ระดับของแรงจูงใจและกลวิธีในการเรียนวิชาภาษาอังกฤษของนักศึกษาระดับปริญญาตรี: กรณีศึกษา มหาวิทยาลัยในกำกับของรัฐ ในจังหวัดเชียงใหม่

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บทคัดย่อ

      งานวิจัยนี้มีวัตถุประสงค์เพื่อหาระดับแรงจูงใจและกลวิธีในการเรียนภาษาอังกฤษเพื่อเตรียมพร้อมก่อนออกฝึกสหกิจในสถานประกอบการของนักศึกษาระดับปริญญาตรีชั้นปีที่ 3 สาขาการจัดการ คณะบริหารธุรกิจ มหาวิทยาลัยในกำกับของรัฐแห่งหนึ่งในจังหวัดเชียงใหม่ จำนวน 134 คน และสำรวจทัศนะของอาจารย์ผู้สอนภาษาอังกฤษในระดับปริญญาตรี จำนวน 5 คน จาก 2 มหาวิทยาลัย ในจังหวัดเชียงใหม่ ถึงวิธีการจัดการเรียนการสอนที่จะส่งเสริมและสร้างแรงจูงใจให้แก่ผู้เรียน

      ผู้วิจัยได้ใช้แบบสอบถามระดับแรงจูงใจ ซึ่งดัดแปลงมาจากแบบสอบถาม กลยุทธ์เพื่อการสร้างแรงจูงใจในการเรียน (MSLQ) โดย Pintrich (1991) โดยใช้สูตรการคำนวณของ Yamane (1967) ในการกำหนดขนาดของประชากรและการใช้คำถามเชิงลึกเพื่อสัมภาษณ์อาจารย์ผู้สอนภาษาอังกฤษโดยแบบสอบถามที่สร้างขึ้นแบ่งออกเป็นสองส่วนได้แก่ (1) แรงจูงใจ (2) กลวิธีในการเรียนภาษาอังกฤษ

      ผลการศึกษาพบจากแบบสอบถาม MSLQ 7 ระดับ พบว่า นักศึกษาส่วนใหญ่ คิดเป็นร้อยละ 78.29 ตอบว่าภาษาอังกฤษมีประโยชน์ ($\bar{x}$ = 5.48) มีความสำคัญ ($\bar{x}$ = 5.16) แต่มีความกังวลในการสอบ ($\bar{x}$ = 5.01) ตามลำดับ ในส่วนของกลวิธีในการเรียนนั้น พบว่า นักศึกษาพยายามจดจำเนื้อหาเพื่อการสอบ ($\bar{x}$ = 4.98) พยายามเรียนรู้จากข้อผิดพลาดเมื่อสอบได้คะแนนน้อย ($\bar{x}$ = 4.79) และ พูดคำศัพท์ซ้ำๆ เพื่อจดจำเนื้อหา ($\bar{x}$ = 4.72) ตามลำดับ จากการสัมภาษณ์ผู้สอนภาษาอังกฤษ พบว่ากิจกรรมที่จะช่วยส่งเสริมการเรียนรู้ ได้แก่ การใช้เกม สื่อ หัวข้อตามความสนใจของผู้เรียน การประยุกต์การเรียนรู้กับสถานการณ์ปัจจุบัน การเรียนรู้แบบร่วมมือและลงมือทำ และการเรียนรู้ตามภูมิหลังทางวัฒนธรรมของผู้เรียน วิธีการสอนที่สร้างแรงจูงในการเรียนภาษาอังกฤษให้แก่นักศึกษามากที่สุด คือ สื่อออนไลน์และสื่อสภาพจริง กิจกรรมการเรียนรู้แบบร่วมมือ กระบวนการคิดเชิงออกแบบ การสอนภาษาอังกฤษเชิงวัฒนธรรมและชุมชนของผู้เรียน โดยให้ผู้เรียนเป็นศูนย์กลาง และปัจจัยที่เป็นอุปสรรคต่อแรงจูงใจในเรียนภาษาอังกฤษ คือ การขาดความรู้พื้นฐานภาษาอังกฤษ บรรยากาศและการจัดการห้องเรียน เทคนิคการสอน การไม่เห็นถึงความสำคัญในการนำภาษาอังกฤษไปใช้ในอนาคต การมีทัศนคติเชิงลบ และความสัมพันธ์เชิงอำนาจในห้องเรียน

      ผู้วิจัยเสนอว่า การอบรมภาษาอังกฤษเพื่อเตรียมการปฏิบัติสหกิจศึกษา ควรจัดกิจกรรมการเรียนการสอนที่ทำให้ผู้เรียนไม่เกิดความกังวล มีการประเมินผลตามสภาพจริงแทนการทำข้อสอบ และมีการผสมผสานภูมิหลังทางวัฒนธรรมและชุมชนของผู้เรียนในการเรียนการสอน

คำสำคัญ: แรงจูงใจในการเรียนภาษาอังกฤษ, กลวิธีในการเรียนภาษาอังกฤษ, ภาษาอังกฤษและสหกิจศึกษา, การสอนภาษาอังกฤษ, ภาษาอังกฤษสำหรับการสื่อสารในสถานประกอบการ

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Level of Motivation and Strategies in Learning English of Undergraduate Students: A Case Study of a Public University in Chiang Mai

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Abstract:

This research aims to explore the level of motivation and strategies in the English language preparation before starting co-operative education practice in workplaces of 134 third-year students, majoring in management, Faculty of Business Administration, at a public university in Chiang Mai and investigates the opinions of 5 undergraduate English lecturers from two universities in Chiang Mai in their teaching and learning approaches, which enhances and creates motivation for the students.

The researchers implemented the level of motivation questionnaire, which was adapted from the Motivated Strategies for Learning Questionnaire (MSLQ) by Pintrich (1991). Yamane's (1967) calculation formula was used to determine the sample size and the in-depth interviews to ask the English lecturers for (1) the teaching approaches to create motivation and (2) the student's obstacles in learning English.

According to the results from the 7-levels MSQL questionnaire, most students (78.29%) recognized that English was beneficial ($\bar{x}$ = 5.48), and important ($\bar{x}$ = 5.16), but they were worried when taking tests ($\bar{x}$ = 5.01) respectively. For the learning strategies, it was found that the students tried to memorize the contents for tests ($\bar{x}$ = 4.98), tried to learn from mistakes when receiving low scores ($\bar{x}$ = 4.79), and repeated the words to memorize the information ($\bar{x}$ = 4.72). From interviewing the English lecturers, it was found that the use of games, media, topics of their interests, the application of current affairs, co-operative learning, and cultural background-based learning help enhance the students' learning. The teaching approaches which created the student's motivation the most were the use of online and authentic media, co-operative learning activities, the design thinking process, English teaching based on learners' cultural and community backgrounds. The approaches; however, should be student-centered. The obstacles to the motivation in learning English were the lack of basic knowledge, the environment and classroom management, teaching techniques, and ignorance to the importance of English for the future, negative attitude, and power-relation in a classroom.

It is suggested that worry-free teaching and learning activities should be conducted for an English preparation course before a co-operative education practice. Authentic assessment

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should be used instead of tests and the students' cultural and community backgrounds should be integrated in the teaching and learning process.

Introduction

English has become significant in the professional development of university students, especially those who are graduating and entering the workforce. However, English language teaching and learning in Thailand may be viewed as not effective enough to equip students with essential English skills in the workplace, making them a less interesting candidate. To help enhance university students' potentials in being offered a decent job, motivation is a vital part to investigate and implement in English language curriculum development as Dornyei (2002) suggested that the learner's enthusiasm, commitment, and persistence can determine their success or failure.

Motivation is said to be "the internal drive" which pushes a person to do something. If one believes his or her goal is worthy and attractive, he or she will do anything to reach that goal (Harmer, 1991). Thus, in English language learning, motivation is one important factor that can lead students to achieve their learning outcomes.

Besides, language learning strategies can be used to help students to overcome their language obstacles. Different students may use different strategies that are suitable for their needs. When students are motivated in learning a language, they normally find appropriate strategies to use as their supportive tools.

This university is one of the higher institutions in Thailand which focuses on English language skills for students' professional development, especially the students who are going to attend an internship. The Management Program, Faculty of Business Administration realizes that English is essential for its students in this fast-growing 21st century, the English preparation for cooperative education program is then conducted to help 197 students to prepare themselves for the internship. The researchers are therefore interested in studying their motivation and language learning strategies to improve the teaching and learning approach for a future English course.

Research objectives

1. To study the levels of motivation of the students in learning English.
2. To explore the strategies of the students used to enhance their motivation in learning English.
3. To expertise ways of lecturers to motivate the students in learning English.

Scope of the study

This research is carried out to determine the motivational level of the third-year undergraduate students in the management department, Faculty of Business Administration, Maejo University, the strategies used when studying English, and the opinions of English lecturers on how to enhance the students' motivation in that they can apply the language skills and knowledge in a workplace.

Literature Review

When considering motivation in language learning, Gardner (1985) views that motivation consists of three elements; effort, desire, and affect. The effort includes the time spent in learning the language and the learner's drive. Desire is related to how much the learners would like to become proficient. Affect, in Gardner's model, is referred to the emotional reactions of the learners to language learning.

Several studies have been conducted on students' motivation in English language learning. For example, Shameen Ahmed (2015, p.6-16) conducted research on *Attitudes towards English Language Learning among EFL Learners at UMSKAL* using a questionnaire to survey 238 undergraduate EFL students in Malaysia. The study focused on the attitudes of English language learning and the causes of students' learning obstacles. The data were collected from a 19-item questionnaire, distributed to 238 students to investigate the students' attitudes towards the use of English in different areas, the causes that may have had an impact of English learning for students, and the perspectives of English learning among non-major English students in Malaysia. The results suggested that the attitudes on English language learning and the usage of the language in many domains are extremely positive. In their learning experience, most of the students felt negative about and feared the classroom instructions. Students from different fields had various attitudes towards English language learning when considering the domains of usage and the focus of learning skills. This proves that a practical English language learning process needs more than a single curriculum or teaching method.

Moreover, the study on *Language Learning Motivation among Iranian Undergraduate Students* by Zahra Vaezi (2008, pp. 54-61) points out that learning integration and instruments influence students' motivation. The study was to describe and examine Iranian undergraduate students' integrative and instrumental motivation toward learning English as a foreign language. The participants were 79 non-English major Iranian students. They completed a questionnaire on their motivation for learning English. A modified 25-item questionnaire was distributed to undergraduate students. It was suggested that the students possessed very high motivation, positive attitudes, and instrumental motivation in learning English.

Sugita and Takeuchi (2014, pp. 20-38) also add that motivation strategy is essential for learning a second language or a foreign language. They conducted research on *Motivational Strategies in the EFL Classroom: How do Teachers Impact Students' Motivation?* The researchers aimed to examine the changes in the effectiveness when the teachers used motivational strategy in EFL classrooms with a close focus on differences in effectiveness changes of each strategy used in accordance with the students' level of English proficiency and their level of primary motivational intensity to understand how an instructor influence the students' motivation. One instructor and 222 university students participated in this study. The

students were categorized into two clusters based on cluster analysis. Cluster A students had higher English proficiency and motivational intensity than cluster B students. It was found that the two clusters did not have a similar trend when considering the relationship between the frequency of motivational strategy of the teachers and the students. There were seven strategies showing positive correlations in either cluster A or cluster B students at least once in one semester. Five strategies revealed that there were no significant correlations during the semester and three strategies did not suggest a positive correlation because they were associated with a negative correlation in either of the clusters.

To create motivation, strategies become vital. Wang and Vibulphol (2015, pp. 429-443) conducted a research to identify Thai teachers' perspectives on the importance of English and the use of motivational strategies and investigate the relationships between the important motivational strategies and the frequently used ones. The snowball sampling strategy was used for the distribution of the two sets of questionnaires to 74 English schoolteachers in Thailand. It was revealed that the most important perceived motivational strategy was *proper teacher behavior*, which is similar to the results of the studies in Hungary and Taiwan while *present tasks properly*, which was the least important motivational strategy was used the most frequently by the schoolteachers. However, Thai English teachers are obliged to use certain motivational strategies by the Basic Education Core Curriculum.

Additionally, attitude also influences students' motivation in learning English. An obvious example is the survey study on Students' Attitudes towards English Learning through English Camp at Princess Ubolratanna Rajakanya's College Phattalung conducted by Ketamon et. all (2020, pp. 19-30). The study investigated the attitude of junior high school students in studying English after joining the camp. 75 grade 10 to 12 students were selected as the samples by Krejcie & Morgan's sampling formula with only 1 percent of margin error. The data were collected from 10 items in a five-point Likert Scale questionnaire with the reliability at $\alpha \geq 0.837$ and the section of open-ended questions and analyzed The SPSS statistical software. It was found that the level of students' attitudes towards their English learning was overall high at 4.2. From the open-ended questions, the students had a positive attitude toward English after the camp because they believed it helped them learn faster.

In conclusion, many studies have claimed that English language learners can achieve their learning purposes once they possess a positive attitude, which helps enhance their motivation. Besides, proper motivational strategies are needed to improve English teaching and learning in an ESL classroom.

Research Methodology

Research Design

This research was conducted in mixed-methods to investigate the level of motivation in English language learning of undergraduate students majoring in management, the faculty of Business Administration, Maejo University.

Research Population

There were 197 students who enrolled in the English preparation for cooperative education program from 21 January to 21 February 2020. However, the researchers selected 134 students to complete the questionnaire, according to Taro Yamane's (1967) equation for the sample size determination and the process of informed consent. The selected populations were third-year management students from the faculty of Business Administration, Maejo University who enrolled in the English preparation for the cooperative program from January 21 to February 21, 2020.

Research tools

The data were collected by using the questionnaire adapted from the Motivated Strategies for Learning Questionnaire (MSLQ) by Pintrich, R. R., & DeGroot, E. V. (1990, pp. 33-48). This adapted version contained seven levels of learning motivation, ranging from 7 (very true of me) to 1 (not at all true of me).

The interpretation for the levels is as the following: 7 (Very true of me), 6 (true of me), 5 (quite true of me), 4 (pretty true of me), 3 (not very true of me), 2 (not true of me), and 1 (not at all true of me).

The questionnaire was created in accordance with the MSLQ, focusing on English language learning questions. Then, the researchers had three EFL specialists check for its content validity by using the Index of Congruence (IOC). After receiving the comments from the specialists, the researchers improved the questions before trying out with five selected students. Later, the questionnaire was revised for the final version. Eventually, the researchers distributed the copies to 134 students who agreed to provide their information and signed the consent form.

Moreover, in-depth interview questions were created to ask English lecturers about the activities and lessons which could enhance the English leaning of undergraduate students, the teaching methods could create motivation in their English learning the most, and the factors which could hinder their motivation.

Related Statistics

The researchers used the Simplified Formula for Proportions (Yamane, 1967) for sample selection and Index of Item - Objective Congruence (IOC), which is proven and commented by three experts, to find the content validly of the questionnaire. According to Yamane's formula, the statistical number of the population for this research is 134 and the average score of the IOC is 0.79 which is considered acceptable.

Data Collection

The collected data were analyzed for the mean scores and the standard deviation to find out the level of the students' motivation in learning English to answer the first research objective. The questionnaire contained 7 levels ranging from 1 (not at all true of me) to 7 (very true of me). Besides, the researchers interviewed 5 English lecturers on how to motivate students to improve their English skills for the second research question.

Research finding

In response to the first research question, the researchers divide the collected information into 2 sections; the students' motivation in learning English and the motivational strategies in learning English. The average score ($\overline{x}$) and the standard (S.D.) derivation are used to analyze the data.

Table 1: Students' Motivation in Learning English

Questions	Mean	S.D.	Rating of Motivational Level
I prefer classwork that is challenging so I can learn new things.	4.67	1.19	pretty true of me
Compared with other students in an English class I expect to do well.	4.28	1.17	pretty true of me
I am so nervous during a test that I cannot remember the facts I have learned.	4.64	1.32	pretty true of me
It is important for me to learn what is being taught in an English class.	4.84	1.12	pretty true of me
I like what I am learning in my English classes.	4.88	1.25	pretty true of me
I'm certain I can understand the ideas taught in my English class.	4.64	1.30	pretty true of me
I think I will be able to use what I have learnt in my English class in other classes.	4.84	1.27	pretty true of me
I expect to do very well in my English class.	4.97	1.31	pretty true of me
Compared with others in my English class, I think I'm a good student.	4.28	1.13	pretty true of me
I am sure I can do an excellent job on the tasks assigned for my English class.	4.25	1.20	pretty true of me
I have an upset feeling when I take an English test.	3.98	1.66	not very true of me
I think I will receive a good grade in my English class.	4.14	1.37	pretty true of me
I think that what I am learning in an English class is useful for me.	5.48	1.32	quite true of me
My English language skills are excellent compared with others in this class.	3.81	1.19	not very true of me
I think that what we are learning in an English class is interesting.	4.90	1.27	pretty true of me
I know that I will be able to learn the material for this class.	4.78	1.38	pretty true of me
I worry a great deal about tests.	5.01	1.49	quite true of me
Understanding English is important to me.	5.16	1.34	quite true of me
When I take a test I think about how poorly I am doing.	4.46	1.37	pretty true of me
It is hard for me to decide what the main ideas are in what I read.	4.81	1.41	pretty true of me
I often find that I have been reading for class but don't know what it is all about.	3.93	1.43	not very true of me
Total	**4.61**	**1.31**	pretty true of me

Table 1 shows the level of the students' motivation in their English learning by answering 21 questions. The total average score is 4.61 from 7.00, which in the medium-high level. The standard derivation is 1.31. It is revealed that most of the students know that English is useful ($\overline{x}$ = 5.48) and understanding it is important ($\overline{x}$ = 5.16). However, they are worried about tests ($\overline{x}$ = 5.01). For the last three perceptions, the students do not really believe that their English skills are better than others ($\overline{x}$ = 3.81). They find that they do not understand

what they have read for class ($\bar{x}$ = 3.93). Last but not least, they have an uncomfortable feeling when they have to take tests ($\bar{x}$ = 3.98). It is suggested that the students feel positive towards learning English.

Table 2: Motivational Strategies in Learning English

Questions	Mean	S.D.	Rating of Motivational Level
I often choose different topics for writing tasks in order to learn things.	4.27	1.16	pretty true of me
Even when I do poorly on a test I try to learn from my mistakes.	4.79	1.23	pretty true of me
When I do homework, I try to remember what the teacher said in my English class so I can answer the questions correctly.	4.46	1.10	pretty true of me
I ask myself questions to make sure I know the material I have been studying.	4.43	1.11	pretty true of me
When I study for a test, I try to put together the information from class and from books.	4.68	1.20	pretty true of me
When work is hard I either give up or study only the easy parts.	4.17	1.54	pretty true of me
When I study for a test I try to remember as many facts as I can.	4.98	1.37	pretty true of me
When studying, I copy my notes over to help me remember the material.	4.46	1.18	pretty true of me
I work on practice exercises and answer the end of chapter questions even when I don't have to.	3.58	1.37	not very true of me
Even when study materials are dull and uninteresting, I keep working until I finish.	4.23	1.23	pretty true of me
When I study for my English test, I practice saying the important facts over to myself.	4.31	1.32	pretty true of me
Before studying I think about the things I will need to learn.	4.41	1.28	pretty true of me
I use what I have learned from old homework assignments and the textbook to do new assignments.	4.59	1.22	pretty true of me
When I am studying a topic, I try to make everything fit together.	4.51	1.16	pretty true of me
When I read, I stop once in a while and go over what I have read.	4.40	1.18	pretty true of me
When I read materials for this class, I say the words over and over to myself to help me remember.	4.72	1.34	pretty true of me
I outline the chapter in my books to help me study.	4.29	1.50	pretty true of me
I work hard to get a good grade even when I don't like my English class.	4.57	1.38	pretty true of me
When reading, I try to connect the things I am reading about what I already know.	4.60	1.26	pretty true of me
Total	**4.44**	**1.27**	pretty true of me

Table 2 shows the motivational strategies used by the students. The total average score is 4.44 from 7.00 and the standard derivation is 1.27. The top three strategies are 1) trying to remember for tests ($\bar{x}$ = 4.98), 2) trying to learn from mistakes when doing poorly in tests ($\bar{x}$ = 4.79), and 3) repeating the words to themselves to remember the content ($\bar{x}$ = 4.72). The data reveal that students use remembering strategies in learning English. The strategies that the students use the least are 1) giving up or studying only the easy parts ($\bar{x}$ = 4.17), 2) continuing working until the tasks are done ($\bar{x}$ = 4.23) and 3) selecting different topics in writing tasks. Interestingly, the students try to use what they have remembered in doing tasks by not trying to think out of the box.

When interviewing five English lecturers from two universities in Chiang Mai, they presented their viewed and experience in English learning motivation of their students as the following:

1. What kind of activities and lessons do you think enhance the English learning of undergraduate students?

When asked about the activities, which help enhance the English learning of the students, the first interviewee reported that "the use of games, entertainment media such as movies and songs, and technology can increase their vocabulary knowledge. Besides, the integration of English lessons with current affairs and their topics of interest are also essential for learning," Interviewee 1 (personal communication, February 25, 2020). However, these should be related to their age. The second interviewee added that "collaborative learning activities and authentic practice; for example, practicing everyday-life and work-related conversations could enhance the students' motivation," Interviewee 2 (personal communication, February 25, 2020). This is correlated with interviewee 1 who believed that the topics of students' interests were important. Interestingly, the third interviewee viewed that "project-based learning, active learning, and self-practice were important. Lecturers should only be facilitators and advisors while the students took a leading role in the learning process," Interviewee 3 (personal communication, February 25, 2020). Moreover, the fourth interviewee suggested that "learning from an authentic situation outside the classroom could help students apply it to the lesson, solve problems, and increase their experience," Interviewee 4 (personal communication, February 25, 2020). The last interviewee added that "teaching lessons and doing activities through the cultural and community background of the students would help them create a good attitude and be more attentive in learning English," Interviewee 5 (personal communication, February 25, 2020).

2. From your experience, what kind of teaching method(s) can create motivation in English learning of the students the most?

The first lecturer suggested that "the use of online media, authentic media, various activities, and self-related presentations in English are the teaching methods that create the students' motivation in learning English," Interviewee 1 (personal communication, February 25, 2020). From the experience of the second interviewee, lectures should be conducted with collaborative learning activities while the third interviewee emphasized project-based learning by using the design thinking process, Interviewee 3 & 4 (personal communication, February 25, 2020). The fourth interviewee advised using games and environments to motivate their students in learning English while the fifth interviewee's opinion was to use cultural and community approach, learners-based classroom, and mother tongue-based pedagogy, which could encourage students in the English classroom, Interviewee 4 & 5 (personal communication, February 25, 2020).

3. Which factors do you think can hinder the students' motivation in learning English?

Interviewees 1, 2, 3, and 4 reported that the students' lack of basic English knowledge caused problems in learning for higher levels of English. Besides, the classroom atmosphere and classroom management techniques of the lecturers hindered their motivation, including the unawareness of the importance of English for work and further study. Thus, the students were not truly attentive in class and improved their potentials even though they attended class regularly. Moreover, the third interviewee added that "the students had a negative attitude towards learning English," Interviewee 3 (personal communication, February 25, 2020). The fourth expressed an opinion that "a vocabulary bank and an opportunity in using English were essential factors in motivating students in learning English," Interviewee 4 (personal communication, February 25, 2020). Interestingly, one of the interviewees suggested an important point which was different from the other 4 interviewees: 'Power Relation'. She said, "when teachers used power in a top-down style in teaching, students would not have their voice in the classroom, and could not have the right to challenge teachers," Interviewee 5 (personal communication, February 25, 2020). Therefore, they would be afraid of teachers, had a bad attitude in learning, and could not be critical thinkers.

Discussion

The research findings above reveal the level of the students' motivation and the strategies used in learning English together with the lecturers' opinions on how to conduct a motivational classroom.

1. The level of the students' motivation in learning English

According to the study, the students realize that learning English is beneficial and important for their future the most, knowing one day they can make use of a foreign language they have learned in class. This is correlated with the study on Learning Motivation of Students in the German Program of Khon Kaen University by Chaleam and Topeongpong (2019, pp. 71-94), which suggests that German, as one foreign language, is very useful for their future career.

In contrast, the students are worried about test-taking, which hinders their motivation and create anxiety for them. Therefore, a language classroom should be anxiety-free as Dincer and Yesilyurt (2017, pp. 1-25) pointed out in their study on students' motivation to speak English. Once the students are anxious, they will have high pressure in learning which can lead to low academic achievement, resilience, and discouragement (Tung, Ning, and Kris, 2014, pp. 65-72).

2. Strategies used by the students to enhance their motivation in learning English.

The result shows that the strategies used by the students in learning English include trying to memorize details in the lesson for tests, learning from their mistakes, and repeating vocabulary. In relation to the anxiety the students have when studying English, they use memory strategies to deal with tests, which is in accordance with the study on Direct Language Learning Strategies of Thai Learners in Thailand 4.0 by Soranastaporn (2017, pp. 9-23). In her

study, the learners used memory strategies from direct language learning strategies the most to memorize English vocabulary. Similar to the result of this research, Ferdian's (2016, pp. 79-93) study on Language Learning Strategies Used by International Students in Learning the Thai Language found that memory was important for students who learn a foreign language.

However, there is a difference in the learning environment of the populations. The students who learned English as a foreign language in this research do not have an opportunity to use the language learned in the environment where people speak English in everyday life whereas the students in Ferdain's (2016, pp. 79-93) were international students who practiced the Thai language with local people, using English to facilitate the communication. He further suggested the use of L1 translation to and thinking in a target language as the strategies used by the students.

3. Ways in which the lecturers motivate the students to learn English.

From interviewing five English lecturers in two major universities in Chiang Mai, the use of games, media, students' topics of interests, current affairs, collaborative approach, child-centered approach, the design thinking process, and active learning can create language learning motivation for EFL students. Moreover, the students' cultural and community background knowledge is crucial in language learning as Wharton (2000, pp. 203-243) points out that cultural background is one of the factors which influence the kinds, numbers, and frequency of implementing language learning strategies. These create a motivational learning environment while a top-down teaching style obstructs the learning Instead of being a class controller, a teacher should be supportive and helpful so that the students become more active, feel satisfied in learning, show better achievement, and attend class more frequently (Reeve, 2016, pp. 128-152). Moreover, Clement (2006, pp. 417-488) and Wong (2005, pp. 245-269) add that proper class environment and various activities, both indoor and outdoor, are vital for learners' motivation.

Suggestions

1. The researchers suggest creating an anxiety-free classroom, which is conducted in a student-centered approach. Many traditional classrooms have used a top-down learning style which leads to power relations that the lecturers play a boss role. These kinds of classroom teaching and learning cause a lack of motivation for the students.

2. In an English preparation course for an internship, authentic assessments such as role-plays and oral interviews should be implemented instead of written tests. The students should be able to express themselves using the language learned in class.

3. The cultural and community backgrounds of the students should be blended in lessons because they learn practical language related to their every communication. It is easier to acquire a foreign language via a familiar context.

Implication of Future Research and Practice

   The researchers believe that comparative studies on motivation and strategies in learning English of the students in different fields, preparing for their internship, be conducted. Moreover, future research may focus on the assessment that truly support students' English learning. Moreover, the results and suggestions of this research can be applied in an ESL classroom at a university level.

Conclusion

   From this research, the learners realize that English is useful and important, so they created strategies to help them to succeed in English learning such as memorizing details in lessons for their tests and learning from their mistakes. However, the learners get worried when they have to take an examination. Therefore, lecturers should integrate lessons with their culture, environment, community, and interest in-class activities. Moreover, this should be created via media and games which help students in modern times to learn English in an anxiety-free classroom so they may acquire the English language faster and better.

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Interview

Interviewee 1 (personal communication, [personal interview] 25 February, 2020)
Interviewee 2 (personal communication, [personal interview] 25 February, 2020)
Interviewee 3 (personal communication, [personal interview] 25 February, 2020)
Interviewee 4 (personal communication, [personal interview] 25 February, 2020)
Interviewee 5 (personal communication, [personal interview] 25 February, 2020)