (Items 11 to 20).

Table 24 : Integrative Motivation of Sejong institution's student (working – age people)

No.	Integrative Motivation	Mean	S.D	Level
1	To learn and understand the Korean culture.	4.60	0.64	Very high
2	To improve my Korean skills to be similar to an Korean native Speaker.	4.75	0.64	Very high
3	To communicate with Korean foreigners or foreign friends better.	4.55	0.57	Very high
4	To live in Korean – speaking countries in the future.	4.95	1.21	Very high
5	To learn and understand in the fields of Korean Education.	4.50	1.16	Very high
6	To open-mind in terms of communication and understanding people.	4.85	0.81	Very high
7	To have more confidence in term of high level in education.	4.25	1.10	High
8	Korean helps me for participating in academic expressions, social life, and cultural activities.	4.30	0.94	High
9	Korean is an international language.	3.85	1.04	High
10	To gain much more Korean skills as much as possible.	4.75	0.60	Very high
	Total	4.54	0.87	Very high

According to Table 24: Most of the working-age people study the Korean language because they want to communicate with Koreans of a foreign friend better (14). Mean from this item is 4.95 which is the highest of all 10 items and they would like

to gain much more Korean skills as much as possible (16) is 4.85 which comes 2nd in the ranking.

This following section discusses in details the study's major findings pertaining to people in working-age's the overall mean score and average mean score of each motivational type: instrumental and integrative. The results are presented in the average mean scores indicating the motivational levels based on the criteria of Likert (1932). This means the higher the scores, the more motivated students are in any motivational type or questioned items.

TABLE 25-26 Overall Mean Score and Average Mean Score of Instrumental and Integrative Motivation of working-age people

Table 25 Overall mean scores and average mean scores of instrumental motivation of working-age people

No.	Instrumental Motivation	Mean	S.D	Level
1	To get a job easily.	4.05	1.11	High
2	Korean course is company's requirement.	2.10	1.322	Low
3	To further higher education degree with better Korean skills.	4.35	0.927	High
4	Korean is important for economic, social, and educational advancement.	3.97	1.01	High
5	To be accepted and respected by others.	3.59	1.026	High
6	To carry my tasks more efficiently e.g. Korean exercises and examination.	3.64	1.437	High
7	To have more successful in life.	4.44	1.015	High
8	Searching the information as well as other media in term of learning.	4.54	0.5685	Very high
9	To understand the Korean language from movies, text books and news.	4.60	0.6	Very high
10	Korean is part of a well-rounded education.	4.18	1.0265	High
	Total	3.94	1.00	High

According to **Table 25** : The mean score of working-age people studying Korean language because they would like to understand the language in Korean movies, textbooks, and news (9) is 4.60, which is the highest of all the 10 items while the mean of the working-age people studying Korean because they think the language can help them search for information as well as learning from other media (8) is 4.54, which comes in the second place of the ranking.

Table 26 Overall mean scores and average mean scores for integrative motivation of working-age people

No.	Integrative Motivation	Mean	S.D	Level
1	To learn and understand the Korean culture.	4.54	0.64	Very high
2	To improve my Korean skills to be similar to an Korean native Speaker.	4.65	0.64	Very high
3	To communicate with Korean foreigners or foreign friends better.	4.60	0.57	Very high
4	To live in Korean – speaking countries in the future.	4.38	1.21	high
5	To learn and understand in the fields of Korean Education.	4.03	1.16	high
6	To open-mind in terms of communication and understanding people.	4.55	0.81	Very high
7	To have more confidence in term of high level in education.	3.89	1.1	high
8	Korean helps me for participating in academic expressions, social life, and cultural activities.	3.94	0.94	high
9	Korean is an international language.	3.59	1.04	high
10	To gain much more Korean skills as much as possible.	4.71	0.6	Very high
	Total	4.29	0.87	high

According to **Table 26**: The mean of working-age people studying Korean language because they would like to gain more Korean language skills as much as possible (20) is 4.71, which is the highest of all the 10 items. The mean of working-age people studying Korean because they would like to improve their Korean

language skills to become similar to Korean native speakers (12) is 4.65, which comes in the second place of the ranking

As shown in Table 25 (Overall mean score and average mean score of instrumental motivation of working-age people), the overall mean score of 3.94 ("High") reveals that working-age people are highly motivated to learn Korean language, which indicates their learning motivation level as shown in the question No. 9. In the part of standard deviation (SD) in the second question is 1.322 because of difference attitude of among sample group toward learning Korean language. Due to the reason that some part of working-age people have attitude to learn Korean because company requirement. On the other hand, they learn Korean language comes from their passion and the desire to fulfill their interest.

As shown in Table 26 (Overall mean scores and average mean scores of integrative motivation of working-age people), the overall mean score of 4.29 ("High") reveals that working-age people are highly motivated to learn Korean language, which indicates their learning motivation level as shown in the question No. 20.

Comparing the two types of learning motivation, integrative and instrumental, it has been found that working-age people have more integrative motivation than instrumental motivation. However, if we consume in the mean of both motivation,

students are close to equally motivated instrumentally (mean = 3.94) and integratively (mean = 4.29) to learn Korean language.

4.2.3 Motivation Level Comparison of Students with Working-Age People

Compare the results of Instrumental Motivation (Table 19 vs Table 25)

Instrumental Motivation of Students (table 19)

No.	Instrumental Motivation	Mean	S.D	Level
1	To get a job easily.	3.98	0.99	High
2	Korean course is a school's requirement.	2.11	1.21	Low
3	To further higher education degree with better Korean skills.	4.22	0.73	High
4	Korean is important for economic, social, and educational advancement.	3.76	0.77	High
5	To be accepted and respected by others.	2.53	1.10	Medium
6	To carry my tasks more efficiently e.g. Korean exercises and examination.	3.28	1.01	Medium
7	To have more successful in life.	4.45	0.66	High
8	Searching the information as well as other media in term of learning.	4.34	0.71	High
9	To understand the Korean language from movies, text books and news.	4.56	0.63	Very high
10	Korean is part of a well-rounded education.	4.42	0.71	High
	Total	3.76	0.85	High

Instrumental Motivation of working-age people (table 25)

No.	Instrumental Motivation	Mean	S.D	Level
1	To get a job easily.	4.05	1.11	High
2	Korean course is company's requirement.	2.10	1.322	Low
3	To further higher education degree with better Korean skills.	4.35	0.927	High
4	Korean is important for economic, social, and educational advancement.	3.97	1.01	High
5	To be accepted and respected by others.	3.59	1.026	High
6	To carry my tasks more efficiently e.g. Korean exercises and examination.	3.64	1.437	High
7	To have more successful in life.	4.44	1.015	High
8	Searching the information as well as other media in term of learning.	4.54	0.5685	Very high
9	To understand the Korean language from movies, text books and news.	4.60	0.6	Very high
10	Korean is part of a well-rounded education.	4.18	1.0265	High
	Total	3.94	1.00	High

According to Table 19 and 25: Most of the students and people in working-age study the Korean language because they would like to understand the Korean language from Korean Movie, text books and news (9) and mean from this item is 4.61 and 4.60 which is the highest of all 10 items.

Compare the results of Integrative Motivation (Table 20 vs Table 26)

Integrative Motivation of students (table 20)

No.	Integrative Motivation	Mean	S.D	Level
1	To learn and understand the Korean culture.	4.39	0.71	High
2	To improve my Korean skills to be similar to an Korean native Speaker.	4.38	0.78	High
3	To communicate with Korean foreigners or foreign friends better.	4.62	0.56	Very high
4	To live in Korean – speaking countries in the future.	3.90	1.02	High
5	To learn and understand in the fields of Korean Education.	4.38	0.65	High
6	To open-mind in terms of communication and understanding people.	4.18	0.74	High
7	To have more confidence in term of high level in education.	3.49	0.93	Medium
8	Korean helps me for participating in academic expressions, social life, and cultural activities.	3.59	0.89	High
9	Korean is an international language.	2.86	1.02	Medium
10	To gain much more Korean skills as much as possible.	4.52	0.64	Very high
	Total	4.03	0.79	High

Integrative Motivation of working-age people (table 26)

No.	Integrative Motivation	Mean	S.D	Level
1	To learn and understand the Korean culture.	4.54	0.64	Very high
2	To improve my Korean skills to be similar to an Korean native Speaker.	4.65	0.64	Very high
3	To communicate with Korean foreigners or foreign friends better.	4.60	0.57	Very high
4	To live in Korean – speaking countries in the future.	4.38	1.21	high
5	To learn and understand in the fields of Korean Education.	4.03	1.16	high
6	To open-mind in terms of communication and understanding people.	4.55	0.81	Very high
7	To have more confidence in term of high level in education.	3.89	1.1	high
8	Korean helps me for participating in academic expressions, social life, and	3.94	0.94	high

	cultural activities.			
9	Korean is an international language.	3.59	1.04	high
10	To gain much more Korean skills as much as possible.	4.71	0.6	Very high
	Total	4.29	0.87	high

According to Table 20 and 26: Most of the students study the Korean language because they want to communicate with Koreans of a foreign friend better (13). Mean from this item is 4.62. On the other hand, People in working-age study the Korean language because they would like to gain much more Korean skills as much as possible (20) is 4.71 which is the highest of all 10 items.

Motivation Level Comparison of Students with Working-Age People

Table 27: Overall Mean of Instrumental Motivation and Integrative Motivation

Student's Motivation and Working-age people's Motivation		
Target	Instrumental Motivation	Integrative Motivation
Student	3.76	4.03
Working-age people	3.94	4.29

The result in Table 27 shows that Integrative motivation is higher than Instrumental motivation. The students have both types of motivation at the similar levels whereas working-age people have different levels of both motivation types compared to the average of the students. The working-age people chose to study Korean language based on their own personal preferences and interest in using Korean language for work since they already graduated and have their own clear

career paths. Moreover, they decided to study the language in response to their interest, for example, Korean entertainment and media. On the other hand, the students have the similar levels of both kinds of motivation. It might be because they are interested in Korean language and choose Korean as their major in school or university. The students do not have any work experience, so they expect to leverage Korean skills to promote their future career.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

This chapter presents a summary of the findings, implications of the study, and recommendations for further studies. They are presented in the following sections:

 5.1 Conclusion

5.2 Recommendations for further research

5.1 Conclusion

The purpose of this study was to identify the motivation in learning Korean language of students and working-age people who are learning Korean in Bangkok and to use the results of the study to develop Korean language courses and media tutorials. The study was conducted by distributing questionnaires to the representative samples consisting of students from 9 universities and working-age people studying Korean at Korean Education Center in Bangkok and Sejong Korean Language institution in Mahasarakham University.

Language Acquisition

Gardner's theory of motivation includes *integrative motivation*, characterized by the learner's positive attitudes towards the target language and the desire to

integrate with the target language community, and *instrumental motivation*, underlying the goal to gain some social or economic reward.

The researcher would like to provide the results of this study by dividing into the research questions as follows:

1. Which type of motivation that makes students decide to study Korean language?

Table 19 and 20 show that students have more integrative motivation than instrumental motivation.

2. Which type of motivation that makes working-age people decide to study Korean language?

Table 25 and 26 show that working-age people have more integrative motivation than instrumental motivation.

As these results do not show significant differences, they appear that instrumental motivation still has an influence on the decision to learn Korean language because once the learners have learned the language, they intend to have more opportunities to work in Korean language-related career.

Table 26 reveals the overall results regarding the two types of learning motivation: integrative and instrumental. It has been found that university students and working-age people have more integrative motivation than instrumental

motivation. However, if we consume in the mean of both kinds of motivation, students are close to equally motivated instrumentally and integatively to learn Korean language with a high level of motivation.

In terms of integrative motivation, the important reasons for choosing to learn Korean language are to understand Korean culture and to improve the students' Korean speaking skills or to become like Korean people. They would also like to learn Korean to the highest level or as much as possible.

For instrumental motivation, the main reason is to understand the message in Korean media. The students want to understand the language used in various kinds of Korean media such as movies and news, and they think Korean language can help them to find jobs easily.

Furthermore, when we look into the opportunity to use Korean language at work, the result shows that students intend to use Korean language in their career more than working-age people do. This might be affected by the increase of educational competitiveness among students in the present days. When the students are about to graduate, their job expectation increases, so there is an idea of using what they have studied to find a job or to achieve their career goals.

Working-age people tend to learn Korean language to serve their needs. Comparing to that of the students, working-age people display less intention to use

Korean language in their career. They learn Korean language to provide more opportunities and promotions to the career which has already been stable. Therefore, it is not a mandatory skill in this condition. For working-age people, the reason they learn Korean language comes from their passion and the desire to fulfill their interest.

Moreover, the gender of the students who decided to study Korean language is also found to be another important factor. Among 360 students in the universities and 80 working-age people who are the samples in this survey, the number of females is higher than males possibly because of Thai values. Men are considered the leaders who earn money and take care of the family. Jobs such as a doctor, engineer, or accountant are what men normally choose rather than the jobs concerning language use. Following the Thai value, there is the idea that language learning or a language profession is more suitable for women than men. However, the survey found that there is no different in men's and women's integrative motivation.

The findings show that both sampling share the same kinds of motivation to study Korean language based on their own interest in the Korean culture and soft powers. Although the representative groups decided to study Korean language because of their own interest, they also give importance to the use of the language as a tool for work and communication in the future.

5.3 Recommendation

From the survey results, we can see that Korean language learners have both types of motivation at the similar levels. However, their main motivation is integrative motivation due to the influence of the Korean culture. Therefore, teachers should use this kind of motivation to design teaching plans and stimulate learners to be able to understand Korean language in different contexts. For example, the teachers should use Korean dramas or variety shows as teaching materials for teaching speaking or cultural subjects in daily life. Following the course list, there is no subject or coursework that is related to Korean dramas or variety shows (See Appendix for the course list).

Students also value and see the growth of career opportunities related to Korean language in Thailand. Therefore, Korean language instruction should include the lessons or activities providing work-related knowledge and experience. Korean language institutions should open more courses that are taught by Korean native speakers in order to make students familiar with the language and give them courage to use the language in daily life.

REFERENCES

Cyril O. Houle. (1961). *The inquiring mind*: University of Wisconsin Press.

Degang, M. (2010). *Motivation toward English Language Learning of the Second Year Undergraduate Thai Students Majoring in Business English at an English-Medium University.* (Master's Project M.A. (Business English for International Communication)), Srinakharinwirot university, Bangkok.

Dörnyei, Z. (1990). Conceptualizing Motivation in Foreign-Language Learning. *Language Learning, 40*, 45-78.

Ellis, R. (1985). Understanding Second Language Acquisition [Press release]

Fernández Orío, S. (2013). *Motivation and second language acquisition.* (Graduate studies' dissertation), Universidad de La Rioja

Gardner, R. C. (1980). On the Validity of Affective Variables in Second Language Acquisition: Conceptual, Contextual, and Statistical Considerations. *30*, 255-270.

Jerome S. Bruner. (1961). The Act of Discovery. *Harvard Educational review, 31*, 21-32.

Keller, J. M. (1983). *Motivation Design of Instruction*: Ed. Reigelruth, C.M. Hills-dale, NJ: Lawrence Erlbaum. .

Khasinah, S. (2014). Factors influencing second language acquisition. *Englisia Journal, 1*.

Kim, S. Y. R. K. H. (2008). Role and importance of Korean cultural education in Korean language education: A case study of Malaysian universities. [Press release]

L.Deci, R. M. R. E. (2000). Intrinsic and extrinsic motivations: Classic definitions and new

directions. .

Morstain, B. R. S., John C. (1974). Reasons for participation in adult education courses: A

multivariate analysis of group differences.

Poompanom, T. (2016). *A survey study of students' motivation towards English*

language learning of pre-engineering school, Bangkok. (Master of Arts (Teaching

English as a Foreign Language)), Thammasat University,

Quan, Z. (2014). *Motivation for a Second or Foreign Language Learning.* Hubei

University of Technology

REBECCA OXFORD & JILL SHEARIN. (1994). Language Learning Motivation: Expanding the

Theoretical Framework. . In.

Richards, J. C. (1985). The Context of Language Teaching. *The Modern Language*

Teaching, Cambridge University Press, 70.

Robert C Gardner and Wallace E. Lambert. (1972). *Attitudes and Motivation in Second-*

Language Learning: Rowley, Mass., Newbury House Publishers.

Robert C Gardner and Wallace E. Lambert. (1985). *Social Psychology and Second*

Language Learning: The Role of Attitudes and Motivation London: E. Arnold.

APPENDIX

VITA

NAME   Miss Amphai Punplub

DATE OF BIRTH   1 March 1994

PLACE OF BIRTH   Ratchaburi, Thailand

INSTITUTIONS ATTENDED   Chulalongkorn University