

Student Perception's, Motivation, and Anxiety in Learning English as Lingua Franca: An Action Research in EFL setting

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ภาษากลาง : การวิจัยเชิงปฏิบัติการในรูปแบบ EFL

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Abstract

English as a Lingua Franca refers to English used as medium of communication among speakers of various first languages, whether from personal choice or through some kind of coercion. English as Lingua Franca (ELF) has been introduced and has largest number of users of English worldwide, of whom the vast majority are non-native speakers. Evidently, Thailand is one of the nonnative countries who use ELF in educational and out of class settings, however, several researches have studied the three important dimensions which are Perception, Motivation, and Anxiety of Learning English as Lingua Franca into action research. To fill the gap, this study aims to investigate the three dimensions of LEaLF in a Thai setting. This paper ought to answer the following questions (i) what are the primary motivation of the Thai students in LEaLF (ii) how these motivations lead their perceptions in LEaLF and (iii) what are the anxiety levels that occurred during the LEaLF process. Finally, conclusion and implications of this study are made.

Keywords: *English, Lingua Franca, motivation, perception, motivation*

Introduction

Learning English as Lingua Franca (LEaLF) refers to ‘English as foreign language’ even those who learn a foreign language in the same environment, under the same conditions, achieve various success in the foreign language. The cause of this variability may be a set of learner characteristics defined as individual differences. They include intelligence, aptitude, age, gender, attitudes and motivation, language anxiety, learning styles, strategies and willingness to communicate (Mihaljević Djigunović, 2009).

Noom-ura (2013) studied the English-Teaching Problems in Thailand and Thai Teachers’ Professional Development Needs, the researcher pointed out ‘Thai students spend twelve years studying English in primary and secondary schools, but the results are questionable, when compared to other people in neighboring countries, Thais’ English proficiency is relatively low’ (p. 139). According to English First’s latest English proficiency index, Thailand is far behind many of its neighbors and most of the world. The index, however, is not without critics. Apparently, the index shows that English language proficiency in Thailand is very low and dropping relative to other countries. The Kingdom is the third worst in Asia and ranks 62 out of 70 nations included in the index. Thus, paper will look into three dimensions of Thai students in learning English as Lingua Franca.

Moreover, it is rampant nowadays the global spread of English which has greatly impacted TESOL and ESOL researches. The common points that have been researched by various scholars in recent years are a new insight in the unprecedented use of English by non-native users internationally (Crystal, 2003; Graddol, 2006). As such, sociolinguistics of English as an international or world language is now a firmly established discipline (Melchers & Shaw, 2003).

These anent has raised implications on how the language perceived as International, some of the issues concerning the role and importance of ‘native’ and ‘non-native’ speakers (Leung et al 1997; Davies, 2002), the rule of ownership of language (Widdowson, 1994) or the processes involved in the negotiation and projection of their identity (Pavlenko & Blackledge, 2004). Apparently, Learning English as Lingua Franca needs explicit study which focuses more on students’ perception, motivation and their anxiety towards learning, a lot of research in the recent years is providing increasing evidence of lingua franca discourse (Mauranen, 2003) that gives important insights on ELF lexicogrammar (Seidlhofer, 2001, 2004), pronunciation (Jenkins, 2000) and pragmatics (House, 1999). There are also substantial contributions on teaching

(McKay, 2002; Pennycook, 1999) and language teaching policy (e.g., Canagarajah, 2005; Phillipson, 2003).

Lastly, English as Lingua Franca has expanded rapidly during the last few decades in Thailand, consequently many public and private institutions offer English Language courses. As such, many English Thai learners have a difficulty in learning English as Lingua Franca. Thus, many researches have been conducted to determine the relationship of student's perception and language learning (see. Erisen et al., 2016), student's motivation in learning (see. Veronica, 2016), and anxiety in English language learning (see. Sadiq, 2017). However, this studies have been concentrated solely on independent variable, thus, there is not study combining the perception, motivation, and anxiety in learning English as Lingua Franca (LEaLF).

1.1 Student perception in (LEaLF)

Learning English as Lingua Franca (LEaLF) in non-native context needs qualitative study to determine the student perception of active learning. Investigations into students' perception are necessary, so that teachers in service and practitioners can understand how to address the needs of the learners and it would also help the whole teaching process. Active learning 'involves students in doing things and thinking about the things they are doing' (Bowell& Eison, 1991, p.2).

Moreover, the effect of perception on the motivation aspects in learning English is serious and important problem in (LEaLF). For this, what students think about the concept of English and why they think like that is to be noticed and understood for the determination of effective teaching methods and techniques to be used in the classroom settings. In addition, the learners' negative and positive perception about English affects their participation in learning activity.

Having said, such components include perception of students' interest in learning English as Lingua Franca, critical thinking skills, interpersonal outcomes (e.g. participation abilities), intrapersonal outcomes (e.g. self contemplating) and other broad course outcomes (Koon and Murray, 1995). In fact, one study found that student perceptions of learning in a course correlated much higher with student ratings of instruction than did differences in pre- and post-test scores (O'Connell and Dickinson, 1993). Ryan and Harrison (1995) and Cashin and Downey (1992, 1999) also noticed that student perceptions of learning were highly correlated with their overall ratings of teaching effectiveness in English as Lingua Franca.

Further, several studies on Students' perception in classroom environment have been investigated in the domain of learning environment research (Fraser, 1998). And most of these studies explored student perception in relation to other variables, but few study investigates the LEaLF, particularly on students' perception structure (den Brok, 2001).

1.2 Student Motivation in (LEaLF)

Motivation has a big role in LEaLF, according to Johnstone (1999) motivation considers as 'stimulant for achieving a specific target' (p. 146) which Ryan & Deci (2000) supports this statement, to be motivated means to be in act of doing something. Crump (1995) supports that the constituents of motivation are excitement, interest, keenness, and enthusiasm towards learning, particularly in LEaLF.

The levels or kind of motivation varies it depends on how learner motivates themselves or even the setting itself and also the level of motivation of each learner are absolutely different. Gardner and Lambert (1972) mentioned the situation as integrative motivation and instrumental motivation. Research has confirmed that the success or failure in second language learning depends very much on these two kinds of motivation (Lightbrown & Spada, 2001).

Further, motivation is a basic and essential part of learning (Brewer & Burgess, 2005). There are two types of constituent component of motivation. Firstly, integrative component, integrative component of motivation has been treated differently by psychologists, particularly to those motivational experts in different fields (Dörnyei 4). Thus, for Dörnyei, integrative motivation caters a positive 'disposition toward the L2 foup, the desire to interact and (...) would become similar to valued member of certain community. Moreover, openness to, respect for and sometimes identification with, the community are elements of integrative motivation (2003 5). Carreira outlines Dörnyei's definition by stating that integrative motivation refers to "positive attitudes and feelings toward the target language group" (2005 39); Secondly, instrumental motivation on the other hand, does not lead to any debate among experts: It is defined as referring to "the potential utilitarian gains of L2 proficiency, such as getting a better job or higher salary" (Carreira 39).

Having said, these concept of integrative and instrumental motivation precedes Gardner's seminal work (1985 12). Gardner disagree with his predecessors by stressing that integrative and instrumental motivation is not dichotomous (1985 12). For Gardner, integrative motivation supersedes instrumental motivation and his theory is based on the integrative

aspect of motivation (Dörnyei 5) because “Motivation involves an attitudinal component [as well as] a goal-directed behavior” (Gardner 60). Gardner and Lambert (1972) name the mentioned situation as integrative motivation and instrumental motivation. Research has proved that whether second language learning is successful or not directly and strongly concerns with these types of motivation (Lightbrown & Spada, 2001).

Lastly, the concept of intrinsic and extrinsic motivation in language learning derives from social psychology as well (Carreira 40). Intrinsic motivation refers as performing an action or behavior because you enjoy the activity itself conversely to extrinsic motivation is done for the sake of some external outcome, the inspiration for acting on intrinsic motivation can be found in the action itself.

1.3 *Student Anxiety in Learning English as Lingua Franca*

Anxiety or Language anxiety has occupied a great body of research for the past few decades. Numerous researchers have studied language anxiety which leads to revelation that anxiety can obstruct foreign language comprehensibility and intelligibility and its production. Apparently, language learners are facing some kind of problems in learning a new language, particularly in international settings explicitly and implicitly. Language anxiety has long identified as an obstacle in acquiring new language as Lingua Franca. Based on Khattak, Jamshed, Ahmad, Mirza and Baig (2011) reported that “Anxiety experienced in learning English language can be debilitating and may influence students’ achievements of their goals”. To simplify the point, anxiety has an enduring significant factors affecting learning English as Lingua Franca, as such, High level of language anxiety is correlated with poor performance in language learning. The experience of language anxiety varies from learner to learner. According to Ying (2008), language anxiety is caused by (1) personal and interpersonal, (2) learner beliefs about language learning, (3) teacher belief about language anxiety, (4) teacher-learner interactions, (5) classroom procedures, and (6) language testing.

Having said, the literature on language anxiety has offered numerous definitions concerning to foreign language anxiety. For instance, Sanders and Wills (2003) described anxiety in general as “a complex, multifaceted experience, a feeling which comes flooding into our whole selves, affecting many different aspects of our being”, similarly to Young (1999) mentioned that Foreign language anxiety defined as the “worry and negative emotional reaction aroused when learning or utilizing a second language”. Likewise, language anxiety is defined as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to

classroom language learning arising from the uniqueness of the language learning process” (Horwitz, Horwitz, & Cope, 1986). MacIntyre and Gardner (1994) have also provided a very similar definition of language anxiety, they believe that language anxiety is “the feeling of tension and apprehension specially associated with second language contexts, including speaking, listening, and writing”.

Language research has revealed the effect and the impact of language anxiety on students’ achievement and performance in English language learning. Recent studies learning showed the strong relationship between language anxiety and language learning and achievement (Horwitz et. al., 1986). For instance, if a student has felt anxiousness inside the classroom, the student has a possibility of having a frustrating and unforgettable experience while learning English as Lingua franca (Gregersen & Horwitz, 2002). According to Ewald (2007) study, it revealed that high level anxiety usually had a negative effect on the language acquisition process. LEaLF learners who had experienced language anxiety will lead them to feeling of worried about a failing to produce the language. Sadiq (2017) conducted a case study on anxiety in English Language Learner in Saudi Arabia, it was founded that ‘anxiety is one form of emotional problem that could highly affect the academic performance of EFL learners. The findings thereof suggested that ELF students experience moderate level of anxiety and recommended that faculty staff should acknowledge the importance of the issue of language anxiety among EFL learners and English learners should encourage to practice English language inside and outside the classroom.’ (p. 6). Another study conducted by Woodrow (2006) to examine the correlation between anxiety and language performance and competence of among EFL learners who attended English for Academic Purposes (EAP) courses. The findings revealed the most frequent reported cause of anxiety was fear of interacting with native speakers, giving oral presentations and performing in front of classmate. Thus, Language anxiety also is a strong indicator of negative attitudes towards language learning. Chao (2003) conducted a study that employed both qualitative and quantitative methods to investigate the level of anxiety among private college students who learned English as a foreign language in Taiwan.

3.1 Writing Anxiety

Language anxiety causes students' negative attitudes towards the foreign language writing skill. Writing anxiety has an effect on students' writing performance. Writing anxiety is considered as a barrier for enhancing English language learning and performance. Cheng (1997) found a negative correlation between FL writing anxiety and FL writing achievement. Cheng (2002) believes that writers with higher level of anxiety tend to avoid taking writing courses. Horwitz et al. (1986) indicated that students with higher writing anxiety write shorter compositions, have difficulty concentrating and grasping the content of input, have problems discriminating the sounds and structure, become forgetful, or even over-study.

3.2 Reading Anxiety

Sadiq (2017) pointed out that that 'English language reading anxiety is the fear experienced by students when reading English text. Reading anxiety has an effect on students' academic performance. Reading anxiety is basically rooted in some type of fear such as fear of failure and lack of self confidence. Recent studies confirmed a negative correlation between language anxiety and reading performance' (p. 2).As Chen (2007) found second language speaking anxiety negatively correlated with oral performance.

3.3 Speaking Anxiety

Speaking is one of the fundamental skills of language learning. In second or foreign language education, speaking anxiety has a detrimental effect on learners' performance(Sadiq, 2017). Speaking anxiety is rooted in lack of self-confidence. According to Horwitz, Horwitz, and Cope (1986), speaking is arguably the skill most affected by language anxiety. Furthermore, EFL or ESL teachers play an important role in the amount of anxiety students experienced in language classes. Williams and Andrade (2008) found that asking questions by EFL or ESL teachers' in classrooms make students anxious. According to Elkhafaifi (2005), anxious students tend to avoid voluntary answers and participation in oral activities and avoiding speaking in classroom. In a study conducted by Price (1991), the researcher interviewed highly anxious learners of French and found that learners' source of anxiety towards learning English.

3.4 Listening Anxiety

According to Sadiq (2017) 'Listening skill is a fundamental for language acquisition. The concept of foreign language listening anxiety is associated with general foreign language anxiety. Foreign language listening anxiety is one of the important learner variables affecting success and failure in foreign language learning. Previous researches indicated that listening

skill is a crucial factor in language acquisition. Vogely (1998) conducted a study to investigate the relationship between learners' listening performance and anxiety among 140 American university students studying Spanish. The findings revealed that the majority of the participants had experienced anxiety while listening to Spanish. Open-ended questions were asked after a listening comprehension examination. The results indicated that, the source sources of anxiety were as following, (1) the speed of delivery; (2) poor enunciation; (3) unfamiliar intonation; (4) different accents, and; (5) the length of the listening passages. In sum language, anxiety has been recognized as one of the fundamental affective variables influencing success or failure in language learning' (p. 1)

Materials and Methods

A quantitative research method was adopted in this study to investigate the level of factors of students' perception, motivation, and anxiety in Learning English as Lingua franca in Thai settings.

4.1 Research Design

It is well known that, the students' perception, motivation, and anxiety of learning English as Lingua franca is conducted by number of researchers using several instruments. In the current study, a survey research methodology was used to collect data about the level of student's perception, motivation, and their anxiety in learning English as Lingua franca.

4.2 Sample

To accomplish the objectives of this study, the researcher selected a small number of students learning English in a demonstration school (University Level) at King Mongkut's University of Technology Thonburi. All participants were Thai students whose mother tongue is PasaThai. They were all having English subject. Sample selected by the method of random sampling. Questionnaires were distributed during their free time.

4.3 Data Collection Instrument

Data were collected through questionnaire. For this research, the researcher came up with personalized questionnaire considering the definition of perception, motivation, and anxiety. There were 20 items in this instrument. 2 related with personal information, 6 questions for perception, 6 items for motivation, and 6 for anxiety. The items were on a series five-point-Likert scale as follows; Strongly Agree (1), Agree (2), Neither agree nor disagree (3), disagree (4), strongly disagree (5). A pilot study was conducted to ascertain the effectiveness of instruments. The instrument enjoyed high reliability. Its reliability was reported to be 0.80.

The scores of students' perception, motivation, and anxiety were divided into three levels: namely low mean score, moderate mean score and high mean score.

4.3.1 Procedures

The investigation of this action research was an attempt to answer the questions dealing with Students' perception, motivation and anxiety in learning English as Lingua Franca (LEaLF) among Thai learners. The study took place in the academic year 2018 (summer class). The participants asked to answer all the items in the questionnaire. Once data has been collected, the participant's responses were analyzed using statistical package for the Social Sciences Program (SPSS) version 22.0. Various statistical analyses including both descriptive and inertial were used to analyze the data,

Results

EFL learners received a survey questionnaire which was translated into Thai. and the usable response was 70 %. The data collected was processed by using Package for social sciences (SPSS) program. It was used to analyze data as follows:

- 1) The descriptive statistics was used in summing the data included frequency percentages, means, and standard devotions.
- 2) Personalized questionnaire based on the definitions used to identify the students' perception, motivation, and anxiety of learning English as lingua franca according to age and the year in the class.

5.1 Demographic Variables

Demographic information of participating students are shown with respect to age in table, and with respects to students' year in the specific program in Table 2.

Table. 1 Distribution of the Participants with respect to age

<i>Age Group</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>
18-25	13	43.331	43.33
26-28	17	56.669	56.66
Older than 30	0	0	0
Total	30	100.0	100.00

Table 1, shows the distribution of the participants according to their age. As shown in Table 2 the highest percentage of participants (54.66 %) were between 18-25, (43.33 %) were between the age of 26-28, and no data for older than 30.

Table . 2 Distribution of participants with respect to year in the specific program

	FREQUENCY	PERCENT	VALID PERCENT
FIRST YEAR	7	23.33	23.33
SECOND YEAR	8	26.66	26.66
THIRD YEAR	7	23.33	23.33
FOURTH YEAR	8	26.66	26.66
TOTAL	30	100	100

It shows in the Table 2, that 23.33 % of the participants are first year (Bachelor Degree), 26.66% of them are second year (Bachelor Degree), 23.33 % of the participants are third year (Bachelor Degree) while fourth year (Bachelor Degree) are 26.66%.

5.2 Result

For the purpose of answering the question one under perception, respondent was asked to respond to 22 Likert-scale items measuring the Students' Perception, Motivation, and Anxiety in Learning English as Lingua Franca among EFL students. The result of descriptive analysis (Mean, Std. Deviation, Mean deviation, Variance, corrected sample standard deviation, and SNR) were presented in Table 3.

	A	AD	MD	V	SD	CSSD	SNR
Item 1	2.69	19.31	0.660	0.620	0.790	0.800	3.33
Item 2	2.83	16.66	0.550	0.470	0.680	0.690	4.05
Item 3	3.58	15.53	0.590	0.470	0.680	0.700	5.08
Item 4	3.13	15.60	0.520	0.440	0.660	0.680	4.59
Item 5	2.73	17.60	0.580	0.460	0.680	0.690	3.95
Item 6	3.17	18.66	0.620	0.600	0.770	0.790	4.00
Item 7	3.37	17.73	0.590	0.430	0.650	0.660	5.03
Item 8	2.97	19.33	0.640	0.760	0.870	0.880	3.30
Item 9	2.93	18.66	0.620	0.720	0.850	0.860	3.30

	A	AD	MD	V	SD	CSSD	SNR
Item 10	3.23	18.86	0.620	0.570	0.760	0.770	4.10
Item 11	3.30	20.20	0.670	0.610	0.780	0.740	4.15
Item 12	2.87	17.33	0.570	0.510	0.710	0.730	3.92
Item 13	3.03	15.53	0.510	0.560	0.750	0.760	3.90
Item 14	2.90	18.00	0.600	0.550	0.740	0.750	3.82
Item 15	3.03	15.53	0.510	0.560	0.750	0.760	3.96
Item 16	3.14	17.51	0.600	0.600	0.770	0.780	3.97
Item 17	3.23	20.40	0.680	0.640	0.800	0.810	3.90
Item 18	3.00	16.00	0.550	0.680	0.830	0.840	3.50
Item 19	3.13	19.06	0.630	0.580	0.760	0.770	4.03
Item 20	3.33	20.00	0.660	0.620	0.780	0.800	4.15
Item 21	3.00	14.00	0.460	0.460	0.680	0.690	4.31
Item 22	2.70	21.00	0.700	0.670	0.820	0.830	3.20

Examination of the Means, Std. deviations and Variance in Table 3, confirms that the highest percentage under motivation in LE was, ‘Learning English is important for making me knowledgeable and skillful person’. 15.3 % of the participants answered that they either (“neither” or disagree”), with average score (A=3.58), and Std. Deviation (SD=0.68), “Studying English helps me to be an open-minded and sociable person like English speaking. 17.73 % of the participants answered that they “neither agree or disagree’ , with Mean score (M=3.37), and Std. Deviation (SD=0.65), “Studying English enables me to appreciate English arts and literature.”. 18.66% of the participants were answered that they “neither agree or disagree’, with Mean score (M=3.17), and Std. Deviation (SD=0.77), “Studying English enables to better understand and appreciate the ways of life of native English speakers”. 15.60 % the participants were answered that they “neither agree or disagree’, with Mean score (M=3.13), and Std. Deviation (SD=0.66),” I am determined to study English as best as I can to achieve maximum proficiency”. 19.33% the participants were answered that they are ‘agree’, with Mean score (M=2.97), and Std. Deviation (SD=0.87), “I am more interested in in learning a university degree and a good job than learning English itself”. 16.66 % the participants were answered that they are ‘ agree’ , with Mean score (M=2.83), and Std. Deviation (SD=0.68),” Studying English enables me to transfer my knowledge to other people ex. giving directions to

tourists”. 17.60 % the participants were answered that they are ‘agree’, with Mean score (M=2.73), and Std. Deviation (SD=0.68), “I am interested in reading only English textbooks for my university study, but not other English texts (e.g. newspapers, magazines)”. 19.31 % the participants were answered that they are ‘agree’, with Mean score (M=2.69), and Std. Deviation (SD=0.79).

Further, the perception in learning English as Lingua franca based in Table 3, confirms that the highest average in LE were,” Speaking English is not essential for learning English”. 20.20 % of the participants were answered either (“neither” or disagree”), with average score (A=3.30), and Std. Deviation (SD=0.78), “Repeating the sentences after the teacher’s helps me to learn English”. 18.86 % the participants were answered that they are ‘agree’, with Mean score (M=3.23), and Std. Deviation (SD=0.76).” Being able to communicate in English will help me get a good job”. 17.51 % the participants were answered that they either (“neither” or disagree”), with Mean score (M=3.14), and Std. Deviation (SD=0.77).” It is important for the English teacher to correct student’s errors”. 15.53 % the participants were answered that they either (“neither” nor disagree”), with Mean score (M=3.03), and Std. Deviation (SD=0.75).” I think English is difficult to learn”. 15.53 % the participants were answered that they either (“neither” or disagree”), with Mean score (M=3.03), and Std. Deviation (SD=0.75), “English teachers should correct student’s pronunciation”. 18.00% the participants were answered that they are ‘agree’ with Mean score (M=2.90), and Std. Deviation (SD=0.74), and “English can be learned by singing and playing games”. 17.33 % the participants were answered that they are “agree” with Mean score (M=2.87), and Std. Deviation (SD=0.71).

Moreover, the anxieties in LEaLF based in the table 3, confirms that the highest average in LE were, “In my language class, I get so nervous I forget things I know”. 20.0% % the participants were answered that they are neither (“agree” nor “disagree”), with Mean score (M=3.30), and Std. Deviation (SD=0.78).” I never feel quite sure of myself when I am speaking in my foreign language class.”. 80.0% the participants were answered that they are neither (“agree” nor “disagree”), with Mean score (M=3.23), and Std. Deviation (SD=0.80).” During language class, I find myself thinking about things that have nothing to do with the course”. 19.00% the participants were answered that they are neither (“agree” nor “disagree”), with Mean score (M=3.13), and Std. Deviation (SD=0.76). “The more I study for language test, the

more confused I get”. 14.0 % were answered that they are neither (“agree” nor “ disagree”), with Mean score (M=3.0), and Std. Deviation (SD=0.83).” I would probably feel comfortable around native speakers of the foreign language’. 14.00% were answered that they are neither (“agree” nor “ disagree”), with Mean score (M=3.0), and Std. Deviation (SD=0.68). “I feel overwhelmed by the number of rules you have to learn to speak a foreign language”. 21.00% were answered that they are “agree”, with Mean score (M=2.70), and Std. Deviation (SD=0.82).

6. Question 1: What are the primary motivation of the Thai students in LEaLF

The data in Table 2, shows that participants are learning English as lingua franca because they want to be knowledgeable and skillful when using English. It also reveals that students are determined to study English as best as they can to achieve maximum proficiency. So, the primary motivation of the learners is their own perspective learning English, specifically intrinsic motivation as Ryan and Deci (2000) mentioned that learners have the determination to pursue things.

7. Question 2: How these motivation leads their perception in LEaLF.

Students’ perception, it was found out that student’s motivation has a vital role in students thinking about English as Lingua franca. According to Bada (1997), student-centered approaches are those “where learners are no longer free from the responsibility of contributing to their language learning; rather, they are active participants in designing and evaluating their language learning process” (p.20), however, in teaching English as lingua franca it should be noted the underlying perception of the students in learning English as Lingua franca. McDonough put it quite clearly (1986) that “as language teachers, we need to understand as much as possible about the language teaching/language learning process”(p.161).

8. Question 3: what are the anxiety level occurred during the LEaLF.

The findings reveal that Thai student experiences moderate level of anxiety. This result is in line with the most of the previous studies (e.g.Heng et., al. , 2012; Catatay , 2015) . Further, the result found out that Students are overwhelmed by the number of rules they have to learn to speak a foreign language in any settings.

Discussion/Conclusion

The above reveals that motivation is very important to students' perceptions in learning English as lingua Franca, which leads to the anxiety level of the learners. Thus, language teachers and lecturers should realize and pay attention to the personality of the students on the process of learning English as Lingua franca. The implications for English teachers would be to devise a cultural awareness method that assists in understanding and acknowledging the cultural backgrounds, language proficiency and the use of Lingua franca. Moreover, they should be aware of motivation, its high importance, and its style. Lastly, student's positive or negative perceptions of English language have a great influence over their motivation and willing participation in English class.

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Appendix (1)

แบบสอบถาม

แรงจูงใจในการเรียนรู้ภาษาอังกฤษ

1. ฉันสนใจที่จะอ่านหนังสือภาษาอังกฤษเฉพาะที่เป็นหนังสือใช้สำหรับการเรียนในมหาวิทยาลัยเท่านั้นและไม่สนใจอ่านหนังสืออื่นๆที่เป็นหนังสือภาษาอังกฤษอื่นๆอีกเลย (เช่นหนังสือพิมพ์, นิตยสาร)
2. ฉันสนใจการเรียนภาษาอังกฤษในระดับมหาวิทยาลัยและการได้งานทำที่ดีมากกว่าการเรียนรู้ภาษาอังกฤษเพื่อการใช้ชีวิตประจำวัน
3. การเรียนรู้ภาษาอังกฤษมีความสำคัญที่ทำให้ฉันเป็นผู้ที่มีความรู้และเป็นคนที่มีความทะเยอทะยาน
4. การเรียนภาษาอังกฤษทำให้ฉันเข้าใจและชื่นชมวิถีชีวิตของผู้พูดภาษาอังกฤษได้ดียิ่งขึ้น
5. การเรียนภาษาอังกฤษช่วยให้ฉันสามารถถ่ายทอดความรู้ของฉันไปให้คนอื่นได้เช่นการบอกเส้นทางแก่นักท่องเที่ยว
6. การเรียนภาษาอังกฤษช่วยให้ฉันได้ชื่นชมศิลปะและวรรณกรรมของอังกฤษ
7. การเรียนภาษาอังกฤษช่วยให้ฉันเป็นคนเปิดใจและเป็นมิตรกับผู้อื่นเหมือนกับคนอื่นที่พูดภาษาอังกฤษ
8. ฉันมุ่งมั่นที่จะเรียนภาษาอังกฤษให้ดีที่สุดเท่าที่จะทำได้เพื่อให้มีความชำนาญมากที่สุด

การรับรู้เกี่ยวกับการเรียนภาษาอังกฤษ

1. ฉันชอบเรียนรู้กฎไวยากรณ์ในชั้นเรียนภาษาอังกฤษ
2. ทวนประโยคซ้ำหลังจากที่ครูได้ช่วยฉันเรียนภาษาอังกฤษ
3. การพูดภาษาอังกฤษไม่จำเป็นสำหรับการเรียนภาษาอังกฤษ
4. สามารถเรียนรู้ภาษาอังกฤษได้ด้วยการร้องเพลงและเล่นเกม
5. เป็นสิ่งสำคัญสำหรับครูสอนภาษาอังกฤษในการแก้ไขข้อผิดพลาดของนักเรียน
6. ครูสอนภาษาอังกฤษควรแก้ไขการออกเสียงของนักเรียน
7. ฉันคิดว่าภาษาอังกฤษยากในการเรียนรู้
8. การมีความสามารถในการสื่อสารภาษาอังกฤษจะช่วยให้ฉันได้งานที่ดี

ความกังวลในการเรียนภาษาอังกฤษ

1. ฉันไม่เคยรู้สึกมั่นใจในตัวเองเมื่อฉันพูดภาษาอังกฤษในชั้นเรียนภาษาต่างประเทศ
2. ฉันรู้สึกตัวสั่นเมื่อฉันรู้ว่าฉันจะถูกเรียกในชั้นเรียนภาษาอังกฤษ
3. ระหว่างการเรียนภาษาอังกฤษฉันคิดแต่เรื่องอื่นที่ไม่เกี่ยวข้องกับการเรียนภาษาอังกฤษ
4. ในชั้นเรียนภาษาอังกฤษของฉันฉันรู้สึกกังวลมากที่ได้ลิ้มสิ่งที่ฉันรู้
5. ยิ่งฉันเรียนภาษาอังกฤษมากเท่าไรก็ยิ่งสับสนมากขึ้น
6. ฉันรู้สึกว่ามีความมากมายเหลือเกินที่จะต้องเรียนรู้เพื่อที่จะสามารถพูดภาษาต่างประเทศได้
7. ฉันจะรู้สึกสบายใจที่มีเจ้าของภาษาอยู่รอบๆตัวฉัน
8. ฉันมีความมั่นใจมากในการพูดภาษาต่างประเทศต่อหน้านักเรียนคนอื่น

Questionnaires

MOTIVATION IN LEARNING ENGLISH

1. I am interested in reading only English textbooks for my university study, but not other English texts (e.g. newspapers, magazines)
2. I am more interested in in learning a university degree and a good job than learning English itself.
3. Learning English is important for making me knowledgeable and skillful person.
4. Studying English enables to better understand and appreciate the ways of life of native English speakers.
5. Studying English enables me to transfer my knowledge to other people ex. giving directions to tourists.
6. Studying English enables me to appreciate English arts and literature.
7. Studying English helps me to be an open-minded and sociable person like English speaking people.
8. I ma determined to study English as best as I can to achieve maximum proficiency.

PERCEPTION IN LEARNING ENGLISH

1. I like learning grammar rules in English class.
2. Repeating the sentences after the teacher's helps me to learn English.
3. Speaking English is not essential for learning English.
4. English can be learned by singing and playing games.
5. It is important for the English teacher to correct student's errors.
6. English teachers should correct student's pronunciation.
7. I think English is difficult to learn.
8. Being able to communicate in English will help me get a good job.

ANXIETIES IN LEARNING ENGLISH

1. I never feel quite sure of myself when I am speaking in my foreign language class.
2. I tremble when I know I'm going to be called on in language class.
3. During language class, I find myself thinking about things that have nothing to do with the course.
4. In my language class, I get so nervous I forget things I know.
5. The more I study for language test, the more confused I get.
6. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

7. I would probably feel comfortable around native speakers of the foreign language.

8. I feel very self-conscious about speaking the foreign language in front of other students.