MOTIVATION THEORY, COMMUNICATIVE LANGUAGE TEACHING (CLT) AND ENGLISH AS A GLOBAL LANGUAGE APPLYING WITH TASK AND PROJECT ASSIGNED CONCERNING WITH SOME OCCUPATIONS IN ASEAN ECONOMIC COMMUNITY (AEC)

ทฤษฎีแรงกระตุ้น, การสอนภาษาอังกฤษเพื่อการสื่อสารและภาษาอังกฤษในฐานะเป็นภาษาโลก โดยการประยุกต์กับงานและโครงการที่ได้รับมอบหมายซึ่งเกี่ยวข้องกับงานอาชีพบางประเภท ในการค้าเสรีอาเซียน

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Abstract

The article aims to share idea and to suggest the way to teach English, design activities to motivate students for learning. With reference to the writer' teaching experience, he has known the students' problems in which the students do not have motivation to speak English, it is affected by their traditional learning. Moreover, the students only learn English by remembering the dialogue from the teachers but they have less chance to design their role and their speech according to their ideas. Hence, this academic article aims to share teaching experiences by teaching undergraduate students and promoting motivation theory: *intrinsic and extrinsic motivation*, Communicative Language Teaching (CLT) and knowledge of English as a global language to apply in English Language Teaching (ELT) in order to change the students' English learning attitude. By applying the theories, the students have motivation to learn English by themselves as autonomous learners and they pay more attention to find information about dialogues of English conversation and English lesson outside classroom. The author also designed course syllabus and assigned travelling task and the exhibition "International English Fun Fair & Festival" in teaching English.

Keywords: Intrinsic & Extrinsic Motivation, Communicative Language Teaching, English as a Global Language, Task-Based Learning, Project-Based Learning

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บทคัดย่อ

บทความนี้มีวัตถุประสงค์เพื่อเสนอความคิด แนะนำวิธีการสอนภาษาอังกฤษ การออกแบบกิจกรรมเพื่อกระตุ้นนักเรียนเพื่อการเรียนรู้ โดยอ้างอิงถึงประสบการณ์การสอนของผู้เขียนแล้ว ผู้เขียนรู้ว่าปัญหาของนักศึกษาคือ การที่ตัวนักศึกษาเองไม่มีแรงกระตุ้นในการพูดภาษาอังกฤษ ซึ่งเป็นผลกระทบมาจากการเรียนรู้แบบเก่า นอกจากนั้นนักศึกษาเพียงแต่เรียนภาษาอังกฤษโดยการจดจำบทพูดจากอาจารย์ แต่นักศึกษาก็มีโอกาสที่จะออกแบบบทบาทและบทพูดที่เป็นความคิดของตนเอง ดังนั้น บทความวิชาการนี้จึงมีวัตถุประสงค์เพื่อเป็นการนำเสนอประสบการณ์การสอน โดยการสอนนักศึกษาระดับปริญญาตรีและนำเสนอทฤษฎีแรงกระตุ้น (แรงกระตุ้นภายในและภายนอก), การสอนภาษาอังกฤษเพื่อการสื่อสาร และความรู้ในเรื่องของภาษาอังกฤษในฐานะเป็นภาษาโลกโดยนำมาประยุกต์ใช้ในการสอนภาษาอังกฤษเพื่อปรับเปลี่ยนทัศนคติในการเรียนภาษาของนักศึกษา โดยการประยุกต์ทฤษฎี นักศึกษาจะมีแรงกระตุ้นในการเรียนภาษาเยี่ยงผู้ที่เรียนรู้ด้วยตนเอง และนักศึกษายังให้การทุ่มเทในการค้นหาข้อมูลเกี่ยวกับบทสนทนาและบทเรียนภาษาอังกฤษนอกชั้นเรียน ผู้เขียนจึงออกแบบหลักสูตรและมอบหมายงานเกี่ยวกับการเดินทางและทางฝ่ายภาษาอังกฤษจึงมีนิทรรศการ "เทศกาลความสนุกสนานของภาษาอังกฤษในฐานะเป็นภาษานานาชาติ" เข้ามาในการสอนภาษาอังกฤษ

คำสำคัญ: แรงกระตุ้นภายในและภายนอก ภาษาอังกฤษเพื่อการสื่อสาร ภาษาอังกฤษในฐานะเป็นภาษาโลก การเรียนรู้โดยงานที่ได้รับมอบหมาย การเรียนรู้จากโครงการ

Introduction

According to ASEAN Economic Community (AEC), the people and the students in various fields of work / study have to speak English to communicate with each other. Particularly, they need to be aware in which English is not only spoken with American or English people, but also the people around the world such as those who come from ASEAN countries. Thus, to motivate students to pay attention to speaking English is not easy because of the nature of Thai student: they are shy to speak English, opportunity to speak English and the English lesson / class demotivates students to speak. Therefore, the teachers should provide students with interesting activities and the activities should be included in course syllabus as well. If the students have motivation to learn English language, they will pay more attention and they will be motivated to practice and to speak English. Hence, it interests me (the author) to apply theories which are previously mentioned in English Language Teaching (ELT) to encourage students to pay attention in learning English as follows.

First of all, the writer explains the theories before mix them to provide the students tasks of English language.

Motivation

With reference to Woolfolk (1993: 1) "Motivation is the will and skill to learn and it is defined as an internal state that arouses, directs and maintains behavior." He continued "First, what is it that originally causes a person to initiate some action?, Second, what causes

a person to move toward a particular goal? And third, what causes a person to persist in attempts to reach that goal?". To this mention, motivation is a condition that activates the students' actions or behaviors and they have to sustain the motivation in order to reach a set goal. Jackeline & Castaneda (2013) supported that motivation was an important factor in English language learning. If the students are more motivated, the better their English learning is.

Gardner & Lambert (1972) claimed that there were three types of motivation. The first is global motivation, *which consists of a general orientation to the goal of learning second language (L2)* The second is situation motivation, *which varies according to the situation in which learning take place*. The third is task motivation, *which is the motivation for performing particular learning tasks*. To the students, when they have to speak English to communicate with foreigners in their works, they may not like English; so they only learn English as an instrument for communication. This means, they only learn to use English but they may not want to learn more. This means, If the students have high motivation, they are successful in their learning easily because the students have a lot of effort input. On the other hand, if they have low motivation in learning, they may put low effort to learn and they may not be successful it well (Doughlas, 1987) and (Dickinson, 2002).

In terms of motivation, it is concerned with intrinsic and extrinsic motivation according to Woolfolk (1993), he said that the factors which was concerned with a person's needs, interests, curiosity and enjoyment was called intrinsic motivation. On the other hand, a person is motivated by environmental factors such as rewards, social pressure, punishment, etc. To this view, it is called extrinsic motivation.

Intrinsic and Extrinsic Motivation

When the students have intrinsic motivation, they motivate themselves to learn and they are curious to learn and they have learning goal. In addition, the students have inspiration and pleasure in learning English, they also pay attention in order to achieve much more knowledge (Benabou & Tirole, 2003). Therefore, if the students put effort to do what they are really interested in, they are able to memorize what they learn. Moreover, they can comprehend what they learn and recall them easily. Furthermore, this behavior helps them to remember the lesson better because the lesson will be kept in terms of concepts and gist in their long-term memory (Doughlas, 1987) and (Raffini, 1993).

Moreover, the students need rewards and they are accepted from classmate, if they have good grade. Dickinson (2002) said that the students had performance goals, they might have lower motivation than those with learning goals. For the reason, those who have performance goal just need good grades in learning and they pay a lot of attention for achieve high score. Furthermore, they put a lot of effort to memorize the lessons for taking an

examination. As a result, it may make them forget the lessons easily after the examination or after having high grades. In addition, they are aroused by their environment or society; it means that they have extrinsic motivation. To this attitude, they are persuaded by external factors, they also try to practice and learn English as well (Benabou & Tirole, 2003).

According to the writer's teaching experience, he has seen his students' problem that they are not have motivation in learning English. The students lack motivation and they are not active to do activity. Moreover, they do not enjoy or intend to participate in class as well as they may not have any purpose is their studying. If the teachers use the same style of teaching in every class, the students will be bored, the teachers should, therefore, have various techniques in teaching.

To motivate students to learn English, the teachers should enable them to know the importance of English, particularly, it is widely spoken in AEC from 2016 to the future. Therefore, to explain to the students about English as a global language, the teacher should consider the following information (Manzoor, Ahmed & Gill, 2015).

English as a Global Language

English really plays important roles in various parts of the world and it is now widely used as a medium in publishing, communicating in worldwide, international meetings and / or conferences, Crystal (1997) and Saraceni (2002) added that language could be made the official language of a country to be used as a medium of communication. It is, therefore, English which is really acknowledged as a global language and it is now spoken by people in various parts of the world. English language is spoken as the mother tongue by the people in the USA, Canada, Britain, Ireland, New Zealand, etc. These countries are called inner circle countries. Then, English is spread to other countries such as in South East Asia; Singapore, Malaysia, Indonesia, Philippine, etc. These countries were colonized by colonizer of England and the people in these countries use English as a government language, these countries are called outer circle country (Crytal, 1997), (Barber, 1999) and (Saraceni, 2002). And, another group of various countries where English is used as a foreign language is Thailand, Japan and China, Hong Kong, Poland etc. These countries are called expanding circle countries, where English is spoken as a foreign language. To this view, it is seen that English is used by the people around the world, so English is a global language (Crystal, 1997) and (Barber, 1999).

Another important situation, English is English is used in AEC, so it is changed by following people use the language in different parts of the world. To this view, when the people speak English to each other, they pronounce different pronunciation, use different words and meaning, etc., (Saraceni, 2002) and (Widdowson, 2003).

By teaching the students, the knowledge of English as a global language may not be

enough to encourage them to practice or to speak English, however, the students recognize that English is important and it is used in AEC. Consequently, providing a task for students to apply the knowledge about English as a global language can be assigned as interesting tasks to motivate students to pay attention for practicing and speaking English.

According to my technique, I think of Communicative Language Teaching (CLT) which is metaphorically supposed as the main ingredient to apply the theories into my teaching as well.

Communicative Language Teaching (CLT)

Communicative language teaching is an approach that includes both notion and function in teaching and learning process. It helps students have communicative competence and it is beneficial for developing the students' four language skills so that they can use language fluently and appropriately. Moreover, communicative language teaching approach provides the students with the use of language for communicating in real situation. Thus, communicative language teaching is considered to apply as a system for teaching in language class. Theory of teaching and learning describes the activities involving real communication, carrying out meaningful tasks and using language which is meaningful to the students (Inthapat, 2011).

According to Hymes (1972), he said that communicative language teaching (CLT) was the theory mentioned, so it was applied by using communicative approaches, which aims to develop four competences, they are grammatical competence, sociolinguistic competence, discourse competence and strategic competence. The competences can be briefly described as follows: *Grammatical competence* refers to the grammatical and lexical capacity that enables communicators to produce and understand the literal meaning of the utterances. In other words, communicators can produce grammatically correct sentences in a language. This means they have knowledge of vocabulary and rules of word formation, pronunciation, spelling and sentence formation. *Sociolinguistic competence* is the ability to create and understand the appropriate utterances used in various social contexts. Brown (1994) supported that sociolinguistic competence referred to the knowledge of social cultural rules of language and of discourse. In other words, this competence requires understanding of social context in which language is used, such as the role of the participants, the information they share, and the function of interaction. *Discourse competence* is the ability to connect utterances in the relationship to the entire text. This competence referred to the knowledge of how to combine grammatical forms and meanings to achieve a unified spoken or written text in various genres and situations. *Strategic competence* involves the verbal and non-verbal strategies that communicators employ to initiate, terminate, repair and redirect communication. In short, the communicative approach can be defined as an approach that has the goal of developing communicative competence which

focuses not only on the use of linguistic system itself but also on the functional aspects of communication. This approach also emphasizes much on real life communication in which students can use meaningful language to communicate. William (1981), Richards & Rodgers (1986) said that the activities design were fluency-focused rather than accuracy-focused. Students will be given a lot of activities through which they can practice their fluency. Moreover, the aim of the activities is to provide students to have opportunities to communicate.

In addition, the provided tasks can be concerned with linguistic variation which is a central concept in materials and methodology and they can be British English, American English, Australian English or Indian English, etc. which are taken into account in designing material and in language teaching. Thus, students will be exposed to various kinds of English. With reference to characteristics of communicative approach, English can be taught or trained in various activities. Consequently, it is based on the theory of communicative language teaching, the solution of teaching. I also blend all mentions of the theories and design activities for students in learning English as the use of task based learning and project based learning as the followings.

Activity Designed as Task Based Learning

Ellis (2004) said that task based learning was an activity concerning learning language. The teachers assign the students activity to learn the target language such as English. Under the designed activity, the students learn language skill to communicate in such a real situation. Bush (2004) added "Task-based learning theory is an attempt to create the conditions for language acquisition... A Task-based learning approach sees the learning process as one of learning through doing... It aims to work with the unconscious processes that allow acquisition to occur. It is believed that when the learner uses language to express real meanings to achieve real a real purpose, this drives interlanguage development." (56)

With reference to the occupation which can be a freer flow of skilled labour under AEC, there are engineering, finance/accountant, tourism, etc. In order to be convenient for assigning a task, the writer assigned the students at Panyapiwat Institute of Management (PIM) to do a travelling task concerning with tourism as well.

By applying the theories, I asked the students to do group work (5 students in one group) by supposing themselves to be the guides; One group selected one place for a travelling task depended on their satisfaction. Each group has to promote the selected place to attract and to invite the people or visitors to become interested in that place. To do this activity, every group of students had to record into CD and the length of the process is half an hour per a group. Moreover, the students can dress in their styles. To this task, I gave the students the time of 3 weeks for all processes.

First of all, I led the students to watch various

examples of the travelling or tour program in English on website (www.youtube.com). Then, I asked my students to give comments on the tour program on website and they shared their comment in plenary session. When the students watched the tour program, they were happy and they were aroused to speak English. Moreover, I saw that my students had motivation in which they wanted to practice English as well.

According to the students' attitude, they were appreciated with the moderators of program when he / she spoke English consequently the students wanted to speak English well. To the students, they were motivated by the moderators' action and the host might be their positive idol as well as the students seemed to act like him / her. Moreover, I requested the students to practice before they do the real process. I will evaluate their CD by giving score for 20% by following the details of criteria (**See Appendix**). This requirement, it motivates students to pay attention which is called "extrinsic motivation". Then, the students imagined that they wanted to act as a guide professionally, it is said that extrinsic motivation activates intrinsic motivation (Cherry, 2014).

With reference to doing the task, I saw that the students prepare themselves by selecting place, planning their script, taking note what they will speak, etc. When they traveled to the selected place and arrange their role as the hosts of tour program. Then, I turned on their CD in class and suggested about their roles, organizing idea and their speaking English for

each group. To give suggestion and feedback, I did not give negative comment or make them lose their face but I also suggested by adding what they need to add and include in their travelling tasks.

By giving away evaluation check list of this task, I have seen that the students were satisfied and they said that they were able to learn English from website as a real world. Moreover, they have motivation and confidence to speak English as well.

Activity Design as Project Based Learning

Larmer, Mergendoller & Boss (2015) said that project-based learning was an effective and enjoyable way to help the students learn target language (English) by developing their confidence and providing opportunity to learn English in such a real situation. Furthermore, the students can increase self-esteem and positive attitudes toward learning the English language. They continued that project-based learning helps students to learn the content of the project provided that they can develop their language while preparing and doing the project as well.

According to the project assigned, it is an opportunity in which the English Department of General Education (GE) at Panyapiwat Institute of Management (PIM) provides undergraduate students the exhibition of "International English Fun Fair & Festival." This activity is included in course syllabus and it provides the students in every field of study to join the project. The exhibition is created in one day. To the project,

the students have to apply at English Department of General Education (GE), then they will do activity in their groups and the number of group depends on the students who apply to do this project. The students will be given money, if they win and they will gain the highest score. Then, teacher of English will make pieces of paper by writing the countries which are in AEC or others in Asian counties. Then, each group of students will cast lots what country they take. By casting lots, every student in each group has to dress as the resident of that particular country. Moreover, they have to decorate their booths for selling local products or foods of those countries and they have to speak English in the exhibition. For example, when the teachers or other students buy their products, they have to speak English and explain everything that the audiences want to know.

By evaluating the booths and language skill, the teachers of English will walk around the exhibition and each teacher will visit their booths and ask the questions such as the custom, culture and ask the prices of local products, etc. Then, the teacher of English will evaluate their English speaking in the check list form for giving score to each group of students, the teachers of English helped each other to design the form. To this activity, the author saw that the students were motivated by extrinsic motivation (reward and score). Then, they want to speak English professionally; so this means, the students had intrinsic motivation to learn

English. After doing the activities, the teachers who teach their English class will give them feedbacks by describing scores on the check list.

By giving away evaluation check list to evaluate this exhibition, every teacher of English was satisfied that the students pay more attention to speaking English and they prepare themselves by finding the information of contents of those countries and the dialogues to practice their speaking and communicative skill as well.

Conclusion

Motivation; intrinsic and extrinsic motivation, is positive attitude which the teachers of English use to apply for their students in learning English and it can be applied with various tasks and projects. To the tasks or projects of English language teaching, the Communicative Language Teaching (CLT) is the approach, which the teachers of English can promote together with English as a global language to motivate and prepare the students AEC context. To the tasks and projects the students can help each other to solve the problems which they have in doing English activities. By asking the students to do travelling task and International English Fun Fair & Festival, the author and the other teachers of English have seen that the students were happy and the tasks can motivate their intrinsic and extrinsic motivation to speak English as well.

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Appendix
Evaluation form of travelling task
Assignment: CD; Role Play (Group Work) 20%
Criteria of Evaluation

Creativity by applying the lesson score _____

- The students extremely show their creative thinking in role play.	5%
- The students create / link to situation out of text in role play.	4%
- The students add less their own idea into the role play.	3%
- The role play is copied from the lesson.	2%

Fluency score _____

- The students speak fluently role play.	5%
- The students speak fluently but they stop / don't finish some sentences.	4%
- The students cannot speak fluently and don't finish some sentences.	3%
- The students always don't speak fluently and cannot finish many sentences.	2%

Accuracy   score _____

- The students mostly speak correct on sentences.	5%
- The students make some mistakes on sentences.	4%
- The students speak the corrected sentences about 50%.	3%
- The students always make mistakes on spoken sentences.	2%

Organizing idea   score _____

- The students show their ability of arranging situation on their role play and they show their working cooperation perfectly.	5%
- The students make some mistakes on their situation of role play but still show their working cooperation.	4%
- The students can't arrange of making situation and they show less cooperation.	3%
- The students can't show their arrangement on their role play situation and there is no good cooperation.	2%

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