

A Study of Myanmar Students' Motivation for Learning English at Mahachulalongkornrajavidyalaya University

Received :February 26, 2020

Revised :March 16, 2020

Accepted :March 17, 2020

Ven. Pannasara¹, Veerakarn Kanokkamalade², and

Nilratana Klinchan³

(venpannasara0@gmail.com)

Abstract

The purpose of this study was to investigate the patterns of Myanmar students' motivation for learning process in English language at Mahachulalongkornrajavidyalaya University. The research examined the patterns of students' motivation in terms of two motivational constructions which were instrumental motivation and integrative motivation. This research method in the study was both quantitative and qualitative methods. The numbers of 139 samples were selected out of 218 only Myanmar students. The participants in this study were randomly selected: 139 participants including 70 first-year Myanmar students who were Bachelor of Arts, and Master of Arts in academic year 2019-2020, and 69 second-year Myanmar students who were Bachelor of Arts, and Master of Arts, the faculty of Buddhism, Humanities, and IBSC in academic year 2019-2020 at Mahachulalongkornrajavidyalaya University. The data were analyzed by using Statistical Package for the Humanities for Windows, and presented in descriptive statistics for percentage, mean score and standard deviation and content analysis method.

¹ Master of Arts in English International Program, Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

² Department of foreign languages, at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

³ Department of foreign languages, at Faculty of Humanities, Mahachulalongkornrajavidyalaya University

The results revealed that Myanmar students had higher level instrumental motivation than integrative motivation in learning process in English language at Mahachulalongkornrajavidyalaya University. Moreover, there were many reasons why Myanmar students study many subjects, such as the English language at Mahachulalongkornrajavidyalaya University. Many respondents had problems for learning process in English language at Buddhist Universities in Myanmar, such as the educational policies, traditional teaching methods. Especially, educational policies were not connected and collaborated each other Buddhist Universities in Myanmar. The results of interviews revealed from the situations of Myanmar students' motivation in learning process in English language. Interestingly, the majority of Myanmar students showed their preference to study many subjects, such as the English language at Mahachulalongkornrajavidyalaya University than at Buddhist Universities in Myanmar. Finally, the research findings could contribute to develop learning process in English language and to be international standard of university at Buddhist Universities in Myanmar.

Keywords: Motivation, Learning English, Myanmar Students

Introduction

This study is important to explore more Myanmar students' motivation of English language learning at Mahachulalongkornrajavidyalaya University. This study will create good relationship between a teacher to student and a student to student in the classrooms which are important ingredients raising students' motivation towards learning the English language. At the second language learning, motivation is a term that has been making a point of by many scholars. It is regarded as a wake-up state of cognition and emotion, which usually encourages people to spare no effort to achieve the established objective. In second language learning, motivation is defined as the learner's overall goal or direction. Motivational factors are considered as one of the most dynamic factors, which

help to improve learners learning proficiency, (2013): 159. The importance of individual differences associated with language learning has been recognized in numerous studies. Modifying instructions according to the individual requirements of language learners and enabling learners to become more motivated are an educational goal that should be integrated into learning activities inside and outside the classroom, (2015): 1165. Motivation is important role in acquisitions of the second language. A student will not develop in his learning without motivation and so it can be known that students in this class, who has much motivation to improve faster than a less learners' motivation in learning second language, (2013): 136-137.

Not only there are many reasons why students study foreign language but also, some students have practical reasons for learning process in English language while other study language for a specific purpose. They distinctively divide language learning motivation into two categories which are instrumental and integrative motivations. According to Gardner and Lambert in 1959 and 1972, there are two main types of motivations that are both significant toward language learning described as follows:

Instrumental motivation is the main motivational situation for the students who learn English as a foreign language. It can be defined as the learners' goals to acquire some social or economic reward through achievement to be a more pragmatic reason for language learning. According to Gardner and Lambert, learners want to learn a language with an instrumental motivation because of a practical reason such as getting a salary bonus or getting into college or University. The instrumental motivation helps them their needs for pragmatic reasons such as employment opportunities and education requirements, (2014): 8. Instrumental motivation involves the concepts of purely practical value in learning the second language in order to increase learners' careers or business opportunities, giving them more prestige and power, accessing scientific and technical information, or just passing a course of their study at University, (2006): 86. The purpose of

language acquisition is more utilitarian with instrumental motivation, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, (2011): 996.

Integrative motivation refers to the learners' feelings the target language group and the desire which will integrate into the target language community and so it means the true desire for studying of a language so that they can communicate with other language group. The term of integrative motivation is introduced by Robert Gardner and Wallace Lambert, (1972). Reviewing Gardner and Lambert's, states that integrative motivation reflects whether the student identifies himself with the target culture and people in some sense, or he rejects them and that the more the student admires the target culture, reads its literature, visits it on holidays, looks for opportunities to practice the language and so on. The more successful the student will be in second language learning, (2009): 28. In terms of integrative motivation, because language learners are interested in the people and culture represented by the target language group, they appear to learn a second foreign language, (2002): 20.

Students' motivation is an important factor in ensuring the success of learning English implementation. In order to ensure students is motivated to use learning English, motivational design has been used during the development process of learning applications. The use of gamification in learning context can help to increase student motivation, (2015): 30. Without motivation, students may not start the act of learning at all, and they may not be able to maintain their learning once experiencing hardship in the process. Consequently, highly motivated learners have been found to have higher achievement in learning English as a second language than those with lower motivation, (2015): 64. Motivation will create good relationship between a teacher to student and a student to student in the classrooms which are important ingredients raising students' motivation towards learning the English language, (2015): 14.

This research is to study Myanmar students' motivation for learning process in English language at Mahachulalongkornrajavidyalaya University. The study will investigate the patterns of Myanmar students' level of instrumental and integrative motivation. It is defined by conceptual framework which is independent variable and dependent variable. Independent variable will categorize (1) the general information of the respondents including of status: age of level, types of faculties, types of level, year of study, major of study and main decision for attending at Mahachulalongkornrajavidyalaya University. (2) There are patterns of motivation which will divide instrumental motivational table and integrative motivational table. As the open-ended interview, it is concerned with the research problems related in the Myanmar students' motivation for learning process in English language at Mahachulalongkornrajavidyalaya University. The results of motivational level and the results of interview from students' responses will be dependent variables.

In this research paper, not only motivation and learning are interconnected each other but also it is essential factor in terms of education. At Mahachulalongkorn rajavidyalaya University in Ayutthaya, Thailand, Myanmar students study many subjects, such as the English language. Actually, they can study many subjects, such as the English language at the Buddhist Universities in Myanmar. What problems did they have at Buddhist Universities in Myanmar? Researcher clearly understands these problems. It is necessary to conduct a research why they are enrolling and studying many subjects, such as the English language at Mahachulalongkornrajavidyalaya University. What is their main motivation to study Mahachulalongkornrajavidyalaya University? What do they want from Mahachula longkornrajavidyalaya University? Therefore, the researcher investigates their motivation for learning process in English language at Mahachulalongkorn rajavidyalaya University.

Objectives of Research

1. To study the situation of Myanmar students' motivation for learning English at Mahachulalongkornrajavidyalaya University.
2. To analyze the motivation patterns which are integrative and instrumental of Myanmar students who are learning English at Mahachulalongkornrajavidyalaya University.

Research Methodology

Research methods were both a combination of quantitative and qualitative (mixed methods) in order to answer the questions of what Myanmar students' motivation in this study.

The Populations of the Study

The populations in this study were first- and second-year Myanmar students who are Bachelor of Arts, and Master of Arts which are the faculty of Buddhism, Humanities, and IBSC in academic year 2019-2020 at Mahachulalongkornrajavidyalaya University in Ayutthaya, Thailand. These populations were 218 Myanmar students consisting of 126 first-year students, Bachelor of Arts, and Master of Arts in academic year 2019-2020, and 92 second-year students, Bachelor of Arts, and Master of Arts in academic year 2019-2020 at Mahachulalongkornrajavidyalaya University.

The Samples of Study

The samples in this study were randomly selected: 139 participants including 70 first-year Myanmar students who were Bachelor of Arts, and Master of Arts in academic year 2019-2020, and 69 second-year Myanmar students who were Bachelor of Arts, and Master of Arts which are the faculty of Buddhism, Humanities, and IBSC in academic year 2019-2020 at Mahachulalongkornrajavidyalaya University. These respondents were selected using the random sampling and quota sampling methods for filling the questionnaires forms and the open-ended questions.

The Research Tools

The research tools included scale-questionnaires and open-ended interviews. There were the main research instruments for this study. These questionnaires were designed by researcher and divided into two parts, and it is also part three : Open-ended interview in this research tools as following:

Part 1: The General information of the participants

Part 2: The patterns of Myanmar students' motivation for learning process in English language at Mahachulalongkornrajavidyalaya University

Part 3: Open-ended interviews.

Data Collection Procedure

Data collection was divided into two parts which were both questionnaires and open-ended interview. For data collection procedure, all 139 students responded to the questionnaires by rating each question. The researcher in this interview data collected a record for their answer during the interview and they could investigate their honest points of view in order to get the best results in this study.

Data Analysis

After data collection from the participants, the data were analyzed by using Statistical Package for the Humanities for Windows, and presented in descriptive statistics for percentage, mean score and standard deviation and content analysis method. The statistics was used in the data analysis for Frequency, percentage, mean, and standard deviation which were analyzed for the findings of results. Then, after the interviewing ten Myanmar students, these results were summarized similar views and were analyzed. After that all responses were analyzed in terms of motivation which were both integrative motivation and instrumental motivation which were related to the objectives of this study.

Results of Research

The findings of the results are divided into three parts: (1) The patterns of Myanmar students' motivation, and (2) results from open-ended questions.

Motivation

This part presents overall details of the study's results.

Table 1: Instrumental Motivation

| Instrumental Motivation | \bar{X} | S.D | Motivational Level |
|--|-----------|------|--------------------|
| 1. English language is important for me because it will enable for educational advancement at the university. | 4.51 | .543 | Highest Level |
| 2. Studying English is important for me because it is a compulsory course at the university. | 4.44 | .527 | Highest Level |
| 3. Studying English is important for me because I would like to go various foreign counties. | 4.13 | .800 | High Level |
| 4. Studying English is important for me because I would like to obtain English proficiency to have more success and achievement in life. | 4.22 | .637 | High Level |
| 5. Studying English is important for me because I would like to talk and preach Buddha's teachings for foreign counties. | 4.28 | .637 | High Level |
| 6. Studying English is important for me because I can easily understand the information from various media: internet, films, videos, and TV or radio by using English. | 4.04 | .923 | Lower Level |
| 7. Studying English is important for me because it will give me a good chance to get a better job. | 4.46 | .581 | Highest Level |
| 8. Studying English is important for me because I will discuss interesting Dhamma topics with other people from various cultures. | 4.25 | .605 | Higher Level |
| 9. English program aims to teach English to look for knowledge and open a wide vision of the world. | 4.23 | .676 | High Level |

Table 2: Integrative Motivation

| Instrumental Motivation | \bar{X} | S.D | Motivational Level |
|---|-----------|------|--------------------|
| 1. Learning English will allow me to be more at ease with native speakers. | 4.10 | .748 | Moderate Level |
| 2. Learning English will allow me to meet and converse with varied people. | 4.34 | .709 | Higher Level |
| 3. Learning English aims to teach English for communication with foreigners. | 4.08 | .863 | Moderate Level |
| 4. Learning English is important for me because it will be useful for getting works life quality. | 4.14 | .697 | Moderate Level |
| 5. Learning English is important for me because I will be able to participate more freely in the activities of other cultural groups. | 4.00 | .820 | Moderate Level |
| 6. Learning English is important for me because it will enable me to understand better literatures, stories, novels and magazine. | 4.35 | .623 | Highest Level |
| 7. Learning English is important for me because it will enable me to understand for watching English movies. | 3.80 | .939 | Lowest Level |
| 8. Learning English is important for me because it will enable me to become a more knowledge and sociable person. | 4.17 | .694 | Moderate Level |
| 9. Learning English is important for me because it will enable me to understand the various culture and tradition of other people. | 4.00 | .812 | Moderate Level |

In summary, after analyzing the collected data form the two motivations of patterns, these results received that the level of instrumental motivation was higher than integrative motivation because this instrumental motivation showed the highest $\bar{X} = 4.51$ (S.D.= .543), $\bar{X} = 4.46$ (S.D.= .581), and $\bar{X} = 4.44$ (S.D.= .527), as shown in the statement tables one, two, and seven, and then integrative motivation expressed the highest $\bar{X} = 4.35$ (S.D.= .623), and $\bar{X} = 4.34$ (S.D.= .709), according to the results above. However, they were motivated to study many subjects, such as the English language at Mahachulalongkornrajavidyalaya University.

The Result from Open-Ended Question

In this summary of the result interview, there are three open-ended questions: (1) why would you like to study at Mahachulalongkornrajavidyalaya University, Ayutthaya in Thailand, and what problems did you have at Buddhist Universities in Myanmar?, (2) what is your main purpose of learning process in English language at Mahachulalongkornrajavidyalaya University?, (3) the last question was to ask interviewees' educational knowledge between their Buddhist Universities in Myanmar and Mahachulalongkornrajavidyalaya University, Ayutthaya, Thailand for learning techniques in English language.

As the first question in this interview, educational policy was very difficult situations to get M.A to Ph.D. for learning processes in English language at most of Buddhist Universities in Myanmar after analyzing interview because after getting Sasanadhajadhammacariya degree or B.A, they cannot join to study M.A level at government Buddhist Universities and most of private Buddhist Universities in Myanmar. It is that it was not connected with government Buddhist Universities and private Buddhist Universities in Myanmar, and so it was not collaborated each other Buddhist Universities in Myanmar.

As the second question, most of interview's respondents gave their main purpose of learning process in English language at MCU to get other educational knowledge from any faculties in learning processes, to meet more students and native speakers from different countries for ability of English, to know different cultures from different countries' students, and want to be effective English.

As the last question, most of them from ten interview' respondents accepted that MCU is international standard than Buddhist Universities in Myanmar because it is good management strategies by targeting learning processes in English language for developing teachers and students through creative thinking, and it use internet systems to be international standard and teaching techniques. That's why, they got different educational knowledge from MCU more than Buddhist Universities in Myanmar.

Conclusion and Discussion

The main purpose of this research in this conclusion was to investigate the situation of Myanmar students' motivation for learning processes in English language at Mahachulalongkornrajadyalaya University, Ayutthaya, Thailand and Buddhist Universities in Myanmar. This study was concerned with the motivation patterns which are instrumental and integrative of Myanmar students who are learning process in English language at MCU. The main purpose of this study was to determine the two patterns of motivation which was both instrumental motivation and integrative motivation which were predominant for Myanmar students who studied learning processes in English language at MCU. Additionally, it aimed to investigate the factors affecting Myanmar students' situations towards studying many subjects, such as the English language at MCU. In English language learning, motivation can be a great source of knowledge and understanding to implement their learning processes, and the students will become efficient language learners with motivation.

The section in this discussion was concerned with the findings of the study which are types of motivation towards learning processes in English language at MCU, and their relationship to the research questions and how they relate to previous studies and theories mentioned in the review of literature.

The results of this study indicated that Myanmar students had higher motivation towards learning processes in English language at MCU. The majority of the students agreed that they enjoyed to study many subjects, such as the English language at MCU much more than Buddhist Universities in Myanmar. This is because they liked doing activities during the lessons, and had more chance to discuss with native teachers and Thai teachers during the lessons and to meet with international students from different counties. These results support the concept of Thongma Souriyawcngsa, Lsmail, and Manuel Ryan (2012, 2013) who claimed that the situation of students' motivation was considered as an essential factor to achieve more successful learners in a target language learning process.

As regards the finding results from respondents, most of respondents had higher level of instrumental motivation than the integrative motivation. It can be concluded that Myanmar students studied many subjects, such as the English language at MCU which was more highly motivated by instrumental motivation than integrative motivation. The findings of this study showed students' greater emphasis on instrumental reasons in language learning process. Especially, it was for utilitarian purposes which enhanced proficiency English and higher educational achievement in the target language to reach their goals. The findings of both questionnaires and interviews could help to support these results. Moreover, it can be noticed that the present findings were consistent with the results of several previous studies (Iren Hovhannisyan 2014; Chukate Panyapon 2013; Chalermnirundorn Nipaporn 2002; showed that the instrumental motivation was the primary source of students' motivation for learning English as a foreign language. Similarly, a study of Ashin Indaka (2016) revealed that university students were instrumentally motivated in language learning process. Their main goals of leaning process in English were to develop their lives in the future.

Suggestions for Research

1. Suggestions to the Further Researchers

Further researcher should investigate the situation of Myanmar students' motivation for learning process in English language because many Myanmar students (monks and nuns) study many subjects, such as the English language at universities in Sri Lanka and India like a Mahachulalongkornrajavidyalaya University, Ayutthaya, Thailand. Therefore, Researcher desire to suggest for the further researchers to investigate the situations of students' motivation for learning process in English language to conduct a similar study in other universities form foreign countries.

2. Suggestion to the Educational Policy Makers

The researcher suggests that educational policy makers should be prepared four factors as the following:

1) After getting Pathamakyi certificate at Ministry of Religious Affair in Kabaaye, they should be allowed to enroll the level of Bachelor of Arts at Buddhist universities in Myanmar because this certificate was the same Diploma level.

2) After getting Sasanadhajadhammacariya Degree or B.A whatever place, they should be allowed to enroll M.A. level at their both government Buddhist universities and private Buddhist universities in Myanmar.

3) They do that they should be more collaboration between government Buddhist universities and private Buddhist universities in Myanmar, and they have to connect each other Buddhist universities in Myanmar.

4) For the tradition teaching methods, they should be taught English to English for all lectures to improve speaking skill and listening skill during the lessons, and they should be used teaching material and teaching technology to be up to date for the teaching methods.

References

- Chunmei Long, Zhu Ming and Liping Chen. (2013). The Study of Student Motivation on English Learning in Junior Middle School-A Case Study of No.5 Middle School in Gejiu'. *International Journal of Canadian Center of Science and Education*, 6 (9), 136-137.
- Chalermnirundorn, Nipaporn. (2002). *Motivation and Language Learning Among Thai Students*. Bangkok, Thailand: Assumption University of Thailand.
- Guerrero, Mario. (2015). *Motivation in Second Language Learning*. United Kingdom: University of Leicester.

- Ghusoon, Mahdi Mahlool. (2009). Learner's Integrative Motivation to Language Learning and Literary content Based Instruction. *Journal of Oadisiya University*, 12(2), 28.
- Liu, Hui-Ju. (2015). Learner Autonomy: The Role of Motivation in Foreign Language Learning. *Journal of Language Teaching and Research*, 6(6), 1165.
- Oroujlou, Nasser & Dr. Vabedi Majid. (2011). *Motivation, Attitude, and Language Learning*. Tehran, Lran Artesh Hwy: Payame Noor University.
- Plt Off, Marut Rodboon. (2014). *Motivation for Enrolling in an English Language Tutorial School*. Bangkok: Thammasat University.
- Saville Troike. (2006). *Introducing Second Language acquisition*. New York: Cambridge University.
- Vibulphol, Jutarat. (2015). *Students' Motivation and Learning and Teachers' Motivational Strategies in English Classrooms in Thailand*. Bangkok: Chulalongkorm University.
- Wang, Yuhuan & Huang, Fang. (2013). Analysis of Learning Motivation in Foreign Language Acquisition. *International Conference on the Modern Development of Humanities and Social Science (MDHSS)*, 1(1), 159.
- Yusoff, Mohd hafiz & Yacod, Azliza. (2015). *Influence of Gamification on Students' Motivation in using E-learning Applications Based on the Motivational Design Model*. Malaysia: TA TI University.