

**Learning English Language for Adults and Professional Thai
Students : In Search of Strategy that Prompts Motivation**
**การเรียนรู้ภาษาอังกฤษสำหรับผู้ใหญ่และนักเรียนในสายงานอาชีพ :
การค้นหากลยุทธ์ที่ช่วยกระตุ้นแรงบันดาลใจ**

Arturo G. Ordonia, Ph.D.*

บทคัดย่อ

การสอนที่ได้ผลดีที่สุดจะต้องรู้ศักยภาพของผู้เรียนก่อน บทความนี้เน้นย้ำในเรื่องการเรียนรู้ภาษาอังกฤษในระดับผู้ใหญ่และระดับผู้เชี่ยวชาญ ซึ่งถือว่าเป็นวัยแห่งการเรียนรู้ที่แตกต่างจากผู้เรียนในระดับโรงเรียน ระดับวิทยาลัย หรือแม้กระทั่งระดับมหาวิทยาลัย ผู้ใหญ่จะมีแนวทางการเรียนรู้ที่ยืดหยุ่นเป็นศูนย์กลาง มีวิธีการเรียนรู้แบบนำตนเอง รวมถึงมีสินทรัพย์ทางการเรียนรู้ที่เอื้อประโยชน์ เช่น ประสบการณ์และความรู้ที่ยาวนาน สิ่งเหล่านี้ก่อให้เกิดคุณค่า ความเชื่อและรูปแบบความคิด รวมถึงกระบวนการของการชี้นำตนเอง ดังนั้นผู้เรียนกลุ่มนี้จึงมีความจำเป็นที่จะต้องได้รับการสอนในรูปแบบที่แตกต่าง

จากผู้เรียนกลุ่มอื่น โดยวิธีการสอนนั้นจะต้องกระตุ้นแรงจูงใจให้ผู้เรียนพร้อมที่จะพัฒนาภาษาอังกฤษของตนเอง ในบทความนี้ได้แนะนำวิธีการเรียนการสอนที่เรียกว่า การเรียนรู้โดยใช้ปัญหาเป็นหลัก ซึ่งถือว่าเหมาะสมกับลักษณะของผู้เรียนในกลุ่มนี้เพราะฝึกให้ผู้เรียนแก้ปัญหาและคิดวิเคราะห์ด้วยตนเอง นอกจากนี้ การเรียนรู้โดยใช้ปัญหาเป็นหลักฐานนั้นยังให้ผู้เรียนได้แสดงศักยภาพในการใช้ความรู้ความสามารถของตนเอง ทำให้ผู้เรียนเป็นคนกล้าตัดสินใจด้วยตนเอง ทฤษฎีนี้จึงจัดว่าเป็นทฤษฎีแห่งการจูงใจที่ทันสมัยเป็นอย่างมากสำหรับการเรียนภาษาอังกฤษ

* Instructor in the English Department at Christian University of Thailand. He teaches English for management and Advanced Practiced Nursing for graduate programs of the university, advises the TESL students in thesis writings, teaching business English for undergraduate level, and for several semester had taught logic

Abstract

In order for teachers to teach with their best, they ought to know best their students. The students who are the focus of this article are graduate students at Christian University of Thailand (CUT) aided by the kind of learners they are. The objective of this article is to suggest the Problem-Based Learning (PBL) to prompt the motivation of graduate students at CUT to improve their English proficiency in the four skills, e.g. reading, writing, listening, and speaking. The graduate students are the focus of this article because this group of learners is different from young learners of English in high school and university undergraduate students. The adults and professionals are problem-centered in their approach to learning, self-directed, and possess a great wealth of learning assets such as years

of experience and knowledge, established values, beliefs, and formed opinions, the feeling of self-direction. They need a very different strategy or approach to learning English language – an approach that will prompt motivation to improve their English acquisition. This article suggests the Problem-Based Learning (PBL) due to its approaches to learning that is problem solving, critical thinking, and self directed learning which all fit the characteristic of adults and professionals. Furthermore, the Problem-Based imbues the competence, autonomy, and relatedness all of which drive to self-determination of English language learning. Present literature heralded the PBL as a leverage of increasing the motivation among foreign learners of English language.

Introduction

Researches on English as foreign language learning in Thailand are greatly focused from elementary to college students. Definitely a research for Thai adult professional English language learning is found to be wanting. This does not construe at all that there are no English language textbooks for the learning of adults or of professionals; indeed, they abound in the

bookstores and libraries. But whether those books are results of research in the Thai adults and professional context or not are yet to be confirmed. The growing demands for adults and Thai professional students to be competent in English language have apparently emerged due to globalization of trade and academic research. If an English teacher likes to sharpen their teaching methodology and whose students are

วารสารมหาวิทยาลัยคริสเตียน

ปีที่ ๒๑ ฉบับที่ ๒ (เมษายน - มิถุนายน) ๒๕๕๘

adult learners, will it be strategically best just to pick up a book with a ready-made grammar, conversation, reading lessons, and bought from the book market regardless of the students' context? Teaching may take place and can happen, but definitely learning can be disastrous. A teacher can teach from contents of the textbook at best, but without knowing best the students, that teacher can be a failure. It is similar to prescribing medicines to an ill person without diagnosing first the sickness. In not knowing the learning assets of adults and professionals is tantamount to ignore their wealth of experience, rich knowledge, adult characteristics, maturity of adults and professional students, and their ownership of the lessons which ripples to ignoring the value of self-motivation to learn English language. Let alone students strive simply to pass the English language requirements.

Noels, et al (2003) cited Gardner (1985) and Gardner and Clement (1990) that researchers in social psychology and education have recognized the importance of motivation for successful second language learning just as other literature juxtapose motivation in the English language acquisition of Thai adults and professionals. The permutation of motivation and the learning assets of adults and professionals are too valuable in developing strategy that will

allow them to learn English language. Therefore, in addition to motivation, this article will discuss a strategy for Thai adults and professionals who are learning English language that will prompt motivation which is the objective of this article.

Motivation and Thai English Classrooms

The problem of lacking motivation has been the consequence of teaching English strategy long employed in Thai classrooms. These include the socio-environment and cultural factors. In addition, the infant age of English language in the national curriculum in like manner has encumbered the competent learning of the English language. Thai students have been mostly exposed in English language but only in the environment of the school classrooms. There has never been a genuine environment outside the classrooms neither at home to practice their English conversation continually. Let alone an intermittent interaction with tourist who is asking for direction (Shaw, 1995). Moreover, since Thai students study English language only in school classrooms, they treat English merely as subjects and only a "requisite to pass" instead of a life-long learning asset (Thosukhowong, 1998). As such, what is most important for these students is to pass the subject-the only motivation for studying it. The value of life-long

learning motivation is neglected. Furthermore, the national fervor that Thais are Thais so that they must preserve nothing but Thai including its language, also added to impediment of English language proficiency among Thai students. According to Wiriyachitra, (2001), there has been a proposal to make Thailand with two languages-Thai and English. But this has never been materialized due to alledged "national stability". Being Thai is a scapegoat to balk at English language learning. In short, there is an absence or vacuum of a compelling motivation for Thai students to be competent in English language learning as an academic achievement, professional goal, and as a life-long goal.

Wiriyachitra farther commented that Thai school's system neglected to develop highly motivated and independent learners which are suited in information-based economy. She continued by citing Biyaem, (1997) that one of the difficulties which Thai students encountered were unchallenging lessons, and passivity in the classroom.

Researchers proved that motivation plays a crucial constituent of language learning (Oxford, R. E. Shearin, J., 1994; Dornyei, 1994; and Kablawi, 2012). However, in the words of Enthornkamhaeng which was cited by Phettongkram, (2009) in her unpublished master's thesis, motivation is deemphasized in Thai English classrooms. It says,

...motivation towards learning English language is deemphasized in the application of Thai education. In Thailand, language teachers and researchers do not pay much attention to the importance of motivation to learn a language...

only few teachers are concerned with how their students are motivated to learn the language.... They often ignored how to encourage students to have higher proficiency.

Despite the acknowledgement of Kablawi (2012) that there has been a blooming research on student language learning motivation in Dörnyei, (2001, and 2005) and Dörnyei and Schmidt, (2001), in Thailand, it is only in the germinating stage. When the author read the master's thesis of a Thammasart University student regarding the motivation and English language proficiency of Thai students, there was a noticeable absence of literature about the subject except four, three of them were thesis in the master's level and only one article presented in an international conference. None whatsoever has been found or perhaps done in adults and professional learners of English language. It is in this scantiness that the author suggests to integrate the value of motivation as main variable in planning strategy to improve the proficiency of adult and professional students to learn English language. But, which theory of motivation, since they are blooming theories in the research

field of language learning? The author suggests the Self-Motivation Theory of Deci & Ryan (2000).

Self-Determination Theory

The author recommends adapting the Self-Determination Theory by Deci and Ryan (2000). Kablawi (2012) cited Dörnyei (2003) who have claimed that this theory is one of the most influential theories in motivational psychology in language learning. According to Deci, E., Vallerand, R., Pelletier, & Ryan, R., (1991) unlike any other motivation theories, self-determination theory addresses the rejuvenation and the direction issue on why a person desired a certain outcomes. It assumes about

the innate psychological needs of humans which are the need for competence, relatedness, and autonomy (or self-determination). They explain these innate needs in the following,

Competence involves understanding how to attain in various external and internal outcomes and being efficacious in performing the requisite actions; relatedness involves developing secure and satisfying connections with others in one's social milieu; and autonomy refers to being self-initiating and self-regulating of one's own actions (p. 327)

Figure 1 shows the three factors that instigate the self motivation of English learning students.

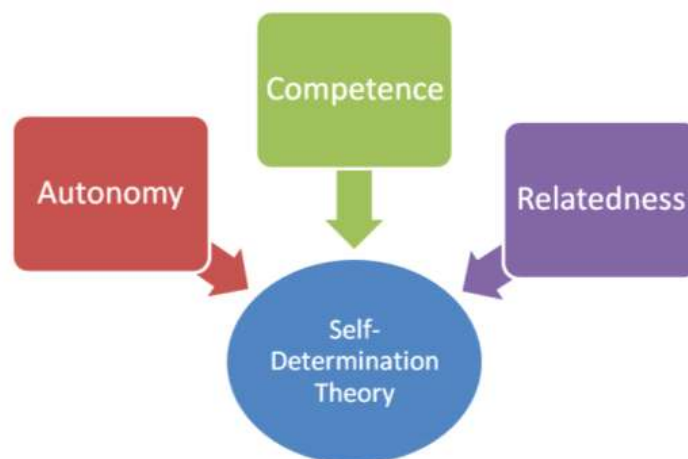


Figure 1 : The three factors that instigate the Self-Determination Motivation Theory for students to learn English language.

The question is, “What better teaching and learning strategy where motivation can be integrated for adult and professional learners of English language in Thailand? The author wholeheartedly suggests the Problem-Based Learning (PBL).

On Strategy : Problem-Based Learning (PBL)

Why is there a need for Thai adults and professional English learners to be serious in English acquisition? The answer to the above-mentioned questions brought the following demands: first, the demands in the trade sector; and, second the demand in the academic sector. In becoming serious, finding strategy to prompt motivation is very crucial.

In the trade sector, there are two factors that require Thai adults and professionals to learn English language. First, the raise of middle class population in the country raises also the number of business people whose needs in English competency is important for their business. What brought the necessity of learning English to these businesses is the phenomenal trade globalization. The global leaders need to communicate in English language since it is the lingua franca of globalization. Second, Thailand has become a great regional player in ASEAN and global trade. Junior executives who at not very long time will

take the helm of their corporate management ought to be competent in communicative English (Foley, 2005).

In the academic demands, Thai graduate and post-graduate education, research is one of those that can qualify a student to graduate and likewise to acquire an achievement of a life-long skill that can launch them to research profession. However, graduate and post-graduate students must be competent enough to do their research, not only on how research is done but in comprehending English readings as well as writing. One good example is the graduate and post-graduate program at Christian University of Thailand where English is given strong emphasis for its graduate and post graduate students. In both entrance to the university and in order to defend their thesis, they must pass the TOEIC exam and the proficiency exams given by the University. The passing grade graduate students is 500 points while 600 points for post graduate students. For listening and writing examination given by the University itself, the passing grade for graduate and post graduate is 75% (CUT Announcement No. 313.7/2557, p. 1, par. 2).

The students both in the master and doctoral level are adult learners and are professionals who occupy supervisory, managerial, and leadership positions in their organization. Twenty or thirty years back in the elementary and high

วารสารมหาวิทยาลัยคริสเตียน

ปีที่ ๒๑ ฉบับที่ ๒ (เมษายน - มิถุนายน) ๒๕๕๘

school, they had spent hours of sitting memorizing English grammar rules, sentence structure, memorizing sentences or even paragraphs (Dhanarattigannon, 2008). They had suffered tedious learning experiences so that they have seen English language to be a very difficult and torturous subject. Will they be happy and motivated enough to learn English if they undergo the same tedious learning strategy like in their past? Do they need the same strategy of learning English as foreign language just as those given to high school, college students? Definitely, the answer is no! Graduate and post-graduate students are different from those young students and certainly at their age and profession if they have a choice, they will not sit again in classroom and be treated as they were treated in twenty years or thirty years back!

The Rochester Institute of Technology (RIT, n.d.) in New York published in their website the contrasting differences of adult learning styles from those young counterparts. Some of these styles refer to adult learners as problem-centered, results-oriented, self-directed, skeptical, relates to their perceived needs, and willing to accept responsibility. In contrast, younger learners are subject-oriented, future-oriented, dependent, usually accepting, and seeking education that prepares them for an often unclear future. In addition

to these learning styles, adult and professional learners possess wealth of learning assets such as years of experience and wealth of knowledge, established values, beliefs, and formed opinions, the feeling of self-direction, and often have a problem-centered approach to learning. For each characteristic, there are corresponding strategies of learning. For examples, if adult learners have years of experience and wealth of knowledge, they themselves can be resources for the teacher and other students: acknowledge their contributions, and provide opportunities for dialogue. Similarly, Kolb (1984) theorized that problem orientation (thinking), experience, and active learning (experimentation) are factors in learning and development of learners. Both these learning styles and learning assets of adult learners point to what kind of learning strategy should be implemented in their classroom. It is therefore unwise just to pick up adult English lessons for adult and professional students, but it demands that first of all we need to know who our students are. The effectiveness of our teaching adult learners depends on how much we know our students.

During the 30th Annual Thailand TESOL International Conference, Cornwall (2010) presented a learning style of adult on which he used the Kolb model for teaching English to adult learners. As such, English teachers for adult learners should adapt a model that can closely fit

the learning styles and the learning assets of adult and professional students. The author suggests the Problem Based Learning (PBL) to be adapted in teaching graduate and post graduate students. There is one research that has been done using PBL but in the population of university students not graduate or post-graduate studies by Simpson (2011).

Problem-Based Learning Is Contextually Appropriate in Thailand

A Thai lecturer Dr. Arnuparp Lekhakula, a Faculty of Medicine at Prince of Songkla University who presented the status of PBL in the 2nd APJC-PBL in Shanghai, China in 2012 qualified Problem-Based Learning to be culturally adaptable to Buddhist culture. To prove his point, he mentioned that "problem" is the number one precept in the four noble

truths of the Lord Buddha which is dukkha or suffering in English language. In addition, the famous hand gesture (see Figure 2) signals the focus on problems to begin the teachings of the Lord Buddha as well. Lekhakula farther cited from Kalama Sutta, a Buddhist Scripture that the Lord Buddha (www.accesstosight.org) had implored his disciples to apply critical thinking in their decision-making. It was written,

Do not go upon what has been acquired by repeated hearing, nor upon tradition, nor upon rumor, nor upon what is in a scripture, nor upon surmise, nor upon an axiom, nor upon specious reasoning, nor upon a bias towards a notion that has been pondered over, nor upon another's seeming ability, nor upon the consideration, "He is our teacher. (Kalama Sutta cited in Lekhakula, 2012)



Figure 2 : The Lord Buddha's Hand Gesture

One of the vital features of PBL is critical thinking and employing the experiences of students. Hughes (2014) wrote an article on “how critical thinking has become part of mainstream language teaching” (p.4). The critical thinking feature of PBL goes along with Buddhist’s cognitive process. Critical thinking and experiences are complementary in facing problems. In integrating PBL in English classes which is composed of adult and professional learners, supervisory and managerial students, and entrepreneurs, their knowledge assets such as rich experiences and leaning towards critical thinking are advantageous factors to motivate their learning of English language, instead of putting them again (underlining for emphasis) in a traditional classroom lectures and doing exercises. Fernandez et al critically observed that putting them in a classroom where they have to sit in a row instead of in round or rectangular arranged sitting impacts psychological relegation of their status (Fernandez, A., Huang, J., and Rinaldo, V., 2011).

Problem-Based Learning in English Language Learning

Barret (2005) cited Boud, D. and G. Feletti (1977) who claimed that the Problem-Based Learning is one of the most important developments in university education. It had been pioneered in medical school before it

spread out popularly to more university disciplines. The foundation of this method was Dewey’s project-based pedagogy in the early 20th century (1929, 1933, and 1938) and the constructivist theory of Vygostky (1978). The latter’s theory stresses the fundamental role of social interaction in the development of cognition as he believed strongly that community plays a central role in the process of learning. He argued, “Learning is a necessary and universal aspect of the process of developing culturally organized, specifically human psychological function” (p. 90). Social learning tends to precede development. In short, the students’ experience outside and inside the classroom, plus the value of being in a learning community are important in learning development.

The University of Arizona website defines Problem-Based Learning as a method of instruction where students are positioned to work in groups to solve a challenging problem. The same university presented the method into five steps which are: (1) presentation of a problem; Barrows (1989) characterized this problem as ill-structure, messy, incomplete in the sense of lacking information needed for their resolution; (2) find and organize facts about the problem, (3) formulate ideas on how best to research solutions, (4) identification of the learning needs so that students can solve

the problem, and (5) share their research findings. Below is an illustration on how these five steps works effectively towards the achievement of PBL.

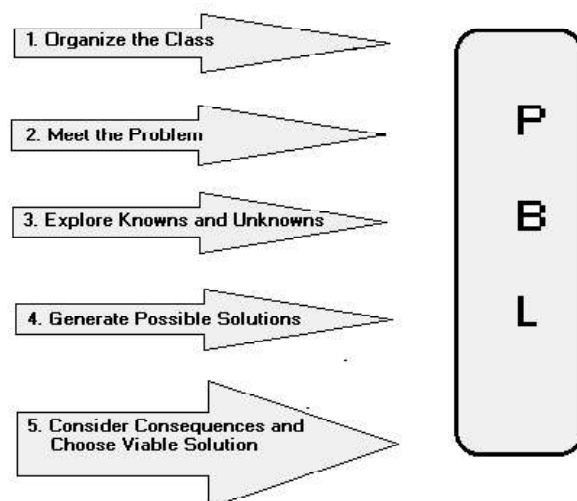


Figure 3 : Process of activities in PBL

Monica Lee, a graduate student at Purdue University in USA developed and presented a website about the advantages of PBL to ESL which are listed under despite of some disadvantages yet remediable:

1. Language input and output are comprehensible. Students working in groups need to make themselves understood, so they naturally adjust their input to make it comprehensible. They are often linked to specific, concrete context.

2. Language input and output are developmentally appropriate. Language

input need to be in the zone of proximal development (Vygotsky, 1978) to stimulate language acquisition. Students in cooperative groups provide each other with developmentally appropriate language input.

3. Language input and output are redundant and frequent. The small group setting allows a far higher proportion of language input and output.

4. Language input and output are functional/communicative. Learning about a language is quite different from acquiring the language. Language input and output in PBL are representative of

the way a speaker will use the language in everyday settings.

5. Learning context is supportive for speech to emerge. Peers are far more supportive than in the traditional classroom because they are interdependent in order to know what others know.

6. Students' attention shift from using accurate forms of the target language to meaning. Language becomes the instrument with which the students complete the activities.

7. Students are motivated and empowered. The advantages of increased motivation and ownership in learning may have a strong impact especially for ESL learners who have experienced more failure than success in learning situations.

There have been experimental researches where PBL was integrated in learning English as a foreign Language. Simpson, J. (2011) integrated Project-Based Learning, another name given for Project-Based Learning in an English language tourism classroom in a Thai university. The thesis research provided an in-depth examination of Thai students' English language proficiency, their learning skills and their self-confidence during the application of project-based learning (PBL) in an EFL context. Further, the research examined whether PBL could enhance Thai university students' English language proficiency, their learning skills and self-confidence. The result of study gives strong affirmative results.

Hallinger, P., Blackwood, A., Tannathai, P., (n.d.) implemented Problem-based Learning in the College of Management at Mahidol University, Bangkok, Thailand. The value of this research is on the affirmative response of university students to the implementation of problem-based learning in the college of management.

How is Problem-Based Learning integrated to learning English language? Julie Mathews-Aydinli, Center for Adult English Language Acquisition, Center for Applied Linguistics Center (April 2007) designed the five-step process which are: class organization, meeting the problem, explores the knowns and the unknowns, generate possible solution, consider consequences, and choose the most viable solution. She listed the following steps as follows:

1. Organize the class - Since this is a new strategy for adults and professional learners, the facilitator-a function for teacher in PBL, has to make sure that students understand the goals and benefits of PBL for language learning. Introduce the process through which the class will experience. Emphasize the importance of using English in problem-solving activities. The English language emphasis at this point is listening. Let the students use their English as best as they can do and refrain from interrupting right away to correct mistakes. The facilitator will take

note of those that has to be corrected and reserved for a grammar rules time.

2. Meet the problem – As a deviation from Mathews-Aydinli and from usual practice of PBL, it is far better to let students choose the problem that they are going to deal with. In an English class for Management, students who are rich in experience in management and posses wealth of knowledge, it will be better for them to suggest the management issue that they want to tackle. In this manner, the facilitator is giving to the students the ownership of the project, and learning that is true to their day-to-day activities. The facilitator can refine the problem which the students submitted to an ill-devised and open question. Introduce problem in a text. Ask the students to understand the meaning of important and content words in the passage by guessing its meaning in the context and decide what meaning of those words in the passage. Ask the students to write the problem as they see it. Ask students about previous personal experiences with the problem. Provide pre-reading exercises about the problem. The English learning skills that are emphasized at this point is vocabulary, speaking, listening, and question sentence writing.

3. Explore the knowns and the unknowns – The facilitators will group the students preferably in groups with different language backgrounds and

proficiency levels, and will provide them resources. They should make sure that students understand the problem and the expectations of them. Emphasize that there is no single answer or solution, and that they need to choose what appears to be the most viable solution to them. Let the students discuss and write their chosen solution and the reasons for it. Let them present to the class. Give students access to resources such as the Internet, books, magazines, brochures, newspapers, television, and telephones. Make sure that students are aware of the range of resources available and know how to use them. In this phase, the English language emphasis will be on reading, summarizing and synthesizing resources, writing notes, listening, and conversation.

4. Generate possible solutions – The facilitators will observe and give support necessary to students. They should avoid directing the efforts or controlling the students' activity in solving the problem. Observe, take notes, and provide feedback on student participation in the activity and on language used during the activity. In this phase, the emphasis in English language learning are listening and speaking. Students will encourage sharing their opinions about a solution and why they choose that solution.

5. Consider consequences and choose the most viable solution – The

facilitators will follow up and assess progress of the students' activities. They should provide students with opportunities to present and share the results of their work. The follow-up activities is based on their observations: e.g., form - focused instruction on grammar, pronunciation, or pragmatic

issues. Assess students' participation and success in the activity. The English language skill emphasis in this phase is writing, listening, and speaking.

Below illustrate how Problem-Based Learning affects the motivation of English language students which ripples to their English improvement.

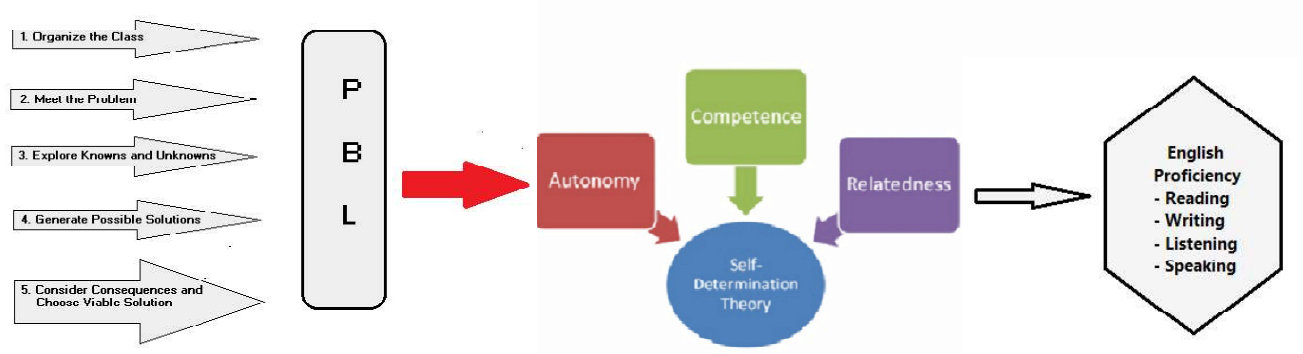


Figure 4 : The effect of PBL to prompt motivation and ultimately to improve the English competency of students.

When all these phases of Problem-Based Learning are well designed and executed as it should, it will fulfill the three innate psychological needs that comprise the self-determination of students' motivation which are competence, relatedness, and autonomy (Deci, E. L. & Ryan, R. M. (2000). It gives the students a "sense of choice in initiating and regulating one's own actions" (Deci, E., Connell, J., Ryan, R., 1989). Several scholar support that the use of PBL highly gives motivation to students because they are involve in self-learning (Katz 1994; Markham et al, 2003), develop a sense of ownership of learning activities (Dhieb-Henia 1999), and

a sense of achievement and pride (Hutchinson, 2001). As a result, the English of students will improve.

Summary

Since this article is a suggestion for Problem-Based Learning to be used as a strategy to motivate adult learners such as the graduate and post graduate students at Christian University of Thailand to improve their English language competency, research remains to be done to prove its worth. The author suggest that Problem-Based Learning should be tried because the values of PBL match the learning styles, characteristics of adult and professionals

students in Thai university. Besides, it is motivation which are competence, also culturally viable. When the five steps relatedness and autonomy. Such of PBL are wisely implemented, it can motivation ripples to the students' fulfill the three innate psychological needs improvement in their English language. for self-determination of student's

Bibliography

- Barrett, T. (2005). *What is problem-based learning*. Retrieved May 16, 2014, from www.aishe.org : www.aishe.org/reading/2005-toc-html.
- Barrows, H. (1989). *The tutorial process*. Springfield, IL: Southern Illinois University of Medicine.
- Biyaem, S. (1997). *Learner training : Changing roles for a changing world, educational learner training : Changing Roles for a Changing World*. Bangkok : Innovation for Sustainable Development. 3rd UNESCO-ACEID International Conference Bangkok.
- Boud, D. (1985). Problem-based learning in perspective. In D. B. (Ed.), *Problem-Based learning for the profession* (pp. 13-18). Sydney, Australia: Higher Education Research Society of Australia.
- Boud, D. and G. Feletti. (1977). *The challenge of problem-based learning*. London: Kogan Page.
- Cornwall, T. (2010, February 23). *Adult learning*. Retrieved May 25, 2014, from www.bangkokpost.com/learning/education-features/33385/adult-learning.
- Deci, E. L. & Ryan, R.M. (2000). The "what" and "why" of goal pursuits: Human needs and self determination of behavior. *Psychological Inquiry*, 11(4) : 227-268.
- Deci, E. L. (1985). *Intrinsic motivation and self determination in human behaviour*. New York : Plenum.
- _____. (1991). Motivation in education : The self-determination perspective. *The Educational Psychologist*. (26) : 325-346.
- _____. (1995). Human autonomy. In M. H. Kernis, *Efficacy, agency and self-esteem*. New York : Plenum.
- Deci, E., Connell, J., & Ryan, R. (1989). "Self-determination in a work organization". *Journal of Applied Psychology*. 74(4) : 580-590.
- Deci, E., & Ryan, R. (1995). *Intrinsic motivation and self-determination in human behavior*. New York : Plenum Press.

- Deci, E., Vallerand, R., Pelletier, & Ryan, R. (1991). "Motivation and education : The self-determination perspective". *Educational Psychologist*. 26(3-4) : 325-346.
- Dewey, J. (1929). *Experience and nature*. New York : Dover.
- _____. (1933). *How we think : A restatement of the relation of reflective thinking to the educative process*. (Rev. ed.). Bondton, D.C. : Heath.
- _____. (1939). *Experience and education*. New York : Collier.
- Dhanarattigannon, J. (2008). THAI College students' response to nontraditional writing instruction in a Thai university. Retrieved June 10, 2014, from UMI ProQuest Dissertations and Theses : <http://gradworks.umi.com/33/81/3381449.html>.
- Dhieb-Henia, N. (1999). "Improving science students' fluency through project work". *The Internet TESL Journal*, (8) : 1-6.
- Dörnyei, Z. & (1998). "Motivation in action : A process model of L2 motivation". *Working Papers in Applied Linguistics*. (4) : 43-69.
- _____. (1990). "Concetualizing motivation in foregn-language". *Language Learning*. 40(1) : 45-78.
- _____. (1994). "Motivation and motivating in the foreign language classroom". *Modern Language Journal*. 78(3) : 213-284.
- _____. (1996). Moving language learning motivation to a larger platform for theory and practice. In R. (Oxford, *Language learning motivation : The new century* (pp. 71-80). Honolulu: University of Hawaii, Second Language Teaching and Curriculum.
- _____. (1998). "Motivation and second and foreign language teaching". *Language Teaching*. 3(3) : 117-135.
- _____. (2000). "Motivation in action : Towards aprocess-oreinted conceptualization of student of motivation". *British Journal of Edycation Psychology*, 70, 519-538.
- _____. (2003). "Attitudes, orientations, and motivations in language learning : Advances in theory, research and applications". *Language Learnin.*, 53(1) : 3-32.
- _____. (2003). Introducton. In Z. (. Dörnyei, *Attitudes, orientation, and motivations in languagelearning:Advances in theory, research and research and applications*. New Jersey : Blackwel Publishing.
- _____. (2005). *The psychology of the language learner : Individual differences in second language acquisition*. Mahwah: USA : Lawrence Erlbaum Associates.

- _____. (n.d.). "Motivational and motivating in the foreign language classroom". *Language Learning*. (78) : 273-284.
- Dörnyei, Z. and Schmidt, R. (2001). *Teaching and researching motivation*. Harlow, England : Longman.
- Dörnyei, Z., & Csizer, K. Nemeth, N. (2001). *Motivation and second language acquisition*. Clevedon, England : Multilingual Matters.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford : Oxford University Press.
- Engel, C. E. (1997). What is problem-based learning? Not just a method but ways of learning. In D. B. (Eds.), *The Challenge of Problem-Based Learning* (pp. 17-17). Longdon : Kogan Page.
- Fernandez, A., Huang, J., and Rinaldo, V. (2011). "Does where the students sits really matter? - The impact of seating locations on student classroom learning". *Journal of Applied Educational Studies*. 10(1) : 66-77.
- Foley, J. A. (2005). "English in Thailand". *RELC Journal*. 36(2) : 223-234.
- Gardner, R. C. (1985). *Social psychology and second language learning*. London : Arnold.
- _____. (1959). "Motivational variables in second language acquisition". *Canadian Journal of Psychology*. (13) : 266-272.
- _____. (1972). *Attitudes and motivation in second language learning*. Rowley MA: Newbury.
- _____. (1985). *Social psychology and second language learning*. London : Arnold.
- _____. (1988). "Attitudes and motivation. Annual Review of Applied". *Annual Review of Applied Linguistics*. (9) : 135-148.
- _____. (1990). Social psychological perspectives on second language acquisition. In H. & Giles, *Handbook of Social Psychology* (pp. 495-517). Chichester, UK: Wiley & Sons.
- _____. (1991). "An instrumental motivation in language study : Who says it isn't effective?". *Studies in Second Language Acquisition*. (13) : 57-72.
- _____. (1994). "On motivation, research agendas, and theoretical perspectives". *Modern Language Journal*. (79) : 359-368.
- Hallinger, P., Blackwood, A., Tannathai, P. (n.d.). *Implementing Problem-based Learning in Thai Higher Education*: unpublished paper.
- Hughes, J. (2014). "Steps to critical thinking". *English teaching professional*. (91) : 4-6.

- Hutchinson, T. (2001). *Introduction to project work*. Oxford : Oxford University Press.
- Kablawi, F. (2012). *A review of language learning motivation theories*. Retrieved February 1, 2014, from www.qsm.ac.il: www.qsm.ac.il/mrakez/asdarat/jamiea/12/eng_faris_20keblawi.pdf.
- Katz, L. G. (1994). *The Project Approach*. (ERIC Reproduction Services E.D. 368509).
- Kirkpatrick, A. (2010). *English as lingua franca in ASEAN*. Hongkong : Hongkong.
- Kolb, D. (1984). *Experiential learning : Experience as the source of learning and development*. Englewood, NJ : Prentice-Hall.
- Lee, M.(n.d). Promoting problem – based leaening for english as a second language leaeners. Retrieved March 7, 2014, from <http://discover.education.purdue.edu/challenge/pblfores/aboutthesite.htm>.
- Lekhakula, A. (2012). The Ups and Downs of PBL in Thailand : Where are we now? 2nd *APJC-PBL* (pp. 1-30). Shianghai, China : APJC-PBL.
- Markham, T., Mergendoller, J., Larmer, J., and Ravitz, J. (2003). *Project-based learning handbook*. Canada: Buck Institute for Education.
- Matthews-Aydinli, J. (2007). "Problem-Based Learning and Adult Learning Laguange Learners". *CAELA Brief*. (4) : 1-8.
- Ministry of Education. (1996). *The 1996 English curriculum*. Bangkok : Ministry of Education.
- Noels, K., Pelletier, L., Clement, R., & Vallerand, R. J. (2003). Why Are You Learning a Second Language? Motivational Orientation and Self-Determination Theory. *Language Learning*, 53 supplement. Retrieved March 7, 2014, from http://www.selfdeterminationtheory.org/SDT/ocuments/2003_NoelsPelletierClementVallerand_LL.pdf.
- Oxfod, R. E. Shearin, J. (1994). "*Language learning motivation : Expanding theoretical framework*". 78(1) : 12-28.
- Phetthongkam, N. (2009). *Motivation and Englishl language proficiency of M.6 . students in governmental schools in Bangkok*. M.A. Thesis, Language Institute, Thammasat University, Bangkok.
- RIT. (n.d.). *Characteristics of adult-learners*. Retrieved May 24, 2014, from <http://walacecenter.rit.edu: http://wallacecenter.rit.edu/tls/characteristics-adult-learners>.
- Roschelle, J. (1999). "Transitionning to professional practice : Deweyan view of five analyses of problem-based learning". *Discourse Processes : A Multidisciplinary Journal*, 27(2) : 231-240.

- Shaw, W. (1995). *Asian students attitudes towards English*. In *English for cross-cultural communication*. (E. S. Larry, Ed.) London : MacMillan.
- Simpson, J. (2011). *Integrating Project-Based Learning in an English Tourism Classroom in a Thai University*. Doctoral Thesis, Australian Catholic University, School of Education, Bangkok. Retrieved March 5, 2014, from library.acu.edu.au/digitaltheses/public/adt-acuvp309...
- Thosukhowong, S. (1998). *Motivation toward Englishs learning and language strategies of NIDA students*. Unpublished M.A. Thesis, NIDA, Language Center, Bangkok.
- Vygostky, L. (1978). *Mind and society : The development of higher psychology process*. Cambridge, MA : Harvard University Press.
- Wiriyachitra, A. 2. (2001). "A Thai University English Scenario in the Coming Decade". Thai TESOL 14(1) : 4-7.

