Thai High Achieving Lecturers and Their Language Learning Strategies and Motivation: A Case Study of Kalasin University

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Abstract

The purposes of this study were to (1) investigate the language learning strategies used for improving English language skill of the high achieving non-English major lecturers at Kalasin University and (2) investigate the motivation used for improving their English language skills. The sample comprised eight non-English major lecturers. They were purposively selected according to their high TOEIC test scores. Semi structured interview was used as a research tool. The interview was on using the language learning strategies and motivation to develop the English-speaking ability as the main instrument. The modified interview adapted from the Semi-Structured Interview Guide of Paredes (2010). The qualitative data were analyzed through using axial coding technique. The majors finding were as follows: (1) metacognitive, social and cognitive strategies were frequently used respectively by the sample, while compensation and memory strategies were least used equally and (2) the most motivations employed were attitude and competence motivation, the motivations moderately used were achievement, affiliation, and fear motivation equally, and the least motivation used were power and incentive motivation respectively.

1. Introduction

English has risen to become the worldwide language of diplomacy, air navigation, trade, finance, banking, tourism, and, above all, scientific publication as a result of changing socio-political and socioeconomic circumstances. English is today the language most

extensively taught as a foreign language—in over 100 countries, including China, Russia, Germany, Spain, Egypt, and Brazil—and in most of these countries, it is rapidly displacing other languages as the primary foreign language encountered in schools (Crystal, 2003). English is essential for acquiring and digesting books and information that are often published in English. English is the most commonly used language in academic writings in the age of information technology (Crystal, 2003). In Thailand, English speaking has been employed for the communication relating economy, culture, and education. English speaking is more essential for Thais' way of life. It could contribute to developing Thais in several ways for example having more wide vision, communicating with foreigners correctly, having more self-confidence when speaking English with foreigners and understanding about the culture of different countries, and conveying ideas and culture to the world creatively (Permpool, 2006). As a result, English language skills are the starting point for education development; people can speak and understand what foreigners say, and they have more opportunities to study overseas. Additionally, if they could speak English with travelers or foreigners, they might profit from their goods and services. Moreover, it is not only children and general citizen but also officers. There are so many of officials who are interested in and wanted to improve their English speaking in order to use for their occupations because speaking English could raise their salary, help gain new experiences in aboard and could raise the educational levels as well.

The operations or procedures that the learner consciously (or unconsciously) selects and employs to learn the target language or facilitate a language task are referred to as strategies (Gani, Fajrina, & Hanifa, 2015). O'Malley and Chamot (1990) also proved that combinations of strategies were used by successful students. This shows that the higher levels of learners reflect the number of strategies they used (Gani, Fajrina, & Hanifa, 2015). Thus, the learners who did not know or used good learning strategies often learned passively and ultimately failed in school (The University of Kansas, 2015).

Furthermore, motivation is also important for successful learning, it is power to drive learners to their purpose effectively. Wimolmas (2012) surveys the motivation in English language learning and describes that the participants were extremely driven to learn English and were shown to be slightly more instrumentally motivated. This indicates that instrumental motivation is an important feature for this group of English learners. Thus, motivation affected learners in several ways. Spolsky and Shohamy (1999) state that students, who were motivated, were more likely to learn more and learn faster than those who were less motivated. As a result, the purposes of this study were as follows:

(1) To investigate the language learning strategies used for improving English language skill of the high achieving non-English major lecturers at Kalasin University.

(2) To investigate the motivation used for improving English language skill of the high achieving non-English major lecturers at Kalasin University.

2. Literature Review

Speaking is a useful oral competence that entails creating a system of verbal utterances in

order to convey meaning (Nunan, 2003). Furthermore, speaking is also the act of communicating information or expressing one's thoughts and feelings via the use of spoken language. According to Gani, Fajrina, and Hanifa (2015), it is described that "speaking is an ability to orally express opinions, thought, facts and feelings to other people, animals and even to oneself." Thus, speaking is the second of the four language skills, which are listening, speaking, reading and writing, and it is probably the important language skill that conveys or expresses speakers' thoughts, opinions, facts and feelings through spoken language.

For many years, language learning strategies have been the center of attention. Learning strategy, according to Tarone (1983), is an endeavor to build linguistic and sociolinguistic competence in the target language in order to include it into one's international language competence. In addition, Rubin, J. (1987) stated that learning strategies were methods that contributed to the development of the language system that the learner developed and directly affected learning. O'Malleyn and Chamot (1990) also defined learning strategies as the special thoughts or behaviors that people utilize to help them understand, learn, or retain new knowledge. Furthermore, language learning strategies are described as specific actions, behaviors, procedures, or techniques that students (often consciously) utilize to increase their progress in developing second language (L2) skills. These strategies can help with internalization; they are tools for the self-directed participation required for communicative skill development (Oxford, 2003). This could be seen that it is important for the language learning development of learners as Lan (2005) described that many research findings point to the importance and effectiveness of language acquisition practices. Individual learners' language learning strategies are characterized as distinct ways or procedures that help them understand, retain, retrieve, and apply knowledge for language learning and acquisition. Likewise, Lee (2010) described the overview definition of language learning strategy that it is learning skills, learning-to-learn abilities, thinking skills, problem-solving skills, or, in other words, the ways that learners use to intake, store, and retrieve information during the learning process. Also, using language learning strategies was the methods that allowed students to better their learning activities (Souriyavongsa, 2013). Finally, learning strategies are operations or processes that a learner chose and employed consciously (or unconsciously) to acquire the target language or to facilitate a language task (Gani, Fajrina, & Hanifa, 2015).

Language learning strategies have been the center of research for many years. It was found in the study of Yulianti (2018) about learning strategies applied by the students in writing English text that metacognitive strategies, compensatory strategies, cognitive strategies, affective strategies, memory strategies, and social strategies are some of the learning strategies employed by students when writing English texts. Furthermore, learning strategies have an impact on students' writing scores; students who score well utilize metacognitive strategies, while students who score poorly use affective strategies. Ghufron (2017) revealed in the study on language learning strategies used by EFL fluent speakers: a case in Indonesian context that the EFL fluent speakers highly used cognitive strategies, and they were much aware of the advantages of using learning strategies to improve their English skills. Additionally, Alsohbani (2018) found on the study of language learning strategy (LLS) use by Turkish international school students in Yemen that the usage of cognitive strategies by

students was highly connected with their speaking and reading scores, and there was no significant difference in the application of the six types of LLSs by male and female students. More or less the same, Zhang and Yu (2019) conducted experimental research on reading and writing learning strategies for low English proficiency students at a private university in China and discovered that the English reading and writing learning strategy training helped EFL students with low English proficiency at a private university and enhanced their reading and writing abilities. The experimental group made much more progress than the control group in terms of English ability.

More or less the same, there are comprehensive discussions about the factor that virtually helps improve the learning of learners which is their motivation. Ushioda (2020) mentioned that motivation is of importance to language teachers because it is usually a practical concern in the classroom, where teachers are frequently faced with the task of inspiring and keeping students interested. Motivation, on the other hand, is of interest to second language acquisition (SLA) researchers not because it is a problem, but because it is one of the characteristics that can help explain why some language learners are more successful than others. Gardner (1985) stated that motivation was described as the degree to which an individual studies or seeks to learn a language because of a desire to do so and the pleasure obtained from the activity. Besides, motivation was "quite simply the anticipation of reward" (Brown, 1987). Motivation, according to the Oxford Dictionary of English (2004), is a reason or reasons for acting or behaving in a specific way with interest or passion. Rabideau (2005) stated that your emotions and achievement-related goals operated as sources of motivation. He also describes that the desire in achieving excellence can be defined as achievement motivation. Individuals will satisfy their needs in a variety of ways and are motivated to succeed for a variety of internal and external reasons. However, motivation is also involved with improving English speaking because practicing English language speaking as a foreign language has to be done continually. Bernard (2010) studied motivation in foreign language learning: the relationship between classroom activities, motivation, and outcomes in a university language-learning environment described that language learning outcomes could be influenced by motivation rather than language ability. As a result, an assessment of motivation's contribution to learning outcomes, as well as approaches to encourage such positive motivation among students, was highly useful in improving language education for all students. Therefore, learners could not achieve, if they didn't have these to drive their actions to reach the goal, it could directly influence the individual language learning development. Moreover, if someone had a high motivation, they would reach their goal fast. In the same way, Kamış and Çoban (2019) discovered that the affective variable—achievement motivation was one of the key predictors of low- and high-achieving students' accomplishment levels. In addition, Alshatti (2022) revealed in his study on motivation that the level to which second language students were invested in social practices was determined by creating close relationships with 'native-speakers,' giving L2-mediated engagement possibilities with international students, and social acceptability. This is related to the affiliation motivation in this current study which described that affiliation motivation referred to the drive to relate to people on a social basis. Besides the research on the motivations students used to enhance their language learning, there is also research on factors

affecting the used of motivations, as the study of Rahman et al. (2017) revealed in their study that teachers, personal attitudes, and parental influences all have an impact on students' motivation to learn a second language.

As mentioned above, motivation is an important factor that drives learners to reach their purpose effectively. Harmer (1991) explained that "motivation is defined as "internal drive" that can push someone to do something. If we believe that our goal is worthwhile and appealing to us, we will attempt to achieve it; this is known as action driven by motivation. Besides, Dörnyei (1998) agreed that motivation was in charge of shaping human behavior by energizing and directing it, but the wide range of explanations offered in the literature for how this occurred may surprise even the most experienced researcher.

3. Methodology

The researcher used a qualitative research paradigm to address these research questions. The qualitative research paradigm was chosen for this study because it is multi-method in nature and involves an interpretive, naturalistic approach to its subject. This implies that qualitative research allows researchers to investigate phenomena in their natural surroundings, aiming to make sense of or interpret occurrences in terms of the meanings individuals assign to them. In qualitative research, a variety of empirical materials--case study, personal experience, introspective, life story interview, observational, historical, interactional, and visual texts--are investigated and collected to explain regular and difficult moments and significance in people's lives (Denzin & Lincoln, 1994). The researcher conducted interviews with eight high achiever lecturers at Kalasin University, four of them were female lecturers and the other four were male lecturers, in order to document and review their learning methodologies and motivation.

3.1 Participants

The population was selected from all 90 lecturers from both Faculty of Liberal Arts and Faculty of Agricultural Industrial Technology, (except for the lecturers of English and English for International Communication Program who were the English major lecturers) at Kalasin University. The researcher decided to use the purposive sampling to select 8 informants to interview in this study. The sample group has been teaching at Kalasin University for at least 3 years. There were 4 men lecturers aged between 34-42 and getting TOEIC test scores of 745-805, and 4 women lecturers aged between 30-39 getting TOEIC test scores of 770-980. The lecturers' TOEIC tests scores were suitable to represent their language proficiency. In order to explore their language learning strategies used and language learning motivation, the eight participants were interviewed.

3.2 Procedures

The data was gathered through interviews. Interviews are a great way to discover more about a person's background and life experiences. Each interviewer has the option of enlarging on the topic. Interviews might be used as a follow-up to certain questionnaire respondents, for example, to dig deeper into their answers (McNamara, 1999). Furthermore, an interview allows individuals to gain the opportunity to express themselves. Structured interviews,

semi-structured interviews, and unstructured interviews are among the several forms of interviews. The researcher applied interview data set on using the language learning strategies and motivation to develop the English language skills as the main instrument. The modified interview is adapted from the Semi-Structured Interview Guide of Paredes (2010). This interview is often used by several research for LLS studies. It is the Interview Guide that provides a more systematic and comprehensive way as Paredes (2010) states that a semi-structured interview involved the preparation of an interview guide that listed a predetermined set of questions or issues that were to be explored during an interview. Semi-structured interviews were employed as a research tool in this study because they allow for more conversation and learning about the problem, as well as the participants' thoughts and perspectives. While the interview schedule includes some rather precise questions, there are many more that are totally open-ended. Because the latter questions are mostly used to investigate various aspects of the problem; thus, semi-structured interviews are the preferred option. Before the interview, the participants are informed of the research's goals and assured that their identities would be kept confidential. Depending on their responses, the interview took from 15 to 20 minutes in this study. The recordings are made during the individual interviews. The researchers complete the interviews based on the information provided by the participants. The interview recorded tapes are transcribed and analyzed subsequently. The interview was divided into four main parts as following:

Part I: Demographics

This part contained the questions about the teaching experiences, level of education and English experiences and department (4 items).

Part II: Language Learning

This part asked for the information about experience in abroad, attitude towards English speaking, improving their English speaking (2 items).

Part III: Language Learning Strategies

In this part, there were the questions about memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, social strategies used by 4 samples (6 items).

Part IV: Motivation

The last part of this interview was provided the questions relating the motivation: achievement motivation, affiliation motivation, competence, power motivation, attitude motivation, incentive motivation and the recommendations or comments of the samples (7 items).

Experts and advisers double-checked the interview questions and translated them into Thai so that respondents could elaborate on their answers. The interview was then managed, and the data was double-checked and re-translated into English.

3.3 Data Analysis

The data is analyzed and translated into English that derived from the 19 interview questions about language learning strategies and motivation for developing the English-speaking ability of 8 samples at Kalasin University. For the qualitative data, analysis is involved with grounded theory of Glaser and Strauss (1967), the creators of grounded theory. The grounded theory is used in educational research which stressed on four data analytic sequences: open coding, axial coding, selective coding, and development of a logic paradigm or a visual picture of the theory generated (Glaser & Strauss, 1967). The data analysis focuses on lecturers' verbal expressions. The comparison approach is frequently employed in order to gain a better understanding of the data. Using open and axial coding procedures, the transcribed interview data is detected, compared, and then coded into tentative conceptual categories. To identify information, the open coding technique was used which includes the lecturers' responses to the questions. These data were analyzed to see what strategies and motivations they employed to help improve their English language skills. In order to construct categories, similar strategies are grouped together. After open coding, axial coding is the next step. In axial coding, data is reassembled in new ways to form relevant and meaningful groups.

As a result, for this study's data analysis, the coding technique is adopted. The coding approach is used to analyze the qualitative data. Then, the qualitative data is presented in the final results on the effective learning strategies and motivation in developing the English language skills.

4. Findings of the Study

The findings were divided into three parts based on the two main purposes. The first was language learning, the second was the language learning strategies used for improving English speaking ability of the lecturers at Kalasin University, and the third was motivation for improving English speaking ability of the lecturers. The results in this section were derived from responding of eight interviewees.

4.1 Finding One

Specific actions, behaviors, processes, or techniques that learners (often consciously) employed to better their progress in developing L2 skills were referred to as learning strategies. These strategies could help with internalization; they were tools for the self-directed participation required for communicative skill development (Oxford, 1990). Furthermore, O'Malley and Chamot (1990) also defined learning strategies as the special thoughts or behaviors that individuals used to help them comprehend, learn, or retain new information. In this part, there were the questions about memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, social strategies used by eight interviewees. The results of this part were described as following:

4.1.1 Direct Strategies referred to which involved the new language directly, were sup-divided into memory, cognitive and compensation strategies (Zare, 2012). The results were shown that:

4.1.1.1 Memory strategies referred to helping learners link a new item with something known (Oxford, 1990) and relating to the storing and retrieval of information (Paredes, 2010). The results showed that eight participants used ten ways for remembering their English knowledge as the following: (1) using new and old English knowledge in their daily life; (2) reviewing frequently new and old English knowledge; (3) listening to English songs, news, radio and conversations; (4) dividing or grouping types of English vocabulary to be easier remembering; (5) sticking the new English vocabulary everywhere you lived; (6) making conversation sentences by using a new vocabulary in order to remember its construction; (7) changing the language on your mobile phone or computer into English mode; (8) playing English vocabulary searching games which could add the new vocabulary and find foreign friends; (9) remembering the correction from native speakers who responded in the conversations; and (10)speaking English to friends and colleague.

4.1.1.2 Cognitive strategies referred to assisting learners in making and strengthening associations between new and previously learned information, as well as facilitating mental information restructuring (Oxford, 1990). They also included operating directly on incoming information, manipulating or transforming it in ways that aided learning (Paredes, 2010). Although there were only two men replying that they had the fixed process and two women not having their English improvement, it was found that thirteen ways were chosen by eight participants from the interview as the following: (1) making an assumption that you were going to present works in English; (2) noticing the English words you saw to interpret their meanings; (3) speaking English with foreign teachers frequently when they were young; (4) speaking with foreign friends every time when studied in Japan; (5) reading *Bangkok Post*, *The Nation* and watching other English news with subtitles; (6) watching CNN news with subtitles; (7) watching English movies with subtitles; (8) watching the English TV series with subtitles and scripts; (9) listening to the English conversations with scripts from MP4; (10) speaking English to oneself; (11) listening English radio when driving a car; (12) reading the English papers, texts on papers and internet; and (13) chatting with foreign friends.

4.1.1.3 Compensation strategies (Oxford, 1990) aided learners in compensating for missing knowledge when using the target language in oral or written communication, allowing them to use the new language for either comprehension or production despite knowledge gaps (Paredes, 2010). According to the interview, the results showed that there were ten ways chosen for using compensation strategies. (1) using their body language, (2) explaining more detail until listeners understand, (3) using easier words to explain when someone didn't understand, (4) switching to the mother tongue if some words could not be recognised, (5) using the recalled words to make sentences word by word for explaining more, (6) explaining by writing down a paper, (7) asking for speaking repeatedly, (8) asking for speaking more slowly, (9) Keeping quiet for a moment to think about what speakers said, and (10) recalling to overcome the problem from old experiences.

4.1.2 Indirect Strategies included metacognitive, affective and social strategies. Indirect strategies enhance language learning indirectly by utilizing diverse strategies such as focusing, organizing, evaluating, identifying opportunities, and reducing anxiety (Oxford, 1990).

4.1.2.1 Metacognitive strategies helped learners to govern their own cognition by assisting them in regulating their own cognition and planning, focusing, and evaluating their language learning process as they progressed toward communicative competence (Oxford, 1990) and these allowed learners to control their own cognition (Paredes, 2010). The interview results revealed that there were three of them constantly checking their English improvements through noticing their TOEIC tests score. Another part of the interview showed their responses about these strategies. There are fourteen ways that they chose including (1) making everything to be communicated in English, (2) noticing their previous ability and present ability after practicing it, (3) taking the talking dictionary to interpret new words when saw them, (4) planning and identifying continually the purpose and goal for the English practice for a year, (5) whenever felt that their English speaking was not fluent, they would ask for practicing it with their friends or colleague, (6)speaking English all day, (7) looking for places to use English with foreigners or being there for learning, (8) identifying the goal for publishing the English works and trying to do it successfully, (9) testing the knowledge by the error tests, (10) taking the TOEIC tests, (11) joining the English overseas research scholarship, (12) noticing oneself from the English news listening improvement, (13) noticing oneself from English movie watching improvement, and (14) going to take the summer courses abroad.

4.1.2.2 Affective strategies were defined as densifying one's sentiments and becoming aware of the learning settings or assignments that arouse them(Oxford, 1990) and these were concerned with the regulation of feelings and attitudes (Paredes, 2010). In this section, it was found that there were nineteen ways being chosen by them as the following: (1) giving encouragement to themselves; (2) to be aware of the importance of English language; (3) having a friend who was good at English to be an idol; (4) watching the English movies at the cinema for relaxing; (5) listening to English songs; (6) enjoying the English language since they were young; (7) enjoying the English movies; (8) thinking that the English language would bring some good things to their life; (9) feeling excited with this new language and wanting to learn it; (10) always thinking of the goal and purpose when feeling disappointed; (11) feeling proud of oneself; (12) when speaking it, feeling like being a special person; (13) it was a new knowledge; (14) feeling no strange when being in a foreign culture; (15) adjusting themselves with the cultural differences and be careful before doing something to be not sure about; (16) being positive to learn the language and culture; (17) being brave to speak and having self- confidence to speak with foreigners; (18) being proud of oneself; and (19) having the positive thinking with the English learning (confident to speak it without fear of making mistake).

4.1.2.3 Social strategies referred to methods of facilitating learning with others and assisting learners in comprehending the culture of the language they were learning (Oxford, 1990) and involving communication with other people (Paredes, 2010). In the last section of this part, the results showed that there were fourteen ways chosen in these strategies. There were: (1) asking for help from the people around them; (2) asking foreign friends for help about works and other conversations; (3) asking speakers to slow down their speech, to correct and explain; (4) asking an English teacher to correct something; (5) asking their colleague to

suggest about the English learning; (6) joining the English course and seminar with their schools and universities; (7) speaking English with friends for practicing it; (8) chatting with foreign friends for asking help; (9) being in the circumstance of foreigners to learn their cultures; (10) being a tour guide for practicing the English language and for being close to native speakers; (11) asking for their students to bring dictionaries in classes every time when one was a teacher-trainee in Japan; (12) asking a Filipino teacher for the way to improve the English ability; (13) working at the airline for getting an experience; and (14) families supporting the English learning.

It was discovered that metacognitive, social, and cognitive strategies were the most frequently employed by the respondents. Some of them revealed using those strategies as following:

Miss. Jin: "*I used to try many times; it was funny ... (Laughing) ... it is I will not speak Thai at all. I will speak only English all day, though I have an ID card but I don't want to show it. I make myself bring puzzled, and going to buy something, taking the BTS and making everything in English that day.*"

Mr. Joe described that it was to read CNN news: "*in the past, I could understand them only thirty to fifty percent. On the other hand, in the present time I can understand them around eighty to ninety. However, I don't understand one hundred percent because they sometime have new words I don't know ... (think) and my trick is I will read Thai news first. Then I will buy the Bangkok Post and Nation again in the same news for reading. Finally, I will watch on TV for learning how to pronounce them.*"

Miss Gib: "*my English ability will be watching the movies with subtitle. At the first time, I watch often in order to interpret their vocabularies or listening to their pronunciation. After that, when I can comprehend more, I will not often stop them. Perhaps, I do not understand more but seem that I can comprehend more English's construction.*"

Mr. Lee described that: "*my ability will be checked by joining the scholarship testes to go to abroad.*"

The participants also described their used of social strategies as follow:

Miss Jay: "*when I have a problem about English learning, I will ask my foreign friends about the vocabularies. If they can't explain, I will search in my dictionaries and sometime ... (think) I ask my English teacher as well.*"

Mr. Jeff Joe: "*I always ask for help from my foreign friends, such as by chatting with them how to make the English letters and contracts for my other works.*"

Miss Aura: "*when I need some help, I always ask my colleagues who have the same area that English is very important and wanting to learn it too.*"

Mr. John: "*my English teacher corrected for me (when he studied in Japan) because he wanted to teach me about the English conversations or pronunciation.*"

The participants also described their used of cognitive strategies as follow:

Mr. Jeff: "*I will read Thai news first then I will buy the Bangkok Post and Nation to read again in the same news after that, I will watch on TV for learning how to pronoun them.*"

Mr. Joe: "*Firstly, I will read them for making understanding all text because sometimes I don't know the meaning of them. After that, I will listen and read the scripts together for how to pronoun them. I do like this again and again ... (stop) There is a script I spent time to listening for a week. Within the second to third days, I may use a script, but after that, I listen only its sound every day till I have taken time for a year. If whenever I am bored, I will watch English series by seeing it three times. The first time I will watch with Thai Subtitle, the second watch with English Subtitle for learning how to pronoun their sounds, and finally. I watch without any Subtitle.*"

Miss. Gib described that "*I never have any plan in every hour that I have to do anything about my English practicing. I just look for the ways to use it in my daily life. Sometimes, I have to practice by doing as I am going to present my work. I would think about how to speak about this presentation. Then, I practice it.*"

Miss. Aura described that "*I don't plan thoroughly for my improvement, but when I studied in Korea, I needed to practice and speak to others every time. If I didn't practice, I could not communicate with others. So, after I have come to Thailand, I can think in English sentences automatically before speaking out.*"

4.2 Finding Two

Motivation referred to the amount to which an individual works or attempts to learn a language because of a desire to do so and the satisfaction gained from the practice (Gardner, 1985). Therefore, this part contained the results of interview's questions relating the motivation, attitude motivation, incentive motivation and the recommendations or comments of the simples. The responses were shown as the following:

4.2.1 Achievement motivation referred to the desire to pursue and achieve goals. A person with achievement motivation aspired to accomplish goals and climb the corporate ladder. An achievement was significant for its own sake, not for the benefits that came with it (K. Shah & P. J. Shah, 2006). The eight interviewees chose five of the motivations they used: (1) they liked and wanted to work at the airport (dreaming to be an air hostess and a steward); (2) they wanted to speak English fluently as their own language; (3) they wanted to use for communication in their daily life; (4) they wanted to improve the English ability of oneself and his students; and (5) they wanted to learn because they liked it (likes to watch the soundtrack movies and play games).

4.2.2 Affiliation Motivation was defined as a desire to interact with others on a social level. When people with affiliation motivation are complimented for their positive attitudes and cooperation, they work harder (K. Shah & P. J. Shah, 2006). The results showed that there were five responses used by eight participants. There were (1) supporting about English learning from their families, (2) getting appreciated from their colleagues, (3) being admired from others, (4) the encouragement from families, friends and colleagues, (5) the equally proficient great English performances of the teacher and friends were their motivations.

4.2.3 Competence Motivation referred to a person's desire to excel in something, allowing them to produce high-quality work. Competence-driven individuals sought job mastery, prided themselves on learning and using problem-solving skills, and strived to be innovative when challenged with challenges. They learnt from their experience (K. Shah & P. J. Shah, 2006). The results revealed that the participants employed 7 competence motivations: (1) giving the encouragement to their mind that anything can be achieved; (2) thinking of their future; (3) thinking of good works; (4) thinking of family; (5) returning to see their aimed motivation; (6) wanting to widen a horizon; and (7) wanting to know and understand the English information (news, texts, knowledge, nonfiction and others) without relying on other.

4.2.4 Power motivation referred to the impulse to influence people and change conditions. People, who were motivated by power, wanted to make a difference in their organization and were prepared to take risks to do so (K. Shah & P. J. Shah, 2006). There were four responses from the interviewees in this part. There were: (1) the working progress (being promoted faster than others); (2) getting appreciated from his colleagues; (3) feeling like to be a special person; and (4) having the opportunity to be assigned the significant works of the organization.

4.2.5 Attitude motivation referred to people's thoughts and feelings. It was their self-assurance, their faith in themselves, and their view on life. It was how they reacted to the past and how they felt about the future (K. Shah & P. J. Shah, 2006). The results showed that all of them chose eight responses for their attitude motivational usage. There were: (1) having the positive attitude to English learning and foreign culture; (2) enjoying English (songs, movies and communication); (3) being aware of the importance of English; (4) being confident in their English uses; (5) believing that English language could help get a job with higher paid (using speech for making money); (6) believing that English would bring some good things to their life; (7) believing that identifying the clear goal and motivation would not be confused for the English learning and reach the goal; and (8) being proud of oneself.

4.2.6 Incentive motivation referred to when an individual or a group obtains a reward for completing an action. It was a "do this and you'll get that" mentality. People were motivated to work a little harder because of the types of awards and rewards they received (K. Shah & P. J. Shah, 2006). The results showed that there were only three responses for this motivational use from the participants as the following: (1) English learning could raise the salary; (2) English learning could help get the research scholarship in abroad; and (3) being promoted to be the leader of others.

4.2.7 Fear motivation was instantaneous, and the work was completed rapidly. It was beneficial in the short run (K. Shah & P. J. Shah, 2006). The interviewees' responses showed that there were five reasons for them to choose this motivation as: (1) being able to use English gives advantages in job marketing competition; (2) being able to use English makes people look more proficient and more special than others; (3) English can be use for study abroad (it affected to graduate in Japan); (4) getting proficient in English help get a good job; and (5) having opportunity to do and choose something over others.

The finding showed that attitude and competence motivation were the most frequently used by the participants. Some of the participants described their used of motivations to encourage their English language learning as follows:

Miss. Jin: "*I think it is not only English language but also Thai is very important (stress voice) I feel that it is a little strange but I realize that people come from different places, so I realize this and because I also have a habit like the foreigners, it is that I will say everything directly and don't want to know other secrets. At the same way, for Thai culture, I will be clear and don't destroy culture.*"

Mr. Joe: "*I think English language is very important because it is the international language which if whoever can use it frequently, they will have the advantages over others. Also, it can make me feel like I am extra over others' (stress voice). I feel that the communication is my wealth because … (think a while) I can get more money from my speeches. I think it is also my knowledge and I think it is the specific of each country (about the different culture).*"

Mr. Lee: "*for me, motivation is English will bring some good thing to my life.*"

Miss. Gib: "*I think that English language is important because when we have to communicate with foreigners who cannot speak Thai, the first language which will be chosen it is English.*"

Mr. Jeff: "*I feel good because it makes me get some benefits for my life such as learning the different English accents and adapting to different cultures. I mean my culture and foreigners; I am not sure.*"

The participants also described their used of competence motivation as follow:

Miss. Aura: "*I can overcome the problem because I always warn myself that nothing is more difficult to do. I can do everything not only English learning but also other things that I want to do (speaking with confidence). I will not impede my ability or opportunity … This may be my own belief which affects my brave to speak and do everything.*"

Mr. Jeff: "*It is my good future, parents and others who are around me, can help me to overcome my trouble.*"

Mr. John: "*It is when I don't mean to that in the unsuitable situation or using it unnecessarily. Someone will blame me. This affects my confidence to speak English but I always recall my motivation, I can carry out. Although, it can assist me but in the next time I will be more careful because if there is someone likes it, there are always some others don't.*"

Miss. Jay: "*I don't have any problem … (laugh). Although, I could not speak English when I began to learn it, I never thought it's problem. Perhaps, it is because I thought that it is not my first language.*"

It could be concluded that metacognitive, social, and cognitive were frequently used

respectively. Compensation and memory strategies were the least equally. However, these strategies showed little difference. It might be because they had learned English for a long time and had to learn themselves, so they had many experiences for choosing or looking for their learning strategies.

In the aspect of motivation, the most motivations employed were attitude and competence motivation respectively. The moderate motivation used was achievement, affiliation, and fear motivation equally. Finally, the least used were power and incentive motivation respectively. However, this showed that the participants used a little difference of motivation for the English language learning.

5. Discussions

For the inductive analysis, it was found that there were Affective Strategies, Metacognitive Strategies and Social Strategies used most respectively. In addition, there was only Cognitive Strategies moderately used and Memory strategies and Compensation Strategies were used least equally.

5.1 Discussion of Finding One

For the inductive analysis, it was found that Affective Strategies, Metacognitive Strategies and Social Strategies were used the most respectively. In addition, Cognitive Strategies was moderately. Memory strategies and Compensation Strategies were used least equally.

Affective strategies referred to one's feelings and becoming aware of the learning circumstances or tasks that evoked them (Oxford, 1990a). Paredes (2010) defined that these strategies were concerned with the regulation of feelings and attitudes, and Zare (2012) also defined those affective strategies assisted student to manage their emotions, motivation, and attitude associated with learning. They could be achieved through anxiety, encouraging oneself, and taking emotional temperature. Metacognitive strategies help leaners to regulate their own cognition and to plan, focus, and evaluate their language learning process as they moved toward communicative competence (Oxford, 1990a). And Affective strategies referred to identifying one's feelings and becoming aware of the learning circumstances or tasks that evoked them (Oxford, 1990a) and these were concerned with the regulation of feelings and attitudes (Paredes, 2010). As the sample responses, Mr. Lee said that "*I never give any special thing for myself. I just think that my best present is I will be proud of myself because before I can speak English fluently, I begin with speaking a word by word. Them, I can make the sentences and finally, I can think in English into English before speaking it out.*" From his response, Mr. Lee used attitude and feeling for the English learning improvement without any prize or award.

And Mr. Joe replied that … "*When I can improve each level … (think), I am very happy and always go to the cinemas for watching the sound tract movies. Actually, I don't give any extra thing for my ability but when I feel happy, it just makes me want to continue it to my goal.*" He used relaxing and feeling for the English language improvement and he might not often use this when he could improve each level because it was automatically answered and he had thought for a moment for this response.

This result associated with the study of Pathomchaiwat (2013) revealed that English language

learning strategies most frequently used by the students were affective strategy. On the other hand, it was opposite to the study of Hong-Nam and Leavell (2006) which found in their study that affective strategies were the least use by the participants. Similarly, the result from the study of Alhaisoni (2012) also revealed that affective strategies were used the least in the study. Also, the study of Altunay (2014) showed that affective strategies were used less than the other strategy categories. These opposite results might cause from those eight participants in this current study who were not the English major lecturers and did not graduate with the English major, so they would not normally use it for their jobs. Therefore, in order to improve their English language speaking they might need to use these strategies to manage their emotions, motivation, and attitudes associated with learning. It was cited above that "*They could be achieved through lowering anxiety, encouraging oneself, and taking emotional temperature.*"

5.1 Discussion of Finding Two

Motivation referred to the extent to which the individual works or strives to learn the language because of desire to do so and the satisfaction experienced in the activity (Gardner, 1985). In this study it was found that attitude and competence motivation were highly used. Achievement, affiliation, and fear motivation were equally moderately used. The least uses were power and incentive motivation respectively. The results were not associated with any existing research in this study. According to the definition and their responses above, it was found that these motivations were similar in terms of using attitude to reach their goal. Thus, this was viewed that it was being rather important for them, since everyone knew that English is a second language of Thais and it is difficult for learners who especially had self-learning to acquire English skills proficiently. Therefore, attitude and competence motivation were used rather most frequently in this study.

The results were only associated with the definition of motivation in the study of Bernard (2010) that it was found to be of particular importance in predicting outcomes and it promoted language used about learners' own lives and interest. In addition, the definition of motivation in Wimolmas' (2012) referred to learning itself and having its own reward. It meant the learners willingly and voluntarily (not compulsorily) tried to learn what they thought it was worth or important for them. When students had intrinsic motivation, they had the internal desire to learn and they did not have the need for external outcomes. There were no negative impacts in having intrinsic motivation. In addition, intrinsic motivation pushed the student to learn without rewards, because the need was innate or came from inside or depended on their own will.

Although this research results were not essentially associated with any other existing research in this study, it, however, showed that the reason of using these motivations frequently to encourage their English language learning might be because they want to do it themselves and because they love to use it and need to use English for daily life. Therefore, using motivation to help improve language learning was important to them.

6. Conclusions

This research paper was conducted to find out English language learning strategies and motivation used of the non-English major lecturers at the Kalasin University.

The results of the first research findings revealed that language learning strategies used most frequently were metacognitive, social, and cognitive strategies. The used of affective, compensation, and memory strategies were moderate. However, these strategies were a little difference in use because the participants might have learned English for a long time and have to learn by themselves, so they would have many experiences for choosing or looking for their learning strategies.

In the area of motivation, the second research findings revealed that the most used motivation the participants employed to encourage their learning were attitude and competence motivation respectively. Achievement, affiliation, and fear motivation were all used in almost equal amounts. The least used motivations were power and incentive motivation respectively. However, the participants used a little difference of motivation for the English language learning.

The results of the current study showed that the opposition to many studies in the existing literature might be because the participants were non-English major lecturers who needed to improve and learn English for using in their daily life, being interested in and a reward. Accordingly, some strategies and motivation were different from most previous research that were reviewed in the literature which used the English major students as their participants. Additionally, it was also found that the participants did not force themselves over seriously and it might affect their learning effectively. Besides, their attitude and foreign experiences contributed to their English language learning improvement.

7. Recommendations for Further Studies

The results of this research could recommend as the following:

(1) Further study should provide more teachers and fields of their teaching so that it might reveal more language learning strategies and motivations.

(2) Further study should provide the gender factor and attitude in selecting language learning strategies and motivation.

(3) Further study could do mix-method in collecting data that they could gain a big data from large number of participants.

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