Abstract

Motivation has long been of interest in language learning. Although there is no single definition of motivation, motivation could be recognized as the attribute that encourages learners to spend time on a specific task and keeps learners continuing to engage on that particular task (Redondo, and Martín 2015). With that general description, motivation has been widely accepted as an important factor for student’s success in language learning. Drawing on this positive relationship between motivation and learners’ language learning outcome, this research aims to find out whether a YouTube video produced by the Thailand Ministry of Education is an effective tool to motivate Thai students’ to learn English and use English outside of their classroom. The participants were tenth-grade students in Khamnadeepitayakhom School in Thailand. Of the 24 participants, 21 were female (88%) and the remaining 3 were male (12%). The participants have limited exposure to English and mainly use the Issan language outside of their classroom. The overall results reveal that students are highly motivated to learn English at the Language Level after watching a YouTube video produced by the Thailand Ministry of Education to promote Thai citizens to learn English. However, students are slightly less motivated to learn English at the Learner Level. They still show some concerns over their accent, and potential grammatical mistakes. The pedagogical focus of language teaching should be shifted away from native-like ideology but toward the notion of English as an international language to promote students’ motivations at the Learner Level.

Keywords: Motivation; ELF; WE
1. Introduction

Motivation has long been of interest in language learning. Although there is no single definition of motivation, motivation could be recognized as the attribute that encourages learners to spend time on a specific task and keeps learners continuing to engage on that particular task [1]. With that general description, motivation has been widely accepted as an important factor for student’s success in language learning.

Gardner categorized motivation into two types: integrative and instrumental [2]. While integrative motivation is associated with a desire to get closer to L2 community, instrumental motivation is associated with some other practical reasons other than getting closer to L2 community. Learners who are instrumentally motivated often see language as a means for achieving higher goals [2]. Therefore, Gardner put stronger emphasis on integrative motivation. He argued that learners with integrative motivation are likely to succeed in acquiring language than those with instrumental motivation [3]. Some researchers contend that motivation is too complex of a concept to be categorized into only two types of motivation and that Gardner’s definitions for the terms are so vague that any situation can fall into integrative motivation.

More recently, Dornyei expanded motivation into three levels: Language, Learner, and Learning Situation Levels [4]. First, Dornyei grouped integrative and instrumental motivations together in the Language Level. Second, Dornyei looked into learners’ individual characteristics—mainly self-confidence—that learners employ in their learning process at the Learner Level. Last, Dornyei emphasizes course-specific, teacher-specific, and group-specific motivations at the Learning Situation Level [4].

Much research has been conducted on the relationship between motivation and learner’s outcome and concluded that motivation posits a positive relationship with a learner’s language learning outcome. The conclusions traced thus far have provided pedagogical implication on language teaching that teachers should not focus only on increasing learner’s linguistic competence but also on motivation. Perhaps one great way, for teachers, to promote learners’ motivation is with a pop culture technology, a technology in which learners in the digital era are already familiar with and often drawn to.

It is undeniable that learners in the digital era use technology in all facets of their daily life. To keep these digital-age learners engaged and motivated, technology has been incorporated into the classrooms. Öz’s study showed that Turkish EFL students held positive attitudes towards foreign language learning and computer-assisted language learning [5]. Similarly, Hwang, Huwan, & Hsu found a positive impact of using multimedia in the classroom on college students’ language learning in Taiwan [6]. They pointed out that students felt more relaxed, less anxious, and more motivated in multimedia settings. However, it is important to take into the account of learner’s individual differences that it is possible that not all types of learners are suited for technology enhanced classrooms, although the vast majority may be.

2. Aims of the Study

Drawing on the positive relationship between motivation and learners’ language learning outcome, this research aims to find out whether a YouTube video produced by the Thailand Ministry of Education is an effective tool to motivate Thai students’ to learn English and use English outside of their classroom.

3. Methodology

3.1 ParticipantsThe participants were tenth-grade students in Khamnadeeptayakhom School in Thailand. Of the 24 participants, 21 were female (88%) and the remaining 3 were male (12%). The participants have limited exposure to English and mainly use the Issan language outside of their classroom.

3.2 InstrumentThe questionnaire was separated into two parts. The first part covers the participant’s demographic information. The second part covers the participant’s motivation to learn English. The motivation part includes 6 items and was designed using a 4-point likert scale. The 4-point likert scale was implemented to
force participants to commit to a positive or negative response.

3.3 Data Collection After participants were gathered in the classroom for their English class, the participants were presented with a YouTube video entitled “I SPEAK ENGLISH เพื่อวัฒนะที่ดี [for a brighter future].” The video was created by the Thailand Ministry of Education to motivate Thai citizens to learn English. In this video, Thai celebrities were asked why Thai people should learn English and what strategies they use in learning English. Researchers chose this video because it is short and concise. More importantly, the interviews were conducted in Thai, which facilitates participants’ better understanding as participants have low English proficiency. After they watched the video, researchers immediately gave them the questionnaire forms.

3.4 Data Analysis After data collection, researchers used descriptive statistics to draw conclusions on how the video can motivate participants to learn English.

4. Findings

The following table (Table 1) outlines the 6 questions and their resulting itemized mean ratings.

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I am more motivated to learn English.</td>
<td>3.13</td>
</tr>
<tr>
<td>2</td>
<td>I am planning to apply the mentioned language learning strategies in my daily life.</td>
<td>3.54</td>
</tr>
<tr>
<td>3</td>
<td>I am less concerned about my accent.</td>
<td>2.79</td>
</tr>
<tr>
<td>4</td>
<td>I am less concerned about grammar mistakes but more concerned about mutual intelligibility.</td>
<td>2.83</td>
</tr>
<tr>
<td>5</td>
<td>I am more confident about speaking English.</td>
<td>2.96</td>
</tr>
<tr>
<td>6</td>
<td>I recognize the importance of learning English.</td>
<td>3.79</td>
</tr>
</tbody>
</table>

Table 1 reveals that the participants responded more positively to the questionnaire items #1, #2, and #6, which were designed to assess participant’s motivations at Dornyei’s Language Level. However, the participants responded less positively to the questionnaire items #3, #4, and #5, which were designed to assess participants’ motivations at Dornyei’s Learner Level. The highest mean score of 3.79 is statement number 6 (I recognize the importance of learning English). The lowest mean score of 2.79 is statement number 3 (I am less concerned about accent). However, the overall mean scores of motivation demonstrate a positive response of 3.17.

5. Implications

The overall results reveal that students are highly motivated to learn English at the Language Level after watching a YouTube video produced by the Thailand Ministry of Education to promote Thai citizens to learn English. However, students are slightly less motivated to learn English at the Learner Level. They still show some concerns over their accent, and potential grammatical mistakes. The students’ motivations at the Learner Level deserve further attention. This finding supports Bravo, Amante, Simo, Enache, & Fernandez’s study which to detect relationship between the use of videos in various academic disciplines and students’ motivations [7]. Bravo et al. conducted interviewed with 12 college lecturers in Spain who has integrated videos into their classrooms [7]. The lecturers reported an increasing in students’ motivation and interest in the subject and positive feedback from their students.

The pedagogical focus of language teaching should be shifted away from native-like ideology but toward the notion of English as an international language to promote students’ motivations at the Learner Level. According to World Englishes (WE) perspective, English is not a single entity [8]. WE recognizes localized varieties of Engishes presented in different parts of the world. Jenkins suggested there is no single standard of English, and all English varieties should play role as lingua franca [9]. Hence, attention should be made to create students’ awareness of English varieties and promote mutual intelligibility. In Kongkerd’s study, she encouraged teachers to less focus on correcting students’ small mistakes as long as utterances are still intelligible [10]. Kongkerd reasoned that this practice would support students who lack confidence and motivation to participate more in class [10].
6. Conclusion

This research studied the effectiveness of using the YouTube video created by the Thailand Ministry of Education to motivate Thai citizens to learn English, and found that this video can motivate students to learn English. However, students are slightly less motivated to learn English at the Learner Level. They still show some concerns over their accent, and potential grammatical mistakes. The pedagogical focus of language teaching should be shifted away from native-like ideology but toward the notion of English as an international language to promote students’ motivations at the Learner Level.

7. Future Research

This research is a small project and studies only motivations at Dornyei’s Language and Learner Levels, but not at the Situation Specific Level. Future research may expand to include all three levels of Dornyei’s motivations.

8. References


