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A COMPARISON BETWEEN INTEGRATIVE AND INSTRUMENTAL MOTIVATION OF THAI-
KOREAN LANGUAGE LEARNERS



A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Arts in Korean Studies
Inter-Department of Korean Studies
GRADUATE SCHOOL
Chulalongkorn University
Academic Year 2021
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การศึกษาเปรียบเทียบแรงจูงใจชนิดความชอบภายในและเชิงเครื่องมือในการเรียนภาษาเกาหลีของ
คนไทย



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต
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ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

Thesis Title	A COMPARISON BETWEEN INTEGRATIVE AND INSTRUMENTAL MOTIVATION OF THAI-KOREAN LANGUAGE LEARNERS
By	Miss Koravan Teeramatvanit
Field of Study	Korean Studies
Thesis Advisor	Associate Professor YONG YOON, Ph.D.

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INTEGRATIVE AND INSTRUMENTAL MOTIVATION OF THAI-KOREAN
LANGUAGE LEARNERS) อ.ที่ปรึกษาหลัก : รศ. ดร.ยอง ยูน

งานวิจัยฉบับนี้มีวัตถุประสงค์เพื่อศึกษาเปรียบเทียบประเภทของแรงจูงใจชนิดความชอบภายในและเชิงเครื่องมือในการเรียนภาษาเกาหลีของคนไทยและระบุแรงจูงใจหลัก (dominant motivation) ในการเรียนภาษาเกาหลีของกลุ่มตัวอย่าง ได้แก่ กลุ่มคนไทยจำนวน 155 คนที่เลือกเรียนภาษาเกาหลีในศูนย์ภาษาเกาหลีเซจง 2 แห่ง ได้แก่ ศูนย์ภาษาเกาหลีเซจงแห่งมหาวิทยาลัยเชียงใหม่ และ ศูนย์เซจงเกาหลีกรุงเทพมหานคร มหาวิทยาลัยเกษมบัณฑิต สามารถแบ่งกลุ่มตัวอย่างออกเป็น กลุ่มนักเรียนจำนวน 60 คน และกลุ่มบุคคลทั่วไปจำนวน 95 คน ระยะเวลาเก็บข้อมูลช่วงเดือนตุลาคมถึงพฤศจิกายน พ.ศ. 2564 โดยใช้แบบสอบถามรูปแบบออนไลน์เป็นเครื่องมือหลักในการสำรวจแรงจูงใจ และวิเคราะห์ข้อมูลเชิงสถิติ เช่น ฐานนิยม (mode) ผลการศึกษาพบว่า กลุ่มนักเรียนและกลุ่มบุคคลทั่วไปที่เรียนภาษาเกาหลี ณ สถาบันดังกล่าว มีแรงจูงใจเชิงเครื่องมือและแรงจูงใจความชอบภายในสูงระดับใกล้เคียงกัน แต่แรงจูงใจหลักการเรียนภาษาเกาหลีปรากฏความเหมือนและความแตกต่างระหว่างสองกลุ่มตัวอย่างพบว่า กลุ่มนักเรียนและกลุ่มบุคคลทั่วไปมีแรงจูงใจหลักด้านการเรียนภาษาเกาหลีเพื่อเพิ่มพูนความรู้เหมือนกัน อย่างไรก็ตาม กลุ่มนักเรียนปรากฏแรงจูงใจหลักในการเรียนภาษาเกาหลีด้านแรงจูงใจเชิงเครื่องมืออื่นๆ ด้วย โดยเฉพาะอย่างยิ่ง เรียนภาษาเกาหลีเพื่อใช้ในการเดินทางท่องเที่ยวต่างประเทศ เช่น ประเทศเกาหลี ขณะที่กลุ่มบุคคลทั่วไปมีแรงจูงใจหลักในการเรียนภาษาเกาหลีด้านความสนใจวัฒนธรรมเกาหลีและกระแสนิยมเกาหลี

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Koravan Teeramatvanit : A COMPARISON BETWEEN INTEGRATIVE AND
INSTRUMENTAL MOTIVATION OF THAI-KOREAN LANGUAGE LEARNERS.

Advisor: Assoc. Prof. YONG YOON, Ph.D.

The objective of this study is to examine the types of motivation of Thai-Korean language learners and to find which type of motivation is dominant for Thai people learning Korean language. An online survey conducted between October and November 2021 collected 155 Thai-Korean language learners from two Korean language institutes certified by the Embassy of the Republic of Korea, namely Chiang Mai King Sejong Institute, and King Sejong Institute in Bangkok. For detailed analysis, the responses of 60 students and 95 nonstudents were further examined, mainly by comparing the mode of their responses. The results reveal that student and non-student displayed high scores in both integrative motivation and instrumental motivation in learning Korean language, with some similarities and differences regarding the dominant motivation in both groups. The category 'further education' is the dominant motivation for learning Korean for students and non-students alike, however, in terms of differences, 'learning Korean for travel purposes' is the dominant motivation among students while 'Korean cultural interest and Korean wave' is the dominant motivation among non-students learning Korean.

Field of Study: Korean Studies

Student's Signature

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Advisor's Signature

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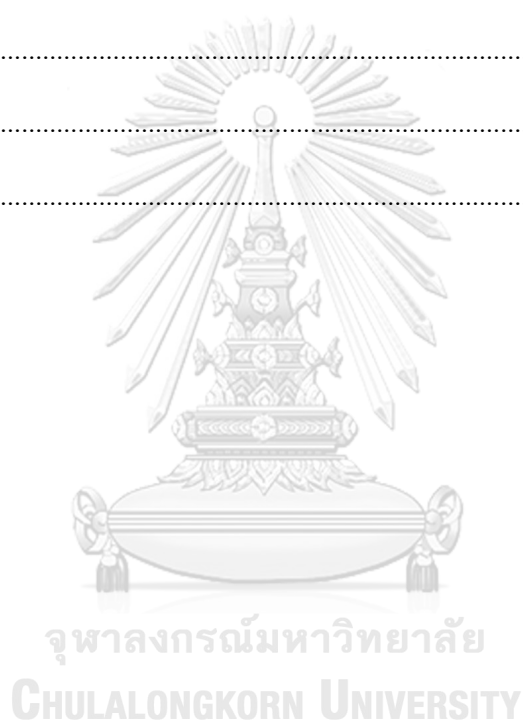
Koravan Teeramatvanit

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CHAPTER I

INTRODUCTION

1.1 Rationale

These days, the increasing level of interconnectivity and globalization processes have led to making it unavoidable to have more contact and interaction with those who are from different countries and cultural diversities. Therefore, foreign language learning has played a vital role for people worldwide (Ramírez, 2014). However, selecting to learn new language is progressively encouraged by different reasons and not every foreign language learner can be successful. Therefore, motivation is one of the significant factors affecting foreign language learning. In general, types of motivation are divided into two types: integrative motivation, meaning learning a new language to interact with or personal interests and instrumental motivation, which is learning a new language for practical goals such as enhancing job opportunities or getting a good grade and etc. (Gardner & Lambert, 1972). Each individual has a different motivation for selecting to study a second language.

At present, it's undeniable that the Korean language is one of the most popular foreign languages around the world due to the increasing level of the global popularity of the Korean wave through movies, TV dramas, songs, cultures and food (Tzoneva, 2021). Noticeably, even in advanced countries like the United States, the U.S. Modern language association portrayed that the number of U.S-Korean students almost doubled from 2006 to 2016 (Savillo, 2019). In addition, other evidence is the expanding of branches of King Sejong Institute, which have currently opened a total of 213 branches in 76 countries worldwide (DWNEWS, 2020) and East Asian and South East Asian countries have immensely established the Korean language institutions (King Sejong Institution Foundation, 2021). Recently, Minister of Culture, Sports and Tourism, Hwang Hee, announced that King Sejong institute will be planning to open

26 new branches in 18 countries by 2021. Additionally, the increasing number of branches will be 270 as their goal by next year (Kim & Kim, 2021).

In Thailand, the current status of Korean education is being given more importance, as seen from establishing the Department of Korean Language at 13 Thai universities (KKU, 2020) and 133 secondary schools. As of 2018, the number of students in secondary education was about 28,000, while the number of university students was 2,000 (Naewna, 2018). One study reported that the four main reasons leading to the enhancement of the number of Korean departments in Thailand for university education are as follows: 1) The rising popularity of Korean popular culture 2) enhancing the number of job positions related to Korean companies 3) making more choices for students to learn other East Asian languages, excluded from Chinese and Japanese language. In other words, the Korean language is a good option; Korean universities and Thai universities have signed an academic agreement, and 4) contributions from Korean organizations (Petasen & Mesupnikom, 2020). In addition, Korean language teaching at private institutes and on online teaching platforms has become more and more popular lately in response to the higher demand for Korean language learning among Thai people.

However, 'age and occupation' mainly affect the decision on Korean language learning (Chinakun, 2015; Sornsuwannasri, 2020a). Some previous studies showed more integrative motivation than instrumental motivation among Thai participants who learned Korean in secondary schools (Sukbumperng, 2014) and 'the Korean wave' was the main reason for selecting to study the Korean major (Petasen & Mesupnikom, 2020). However, a paper (Skulthongaram, Kathavee, & Baithong, 2018) showed different results. That is, UTCC students in the Korean major had a higher level of instrumental motivation while one paper (Song & Pornsima, 2017) showed the level of both integrative and instrumental motivation among the majority of Thai

respondents who learned Korean at the King Sejong Institution. Numerous previous studies have found that different groups of Korean language learners have different motivation types. This is due to the increasing popularity of the Korean wave including deepening ties with South Korea and other foreign countries in many aspects such as international trade and technology. At present, not only students, but non-students are interested in Korean language learning. Therefore, the purpose of this study is to examine the types of motivation among Thai-Korean language learners and to find dominant motivation for the Korean language at two King Sejong institutes, namely Chiang Mai King Sejong Institute and King Sejong institute Bangkok certified by Embassy of the Republic of South Korea; all of the language learners both students and non-students.

The results of this study can help the development of the curriculum for Korean language teaching and teaching materials in response to Korean language learners' interests in the future.

1.2 Overview of Thai-Korean language learners

1.2.1 Contribution of the Korean government for foreign language learning in South Korea

There are four phrases in contribution for foreign language learning in South Korea as follows (Park, 1992).

First Phrase (1883-1910)

During the 1880s, the Korean peninsula was forced to open its doors for welcoming the United States and Western countries. Therefore, Western language inevitably became a dominant language during that time because translators and interpreters were needed by the Korean government. In response to the increasing demand for foreign language learning, the government introduced a measure to set up a small number of foreign-language teaching schools. Among western languages, English became the most popular language in South Korea.

Second Phrase (1910-1945)

During the colonial period, the Korean peninsula had been annexed by the Japanese Emperor for 35 years. This led to a change in the status of teaching a modern foreign language on the Korean peninsula (Park, 1992). For instance, teaching Korean, the official language, was banned from formal schools during Japanese annexation. The Japanese Governor-General of Korea needed to reform the Korean educational sector. Next, elementary high schools offered a foreign language as a compulsory subject during the 1920s. Koreans needed to choose one of the foreign languages to learn, including English, German and French (K. Lee, 2015).

Third Phrase (1945- 1980)

In 1945, after Korea was liberated from Japanese Annexation, the United States played a vital role in giving direction and providing foreign aid for emerging new Korea instead because the American military government had a close relationship with Korea during the years between 1945 and 1948, and the Korean War (1950-1953). The American military and civilians voluntarily taught English to Koreans in schools. Therefore, the English language was still a popular language during that time. In response to the dominant status of the English language, Korean government's measures in the 1960s-1970s contributed to Korean teachers and professors in colleges who taught English to be trained by a formal education with degree of English Linguistics, TEFL and American Studies programs. Mostly, these skillful teachers provided scholarships by Fulbright and East-West Center grants.

Fourth Phrase (1980 up to present)

Prior to the emerging golden era of the Republic of Korea in 1980s, two dominant powers, the United States and Japan had a bilateral relationship with the Republic of the South Korea. Nevertheless, Korea's rapid economic growth had brought building multilateral relations with other foreign countries, so this had led to the coming of more and more foreign countries which intended to spread their languages for Koreans. As the Korean government's measures, there were a few universities and non-formal schools founded to teach foreign languages in South Korea (Park, 1992). Afterward, Vietnamese language had become one of the added subjects in the high school curriculum in 2012, according to the Statistical Yearbook of Education (2012). However, Japanese was the most popular second language among high school students, excluding from the English language, an international language, followed by Chinese, French, German and etc. (K. Lee, 2015). Next, English was definitely the most popular language, according to the Statistical Yearbook of Education 2014 for university students, followed by Chinese, Japanese, and so on. However, the problem with the current status of foreign language learning in Korean society is solely overwhelming demand for English language learning. This is because English is a required skill for entrance exams; Even companies in non-English speaking countries require applicants to show their results for English language proficiency, such as TOEIC or TOEFL (K. Lee, 2015). Thus, the government has aimed at the promotion of other foreign language learning.

Except for popular foreign languages, the Korean government enacted the 53 critical foreign languages included Arabic, Turkish, Vietnamese and etc. since 2016, called the first five-year plan. There will be a second five-year plan from 2022 to 2026 planned to enhance the number of language courses in K-MOOC online learning for free (Yonhapnewsagency, 2021). In addition, the Thai language is one of

the critical foreign languages considered as a strategic language for the Korean government. Thus, they designated three universities to teach the critical foreign languages as special institutions and give them funding. For instance, the Department of Thai at Busan University of Foreign Studies has been subsidized by the Korean government, so the program launched three Thai teaching programs: Mobile Campus: eClass (e-learning Program), Tandem program and Tutoring program (J. Ahn, 2018).

As mentioned earlier, it shows the Korean government has given much importance to foreign language learning for Koreans. At the same time, the government also disseminated the Korean language worldwide.

1.2.2 Teaching Korean as a foreign language in Thailand

Currently, the demand for Korean language learning and understanding Korean culture has been increasing. This has led to the opening of more Korean language teaching in both public and private education institutes. In general, the Korean education currently available in Thailand can be divided into two educational levels: higher education and secondary education (Larprungrueng & Lee, 2020)

Public institutes

1.2.2.1 Korean language teaching at the bachelor's degree level

In 1986, Prince of Songkla University was the first Thai university to establish a Korean language course as an optional subject followed by Chulalongkorn University in 1988 and Burapa University in 1995. At the beginning of Korean education in Thailand, the main reason to establish a Korean language course was due to the economic factor alone. This was because Korean companies began to operate international businesses in Thailand. Consequently, those companies needed several employees who were required to communicate in Korean. However, the Korean language was not a popular language yet during that time (Petasen & Mesupnikom, 2020).

In the 1990s, the Korean wave had begun to spread into Thailand and turned into growing popularity starting in 2001. Therefore, the Korean language had become more popular in significance compared to a period without the influence of the Korean wave. One paper (Jeong, 2007) reported that, despite the hit of the Korean wave since the early 2000s, most Thai students were highly motivated by economic reasons at first, aside from the interest in Korean pop culture. However, the Thai government did not implement a measure to develop Korean language professors' qualification and most of the surveyed respondents learned Korean outside a university. Despite the remarkable popularity of Korean popular culture in the early 2000s, Korea education in Thailand was not given the priority to improve properly. Nevertheless, education in Thailand tended to be popular and developed better.

Thailand and the Republic of Korea have subsequently implemented agreements in terms of international trade, investment and etc. over the past ten years with the continuous hit of the Korean wave's popularity. Not surprisingly, the number of Thai people desiring to learn Korean has increased and more companies in Thailand require employees who have Korean language skills, which has led to the opening Korean language as a major at many Thai universities. Looking at Korean education in Thailand at the university level, there are now thirteen Thai universities offering to teach the Korean language as a major (Petasen & Mesupnikom, 2020). The 14th Korean major will be opening at Khon Kaen University in 2022 (KKU, 2020) while more than 23 Thai universities are offering the Korean language as an elective subject (Larprungrueng & Lee, 2020).

Table 1 A list of Thai universities that founded a Department of Korean Language as a major

No.	Thai universities establishing a Korean language major
1.	Prince of Songkla University, Pattani campus
2.	Burapa University
3.	Silapakorn University
4.	Naresuan University
5.	Chulalongkorn University
6.	Srinakharinwirot University
7.	Maharakham University
8.	Chiang Mai Rajabhat University
9.	Chiang Rai Rajabhat University
10.	Uttaradit Rajabhat University
11.	University of the Thai chamber of Commerce
12.	Prince of Songkla university, Phuket campus (Korean studies)
13.	Rangsit University in 2020

1.2.2.2 Teaching the Korean language in secondary schools

The popularity of the Korean wave has made more secondary students interested in the Korean language and Korean culture. In secondary education, Korean language courses were opened in 8 high schools as a second language in the 2010s, and the number of schools increased dramatically to 42 schools by the end of 2011s. Then, the Office of the Basic Education Commission (OBEC) reported in 2014 that more than 70 secondary schools were opening for Korean language teaching (Larprungrueng & Lee, 2020). Currently, there is a continuously growing demand for Korean language learning. In 2020, teaching Korean courses as a foreign language opened in 133 middle and high schools throughout Thailand.

There is other evidence showing that the status of the Korean language has been given more importance in Thai education, especially at the secondary education level. As of 2018, there was a Korean test called ‘PAT 7.7’ operated by the Thai Ministry of Education. This has become a required subject for Thai university admission (Davance, 2021)

Table 2 The number of PAT7 test takers from 2018 to 2021

PAT	2018	2019	2020	2021
PAT 7.1	7,245	5,939	5,164	4,386
PAT7.2	2,396	2,189	1,928	1,340
PAT 7.3	6,385	5,910	5,216	4,996
PAT 7.4	13,398	12,216	11,732	10,500
PAT 7.5	931	682	681	507
PAT 7.6	8,129	6,798	6,776	4,555
PAT 7.7	4,087	3,731	3,685	4,023

Source: NIET

PAT 7 is one of the professional and academic aptitude tests in terms of foreign language. It consists of 7 foreign languages; PAT 7.1 (French), PAT 7.2 (German), PAT 7.3 (Japanese), PAT 7.4 (Chinese), PAT 7.5 (Arabic), PAT 7.6 (Bali) and PAT 7.7 (Korean) (Trueplookpanya, 2019). The highest number of PAT test-takers from 2018 to 2020 has been choosing to take a PAT 7.4 test (Chinese language) while the number of PAT 7.7 (Korean language) test takers is at 5th among those who have PAT test-takers.

1.2.2.3 Other learning platforms: Private Institutes and Online teaching materials

Private Institutes

Private institutes provide Korean language teaching as well. According to this paper (Thandee, 2006), there are various private institutes, namely the Language Institute of Ramkhamhaeng University, the Korean Cultural Center of Embassy of the Republic of Korea, and the Korean Language Education and Cultural Center. Moreover, Thai-Korean language learners also opt for private tutoring. In fact, the number of private institutes outside universities has been growing, such as Sejong Korean Edutainment School, Kosan Korean Language School, Go Go Korean Language School and K-TOP Korean Language School, etc. (DIYinspirenow, 2020).

Table 3 Five famous private institutes providing Korean language teaching in Thailand

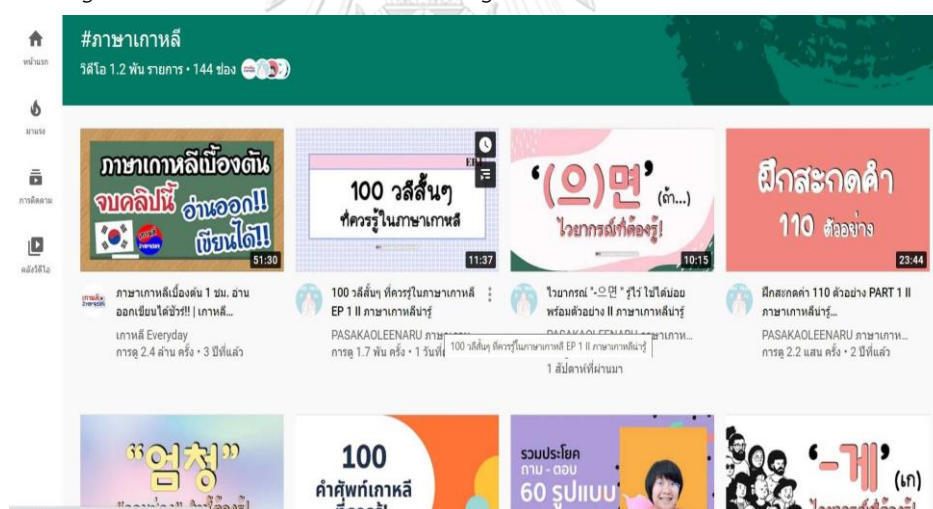
Name of Korean Language School	Number of Facebook page followers
Korean Education Center in Thailand	47,559
Go Go Korean Language School for EPS	38,915
K-TOP Korean Language School	18,741
Kosan Korean Language School	13,457
Sejong Korean Edutainment School	10,587

Source: Facebook page on November 21st, 2021

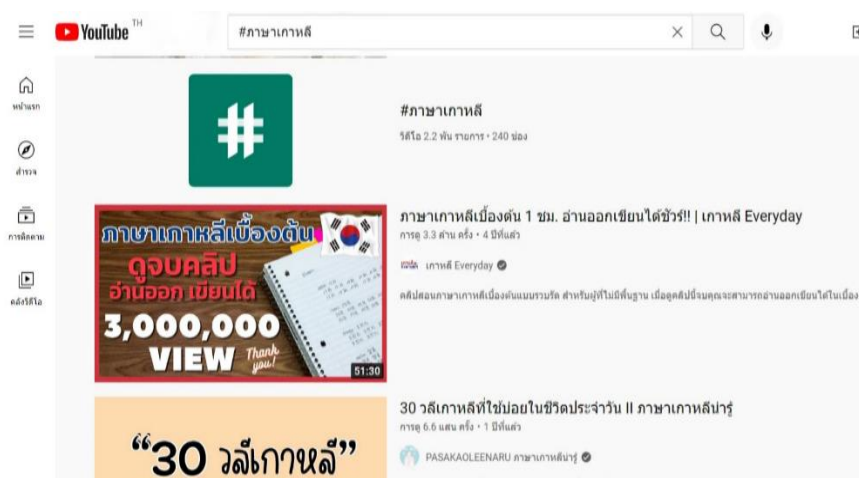
Online teaching

Nowadays, globalization means online learning materials play an important role in foreign language learning. In addition, foreign-Korean language learners have progressive access to learn Korean through online devices. Currently, there is a growing variety of online material usages such as YouTube, blogs, web applications, and others (Prayoonwong, 2019). For instance, Korean language learning through online channels such as YouTube is in trend. For Thai-Korean language learners, it was found that there were 1,200 videos and 144 YouTube Channels available on March 5th, 2021 as compared with on November 21st, 2021 when searching for hashtag ภาษาเกาหลี. This shows the ever larger number of videos teaching Korean, reaching 2,200 videos and 240 YouTube Channels.

Figure 1 The number of teaching Korean channels on YouTube



Source: YouTube on March 5th, 2021



Source: YouTube on November 21st, 2021

Table 4 Top three popular YouTube Channels teaching Korean in Thailand

YouTube Channel	The number of subscribers (March, 2021)	The number of subscribers (21/11/2021)	The first date of broadcasting video clips
เกาหลี Everyday	217,000	256,000	May 6 th , 2017
Pasakaoleenaru	204,000	264,000	March 24 th , 2018
Khem Korea	160,000	187,000	May 25 th , 2015

1.2.3 Contribution to education by the Korean government for learning Korean as a foreign language

Foreign language teaching for Koreans in South Korea has been promoted more and more since the 1980s (Park, 1992). On the other side, the Korean government has promoted educational policies to increase the number of foreigners learning Korean as a foreign language (Jung, 2018).

Since the 1980s, teaching Korean as a foreign language was one of the conditions though diplomatic relations among South Korea and other countries to disseminate Korean language, such as sending missionaries along with teaching the Korean language; some scholars of Korean Studies conditionally provided Korean language courses. Later, in the early 1990s, due to the increasing number of foreign

residents in South Korea, who were foreign workers and foreign female spouses married with Korean men, so Korean language learning in those foreigners in their home countries and across abroad was much more interested. Then, until the late 1990s, the promotion of Korean language teaching had become the main policy (Jung, 2018).

In 2005, a new act for Korean language learning was enacted for assisting in foreign-Korean language learners, who desired to learn Korean. The Ministry of Culture and National Institute of the Korean language, NIKL was mainly concerned about the quality of Korean language courses and the teaching of Korean teachers for foreigners or non-native language learners as well as the standard of educational materials. Therefore, a Korean language Teacher Qualification System was utilized for quality assurance of Korean teaching. (Jung, 2018)

Then, there was the initial establishment of the international Sejong Korean Language School in 2007, which was a formal setting built by NIKL for teaching Korean as a foreign language to non-native speakers. Currently, there are 213 King Sejong Institutes in 76 countries worldwide.

There are 213 King Sejong institutes in 76 countries at present, likely due to the continuous rise of K-POP popularity globally. Still, the Korean government has a plan for the expansion of King Sejong Institutes across the globe to promote Korean culture together with the Korean language (DWNEWS, 2020). As of June 2020, the Asia continent has the largest number of King Sejong institutes, accounting for 114 institutes, while China has the largest number of King Sejong branches. Among Southeast Asian countries, Vietnam has the largest number of King Sejong institutes (King Sejong Institution Foundation, 2021). Therefore, East Asian countries and Southeast Asian countries handle the majority of Korean language learners, nowadays.

Table 5 Top 5 countries in Asia having King Sejong Institutes

China	28
Japan	17
Vietnam	15
India	7
Indonesia	6

Source: King Sejong Institute Foundation

Table 6 Top 5 countries in Southeast Asia having King Sejong Institutes

Vietnam	15
Indonesia	6
Thailand	5
Philippine	5
Malaysia	2

Source: King Sejong Institute Foundation

1.3 Research Objective:

- To examine the types of motivation of Thai-Korean language learners and to find which motivation is dominant motivation in Korean language.

1.4 Research Question:

- What are types of motivation in Thai-Korean language learners and which type of motivation is dominant motivation in Korean language?

1.5 Hypothesis:

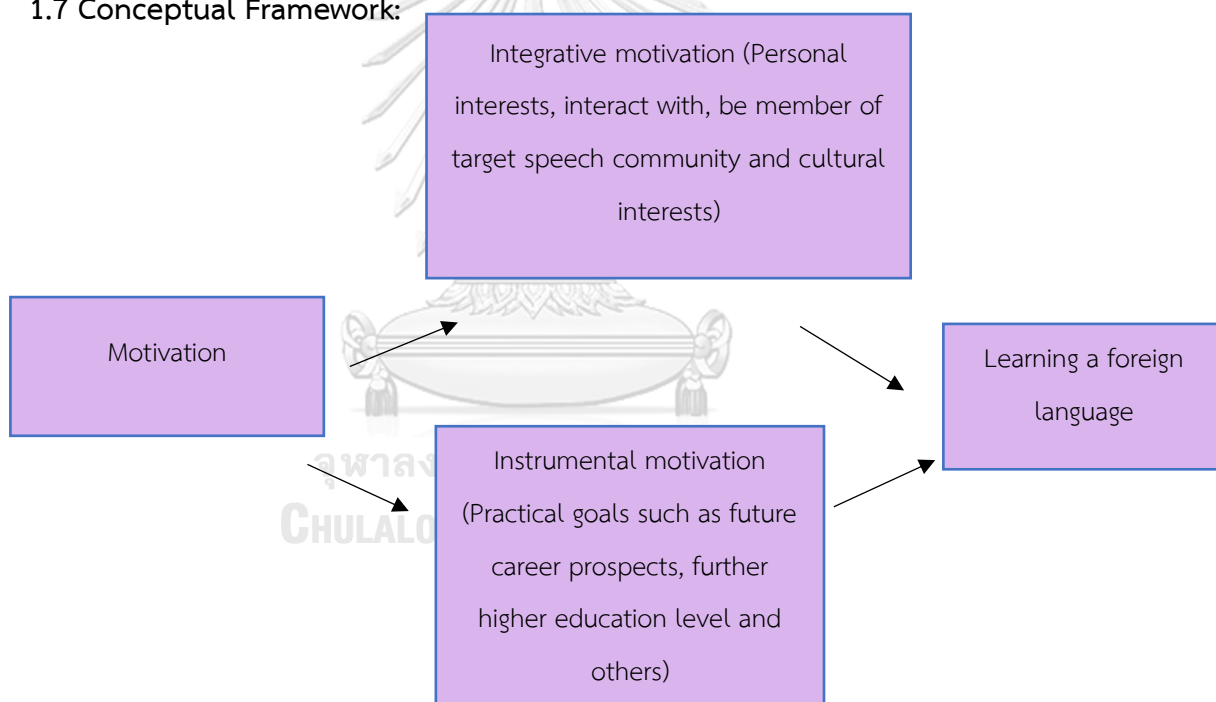
- Thai people who learn Korean have more integrative motivation than instrumental motivation.
- Thai people study Korean language due to Korean wave.

1.6 Methodology:

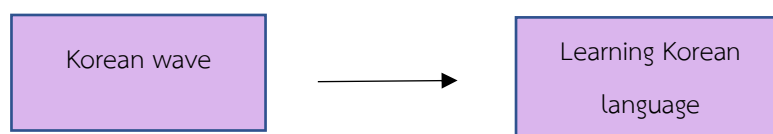
This research utilized quantitative research design by an online survey through a google form, The questionnaire will be adapted from Kitjaroonchai's motivation survey (2012) and also revised from Sayamon (2020)'s motivation survey, based on two scales of Gardner's (1985) Attitude/ Motivation Test Battery (ATMB) structure, includes considering documentary research, previous research studies related to motivation to learn Korean language.

The surveyed respondents will be 155 Thai- Korean language learners in two Korean language institutions, namely CMU Sejong, King Sejong institute BKK.

1.7 Conceptual Framework:



1.7.1 Conceptual framework of Thai-Korean language learners



1.8 Definition for this study:

1.8.1 Thai-Korean language learners refer to Thai people learning Korean language

1.8.2 Integrative motivation: learning a foreign language due to their personal interest, interacting with, be a member of that target speech community including interest in Korean cultural products.

1.8.3 Instrumental motivation: learning a foreign language due to practical goals such as further higher degrees and their future career and others.



CHAPTER II

LITERATURE REVIEW

This chapter provides the follows: theories, concepts and previous related research studies.

2.1 Theories related to research

2.1.1 Motivation

Motivation is thought of as an inner force, instinct, affection, and strong needs to do things that brings about a particular human behavior (Ausubel, 1968; Brown, 1987)

Motivation is a direct factor leading to human action (Dornyei, 1998). Despite being full of high potential, the long-term goal will never be accomplished unless people have the proper motivation. In terms of motivation in second language learning, if a second language learner has high motivation without a high degree of language aptitude and proper facilities conditions, they could be a successful second language learner.

Thus, motivation is mostly used in human behavior explanation. In second language learning, motivation is used to explain why some language learners are more successful than others.

In second language learning, relevant studies to motivation of second language learning can be divided into two basic types: Integrative motivation and Instrumental motivation (Brown, 1987).

2.1.1.1 Integrative Motivation

Language learners learn a second language due to the need for integrating themselves into the target society (Gardner & Lambert, 1972). However, Graham (1984) cited by Brown (1987) argued that integrative motivation in the previous research was too broadly defined. For Graham's idea, integrative motivation and assimilative motivation should make a distinction. Therefore, integrative

motivation is the desire of a language learner to learn a second language to interact with, or be a part of that second language culture, but it does not mean get direct contact with a second language group. In contrast, assimilative motivation is defined as a drive to have a prolonged contact with the second language culture and become an accepted member of its group. Significantly, lots of studies found that integrative motivation played an important role for successful second language learners.

2.1.1.2 Instrumental Motivation

Language learners learn a second language due to practical goals such as reading academic materials and job opportunities. That is to say, the purpose of second language learning is used for future careers, business negotiation, translation and etc. (Gardner & Lambert, 1972). In addition, those second language learners want to achieve some goals such as the school's graduation requirement. That is to say, instrumental motivation is not exactly for a social purpose (Yule, 2006).

In this study, integrative motivation refers to learning a foreign language due to their personal interest, interacting with, being a member of a target speech community, including Korean cultural interest. Also, Instrumental motivation refers to learning a foreign language due to practical goals such as further higher degrees and their future career and others.

Motivation affecting a foreign language learning

Gardner and Lambert (1972) stated that the ultimate level of language learning's success in second language learners is accompanied by the feeling of language learners, values of cultures, attitudes, and desire to learn any new language.

Schumann (1978) as cited by ENGIN (2009) claimed that integrative motivation, instrumental motivation and work avoidance motivation make a second language learner keep learning new languages

In second language learning, integrative motivation related to getting a higher score on proficiency work in a foreign language (Spolsky, 1969; Brown, 1987). However, some case studies indicated that students who have high instrumental motivation scored higher on language skill tests such as a case study of Indian students learning English (Brown, 1987). That is, motivation could differ from culture to culture because each culture has a local condition influencing for motivation in second language learning.

Thus, motivation is the main factor affecting second language learning, and the level of integrative motivation and instrumental motivation for each individual is different.

2.1.2 First language, second language and foreign language

2.1.2.1 Definition of words

First language (Saville-Troike, 2012) is a language that every child could acquire perfectly without instruction. Normally, the first language is acquired before the age of 3.

A second language (Saville-Troike, 2012) is one that is officially and dominantly used in a society primarily for academic purposes and job prospects. And, it is often used in people who immigrate from another country and minority group. In other words, a second language is a language that is learned after a mother tongue.

A foreign language (Saville-Troike, 2012) is a language that is not commonly used in a particular society but it is used for traveling purposes and elective courses in school.

2.1.3 Factors affecting second language learning

Motivation

Motivation is one of the important factors explaining why some second language learners are more successful than others. Also, motivation is a key to success in successful language learners.

Many previous studies related to motivation find that having high motivation has a high correlation with the degree of success in second language learning. In other words, second language learners who are highly motivated tend to get a high level of language achievement.

Ages

Age is one factor affecting second language learning. Younger language learners are more successful in second language learning than older language learners. However, the findings from some preliminary researches mentioned the older language learners have a better edge on second language learning. For instance, during the early stage of second language learning, the older learner has a greater learning capacity and better memorizing a vocabulary than younger learners. On the other hand, brain plasticity is advantageous for younger learners, so they learn a second language faster.

Sex

Sex differences among language learners have an influence in second language learning. For instance, 1) more women outperform than men in some verbal fluency tests 2) hormones may be one of the variables affecting second language learning. That is to say, the higher level of androgen hormones in males relates to being good at automatized skills while a higher level of estrogen hormones in females is related to being good at semantic and interpreting skills (Mack, 1992; Saville-Troike, 2012).

Aptitude

In general, aptitude tests are comprised of four skill tests: phonemic coding ability, inductive language-learning ability, grammatical sensitivity and lastly, associative memory capacity. The level of these four abilities in the aptitude test relates to the level of second language learning's success. For example, a language learner who has a high level of grammatical sensitivity may not be excellent in associative memory capacity or other abilities.

Achievement in second language learning could, however, be caused by talent or other factors. One of the key factors is motivation. According to Gardner and Lambert (1972) stated, despite lack of aptitude capacities and learning conditions, if they have high motivation, they can accomplish second language learning.

Cognitive styles or Learning styles

Cognitive styles involve the preferred learning approaches to get new information for any individual. Brown (1977), as cited by Salvisberg (2005) stated that field-independent language learners are more successful in a classroom, whereas using field-dependent may be more advantageous to second language learning outside a classroom.

Personality

Some studies have found that an extrovert language learner would be successful in second language learning. Additionally, some research evidence identify language learners who have the following kinds of personalities: visionary, empathy, and tolerance of ambiguity tend to more achieve second language learning than others.

Learning strategies

Learning strategies are about the approaches to conduct yourself to learn and the ways you use technically for second language learning. Choosing the learning strategies of each individual is conducted by the rest of mentioned factors such as learning styles, personality factors and etc.

the Learning strategies chosen by each individual may have a strong effect on different outcomes of second language learning. O' Malley & Chamot (1987) cited by Saville-Troike (2012) invented the terminology of three domains of language-learning strategies, namely metacognitive, cognitive and social or affective strategies. However, there is no exact conclusion showing one learning strategy is more effective than others in terms of second language learning.

In conclusion, there are these seven factors affecting second language learning, namely motivation, sex, age, aptitude, cognitive styles, personality and learning strategies. However, motivation has a vital role in second language learning for second language learners.

2.2 Motivation of Thai-Korean language learners

In general, the motivation to learn Korean is mostly from Korean cultural products. However, South Korea has become successful in many aspects such as business. Therefore, other motivation may affect learning Korean in Thai people.

2.2.1 Korean wave and Korean language

The Korean wave, or Hallyu is a word to explain to the rising global popularity of the Korean economy through Korean cultural exports such as Korean drama, K-Pop music, Korean Cuisine (MartinRoll, 2020). As of 2020, there has been a recent phenomenon in that the 'Dynamite' BTS song has hit the top of the Billboard Hot top 100 charts (DWNEWS, 2020). In addition, the continuous hit of Hallyu has brought the growing demand for Korean language learning, so Big Hit Education of Big Hit Entertainment, the music label of BTS has released textbooks and multimedia called

‘Learn! Korean with BTS for learning Korean language’ (Yonhapnews, 2020b). Moreover, the Korean Language Education Center has newly launched Korean e-learning programs in 2021 by using Korean cultural content and K-drama scenes as teaching materials. The program titled ‘K-wave Korean’ provides five subtitles; English, Chinese, Vietnam, Indonesian and Russian language (TheKoreanTimes, 2021). It shows the popularity of the Korean wave has led to the growing demand for Korean language learning around the globe and e-learning with Korean cultural contents is suitable for the younger generation.

In terms of the contribution from South Korea, the Korean government has also measured to disseminate the Korean language through the Korean wave’s rise by planning to expand King Sejong Institutes’ branch all over the world. In explanation, King Sejong Institute Foundation is a public institution under the Ministry of Culture, Sports and Tourism to disseminate Korean language education across foreign countries. The main purpose of this institute is to make foreigners disseminate the Korean culture and increase interest in Korean language learning (King Sejong Institution Foundation, 2021). Recently, the Ministry of Culture, Sports and Tourism of South Korea in September 2020 announced that a budget of \$63.96 million was offered for promoting ‘Hangul’ nationwide. Moreover, the plan of expansion of King Sejong Institutes aims at building new 30 branches. African and South America with less infrastructure will be a target (Yonhapnews, 2020a).

Particularly, East Asia and Southeast Asian countries have been at the center of the Korean wave’s rise since the 1990s. Therefore, the Korean language, one of the cultural product exports has become more and more popular for Korean language learners, especially K-pop fandom. For example, noticeably, the rising demand for Korean language learning has brought an increasing number of TOPIK

test-takers. As of 2018, the number of test-takers in Southeast Asian countries was 23,939 test-takers, which doubled from 2015 in significance (Yonhapnews, 2019).

Southeast Asian Countries

Among Southeast Asian countries, Vietnam and Indonesia have better development of Korean education. In Vietnam, there are 5,290 Vietnamese- Korean language learners at 12 universities in Ho Chi Minh as of 2019, according to the Korean Language Education Center. The number increased 25 percent from 2017 to 2019. According to the Korean Research Association in Vietnam, there are currently 32 Vietnamese universities with more than 15,000 Vietnamese – Korean students (Yonhapnews, 2019). This is because Korean companies pay much higher salaries than Vietnamese companies do, and many Korean companies have come to invest increasingly in Vietnam. For example, Samsung built the biggest mobile phone factory in Hanoi, Vietnam in 2009. Two Samsung factories there can produce 240 million units per year. LG Electronics, one of the gigantic Korean tech companies, built a 1.5 billion factory as a port in Haiphong, Vietnam for making television screens (TheKoreaherald, 2019), together with the hit of the Korean wave.

In Indonesia, there is also a strong fandom of Korean media. Although South Korea and Indonesia have a huge gap in cultural differences and different religions, this is not an obstacle for them to consume Korean popular culture. For instance, most girls wear hijabs while singing Korean songs and dancing passionately (Yoon, 2019). Looking at Korean education in Indonesia, the current status can be divided into two paths: official institutions and private schools. At the university level, only four universities are providing Korean language teaching as a major course. Conversely, 12 universities teach the Korean language as an elective (Shin 2008,2009;Usman, 2018).

Thailand

Due to the fever of the Korean wave in Thailand, 13 Thai universities are currently teaching the Korean language as a major course while 133 Thai middle and high schools have currently offered Korean as a second language for Thai students. Moreover, the Korean language has become the 3rd popular foreign language for Thai students nowadays (Petasen & Mesupnikom, 2020). With enhancing the number of Korean major courses opened in Thai universities, there is higher competition for Korean major admission at Thai universities. For example, the number of Thai student applicants who applied for a Korean major course in SWU admission increased during 2018 and 2017, respectively, as seen in this table.

Table 7 Number of applicants for SWU admission in 2017-2018

BA. Humanities 2018	The number of applicants	The number of student quotas	BA. Humanities 2017	The number of applicants	The number of student quotas
Child literature	60	23	Child literature	152	41
Information Technology	90	39	Information Technology	122	37
Korean language	817	40	Korean language	755	27
Chinese language	654	40	Chinese language	446	22
Japanese language	438	47	Japanese language	354	25
Thai language	301	25	Thai language	185	22
Thai language (five years)	611	20	Thai language (five years)	335	9

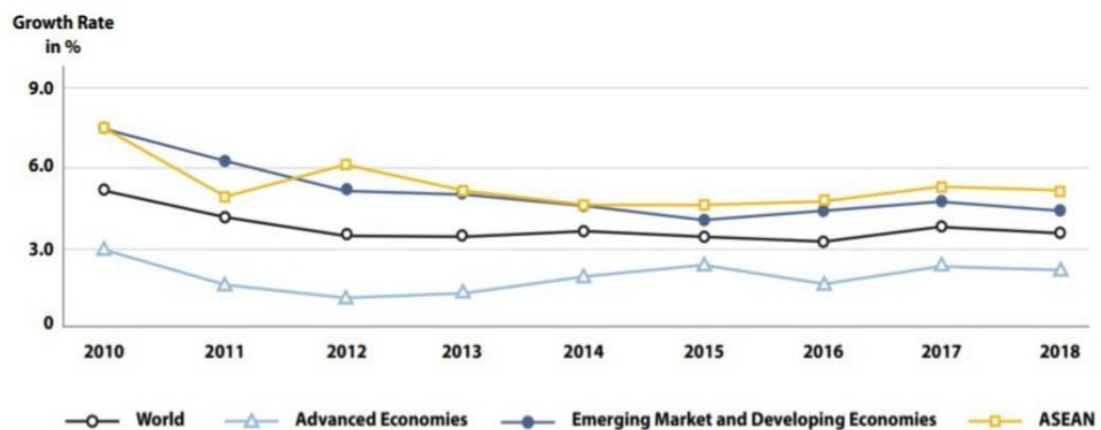
Source: SeniorSWU (n.d.)

However, motivation to learn Korean is not only Korean culture but also economic reasons and job opportunities. Noticeably, ‘Business Korean’ has been opening the Korean major at 10 Thai universities since 2016, including Prince of Songkla University, Pattani Campus, Burapa University, Silapakorn University. Naresuan University, Chulalongkorn University, Srinakharinwirot University, Mahasarakham University, Chiang Mai Rajabhat University, University of the Thai Chamber of Commerce, Prince of Songkla University, Phuket campus due to the increasing number of Korean companies in Thailand as one supportive paper (H. Ahn, 2017).

2.2.2 Job opportunities and the status of Korean and Thailand investment

It is undeniable that ASEAN countries are a targeted market for investment from developed countries. After the economic crisis in 2008, the ASEAN economy has consistently outperformed the global economy. The region’s GDP growth has remained close to 5.0% since 2011 while the global GDP remained below 4.0% at the same time (The ASEAN Secretariat Jakarta, 2019).

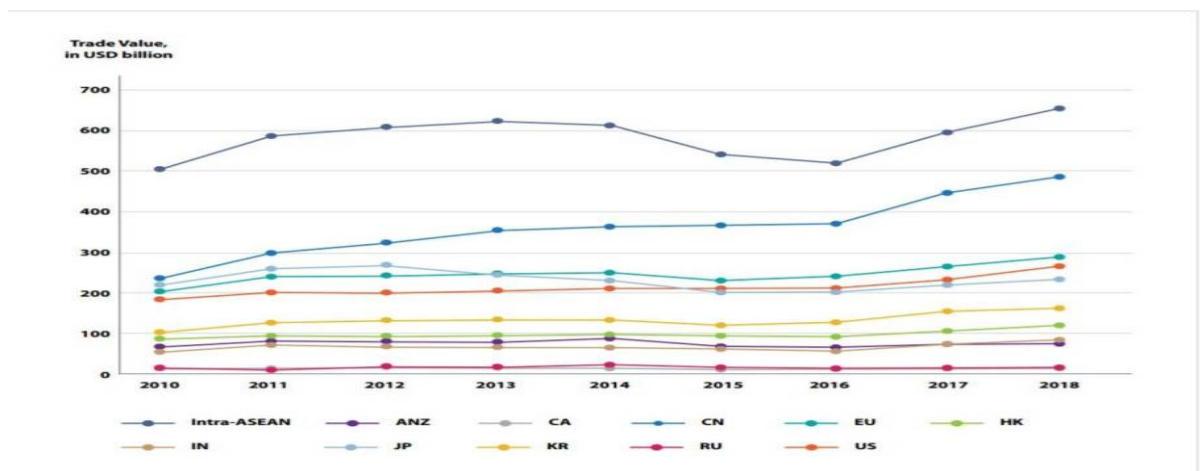
Figure 2 Real GDP Growth Rate from 2010-2018



Source: The ASEAN Secretariat Jakarta (2019)

Due to the GDP growth of ASEAN countries, developed countries desire to invest in this region. China has been the most dominant trade partner in the ASEAN regions since 2009 instead of the US and Japan, accounting for USD 483.1 billion in 2018 followed by the EU (10.2 per-cent), the US (9.3 per-cent), Japan (8.2 per-cent), and the ROK (5.7 per-cent), respectively.

Figure 3 ASEAN Merchandise Trade with the FTA and Dialogue Partner



Source: The ASEAN Secretariat Jakarta (2019)

South Korea also has the intention to strengthen ties with this region, so the government introduced the New Southern Policy. After the implementation of the New Southern Policy in 2017, Vietnam was a country that South Korea invested in by more than 60 per-cent from 2017 to 2018 while South Korea's investment went down in Thailand by 10.4 per-cent. To explain, the main reason why Korea has invested less in Thailand is that Japan has been superior to the Thai economy by foreign domestic investment for a long time. As of 2017, only 400 Korean companies were entering Thailand while Vietnam had the highest number of Korean companies, accounting for 1539 followed by Indonesia (718). However, the trade between Korea and Thailand seems like stagnant when compared to other ASEAN countries (Butsaban, 2020).

However, Hallyu or the Korean wave as a key tool makes the relationship of South Korea and ASEAN countries closer. As of 2017-2018, according to the 8th Global Hallyu Trends reported in 2019, K-Pop was the first thing coming up to their respondents when reconsidered about South Korea. After experiencing in Korean cultural content, 76.8 per cent of respondents changed the perception of Korea into a positive attitude and the respondents who watched Korean cultural content have an intention to visit Korea (Butsaban, 2020). Likewise, Thailand has a positive attitude toward Koreans. In addition, Thailand is a center for Korean popular culture leading to growing Korean business in Thailand. For instance, Kakao Webtoon Thailand first opened in Thailand in 2021 because of many reasons. One of the main reasons was that Thailand is a center of the Korean wave (Thestandard, 2021). Thus, South Korea will have more deepening ties with Thailand because of the aforementioned reasons.

2.2.3 Others: Employment Permit System and Multicultural families and Marriage Visa (F-6)

2.2.3.1 Employment Permit System

During the late 1980s, South Korea was in the age of industrialization and higher income level, so the shortage of unskilled workers had become an issue. Consequently, to welcome foreign workers, the Korean government operated the industrial trainee system. Until the early 1990s, the number of foreign workers increased dramatically. Conversely, program management was poorly operated leading to corruption. Next, the government implemented a new system in 2003 called the foreign employment permit system to ease regulations and give importance to employment protections for foreign workers (Jeon, 2018).

Per the employment permit system, providing long-term visas for foreign workers is classified into two types comprising visas for non-professionals (E-

9), which excludes a wide range of jobs, or working for 3D jobs, namely dangerous, dirty and difficult work. Moreover, there are visas for professionals such as working visits (H-2) and compatriot visas (F-4). However, the number of professional workers is smaller than the number of non-professional workers (Jeon, 2018). As of 2020, according to the statistic 2020, the largest number of foreign workers as non-professional is Cambodia at 13.7 per-cent, followed by Vietnam (13.5 per-cent), Nepal (13.0 per-cent), Indonesia (10.3 per-cent) and Thailand (9.5 per-cent), respectively (StatisticsKorea, 2019b). Therefore, Southeast Asian nationals make up the majority of unskilled workers in South Korea.

Considering the importance of Korean language learning for EPS workers, the Korean language is one of the required conditions for enrolling E-9 visa. For those who need to work legally in South Korea, they must take the EPS-TOPIK exam conducted by the Ministry of Employment and Labor of South Korea (TOPIKGUIDE, n.d.) to evaluate their level of Korean language proficiency for work (EPS-TOPIK, n.d.).

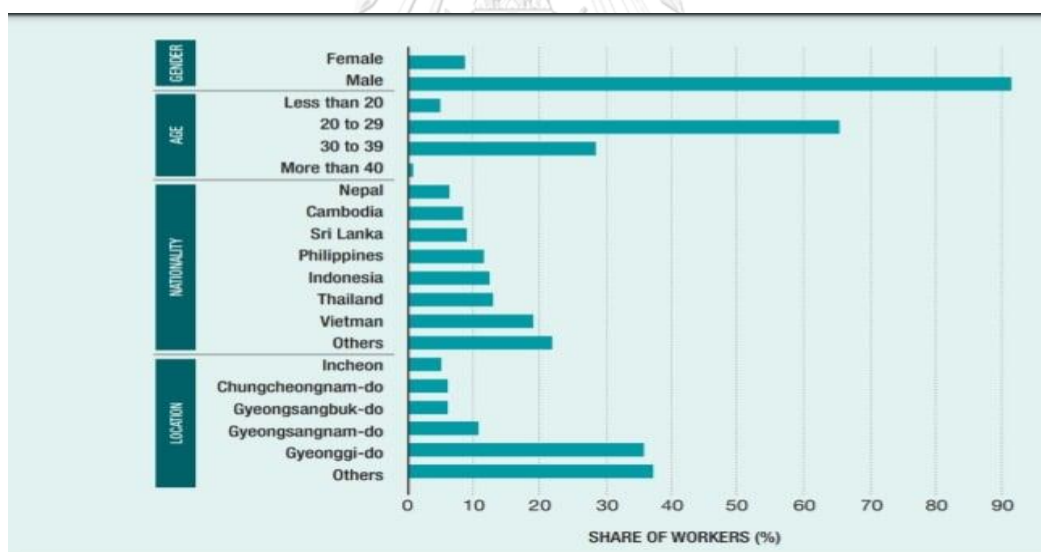
In explanation, the EPS-TOPIK examination has mainly tested for foreign workers to evaluate three main things: daily communication skills, Korean language proficiency, and mutual understanding of Korean culture. Now, the number of EPS-TOPIK test takers is steadily going up every single year. Problematically, the study material for EPS-TOPIK testing preparation is insufficient.

Looking at case of Thailand, according to the Ministry of Labor (Petasen, 2021), the total number of Thai documented workers is 22,699 while the number of those who are undocumented workers are 140,363. Also, one paper (Saijitborisut, 2020) reported that most Thai respondents learning EPS preparation programs to South Korea were male (92 out of 122), aged 31-35 (41 out of 122), and from Northeast of Thailand. Moreover, their highest educational level was high

school certificates (48 out of 122). In comparison to common characteristics among EPS foreign workers from 2011 to 2015, it shows both similarities and differences. That is, most foreign workers were male, but most of them were aged 20-29, followed by 30-39 and below 20, respectively (Cho, Denisova, Yi, & Khadka, 2018). According to this chart, the top four countries employing E-9 workers in South Korea between 2014 and 2015 including Vietnam, Thailand, Indonesia and the Philippines.

Most interestingly, more than 540,000 workers entered the EPS program in South Korea up to 2015 after the program. In addition, Vietnam was the largest group to go to Korea for EPS employment. Therefore, it could be implied that the need to work under the EPS system made, Korean learning more essential for them.

Figure 4 Characteristics of EPS foreign workers in South Korea between 2011 and 2015



Source: World Bank Group (Cho et al., 2018)

Also, Moenhor (2021) stated that both documented Thai workers and undocumented workers in South Korea faced a language barrier at times but in the group of foreign workers has one, who can talk with their Korean owners in Korean will get a higher salary, including having a better chance to get promoted and be the leader of workers. Moreover, in terms of Korean education, some centers are assisting

them to attend Korean language courses for free to motivate them to learn Korean. Churches also offer to teach them the Korean language without any payment and the center will voluntarily offer a Thai-Korean interpreter if they face any problems.

2.2.3.2 Multicultural families and Marriage Visa (F-6)

2.2.3.2.1 Brief overview for multicultural families in South Korea

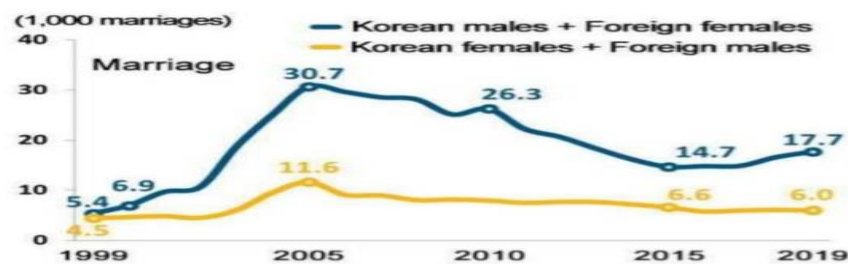
The Republic of Korea was a homogeneous society. However, there was a rising number of women from Southeast Asia countries and other countries who got married to Korean men through arranged marriages in the late 1990s. To get a better chance to enter South Korea was likely their women's intention. Consequently, this led to a growing number of multicultural families in Korean society, ranging from 619 families in 1990 to 36,204 families in 2008 (e-national indicator, n.d.; Chung & Yoo, 2013)

In 2008, the Korean government enacted the Multicultural Family Support Act for providing free services and creating programs, which contributed to the needs of foreign spouses such as Korean language classes and how to cook Korean foods. One study (Jang & Lee, 2009; Chung & Yoo, 2013) indicated that there were some difficulties for interethnic families, which showed 21 per-cent of case studies were violently assaulted by their Korean husbands. On top of that, 67 per-cent of the respondents had experienced suffering from their relationship. One of the difficulties from the interview indicated that the language barrier became a major problem. These foreign brides had reconsidered the importance of taking Korean classes before migrating to South Korea from their home countries.

“One of the case respondents, Huifen illustrated her main stressors that ‘I felt like I had to learn Korea....I cried a lot and **not communicating clearly** with my

husband and his family members, especially my mother-in-law made me frustrated'

Figure 5 Number of marriages with foreign spouses



Source: StatisticsKorea (2019a)

According to statistics 2019, the graph showed that the number of Korean males who married foreign brides increased by 3 per cent from 2015 to 2019 whereas the number of Korean females with foreign spouses decreased slightly by 0.6 per-cent between 2015 and 2019. Therefore, there has been rising concern about the low fertility rate of Koreans, so welcoming foreign spouses and supporting facilities for them such as Korean classes and culture program is important.

2.2.3.2.2 Korean language program for marriage immigrants in South Korea and Thailand under the Korean government's contribution

South Korea

In South Korea, in the case of married immigrants, the contribution under the Korean government has provided education for married immigrants, who are foreigners with Visa- F6 and their families. This could get access to a foreign support organization such as Multicultural Family Support Center and et.al. One of provided programs offer to assist those foreigners to adjust to multicultural society called 'Korea Immigration and Integration Programs (KIIP)', which will provide

knowledge of basic Korean language and understanding of the Korean culture (Korea immigration service, n.d.).

Thailand

In Thailand, the Korean education center has provided Korean language classes for multicultural families. The target group will be Thai marriage with Korean spouses or those who are going to get married to Koreans. The duration of the class is 120 hours for 4 months (Korean Education Center in Thailand, 2016). Mainly, the program aims at providing experience in Korean educational learning to be able to talk in Korean for communicative purposes and adjust their daily life with Korean society for migrant women who marry Korean men who are the top priority.

Figure 6 Korean language class for multicultural families at the Korean Education center, Thailand



Source: Korean Education Center's Facebook page (Korean Education Center in Thailand, 2016)

2.2.3.2.3 Marriage Visa (F-6)

According to the F-6 visa application (Embassy of the Republic of Korea in the USA, 2020), the year 2014 is the beginning of regulations that visa applicants for F-6 visas may not be issued if you lack evidences for certifying their Korean language skills such as Korean language certificates, TOPIK. The following documents can be submitted for certified Korean language skills in the F-6 visa

application. For Thai people, some apply for this visa. According to the Immigration Bureau's statistics on March 31th, 2021 (Moenhor, 2021), the total number of Thai people who obtained marriage visas was 6,004.

Table 8 Korean language requirement approved for Marriage Visa (F6)

Korean language requirement approved
Certificate of TOPIK equivalent to Level 1 or higher
Certificate demonstrating the completion of a basic level of Korean language course in an education center designated by Ministry of Justice
Documents confirming the acquisition of a Korean language related degree in a university and/or graduate school
Documents proving that the marriage migrant is an ethnic Korean with foreign nationality
Immigration records proving that the marriage migrant resided in Korea for a successive duration of a year or longer

Source: Embassy of the Republic of Korea in the USA

Thus, Korean language learning is important for EPS workers and the foreign spouses of Koreans. This is because Korean language is one of the necessary conditions for enrolling in a visa: E-9, F-6 and etc.

2.3 Review of previous related studies

2.3.1.1 Korean language strategies and motivation of secondary school students in Nakhon Sri Thammarat (Sukbumperng, 2014)

This paper focused on Thai secondary school students who were in grade 10-12 studying Korean as a foreign language. Students were from 4 secondary schools in Nakhon Sri Thammarat, located in the southern region of Thailand. The result showed most students had more integrative motivation than instrumental motivation in terms of Korean language learning.

2.3.1.2 Motivations of learning Korean and their influence on cultural context (D. Lee, 2014)

The finding showed that the motivation of most students enrolling in the beginner Korean courses were caused by Korean popular culture, including K-pop, followed by future career prospects, respectively.

2.3.1.3 Motivation Affecting the Selection of Korean Language institutions of the people in Bangkok (Chinakun, 2015;Sornsuwannasri, 2020a)

The finding showed that most Korean language learners were female and most were aged 21-25. Further, they held bachelor's degrees. Also, self-motivation was the first-highest motivation among the students. Point is, age and occupation affected the decision to choose Korean language learning at language institutions.

2.3.1.4 Motivation for learning among Thai students studying Korean as a foreign language in Thailand (Song & Pornsima, 2017)

According to this academic paper, the main purpose was about examining the level of two types of motivations: integrative and instrumental motivation of 120 Thai students studying Korean as a foreign language at King Sejong Institute Foundation during the year 2014.

The findings showed that 1) 89 percent of the participants were female 2) the duration of studying Korean for most students was less than one year, accounting for 40.8% 3) the students who were at beginning and intermediate 1 level had positive feeling with Korean culture, and the results found they had a high degree of both types of motivation: integrative and instrumental motivation. Conversely, the intermediate 2 and advanced students had no high degree of both integrative and instrumental motivation in significance 4) there was high degree of integrative motivation and instrumental motivation among the participants.

2.3.1.5 The motivation for learning Korean among the Taiwanese (C. Lee & Kim, 2017)

According to this paper, the main objective was to explore the key factors that motivate Taiwanese students to learn the Korean language. The finding presented among the five key motivational factors from fourteen Taiwanese respondents in a private school in Taipei included interest, desire, communication, the personality of teachers and curriculum. In conclusion, the most important motivational factor was their interest.

2.3.1.6 The study on Motivation and De-motivation of Korean learners at the beginner level (Jong, 2019)

According to this paper, the surveyed responses were from 132 Vietnamese and 165 Chinese students studying at the Korean language Institute in Seoul, South Korea; they had a high level of intrinsic motivation. Thus, the result of this paper accompanied by the results of previous research that illustrated Korean language learners in the early stages of language learning were highly motivated. Most of surveyed respondents from Vietnam and China were approximately aged 20-25.

2.3.1.7 Motivation in selecting study Korean language of students and working-age people in Thailand (Punplub, 2019)

The finding highlighted that one of the most popular foreign languages in the present days is Korean language. Both university students and employees in Thailand have been interested in learning Korean as a third language. This has brought Korean courses in higher demand. The finding reported that the two groups have more integrative motivation than instrumental motivation. In other words, Korean cultures and soft power were the main reasons encouraging language learners to study Korean language.

2.3.1.8 Korean language education (KLE) and Korean studies (KS) in Thailand's universities: Current Status, Problems and Challenges, and Policy Recommendations (Petasen & Mesupnikom, 2020)

The finding reported that 1) most Korean courses in Thai universities were general courses, not giving importance of Korean studies and specific courses for implementing future career skills for the Korean major students. 2) the main problem was lack of lecturers, specializing in specific fields such as poetry and et.al 3) Most students were solely interested in Korean wave, meaning the popularity of the Korean culture.

Therefore, this article proposed a suggestion that educational curricula should give importance to both quality and quantity in the education development of Korean language courses.

2.3.1.9 Motivation influencing decision to learn Korean language among Chiang Mai university students (Sornsuwannasri, 2020b)

According to this paper, the main purposes were for investigating what types of motivations influence the decision to learn Korean language among 102 Chiangmai University students who learned Korean as an elective subject or minor subject and their expectation after taking the Korean class. The finding showed that self-motivation was the first-highest motivation, followed by curriculum and institutes, the 'Korean Wave' and the society. In addition, the first-highest ranking of post-graduate expectation among the participants needed for being fluent in Korean speaking skills followed by understanding Korean songs and Korean drama.

2.3.1.10 Motivation Factors affecting Korean language learning in secondary schools and universities in the upper northern region of Thailand (Sornsuwannasri, 2020a)

This research showed 400 students learning Korean as an elective, minor and major subject from secondary schools and universities in the upper northeast region

of Thailand had self-motivation as a main motivation, followed by motivation from popular culture, high quality of curriculum and social motivation, respectively. In addition, most students' expectation after graduating courses was a better understanding of Korean media, including Korean dramas, Korean songs and Korean variety programs.

2.3.1.11 Motivation in learning Korean language: The Case study of Korean student majors at the Thailand (Skulthongaram et al., 2018)

The findings presented that the level of instrumental motivation among students, who all were 331 first-year – senior students choosing the Korean language as a major, was a higher than integrative motivation. Most interestingly, the students who were in the higher academic year had much more instrumental motivation than the early year students. For the limitations of the survey, this work conducted only by students at UTCC, which were from a private university. This paper suggests that the target group would be collected in student group from public universities.

Interestingly, the results of the last paper was different from others because the level of instrumental motivation from last paper was higher than integrative motivation among those students while the results of other papers have shown foreign- Korean language learners generally have more integrative motivation than instrumental motivation in general.

Chapter III

METHODOLOGY

This chapter will provide explanations for the following:

3.1 Population, sampling and location of research

3.2 Instrumentation

3.3 Data analysis

3.4 Limitation of sampling

3.1 Population, Sampling and Location of research

Thai-Korean language learners

Population, Sampling and Location of research in Thai-Korean language learners.

Questionnaires

The number of the respondents surveyed comprised 155 Thais learning Korean as a foreign language. The 155 samples were Thai studying in a Korean language course at two Korean language institutions, namely CMU Sejong and King Sejong institute BKK, which language learners are students and non-students includes they conducted Korean language teaching by online teaching materials such as the zoom programs. Because CMU Sejong and King Sejong institute BKK have newly opened for a few years, these institutes are interesting location of research to collect the data of the Korean language learners.

In this study, convenience sampling method using adapted questionnaires were distributed to 155 Thai-Korean language learners through an online survey using Google Forms.

3.2 Instrumentation

The questionnaire was adapted from Kitjaroonchai and Kitjaroonchai (2011)'s motivation survey and also revised from Sornsuwannasri (2020b)'s motivation survey,

based on two scales of Gardner's (1985) Attitude/ Motivation Test Battery (ATMB) structure. These consist of two motivational constructs: Integrative motivation (items 1-10) and Instrumental motivation (items 11-20). For interpretation and implication of results and conclusion of a dominant motivation, 20 questioned items (1-20) will be categorized as follows:

In Thai-Korean language learners, integrative motivation (items 1-10) is categorized by items (1,2,4,7,9,10) indicating 'Korean wave or Korean cultural interest' and items (3,5,6,8) indicating 'other integrativeness'. Also, instrumental motivation (items 11-20) categorized by items (11,12,17) indicating 'Korean for future career', followed by items (15,18) indicating 'Korean for further education' and items (13,14,16,19,20) indicating 'others', consecutively.

These questionnaire items are rated on the five-point Likert scale (1=strongly disagree to 5 = strongly agree) (Eadkhao, 2011;Sornsuwannasri, 2020b)

Meaning:

1 = Strongly disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly agree

*Mode is mainly used for interpretation of motivation level by mode=1 means the lowest, mode=2 means low, mode=3 means moderate, mode=4 means high and mode =5 means the highest, respectively. The study needs to use the number and ordinal scales to show motivation level, so using mode is suitable for this study.

The questionnaire consists of three parts:

Part 1: Language learner's general background

This part consists of the personal data of language learners, namely sex, age, educational background, occupation and other personal information, namely your self-rated Korean level proficiency and others includes post-expectation in Korean language learning, respectively.

Part 2: Integrative motivation and Instrumental motivation

This part consists of two tables for the learners' motivation, namely the integrative motivation table and the instrumental motivation table.

Part 3: Additional open-ended question.

This part is conducted by the following main question:

Please tell me a brief story about what inspired you to learn Korean of the respondents.

3.3 Data Analysis

The statistical terms used to interpret the data includes mode calculated using the Microsoft Excel. The results of the study are shown in Chapter 4 and concluded in Chapter 5.

3.4 Limitations of sampling

Because of the ongoing Covid-19 pandemic, the instructions for each question could not be explained to the respondents at a normal session. Moreover, the number in the respondents is smaller than expected.

CHAPTER IV

RESULTS

The previous chapter explained the subjects, materials and procedures used in data collection and data analysis. This chapter presents the results of the study. 155 questionnaires were distributed to 2 Korean language institutions selected in Thailand. In this study, the convenience sampling method was publicized online using Google Forms; data collection was carried out during October and November, 2021.

The findings of the study are divided into three sections as follows:

4.1 Personal information of the respondents

4.2 The types of motivation of Thai- Korean language learners

4.3 Indications for which type of categorized motivation is dominant in Korean language.

4.1 Personal information of the respondents

This part will outline to present demographic data, other personal information and post-expectations to learn Korean language of the 155 Thai respondents consisting of 60 students and 95 non-students.

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Table 9 Demographic information of the respondents

Characteristics	Students (n= 60)		Non-students (n=95)		Total (n=155)	
	N	%	N	%	N	%
<u>Age</u>						
Less than 20 and 20-29	59	98.33	34	35.79	93	60
30-39 and 40 onwards	1	1.67	61	64.21	62	40
<u>Gender</u>						
Female	58	96.67	88	92.63	146	94.19
Male	2	3.33	7	7.37	9	5.81
<u>Education level</u>						
Middle school or high school	4	6.67	16	16.84	20	12.90
Bachelor's degree or equivalent	53	88.33	67	70.53	120	77.42
Master's degree	3	5.00	8	8.42	11	7.10
Others			4	4.21	4	2.58
<u>Occupation</u>						
An employee in a private company			21	22.11	21	13.55
A business owner			37	38.95	37	23.87
A student	60	100	-	-	60	38.71
Working at a public sector/ government			7	7.37	7	4.52
A teacher			3	3.16	3	1.94
Others			27	28.42	27	17.42

From Table 9, demographic information is shown as follows.

Age: The majority in the student group were aged from less than 20 to 29 at 98.33%. In detail, most of them were aged between 19-22, equivalent to 42 out of 59, while 64.21% of the non-student group were respondents aged from 30 to 40 onwards. In detail, most of them were aged 28-32, equivalent to 20 out of 61

Gender: More than 90% of the student and non-student respondents were female.

Education level: The survey outcomes found education level at the bachelor's degree or equivalent level between the student and non-student groups, which was the most popular answer, equivalent to 88.33% and 70.53%, respectively. In terms of significance, among non-student group, the figures for people who are in secondary level are larger than the students.

Occupation: The majority of non-students were business owners, equivalent to 38.95%. In terms of significance, the second-highest group was others, in which 14 out of 27 in the non-student group were housewives, followed by an employee in a private company, accounting for 22.11%.

Table 10 Other personal information of the respondents

Characteristics of Thais	Students (n= 60)		Non-Students (n=95)		Total (n=155)	
	N	%	N	%	N	%
<u>Self-rated Korean language proficiency</u>						
Beginner level	49	81.67	86	90.53	135	87.10
Intermediate level	11	18.33	9	9.47	20	12.90
Advanced level	0	0	0	0	0	0
<u>How long do you learn Korean language?</u>						
Less than 1 year	25	41.67	60	63.16	85	54.84
1-3 years	31	51.67	30	31.58	61	39.35
More than 3 years	4	6.67	5	5.26	9	5.81
<u>Have you ever been to South Korea? and how many times?</u>						
Once time	9	15.00	27	28.42	36	23.22
A few times	3	5.00	6	6.32	9	5.81
Sometimes	1	1.67	37	38.95	38	24.52
Never	47	78.33	25	26.32	72	46.45
<u>Purpose for going to South Korea?</u>						
Traveling/ Personal interest	10	66.67	48	57.14	58	58.59
Work/ business	1	6.67	12	14.29	13	13.13
Study	1	6.67	7	8.33	8	5.16
Others	3	20.00	17	20.24	20	20.20

<u>Do you have Korean friends?</u>						
Yes	4	6.67	58	61.05	62	40
No	56	93.33	37	38.95	93	60
<u>How many Korean friends?</u>						
A few friends	2	50.00	24	41.38	26	41.34
Some friends	0	0	16	27.59	16	25.81
A lot of friends	2	50.00	18	31.03	20	32.26

From Table 10, other personal information is shown as follows.

Self-rated Korean language proficiency: Table 10 presents 87.1% of the respondents were at beginner level. In detail, most of the student and non-student groups were at the beginner level, equivalent to 81.67% and 90.53%, respectively. However, none of the Thai respondents was at an advanced level in their self-rated Korean language proficiency.

How long have you learned the Korean language?: For the duration of Korean language learning, 54.84% of the respondents had learned Korean for less than one year. Considering in details, most non-student groups had learned Korean for less than one year, equivalent to 63.16%. On the other hand, the majority of the student group had learned Korean for between 1 and 3 years, accounting for 51.67%.

Have you ever been to South Korea? and how many times?: 46.45% of the respondents had never been to South Korea before. Considering in details, it was found that 78.33% of the student group had never been to South Korea before while the majority of non-student group have been to South Korea, accounting for 73.69%. Only 26.32% of the latter group had never been to South Korea.

What is your purpose for going to South Korea?: Traveling and personal interest were the most popular purpose going to South Korea among the respondents, accounting for 58.59%. Considering in details, the figure showed the first popular purpose for both student and non-student groups to go to South Korea was traveling/ personal interest, equivalent to 66.67% and 57.14%, respectively. In terms of significance, getting married or visiting her husband's family was the second most popular purpose among the non-student group, equivalent to 20.24%, followed by work and business, respectively.

Do you have Korean friends?: 60% of the respondents had no Korean friends. In details, the majority (93.33%) of the student group had no Korean friends while most of the non-student group had Korean friends, equivalent to 61.05%.

How many Korean friends?: 41.34% of the respondents had a few Korean friends (1-2 people). Considering in details, the majority of non-student group had a few Korean friends (1-2 people), accounting for 41.38%.

What is your post-expectation after learning Korean?

What is your post-expectation after learning Korean for students?

1. I will be able to talk in Korean fluently with The Koreans: 70% (42 out of 213 answers/ 60 Thais).

2. I will have new Korean friends: 35% (21 out of 213 answers/ 60 Thais).

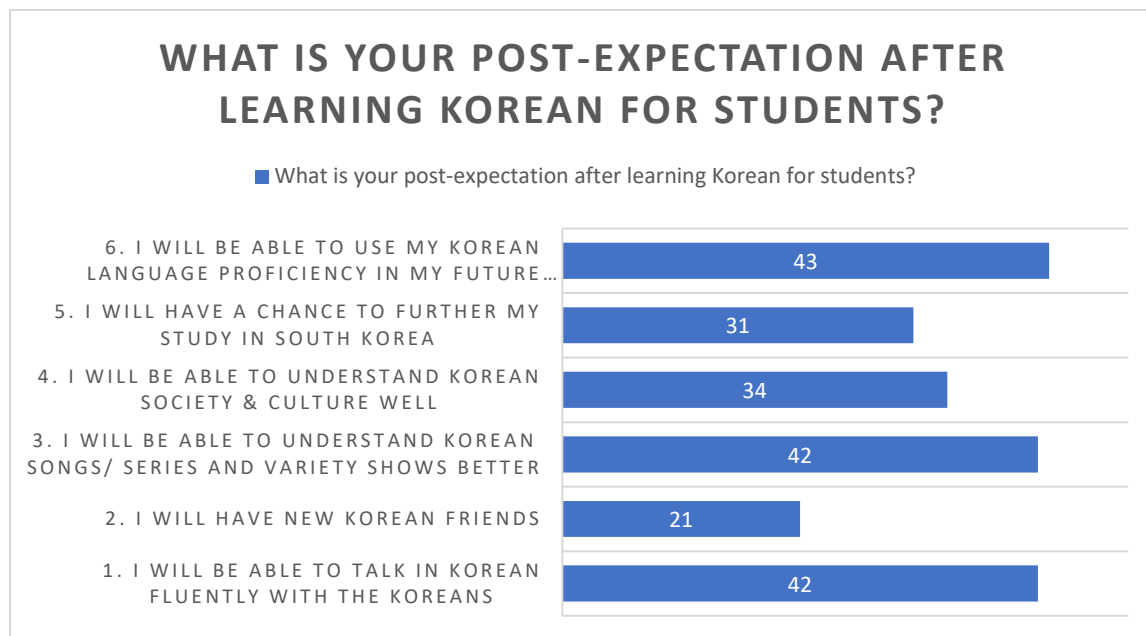
3. I will be able to understand Korean songs/ series and variety shows better: 70% (42 out of 213 answers/ 60 Thais).

4. I will be able to understand Korean society & culture well: 56.67% (34 out of 213 answers/ 60 Thais).

5. I will have a chance to further my study in South Korea: 51.67% (31 out of 213 answers/ 60 Thais).

6. I will be able to use my Korean language proficiency in my future career: 71.67% (43 out of 213 answers/ 60 Thais).

Figure 7 What is your post-expectation after learning Korean for the students?



What is your post-expectation after learning Korean for non-students?

1. I will be able to talk in Korean fluently with The Koreans: 89.47% (85 out of 379 answers/ 95 Thais).

2. I will have new Korean friends: 43.16% (41 out of 379 answers/ 95 Thais).

3. I will be able to understand Korean songs/ series and variety shows better: 67.37% (64 out of 379 answers/ 95 Thais).

4. I will be able to understand Korean society & culture well: 78.95% (75 out of 379 answers/ 95 Thais).

5. I will have a chance to further my study in South Korea: 44.21% (42 out of 379 answers/ 95 Thais).

6. I will be able to use my Korean language proficiency in my future career: 75.79% (72 out of 379 answers/ 95 Thais).

Figure 8 What is your post-expectation after learning Korean for the non-students?

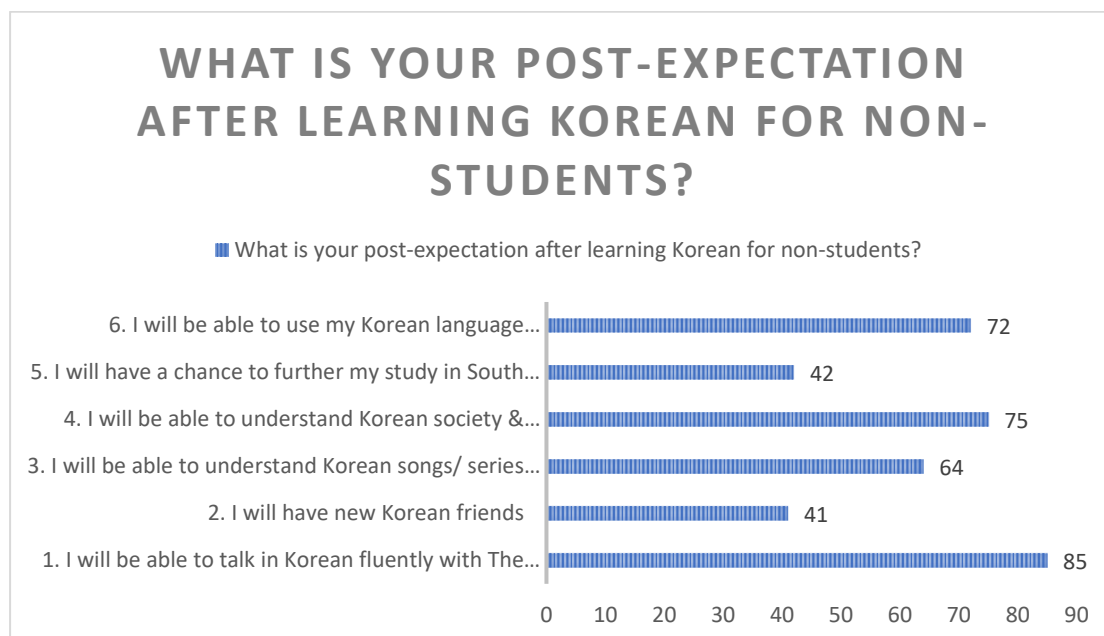


Table 11 Comparing two bar graphs of showing post-expectations to learn Korean language for students and non-students

Post expectations to learn Korean language	Students (60)		Non-students (95)		Ranking	
	Figure	Percent age	Figure	Percent age	Students	Non-students
1. I will be able to talk in Korean fluently with Korean people	42	70	85	89.47	2	1
2. I will have new Korean friends	21	35	41	43.16	5	6
3. I will be able to understand Korean songs/ series and variety shows better	42	70	64	67.37	2	4
4. I will be able to understand Korean society & culture well	34	56.67	75	78.95	3	2
5. I will have a chance to further my study in South Korea	31	51.67	42	44.21	4	5
6. I will be able to use my Korean language proficiency in my future career	43	71.67	72	75.79	1	3

Based on the survey results, the majority of the students highly expected to use the Korean language in their future career which comes in the first-ranking post-expectation after learning Korean, accounting for 71.67%, followed by ‘be able to talk with Koreans more fluently, and to understand Korean cultural products’, which comes in the second place, accounting for 70%. Conversely, most of the non-students highly expected to be able to talk with Koreans more fluently, which comes in the first place at up to 90% nearby, followed by understanding Korean culture well while ‘be able to understand Korean cultural products’ comes in the fourth place with 67.37%.

4.2 The types of motivation of Thai- Korean language learners

This part shows types of motivation affecting learning Korean. The results of each type are presented as a table showing percentage, mean, standard deviation and mode in the following table below.

The next section will be presented the survey outcomes of 155 Thai-Korean language learners into students (60) and non-students (95)

4.2.1 Results of Thai learning Korean

The following tables consist of all 20 stated items adapted from its motivation survey (Sornsuwannasri, 2020b) and (Kitjaroonchai & Kitjaroonchai, 2011). The results will be given as weighted percentage and **mode** to present the motivation levels of 155 Thai-Korean language learners, divided into integrative and Instrumental motivation as follows:

4.2.1.1 Integrative motivation of 155 Thai learning Korean

Table 12 Integrative motivation related 10 items (1-10) for Thai

No.	Integrative Motivation	JOB	Lowest	Low	Moderate	High	Highest	Mean	S.D.	Mode
			Number (Percentage)							
1.	Studying Korean is important to me because I can understand Korean culture and society.	Students	1 (1.67%)	1 (1.67%)	7 (11.67%)	27 (45%)	24 (40%)	4.20	0.84	High 4(45%)
		Non-students	1 (1.05%)	0	5 (5.26%)	40 (42.11%)	49 (51.58%)	4.43	0.69	Highest 5(51.58%)
2.	Studying Korean is important to me because I can understand Korean stories, novels, literature and other types of Korean books	Students	0	3 (5%)	12 (20%)	30 (50%)	15 (25%)	3.95	0.81	High 4(50%)
		Non-students	1 (1.05%)	1 (1.05%)	12 (12.63%)	47 (49.47%)	34 (35.79%)	4.18	0.77	High 4(49.47%)
3.	Studying Korean helps me to participate in other activities such as cultural activities among people who speak Korean.	Students	2 (3.33%)	1 (1.67%)	8 (13.33%)	29 (48.33%)	20 (33.33%)	4.07	0.92	High 4(48.33%)
		Non-students	1 (1.05%)	0	8 (8.42%)	42 (44.21%)	44 (46.32%)	4.35	0.73	Highest 5(46.32%)
4.	Studying Korean helps me to better understand the ways of life of Korean native speakers.	Students	0	4 (6.67%)	10 (16.67%)	27 (45%)	19 (31.67%)	4.02	0.87	High 4(45%)
		Non-students	1 (1.05%)	0	6 (6.32%)	39 (41.05%)	49 (51.58%)	4.42	0.71	Highest 5(51.58%)

5.	Studying Korean helps me to make Korean friends easily.	Students	5 (8.33%)	5 (8.33%)	11 (18.33%)	26 (43.33%)	13 (21.67%)	3.62	1.17	High 4(43.33%)
		Non-students	2 (2.11%)	5 (5.26%)	17 (17.89%)	38 (40.0%)	33 (34.74%)	4.00	0.97	High 4(40%)
6.	Studying Korean helps me to be approach to Korean people and learn about Korean values and beliefs.	Students	1 (1.67%)	5 (8.33%)	8 (13.33%)	32 (53.33%)	14 (23.33%)	3.88	0.92	High 4(53.33%)
		Non-students	1 (1.05%)	2 (2.11%)	7 (7.37%)	46 (48.42%)	39 (41.05%)	4.26	0.77	High 4(48.42%)
7.	I choose to study Korean because it is in trend.	Students	9 (15%)	13 (21.67%)	12 (20%)	14 (23.33%)	12 (20%)	3.12	1.37	High 4(23.33%)
		Non-students	12 (12.63%)	9 (9.47%)	30 (31.58%)	30 (31.58%)	14 (14.74%)	3.26	1.20	Moderate-High 3-4 (31.58%)
8.	I choose to study Korean language because Korean people are kind and cheerful.	Students	7 (11.67%)	4 (6.67%)	23 (38.33%)	21 (35%)	5 (8.33%)	3.22	1.09	Moderate 3(38.33%)
		Non-students	3 (3.16%)	7 (7.37%)	36 (37.89%)	33 (34.74%)	16 (16.84%)	3.55	0.97	Moderate 3(37.89%)
9.	I choose to study Korean because I like Korean songs, series and Korean variety program.	Students	3 (5%)	0	4 (6.67%)	15 (25%)	38 (63.33%)	4.42	1.00	Highest 5(63.33%)
		Non-students	2 (2.11%)	2 (2.11%)	14 (14.74%)	38 (40%)	39 (41.05%)	4.16	0.90	Highest 5(41.05%)
10.	I choose to study Korean because I like Korean singers and actors.	Students	1 (1.67%)	3 (5%)	5 (8.33%)	19 (31.67%)	32 (53.33%)	4.30	0.94	Highest 5(53.33%)
		Non-students	4 (4.21%)	3 (3.16%)	21 (22.11%)	38 (40%)	29 (30.53%)	3.89	1.02	High 4(40%)

Table 13 Mode of integrative motivation among 10 items for 155 Thai

Mode	Students		Non-students	
	N	%	N	%
Highest	2 out of 10	20%	4 out of 10	40%
High	7 out of 10	70%	4 out of 10	40%
Moderate-High			1 out of 10	10%
Moderate	1 out of 10	10%	1 out of 10	10%

As shown in Tables 12 and 13, among 10 questioned items for **integrative motivation**, it presents the highest frequency mode of the majority of the student group is mode=4 or items rated high, equivalent to 70%, followed by items rated the highest (mode=5), equivalent to 20%. In detail, they highly agreed with ‘Studying Korean helps me to approach Korean people and learn about Korean values and beliefs (No.6).’ which equals 53.33% - the most frequent answer in the highest frequency mode, followed by the items as the second-highest mode (mode=5). In particular, they highly agreed with ‘I choose to study Korean because I like Korean songs, series and Korean variety programs (No.9).’, which equals 63.33%- the most frequent answer for the second-highest mode. On the other hand, the highest frequency mode for the majority of the non-student group is mode=5 and mode=4 which comes in the first place, accounting for 40% and 40%, respectively. In detail, they highly agreed with the ‘need for understanding the Korean culture (No.1) and ways of the Korean life (No.4) and a variety of the Korean books (No.2)’

According to the results, the student group has more interest in ‘Korean wave’ than the non-student group a little bit, while the majority of the non-student group learn the Korean because of Korean cultures and traditions. In addition, both groups give neutral response with ‘Because of kind and cheerful Koreans, they learn the Korean (No.8).’ When comparing all integrative items, it may notice ‘the positive image of the Koreans’ is less important.

4.2.2.2 Instrumental motivation of 155 Thai learning Korean

Table 14 Instrumental motivation related 10 items (11-20) for Thai

No	Instrumental Motivation	Job	Lowes	Low	Moderat	High	Highes	Mea	S.D.	Mode
			t		e		t			
			Number (Percentage)							
11.	Studying Korean helps me to get a good job in the future.	Stude	1	2	9	27	21	4.08	0.8	High
		nts	(1.67 %)	(3.33%)	(15%)	(45%)	(35%)		9	4(45%)
		Non-	1	2	20	45	27	4.00	0.8	High
		stude	(1.05 %)	(2.11%)	(21.05%)	(47.37 %)	(28.42 %)		3	4(47.37 %)
		nts								
12.	Studying Korean is necessary to me for my future career.	Stude	3	5	9	25	18	3.83	1.1	High
		nts	(5%)	(8.33%)	(15%)	(41.67 %)	(30%)		1	4(41.67 %)
		Non-	3	3	28	31	30	3.86	1.0	High
		stude	(3.16 %)	(3.16%)	(29.47%)	(32.63 %)	(31.58 %)		1	4(32.63 %)
		nts								
13.	Studying Korean can be important for me because it will make me a more knowledgeable person.	Stude	1	2	13	18	26	4.10	0.9	Highest
		nts	(1.67 %)	(3.33%)	(21.67%)	(30%)	(43.33 %)		7	5(43.33 %)
		Non-	1	2	4	47	41	4.32	0.7	High
		stude	(1.05 %)	(2.11%)	(4.21%)	(49.47 %)	(43.16 %)		5	4(49.47 %)
		nts								
14.	Studying Korean is important for me because I will be accepted and respected if I have	Stude	4	11	19	15	11	3.30	1.1	Moderat
		nts	(6.67 %)	(18.33 %)	(31.67%)	(25%)	(18.33 %)		7	e
										3(31.67 %)

	knowledge of Korean language.	Non-students	3 (3.16%)	8 (8.42%)	24 (25.26%)	30 (31.58%)	30 (31.58%)	3.80	1.08	Highest 4-5(31.58%)
15.	Studying Korean helps me to further my studies.	Students	2 (3.33%)	2 (3.33%)	2 (3.33%)	19 (31.67%)	35 (58.33%)	4.38	0.96	Highest 5(58.33%)
		Non-students	1 (1.05%)	0	4 (4.21%)	40 (42.11%)	50 (52.63%)	4.45	0.68	Highest 5(52.63%)
16.	Studying Korean helps me when I travel abroad such as South Korea.	Students	1 (1.67%)	1 (1.67%)	5 (8.33%)	17 (28.33%)	36 (60%)	4.43	0.85	Highest 5(60%)
		Non-students	1 (1.05%)	0	1 (1.05%)	33 (34.74%)	60 (63.16%)	4.59	0.63	Highest 5(63.16%)
17.	Studying Korean helps me to achieve my tasks more efficiently e.g. Korean exercises, examination, job tasks.	Students	3 (5%)	2 (3.33%)	12 (20%)	19 (31.67%)	24 (40%)	3.98	1.10	Highest 5(40%)
		Non-students	2 (2.11%)	2 (2.11%)	17 (17.89%)	31 (32.63%)	43 (45.26%)	4.17	0.94	Highest 5(45.26%)
18.	Studying Korean helps me to pursue a higher education.	Students	2 (3.33%)	5 (8.33%)	15 (25%)	18 (30%)	20 (33.33%)	3.82	1.10	Highest 5(33.33%)
		Non-students	5 (5.26%)	4 (4.21%)	29 (30.53%)	27 (28.42%)	30 (31.58%)	3.77	1.11	Highest 5(31.58%)
19.	Studying Korean helps me to search for the information in Korean on the internet.	Students	3 (5%)	3 (5%)	14 (23.33%)	17 (28.33%)	23 (38.33%)	3.90	1.13	Highest 5(38.33%)
		Non-students	3 (3.16%)	3 (3.16%)	15 (15.79%)	41 (43.16%)	33 (34.74%)	4.03	0.96	High 4(43.16%)

20.	Korean language is a tool for communication.	Students	2 (3.33%)	1 (1.67%)	11 (18.33%)	15 (25%)	31 (51.67%)	4.20	1.02	Highest 5(51.67%)
		Non-students	2 (2.11%)	1 (1.05%)	8 (8.42%)	38 (40%)	46 (48.42%)	4.32	0.84	Highest 5(48.42%)

Table 15 Mode of instrumental motivation among 10 items for 155 Thai

Mode	Students		Non-students	
	N	%	N	%
Highest	7 out of 10	70%	5 out of 10	50%
Highest-high			1 out of 10	10%
High	2 out of 10	20%	4 out of 10	40%
Moderate	1 out of 10	10%		

According to Tables 14 and 15, among 10 questioned items of **instrumental motivation**, it presents the highest frequency mode of the majority of the student group is mode=5 or items rated the highest, followed by rated high (mode=4), which comes in the second-highest mode. In detail, they highly agreed with ‘Studying Korean helps me when I travel abroad, such as to South Korea (No.16)’ of which equals 60%- the most frequent answer in the highest frequency mode. Also, they highly agreed with ‘Studying Korean helps me to get a good job in the future (No.11)’, which equals 45% - the most answer in the second-highest mode. On the other hand, the highest frequency mode of the majority of the non-student group is mode=5, followed by mode=4, which comes in the second-highest mode. Considering in detail, they highly agreed with ‘Studying Korean helps me when I travel abroad, such as to South Korea (No.16)’, which equals 63.16%- the most frequent answer in the highest frequency mode, accompanied by the results of

student group. In addition, this is followed by the strong agreement with ‘studying the Korean helps me to further my studies (No.15)’ which comes in the second place among items of mode=5. However, in terms of significance, most of the non-student group highly agreed with ‘Studying Korean makes me a more knowledgeable person (No.13)’ of mode=4, accounting for 49.47%.

In summary, the results present both student and non-student groups have a high level of integrative motivation and instrumental motivation. Noticeably, none of the integrative and instrumental items are rated less than moderate.

4.3 Indication for which type of categorized motivation is dominant in Korean language

In this study, the adapted motivation survey consists of two motivational constructs: Integrative motivation (items 1-10) and Instrumental motivation (items 11-20). The results for these two motivation types are shown as percentage, mean score, S.D. and **mode**, as shown in Chapter 4.2. Moving on to this section, it presents the overall mode of two motivation types categorized into 5 categories to indicate dominant motivation of the respondents. The point is that two motivational constructs (20 mentioned items) will be categorized as follows:

Among Thai-Korean language learners, integrative motivation (items 1-10) is categorized by items (1,2,4,7,9,10) indicating ‘Korean wave or Korean cultural interest’ and items (3,5,6,8) indicating ‘other integrativeness’. Also, instrumental motivation (items 11-20) categorized by items (11,12,17) indicating ‘Korean for future career’, followed by items (15,18) indicating ‘Korean for further education’ and items (13,14,16,19,20) indicating ‘others’, respectively.

Then, the following tables of 16-20 presents overall mode.

4.3.1 Overall mode of two motivation types categorized between the students and non-students

Table 16 Integrative motivation: Korean cultural interests for Thai (No.1,2,4,7,9,10)

No.	Integrative motivation (Korean cultural interests/ Korean wave)	Mode (Percent)	
		Students	Non-students
1.	Studying Korean is important to me because I can understand Korean culture and society.	High 4(45%)	Highest 5(51.58%)
2.	Studying Korean is important to me because I can understand Korean stories, novels and literature including other types of Korean books	High 4(50%)	High 4(49.47%)
4.	Studying Korean helps me to better understand the ways of life of Korean native speakers.	High 4(45%)	Highest 5(51.58%)
7.	I choose to study Korean because it is in trend.	High 4(23.33%)	Moderate-High 3-4 (31.58%)
9.	I choose to study Korean because I like Korean songs, series and Korean variety program.	Highest 5(63.33%)	Highest 5(41.05%)
10.	I choose to study Korean because I like Korean singers and Korean actors.	Highest (53.3%)	High 4(40%)

Table 17 Integrative motivation: other integrativeness for Thai (No.3, 5, 6,8)

No.	Integrative motivation (other integrativeness)	Mode (Percent)	
		Students	Non-students
3.	Studying Korean helps me to participate in other activities such as cultural activities among people who speak Korean.	High 4(48.33%)	Highest 5(46.32%)
5.	Studying Korean helps me to make Korean friends easily.	High 4(43.33%)	High 4(40%)
6.	Studying Korean helps me to approach to Korean people and learn about Korean values and beliefs.	High 4(53.33%)	High 4(48.42%)
8.	I choose to study Korean language because Korean people are kind and cheerful.	Moderate 3(38.33%)	Moderate 3(37.89%)

Table 18 Instrumental motivation: for future career for Thai (No.11,12,17)

No.	Instrumental motivation (For future career)	Mode (Percent)	
		Students	Non-students
11.	Studying Korean helps me to get a good job in the future.	High 4(45%)	High 4(47.37%)
12.	Studying Korean is necessary to me for my future career.	High 4(41.67%)	High 4(32.63%)
17.	Studying Korean helps me to achieve my tasks more efficiently e.g. Korean exercises, examination, job tasks.	Highest 5(40%)	Highest 5(45.26%)

Table 19 Instrumental motivation: for further education for Thai (No.15,18)

No.	Instrumental motivation (For further education)	Mode (Percent)	
		Students	Non-students
15.	Studying Korean helps me to further my studies.	Highest 5(58.33%)	Highest 5(52.63%)
18.	Studying Korean helps me to pursue a higher education.	Highest 5(33.33%)	Highest 5(31.58%)

Table 20 Instrumental motivation: for others for Thai (No.13, 14, 16, 19,20)

No.	Instrumental motivation (For others)	Mode (Percent)	
		Students	Non-students
13.	Studying Korean can be important for me because it will make me a more knowledgeable person.	Highest 5(43.33%)	High 4(49.47%)
14.	Studying Korean is important for me because I will be accepted and respected if I have knowledge of Korean language.	Moderate 3(31.67%)	High-Highest 4-5(31.58%)
16.	Studying Korean helps me when I travel abroad such as South Korea.	Highest 5(60%)	Highest 5(63.16%)
19.	Studying Korean helps me to search for the information and material in Korean on the internet.	Highest 5(38.33%)	High 4(43.16%)
20.	Korean language is a tool for communication.	Highest 5(51.67%)	Highest 5(48.42%)

4.3.2 Indicating dominant motivation by mode of two types of motivation categorized into five main rationales between students and non-students

Integrative motivation: Cultural interests

Table 21 Mode of Korean cultural interests of integrative motivation in the Thai

Mode	155 Thai		Students (n=60)		Non-students (n=95)	
	N	%	N	%	N	%
Highest	4 out of 6	(66.67%)	2 out of 6	(33.33%)	3 out of 6	(50%)
High	2 out of 6	(33.33%)	4 out of 6	(66.67%)	2 out of 6	(33.33%)
Moderate- High					1 out of 6	(16.67%)

According to Table 21, among 6 questioned items related to cultural interest, the highest frequency mode of the majority of the student group is mode =4 or items rated high in all items of cultural interest, accounting for 66.67%. In detail, they highly agreed with 'Studying Korean is important to me because I can understand a variety type of Korean books' which equals 50% and they highly agreed with 'I choose to study Korean because I like Korean songs, series and Korean variety programs (No.9), which equals 63.33% of items of the second-highest mode (mode=5). On the other hand, the highest frequency mode of the most non-student group is mode=5 or items rated the highest in all items of cultural interests, accounting for 50%. In detail, they highly agreed with the 'need for understanding of the Korean culture and society as well as the way of Korean life.', accounting for 51.58%, equally.

In terms of significance, both student and non-student group learn the Korean due to the popularity of 'Korean wave'. However, considering in detail, it finds

‘Korean media such as Korean TV series, Korean song, Korean Idols and etc.’ mainly makes the student group learn Korean while the motivation of most non-student group are both ‘Korean media’ and ‘need for better understanding of Korean culture and the way of Korean life.’

Integrative motivation: other integrativeness

Table 22 Mode of other integrativeness of integrative motivation in the Thai

Mode	155 Thai		Students (n=60)		Non-students (n=95)	
	N	%	N	%	N	%
Highest					1 out of 4	(25%)
High	3 out of 4	(75%)	3 out of 4	(75%)	2 out of 4	(50%)
Moderate	1 out of 4	(25%)	1 out of 4	(25%)	1 out of 4	(25%)

According to Table 22, among 4 questioned items related to other integrativeness, the highest frequency mode of the majority of the student group is mode=4 or items rated high in all items of other integrativeness at 75%. In detail, they highly agreed with ‘Studying Korean helps me to approach to Korean people and learn about Korean values and beliefs (No.6).’, which equals 53.33%- the answer with the highest frequency mode. On the other hand, the highest frequency mode of most non-student group is mode=4, or items rated high in all items of other integrativeness at 50%. In detail, they highly agreed with ‘Studying Korean helps me to approach to Korean people and learn about Korean values and beliefs (No.6).’, which equals 48.42%- the most frequent answer in the highest frequency mode.

Therefore, both groups highly agreed that ‘studying Korean helps them to approach to Koreans and learn about Korean values and beliefs.’ It implies that ‘interacting with the Koreans together with learning Korean values’ encourages Thai

respondents to learn the Korean language. In addition, ‘positive image of the Koreans (No.8)’ is less encouraged for them to learn Korean language in two groups.

Instrumental motivation: a future career

Table 23 Mode of a future career of instrumental motivation in the Thai

Mode	155 Thai		Students (n=60)		Non-students (n=95)	
	N	%	N	%	N	%
Highest	1 out of 3	(33.33%)	1 out of 3	(33.33%)	1 out of 3	(33.33%)
High	2 out of 3	(66.67%)	2 out of 3	(66.67%)	2 out of 3	(66.67%)

Based on Table 23, among 3 questioned items related to a future career, it presents that the highest frequency mode of the majority of the students and non-students is mode=4 or items rated high in all items of a future career at 66.67%. In detail, they mostly agreed with ‘Studying Korean helps me to get a good job in the future (no.11)’, which equals 45% and 47.37%, respectively -the most frequent answer in the highest frequency mode.’

Therefore, ‘learning Korean helps them to get a good job in the future’ makes both groups learn Korean.

Instrumental motivation: a further education

Table 24 Mode of a further education of instrumental motivation in the Thai

Mode	155 Thai		Students (n=60)		Non-student (n=95)	
	N	%	N	%	N	%
Highest	2 out of 2	(100%)	2 out of 2	(100%)	2 out of 2	(100%)

Based on Table 24, ‘further education’ is important to both student and non-student groups. In addition, among the 2 questioned items related to a further

education, it presents the highest frequency mode of the majority of the student and non-student groups is mode=5 or items rated the highest in all items of a further education at 100%. However, considering in detail, it seems obvious that ‘furthering the studies (No.15).’ plays an important role to make both groups learn the Korean rather than ‘pursuing a higher education’.

Instrumental motivation: others

Table 25 Mode of others of instrumental motivation in the Thai

Mode	155 Thai		Students (n=60)		Non-students (n=95)	
	N	%	N	%	N	%
Highest	3 out of 5	(60%)	4 out of 5	(80%)	2 out of 5	(40%)
Highest-High					1 out of 5	(20%)
High	2 out of 5	(40%)			2 out of 5	(40%)
Moderate			1 out of 5	(20%)		

Based on Table 25, among 5 questioned items related to other instrumental motives, it presents the highest frequency mode of the majority of the student group is mode=5 or items rated the highest in all items of other instrumental motive, accounting for 80%. In detail, they highly agreed with ‘Studying Korean helps me when I travel abroad, such as to South Korea (No.16)’, which equals 60% (mode=5) -the most frequent answer in the highest frequency mode. On the other hand, the highest frequency mode of most of the non-student group is mode=5 and 4 or items rated the highest and high in all items of other instrumental motive, accounting for 40%, equally. In detail, they highly agreed with ‘Studying Korean helps me when I travel abroad, such as to South Korea (No.16)’, which equals 63.16% -the

most answer of the items (mode=5) and ‘Studying Korean can be important for me because it will make me a more knowledgeable person’ of items (mode=4), equivalent to 49.47%.

Thus, ‘learning Korean helps me when traveling abroad’ is the main motivation to encourage people to learn Korean accompanied by personal information presenting ‘traveling and personal interest’ as the main purpose to go to South Korea. However, the majority of the non-student group distinctively agreed that learning Korean makes them more well-rounded people while the student group gives neutral response in this point.

In summary, both students and non-student groups have a variety of motivation types for selecting to study in Korean language as shown by the results of all 5 items. In addition, all 5 items were mostly rated the highest and high among students and non-students. However, the majority of student and non-student groups tend to have ‘further education’ as one of dominant motivation, accounting for 100% (mode=5). In detail, they learn for furthering their knowledge, not pursuing a higher education. Nevertheless, there is a distinction between two groups. Most of students also considered ‘others of instrumental items’ as a dominant motivation, particularly ‘learning the Korean helps them when traveling in South Korea.’ whereas items related to ‘Korean cultural interests or Korean wave’ rated the highest with 50% tending to be one of the dominant motivation as well among non-students.

Chapter V

CONCLUSION AND RECOMMEDATION FOR FURTHER STUDIES

The sections are presented in the following sections:

5.1 The findings

5.2 Conclusion and Discussion

5.3 Recommendation for further studies

5.1 Main findings

The distinctive characteristic of 155 Thai

1) **Age:** Most of the Thai respondents in this study are aged 20-29 (50%) and 30-39-year-old people which comes in the second place in this study.

2) **Gender:** The majority is female (94%). The result of this study is accompanied by lots of previous research presented more females learn Korean than males significantly (Sornsuwannasri, 2020a). In contrast, one paper (Sajitborisut, 2020) reported that most Thai documented workers learning EPS preparation programs were male (92 out of 122).

3) **Education level:** Most Thai respondents are in bachelor's degree or equivalent (77%)

4) **Occupation:** The majority in this study is a student (39%), followed by a business owner (24%). Most interestingly, there is a variety of types of job among the Thai respondents, of which housewife (14 out of 155 Thai) is a majority among the types of job, answering 'others' comes in the third place.

5) **Self-rated Korean language proficiency:** Most of 155 Thai respondents are at beginner level (87%). Considering in details, the majority of students have learned Korean for between 1 and 3 years while most of non-students have learned Korean for less than one year. Similarly, the result of one paper (Song & Pornsima, 2017) showed most of the participants who learn Korean were at beginner level and they had learn Korean for less than one year. However, none of the Thai respondents in this study is at an advanced level.

6) **Experiencing in visiting in South Korea:** 46% of the Thai respondents who learn Korean language **never** been to South Korea before while the first-highest purpose to visit to South Korea is for traveling or personal interests (59%). However, considering in detail, the majority of non-students have been to South Korea sometimes, accounting for 38.95%.

7) **Having Korean friends:** 40% of 155 Thai respondents have Korean friends while 60% have no Korean friends. However, in terms of significance, it finds that most of non-students have a few Korean friends while the majority of students have no Korean friends.

8) **Post-expectation after learning Korean:** The majority of the students highly expect to use Korean language in their future career, be able to talk with Koreans more fluently, and to understand Korean cultural products comes in the top-ranking place, accounting for 71.67%, 70% and 70%, respectively. Conversely, most of the non-students highly expect to be able to talk with Koreans more fluently which comes in the first place up to 90% nearby, followed by understanding Korean culture well while 'be able to understand Korean cultural products' comes in the fourth place with 67.37%.

5.2 Conclusion

This part presents conclusion and discussion of this study on the Thai respondents (155) divided into students and non-students as follows:

The researcher would like to provide the results of this study by dividing into the research questions as follows:

1. What types are motivation of Thai-Korean language learners?

In this study, it shows both students and non-students have high level of integrative and instrumental motivation.

2. What types of motivation is dominant motivation in Korean language?

In this study, 'further education, especially for enhancing knowledge' is dominant motivation in both groups. However, there is a distinction between the results. It is noticeable that 'others of instrumental motivation' is dominant motivation of the student group, particularly using Korean language for traveling in South Korea while 'Korean cultural interest or Korean wave' is also one of a

dominant motivation in non-student group and considering in detail, it finds that non-students is quite interested in Korean cultures and the way of Korean life. On the other hand, 'Korean wave' is also one of main motivation encouraging student group to learn Korean language but they learn Korean language because of need for understanding of Korean media such as Korean TV series, Korean variety program and etc.

Accompanied by the results of post-expectation, it shows that the first-highest ranking of post-expectation in non-student group is 'I will be able to talk in Korean more fluently' whereas student group highly agree with 'using it for their future career, talking in Korean more fluently includes better understanding of Korean TV series and etc.'

Looking at previous studies, it presented different results of motivation types in different participants and it can be divided into four basic groups as follows:

1. In secondary student groups, it showed that the majority of the students had more integrative motivation than instrumental motivation (Sukbumpeng, 2014)

2. In secondary student and university student groups, the majority of the respondents were 15-17-year-old people and 21-26-year-old people. It showed 'self-motivation' was the main motivation affecting the decision to learn Korean language. In detail, most of them highly agreed with 'learning Korean for enhancing a foreign language proficiency' (Sornsuwannasri, 2020a) accompanied by the result of this study.

- 3) In a university student group, this group can be divided into two main groups, namely Korean major students and non-Korean major students. On the one hand, the result in Korean major students showed level of integrative motivation presented higher than instrumental motivation (Punplub, 2019) accompanied by Petasen and Mesupnikom (2020) stated most Korean major students are solely interested in Korean wave, the popularity of Korean culture. Conversely, the result of a paper (Skulthongaram et al., 2018) showed differently that UTCC students had more instrumental motivation than integrative motivation. On the other hand, the results of non-Korean major students in Chiang Mai University, who were mostly aged between 20 and 21 reported that 'self-motivation' was a main motivation to learn

Korean language, particularly in 'I'm interested in learning Korean language' (Sornsuwannasri, 2020b).

4) In non-students or working-age people, self-motivation was the first-highest motivation of the students choosing Korean language learning in language institutions. The majority of them were aged 21-25 (Chinakun, 2015; Sornsuwannasri, 2020a). However, a paper (Song & Pornsima, 2017) showed there was a high degree of integrative motivation and instrumental motivation of the participants at King Sejong Institute Foundation. Conversely, another study presented the finding indicated that working-age people had more integrative motivation than instrumental motivation because they needed to fulfill their interest (Punplub, 2019). Therefore, it shows that even non-students have high interest in Korean language learning and they are encouraged to learn by different motivation.

On significance of this study, the participants are both students and non-students in Korean language institutions. The finding is that there is high tendency that the number of older language learners or working-age people have been increased. However, despite working-age or non-students, dominant motivation in 'learning Korean' is mainly not for job prospects. They learned Korean due to their self-interest. Nevertheless, Korean major students showed 'job prospects' was also main motivation affecting their decision to learn Korean language.

5.3 Recommendation for further studies

1. Based on the results, ‘males’ are less interested in learning Korean compared with females, so further studies may do an in-depth interview in male groups.

2. Location may affect the types of motivation to learn Korean because not only Bangkok but Chiangmai, Chonburi and Phuket are a center of South Korea’s industries and top tourist destination, so the Thai universities in the provinces have developed the Korean curriculum in response to the higher demand for need of skillful workers with Korean language proficiency (Petasen & Mesupnikom, 2020). Therefore, it may be interesting to make a comparison between students in mentioned provinces and others in different locations if pandemic gets over and learn Korean in onsite Korean class.

3. Based on the results, the study finds that there is a growing number of 30–40-year-old people selecting to learn Korean. Therefore, it should do more study about motivation to learn Korean in people who are aged more than 30.

4. ‘Married spouses’ with the Koreans also learned in King Sejong institutes in general courses although there are Korean language courses for Multicultural families. Thereby, it would be better to investigate their difficulties or what kind of Korean courses they are looking for.

APPENDIX

Answers for open-ended question (Part3) of the online survey

For 155 Thai-Korean language learners, please tell me your brief story about what inspired you to learn Korean. (For example, need for interacting with Korean people or interesting in Korean culture, K-POP, traveling in Korea or using Korean language for work or further higher education levels and etc.) **(155 answers)**

NO.	In Thai	NO.	In English
1 (F/22)	ต้องการสมัครทุนการศึกษาต่อในระดับที่สูงขึ้น	1	I want to apply for a scholarship in higher education degree.
2 (F/31)	เริ่มจากมีความสนใจในเคป๊อป และไปท่องเที่ยวจากนั้นจึงชื่นชอบวัฒนธรรมและวิถีชีวิตของคนเกาหลี จึงเริ่มเรียนภาษาเกาหลีค่ะ	2	At first, I was interested in K-pop and went to Korea. After that I have loved their culture and lifestyle of Koreans and then I decided to study Korean language.
3 (F/30)	ใช้ในการดูสื่อบันเทิง รายการวาไรตี้/เพลง/หนัง	3	Used for watching entertainment programs, variety shows, movies and listening to music.
4 (F/31)	เพื่อที่จะสื่อสารกับเพื่อนชาวเกาหลีได้รู้เรื่อง	4	I want to understand and communicate with Korean friends.
5 (F/26)	ชื่นชอบนักร้องเกาหลี อยากสื่อสารเข้าใจในทุกด้าน อยากไปทำงานที่เกาหลี	5	I like Korean singers. I want to communicate and understand in every aspect of communication. Also, I want to work in Korea.
6 (F/39)	พัฒนาความรู้ด้านภาษาสำหรับตนเอง เพื่อเพิ่มการเรียนรู้ภาษาต่างๆให้ได้มากกว่า3ภาษา	6	I am developing my knowledge in part of Korean for improving my linguistic skills to study other languages more than 3 languages.
7 (M/24)	내가 학생이 있을때 한국 관련 있는 것을 좋아합니다. 그래서 고등학교에서 한국어를 전공을 선택해서 공부를 했습니다. 대학교 입학 할때도 한국어 부전공을 선택해서 공부를 했습니다.태국에서는 한국선생님들이 한국어를 가르치 중에서 한국어만 가르치지 아니라 한국문화 한국역사 한국사회도 같이 가르치며 따라서 한국어 외에 지식을 습득할 수	7	When I was a student, I liked to study about Korea. Therefore, when I had to choose the program in high school, I decided to study in Korean major. After I went to study in the university, I made a decision to study Korean as a main major. However, professors and teachers who teach Koreans do not only teach about language but also culture, history society in Korea which I get a lot of knowledge. It

	<p>있습니다. 이런 가르치는 방법은 한국 언어, 문화, 역사 더 알고 싶어 만들어서 내가 좋아하고 감동해서 한국어를 열심히 공부를 합니다. 그리고 앞으로는 내 한국어 실력을 더 잘 연습하고 향상시키고 한국어 능력을 사용하여 미래에 한국 관련 분야를 공부하기 위하고 한국 관련 언어, 문화, 역사 더욱 더 잘 이해하도록 될 것입니다.</p> <p>ตอนที่ฉันเป็นนักเรียน ชอบเรียนเกี่ยวกับประเทศเกาหลี ดังนั้น ตอนเข้ามัธยมปลายก็เลยเลือกเรียนสายศิลป์เกาหลี หลังจากนั้นพอเข้ามหาวิทยาลัยก็เลือกเรียนภาษาเกาหลีเป็นวิชาโท แต่ที่ประเทศไทย อาจารย์เกาหลีไม่ได้สอนแค่ภาษาเกาหลีเท่านั้น แต่ยังสอนเกี่ยวกับวัฒนธรรมเกาหลี ประวัติศาสตร์เกาหลี สังคมเกาหลีด้วย ได้รับความรู้อย่างดี เลยทำให้อยากเรียนรู้ภาษาเกาหลีมากยิ่งขึ้น และตั้งใจมากขึ้น พัฒนาทักษะภาษาเกาหลีให้เก่ง และในอนาคตหลังจากนี้อยากเรียนเกี่ยวกับสาขาที่เกี่ยวข้องกับเกาหลี</p>		<p>affected me to want to study more Korean and give more intention to develop my Korean skills to be better.</p>
8 (F/51)	<p>อยากสื่อสารกับสามีให้เข้าใจและเรียนรู้ภาษาเกาหลี</p>	8	<p>I want to communicate with my husband and understand him. Also, I want to study Korean.</p>
9 (F/40)	<p>ต้องการสื่อสารกับคนเกาหลีให้เข้าใจและได้ดียิ่งขึ้น และอนาคตมีส่วนสามารถเรียนรู้ระดับสูงมากขึ้นและเข้าใจวัฒนธรรมเกาหลีเพิ่มขึ้นอีกด้วย</p>	9	<p>I want to understand and communicate better with Korean people.</p>
10 (F/30)	<p>ใช้ภาษาเกาหลีในการทำงาน</p>	10	<p>I have to use Korean to work.</p>
11 (F/38)	<p>ชอบนักร้องเกาหลี วัฒนธรรมเกาหลี อาหาร สถานที่ท่องเที่ยว และซีรีส์เกาหลีค่ะ</p>	11	<p>I like Korean singers, culture, food, tourist attraction and series as well.</p>
12 (F/26)	<p>มีความชื่นชอบในไอดอลเกาหลี และอยากแปลเพลงเหล่านั้นเพื่อส่งต่อความหมายดีๆให้กับคนอื่น</p>	12	<p>I like Korean Idols and I want to understand and translate those songs for understanding and sending it to other people.</p>
13 (F/26)	<p>ต้องการใช้ภาษาเกาหลีในการทำงาน</p>	13	<p>I want to use Korean in my work.</p>
14 (F/26)	<p>ต้องการสื่อสารกับคนเกาหลี, ต้องการฟังเพลง ดูซีรีส์ และรายการวาไรตี้โดยเข้าใจโดยไม่ต้องใช้ซับไตเติ้ล</p>	14	<p>I want to communicate with Korean people, listen to songs, watch series and variety shows without any subtitles.</p>
15 (F/36)	<p>ฉันเรียนภาษาเกาหลีเพราะอยากทำงานด้านกฎหมาย และศึกษาต่อปริญญาเอกทางด้านกฎหมายที่เกาหลี เพราะนักกฎหมายที่เกาหลีทำงานแล้วได้เงินเยอะกว่า</p>	15	<p>I want to learn Korean because I want to work in law and study for a master's degree in law in Korea</p>

	เมืองไทย		because lawyers in Korea earn more money than Thailand.
16 (F/36)	ต้องการดูหนังเกาหลีให้สนุกมากขึ้น / ไปเที่ยวเกาหลีแล้วสามารถสื่อสารกับคนเกาหลีได้มากขึ้น	16	I want to enjoy more with Korean movies. I want to travel in Korea and communicate more with Korean people.
17 (F/35)	ต้องการสื่อสารกับคนเกาหลี เพื่อการท่องเที่ยว	17	I want to communicate with Korean people for travel.
18 (F/21)	เริ่มจากการชื่นชอบเพลงเกาหลีจนได้รู้จักศิลปินเกาหลีมากขึ้นเลยทำให้อยากฟังออกว่าพูดอะไรและสามารถสื่อสารด้วยได้ โดยเฉพาะเวลาดูซีรีส์เกาหลีหรือรายการวาไรตี้การที่สามารถฟังภาษาเกาหลีออกได้ทำให้รู้สึกเข้าถึงตัวละครหรือการกระทำได้มากยิ่งขึ้น	18	At first, I had liked Korean songs and after that I got to know more about Korean singers and actors. Thus, I want to understand what are they talking about and I want to communicate in Korean as well.
19 (F/21)	เริ่มแรกชอบเพลงเกาหลีและชอบร้องเพลง อยากที่จะร้องได้แบบจำเนื้อได้ และสำเนียงดี จึงคิดว่าถ้าเรียนอาจจะช่วยให้รู้ความหมายและสามารถร้องได้ดีขึ้น ต่อมาชอบอ่านการ์ตูนเกาหลี และอยากเป็นนักแปล จึงเรียนภาษาเกาหลีต่อเรื่อยๆ	19	At first I liked Korean singers and I also like to sing. I wanted to sing along with memorizing lyric and I want to have good accent. So, I thought that if I studied Korean, I would know the meaning and sing well. After that I liked to read manga and wanted to be a translator. So, I have continually studied Korean.
20 (F/19)	อยากดูซีรีส์เกาหลีแล้วสามารถแปลออกได้โดยไม่ต้องอ่านซับไทย และในอนาคตอาจจะต้องใช้ภาษาเกาหลีในการทำงาน	20	I wanted to watch Korean series without any subtitles. Also, in the future, I might be able to use Korean for work.
21 (F/32)	สนใจในภาษา วัฒนธรรม การท่องเที่ยวของเกาหลีและสามารถประยุกต์ใช้กับงานได้	21	I am interested in Korean language, culture, tourism which I can apply it to my work.
22 (F/23)	มีความสนใจอยากจะเรียนภาษาที่สาม และชอบฟังเพลงเกาหลี รวมถึงติดตามศิลปินเกาหลีอยู่แล้ว จึงตัดสินใจเรียนภาษาเกาหลีเพราะจะได้สื่อสารหรือเข้าใจในสิ่งที่ศิลปินพูด เมื่อเรียนมาซักระยะก็รู้สึกที่ภาษาเกาหลีสามารถนำไปใช้ในการทำงานหรือศึกษาจึงตั้งใจเรียนในระดับสูงขึ้น	22	I have interest to study a third language and I like listening to Korean songs including following Korean singers and actors. Therefore, I decided to study Korean because I want to understand and communicate with Korean actors. When I have studied Korean for a while, I know that I can bring Korean to use for work or study in higher education.
23 (F/30)	แต่งงานและมีสามีเป็นคนเกาหลีได้ เลยเป็นแรงจูงใจใน	23	I am married to a Korean husband

	การเรียนรู้ภาษาเกาหลีค่ะ		which is my motivation to study Korean.
24 (F/22)	มีความสนใจใจเคป๊อป	24	I am interested in K-Pop.
25 (F/24)	อยากร้องเพลงภาษาเกาหลีแบบไม่ต้องอ่านซับไทยค่า	25	I want to sing Korean songs without Thai subtitles.
26 (F/19)	เคยไปเที่ยวเกาหลีอยู่หนึ่งครั้งแต่ตอนนั้นสื่อสารไม่ได้เลย ใช้แค่ภาษาอังกฤษอย่างเดียวซึ่งไม่ได้คล่องแคล่วมาก รู้สึกว่ามันค่อนข้างลำบากหลังจากนั้นมาก็เลยรู้สึกว่า ภาษาคือสิ่งที่สำคัญ ตอนมัธยมปลายชอบศิลปินไอดอล เกาหลีก็เลยอยากฟังว่าเขาพูดอะไร อยากเข้าใจสิ่งที่เขาพูด อยากสื่อสารกับเขาได้ก็เลยเริ่มเรียนค่ะ	26	I have been to Korea once but at that time, I could not speak Korean, I spoke only English which was not good as well. After that I realized it was also important language. And, As I was a high school student, I wanted to understand what my favorite Idol said and wanted to communicate with them, so I started learning Korean.
27 (F/21)	เคป๊อปค่า อยากสื่อสารกับคนเกาหลี	27	It's K-Pop. I want to communicate with Korean people.
28 (F/46)	ใช้สื่อสารในชีวิตประจำวันได้อย่างถูกต้อง	28	To correctly communicate in daily life.
29 (F/29)	ต้องการสื่อสารกับคนเกาหลีได้ และใช้ภาษาในการทำงาน	29	I want to communicate with Korean people and use it for work.
30 (F/19)	เป็นคนที่ชอบไอดอลเคป๊อปและซีรีส์เกาหลีมากๆ จึงอยากเรียนรู้วัฒนธรรมและภาษา อยากเข้าใจ ความหมายของสิ่งที่เขาพูดในรายการ/บทสัมภาษณ์ อยากเข้าใจความหมายของเพลงโดยไม่ต้องดูซับไทย และอยากเรียนรู้ภาษาใหม่ๆ นอกจากภาษาจีนและ อังกฤษ	30	I am a person who like K-Pop idols and Korean series a lot. Then, I want to study about their culture and language. Also, I want to understand what they are saying at the show or interview. I want to understand lyrics without any Thai subtitles. And I want to know other new languages besides English and Mandarin.
31 (F/19)	อยากสื่อสารกับศิลปินเกาหลี อยากเข้าใจวัฒนธรรม ชีวิตความเป็นอยู่ของคนเกาหลี และอยากไปศึกษา รวมทั้งทำงานที่ประเทศเกาหลี	31	I want to communicate with Korean singers and actors. I want to understand their culture and their way of life. Also, I want to study and work in Korea too.
32 (F/24)	ต้องการสื่อสารกับคนเกาหลีและใช้ในชีวิตประจำวันได้	32	I want to communicate with Korean people and use it in daily life.
33 (F/42)	เพื่อการสื่อสารกับคนเกาหลี, เรียนรู้วัฒนธรรมประเพณี ของเกาหลี เพื่อการเรียนรู้เกี่ยวกับอาหาร การท่องเที่ยว ภายในเกาหลี ใช้สำหรับการดูหนังฟังเพลง และในอนาคตสามารถใช้เพื่อการทำงานได้อีกด้วย ะ	33	To communicate with Korean people, study culture, food, travel, watch movies, and maybe I use Korean for work in the future.
34 (F/20)	มีความสนใจในภาษาเกาหลีและเคป๊อป อยากมีเพื่อน เป็นคนเกาหลีและอยากฟังและพูดภาษาเกาหลีได้	34	I have interest in Korean and K-Pop. I want to have Korean friends and I

	เพราะความชอบไอดอลและความชอบส่วนตัว และต้องการใช้ภาษาเกาหลีในหน้าที่การงานในอนาคตค่ะ		want to listen and speak Korean because I like my idols and other things. Also, I want to use Korean for work in the future.
35 (F/33)	ฉันแต่งงานกับคนเกาหลี และการสื่อสารเป็นปัญหาในชีวิตคู่ การเรียนภาษาเกาหลีจึงเป็นทางเลือกที่ดีที่สุด	35	I am married with a Korean person and communication between us is our problem. Therefore, to study Korean would be a good choice.
36 (F/48)	เริ่มแรกฉันชอบดูซีรีส์เกาหลีและวาไรตี้มาก เพราะสนุกดี และตอนนี้ฉันมีแฟนเป็นคนเกาหลี จึงสนใจเรียนภาษาเกาหลีเพื่อสามารถสื่อสารและเข้าใจวัฒนธรรมได้ดี ยิ่งๆขึ้นไป	36	At first, I liked watching Korean dramas and variety shows because it was fun. Nowadays, I have a Korean boyfriend who makes me want to learn Korean to communicate and understand Korean culture better.
37 (F/19)	เป็นภาษาที่เริ่มต้นเรียนด้วยตัวเองได้ง่าย และต้องการท่องเที่ยวที่เกาหลี	37	I think Korean is a language that a learner can start to study by themselves. Also, I want to travel in Korea
38 (F/40)	ทำงาน เป็นมัคคุเทศก์ ภาษา ญี่ปุ่น แต่ช่วงหลังทัวร์เกาหลี มีเยอะกว่า เลยอยากเปลี่ยนมาเป็นมัคคุเทศก์ภาษาเกาหลี และ เมื่อ สี่ปีก่อนได้พบกับ ชาวเกาหลี และตัดสินใจ จดทะเบียนสมรสกันในปี 2561 จนถึงปัจจุบัน และมีความต้องการ ที่จะขอวีซ่าแต่งงาน เลยต้องเรียนภาษาเกาหลีค่ะ และอีกเรื่องคือ งานที่ทำ จำเป็นต้องใช้ภาษาเกาหลีค่ะอยากเป็นมัคคุเทศก์ภาษาเกาหลี ที่สามารถอธิบาย เกี่ยวกับ วัฒนธรรมประเพณี ของ ประเทศไทย ให้กับ ลูกทัวร์ชาวเกาหลี ให้เข้าใจ เป็นอย่างดี ชอบคุณค่ะ	38	I am a Japanese tourist guide but recently the number of Korean visitors has increased more than Japanese. Then, I want to change to be Korean tourist guide. Also, 4 years ago, I had fell in love with a Korean person and I decided to do marriage registration in 2018. Additionally, I want to register for marriage visa in Korea which I have to study Korean. Another point is, I have to use Korean for my work. I want to be a Korean tourist guide who can describe about culture of Thailand to Korean visitors to clearly understand.
39 (F/38)	ฉันแต่งงานกับคนเกาหลี ฉันเรียนภาษาเกาหลีเพื่อสื่อสารกับสามีและคนอื่นๆ และเพื่อใช้ในชีวิตประจำวันของฉัน และในอนาคตข้างหน้า เพื่อประกอบอาชีพคนเกาหลี	39	I am married with a Korean person. I want to study Korean for communicating with my husband and other people in daily life. Also, in the future I can use it for my work.
40 (F/20)	แค่อยากออกไปใช้ชีวิตในประเทศที่เจริญกว่านี้	40	I want to spend my whole life in more developed countries.
41 (F/29)	เพื่อการสื่อสารในชีวิตประจำวันและในการเข้าสังคม	41	Using for communication in daily life

	พบปะผู้คน		and join in societies to meet new people.
42 (F/34)	ต้องการสื่อสารกับสามี ครอบครัวสามี เพื่อนสามี และเพื่อนชาวเกาหลี	42	I want to communicate with my husband and his family and his friends as well as my Korean friends
43 (F/27)	เพื่อการสื่อสาร ในอนาคตค่ะ	43	Using for communication in the future.
44 (F/43)	สามีเป็นคนเกาหลีค่ะ เรียนเพื่อต้องการสื่อสารกับสามี และพ่อ แม่ ครอบครัวสามีได้ค่ะ	44	My husband is a Korean person. I want to communicate with him and his parents and his family. Therefore, I decided to study Korean.
45 (F/21)	ชอบเคป๊อป และต้องการอยากไปทำงานที่นั่นในบริษัท เพลงฮิปฮอปที่นั่นจึงทำให้เริ่มเรียนอย่างจริงจัง	45	I like K-Pop and after that I want to work there at the Hip-Hop companies. So, I seriously study it.
46 (F/32)	เพื่อการสื่อสารค่ะ เพราะเป็นสิ่งที่จำเป็นอย่างยิ่งค่ะ	46	Using for communication because it is the most important thing.
47 (F/40)	อยากสื่อสารกับคนเกาหลีและเรียนรู้วัฒนธรรมเกาหลี และต้องใช้ภาษาเกาหลีในการทำงาน	47	I want to communicate with Korean people and learn about their culture and maybe in the future, I can use it for work.
48 (F/44)	ต้องการสื่อสารภาษาได้คล่องแคล่ว	48	I want to communicate fluently.
49 (F/28)	ต้องการใช้สื่อสารและรู้จักวัฒนธรรมเกาหลีให้มากขึ้น	49	I want to communicate and know more about Korean culture.
50 (F/22)	ใช้ภาษาเกาหลีในการสื่อสาร และทำงาน	50	I want to use it for communication and work.
51 (F/43)	ฉันเรียนภาษาเกาหลีเพราะ สามีของฉันเป็นคนเกาหลี ฉันต้องไปอยู่เกาหลีกับสามีเลยเรียนภาษาเกาหลีเพื่อใช้ในชีวิตประจำวันที่เกาหลี และการใช้ชีวิตในเกาหลี ภาษาเป็นสิ่งสำคัญที่สุดค่ะ	51	I study Korean because my husband is Korean. I have to be with him and study Korean for everyday use in Korea. To live in Korea, Korean language is the most important.
52 (F/38)	ต้องการคุยกับญาติสามีที่อยู่เกาหลีได้มากขึ้น เพื่อความสัมพันธ์ที่ดีในครอบครัว	52	I want to speak more with my husband's relatives for good relationship in our family.
53 (F/21)	อยากเรียนรู้ภาษาเพิ่มเติม นอกจากภาษาไทยและภาษาอังกฤษ เพราะหากเรียนรู้ภาษามากขึ้น เหมือนเปิดโลกให้กว้างขึ้นเช่นกัน	53	I want to study other languages apart from Thai and English because it can open my world.
54 (F/35)	ฉันชอบประเทศเกาหลี ผู้คน วัฒนธรรม งานที่ฉันทำก็เชื่อมโยง และจำเป็นต้องใช้ภาษาในการสื่อสาร และพัฒนาตัวเองอยู่เสมอ ในอนาคตฉันต้องการย้ายถิ่นฐานไปอาศัยอยู่ที่ประเทศเกาหลี และทำงาน ฉันจึงจำเป็นต้องพัฒนาภาษาเกาหลีมากขึ้น ๆ จนสามารถใช้ได้อย่างเป็นธรรมชาติ	54	I like Korean culture, people. My work is related to Korean language which requires Korean language to communicate. In the future, I would like to move to Korea and work there. Therefore, it is imperative to develop

			Korean until I can speak naturally.
55 (F/26)	Super junior เป็นจุดเริ่มต้น ทำให้อยากเรียนภาษาเกาหลี อยากเข้าใจ อยากพูด ให้ได้	55	Super junior is my started point to study Korean because I want to understand and speak Korean.
56 (F/30)	ต้องการสื่อสารกับคนเกาหลีได้อย่างดี	56	I want to communicate well with Korean people.
57 (F/23)	ความสนใจวัฒนธรรมเกาหลี	57	I am interested in Korean culture.
58 (F/29)	ชอบ sns. อยากฟังรู้เรื่องโดยไม่ต้องรอแปลจากล่าม	58	I like SNSD. I want to understand Korean without waiting for translation version.
59 (F/36)	ต้องการสื่อกับคนเกาหลีด้วยเฉพาะสามีและครอบครัว	59	I want to communicate with Korean people especially with my husband and his family
60 (F/19)	เรียนภาษาเกาหลีเพราะชอบภาษา เพลง อากาศ วัฒนธรรม อาหาร เคป๊อป และต้องการไปศึกษาต่อป.โท/ทำงานที่ประเทศเกาหลี	60	I study Korean because I like its language, songs, weather, culture, foods, K-POP and I want to pursue my higher education and work in South Korea.
61 (F/23)	เริ่มจากชื่นชอบศิลปินเกาหลี จึงอยากติดตามและรับรู้ข้อมูลข่าวสารของศิลปินได้อย่างถูกต้องและรวดเร็ว และเพื่อที่จะสนุกไปกับ content ของศิลปิน หลังจากที่ได้เรียนแล้วก็ตัดสินใจเรียนในระดับที่สูงขึ้นเพื่อที่จะสามารถนำความรู้ไปใช้ในอนาคได้	61	To begin with, I like Korean singers and actors. So, I want to follow and receive their news and movements quickly and accurately, for I can enjoy their content. After learning Korean, I have made up my mind to pursue my higher education in order to use its knowledge in the future.
62 (F/43)	ชอบดูซีรีส์เกาหลี เวลาไปเที่ยวที่เกาหลี อยากสื่อสารกับคนเกาหลีได้ ใช้พูดในชีวิตประจำวัน	62	I like watching Korean series. When I travelled in Korea, I wanted to communicate with them in daily life.
63 (F/30)	ต้องการสื่อสารภาษาเกาหลีได้อย่างคล่องแคล่ว และเพื่อนำไปประกอบอาชีพในอนาคต	63	I want to fluently communicate in Korean and use it for my future career.
64 (F/21)	มีความชื่นชอบและสนใจในภาษาเกาหลีจากการติดตามศิลปินที่ชื่นชอบมานาน อยากที่จะเข้าใจเนื้อเพลง ซีรี่ย์ และเพื่อที่จะสามารถเข้าใจว่าศิลปินพูดอะไร และอยากใช้ภาษาเกาหลีเป็นภาษาที่สามในการทำงานในอนาคต	64	I am interested and like Korean because I follow performance of my idols. I want to understand lyrics and contents what they are saying. Also, I want Korean to be my third language for my work in the future.
65 (F/22)	อยากเข้าใจว่าดารา นักแสดง หรือศิลปิน พูดอะไรกัน ซึ่งบางคลิปไม่ได้มีการใส่ซับ แปลคำ หรือยังไม่ได้แปล จึงอยากเรียนภาษาเกาหลี เพื่อที่จะได้เข้าใจภาษาเกาหลี	65	I want to understand what actors and singers are saying which some clips, there are no subtitles. Or translators

	โดยที่ไม่ต้องรอซับไทย		gradually translate it. Therefore, I want to study Korean for understanding it without waiting for subtitles.
66 (F/26)	ภาษาเกาหลีมีส่วนสำคัญในการศึกษาต่อในระดับที่สูงขึ้น	66	Korean is an important part for studying in higher education.
67 (F/21)	ชอบฟังเพลงของศิลปิน อยากได้ยินแล้วรู้ความหมายเลย ไม่ต้องรอซับใต้ได้	67	I like listening to music of my idols. I want to understand without waiting for subtitles.
68 (F/29)	ต้องการสื่อสารกับคนเกาหลีได้	68	I want to communicate with Korean people.
69 (F/20)	ชอบศิลปินเกาหลี อยากเข้าใจเนื้อเพลงที่ศิลปินที่ชอบเป็นคนแต่ง และคิดว่าเรียนภาษาอื่นเป็นความสามารถติดตัวไว้ก็ดี	69	I like Korean singers and actors. I want to understand lyrics of my idols' songs which are wrote by those. Also, to study other languages is another great skill.
70 (F/19)	อยากดูซีรีส์ฟังเพลงอ่านการ์ตูนเกาหลีได้แบบลื่นไหลในกรณีที่หาไรต์มันฮวาหรือซีรีส์ที่สนใจไม่มีลิขสิทธิ์ในไทยจะได้สนับสนุนกับทางเว็บเกาหลีโดยตรงไม่ต้องทำผิดลิขสิทธิ์อย่างการดูซับแปลเถื่อน	70	I want to watch series, listen to music, read Korean cartoons smoothly. In case some variety shows and some interesting series are not copyrighted in Thailand. So, I can support them on Korean channels which I won't watch through illegal channels.
71 (F/34)	การใช้ชีวิตในเกาหลีภาษาถือว่าเป็นสิ่งสำคัญมากเพราะเราต้องใช้ภาษาเกาหลีในการสื่อสารกับคนในครอบครัวหรือผู้คนในชีวิตประจำวันได้การได้รับความรู้ด้านภาษาเกาหลีที่ถูกต้องจะทำให้เราใช้ชีวิตได้ง่ายขึ้น ทำให้เรานำภาษามาใช้อย่างถูกต้องและถูกกาลเทศะด้วย	71	To live in Korean requires an ability to speak Korean because we have to communicate with family and other people in daily life. To have correct Korean knowledge can help me to live easily in Korea and also it can help me to use it correctly and appropriately.
72 (F/30)	มีความสนใจด้านวัฒนธรรม และสามารถสื่อสารได้เมื่อเดินทางไปเกาหลี	72	I am interested in culture and I want to communicate in Korean language when I travel in Korea.
73 (F/16)	เริ่มจากศิลปินค่ะแต่สุดท้ายพอเรารู้ตัวอีกทีเราอยากสื่อสารกับคนเกาหลีมากกว่าเป้าหมายที่ว่าตัวเองอยากคุยกับศิลปิน แต่ที่เราอยากทำคือcommunicateกับพวกเขาเพื่อกระชับมิตรต่างๆด้วย เราค่อนข้างนับถือคนเกาหลีในด้านartworkมากแต่ต้นตอทุกครั้งที่มีนักวาดเกาหลีมาตาม เราอยากมีความรู้ด้านภาษาเพื่อใช้สื่อสารกับเขาค่ะ	73	It had started from singers and actors but I realized that I wanted to communicate with Korean people more than that I wanted to talk with favorite actors or singers. I am quite respectful of Korean people in terms of art, I get excited whenever there are Korean drawers following me. I

			still want to communicate with them for friendship.
74 (F/29)	เริ่มต้นจากการชอบดูซีรีส์ ว่าไรดี รายการของเกาหลี แล้วอยากเข้าใจที่คนเกาหลีพูด และชอบวัฒนธรรมของเกาหลี สถานที่ท่องเที่ยวต่างๆของเกาหลี และถ้ามีโอกาสก็อยากต่อยอดการเรียนรู้ภาษาเกาหลีของตัวเอง เช่น การเรียนต่อ การไปทำงานที่เกาหลี	74	It started when I watched Korean series, and variety shows. After that, I want to understand what Korean people are saying. Also, I like Korean's culture and tourist attraction. Moreover, if I have a chance, I would like to more educate on my Korean language proficiency such as studying in higher education, working in South Korea.
75 (F/34)	ชอบทุกอย่างที่เป็นเกาหลีมา 10 กว่าปีแล้วค่ะ ทั้ง อาหาร วัฒนธรรม สถานที่ท่องเที่ยว เคป๊อป ซีรีส์ แต่แรงบันดาลใจจริงๆ ที่อยากเรียนภาษาเกาหลีคือชอบ ไอดอลคนหนึ่งค่ะ แล้วเขาพูดได้หลายภาษามาก (อังกฤษ จีน เกาหลี) เลยอยากพูดได้หลายภาษาเหมือนไอดอล คนนั้น เพราะส่วนตัวก็จบจากประเทศจีนมา เลยคิดว่าอยากเรียนภาษาเกาหลีเพิ่ม อีกอย่างมีเพื่อนเป็นคน เกาหลี แต่ส่วนมากภาษากลางที่ใช้สื่อสารกัน จะเป็น ภาษาจีน เลยคิดว่าถ้าได้เรียนภาษาเกาหลี แล้วใช้ สื่อสารกับเพื่อนน่าจะดีกว่า	75	I have loved everything related to Korean including food, culture, tourist attraction, K-Pop and series for 10 years. However, the real inspiration of mine is when I have liked one Korean idol and he could speak several languages which are English, Korean and Mandarin. Thus, I want to speak other languages as him. Nevertheless, I graduated from China and the official language is Mandarin, so then I thought that if I learned Korean, it would benefit for me and I have a Korean friend, so to learn Korean is good for me to communicate with that friend easily.
76 (F/25)	เรียนเพื่อศึกษาต่อในระดับที่สูงขึ้น	76	I am studying Korean for studying in higher education.
77 (F/20)	เพราะเริ่มติดตามเคป๊อปเลยได้เห็นวัฒนธรรมที่น่าสนใจ รวมถึงอยากสื่อสารกับศิลปินได้ด้วยค่ะ	77	Because I am following K-Pop and I see their interesting culture and also, I want to communicate with Korean singers and actors.
78 (F/29)	มีความสนใจในเคป๊อป อยากสื่อสารกับดารา นักร้องได้ และมีความตั้งใจจะไปเที่ยวเกาหลีทุกปี ถ้าสื่อสารกับคน เกาหลีได้การไปเที่ยวอาจทำให้สะดวกมากขึ้น	78	I am interested in K-Pop. I want to communicate with actors and singers. Also, I have an intention to travel in Korea every year. If I could communicate with Korean people, it would be easier for me
79 (F/19)	อยากที่จะสื่อสารกับคนเกาหลีได้และทำให้ตัวเอง	79	I want to be able to communicate

	สามารถไปทำงานที่เกาหลีติดต่อสื่อสารได้เช่นเป็นล่ามให้กับหลายๆที่ได้		with Korean people and I want to work in Korea as well such as being a translator.
80 (F/24)	มีความชอบในkpop และสนใจวัฒนธรรมเกาหลี อยากจะใช้ภาษาเกาหลีในการสื่อสารได้อย่างเป็นธรรมชาติ	80	I have a passion about K-Pop and also, I am interested in Korean culture. I want to communicate naturally in Korean.
81 (F/35)	แรงบันดาลใจเริ่มต้นจากการชอบดูซีรีส์เกาหลีมาเป็นเวลานาน จึงอยากลองเรียนภาษาเกาหลี แรงบันดาลใจในปัจจุบันและอนาคตเพื่อสื่อสารกับคนเกาหลีอย่างเป็นธรรมชาติ	81	My first inspiration was I've been enjoying watching Korean series for a long time. So, I want to try to learn Korean. My current inspiration is to communicate naturally for future plans.
82 (F/24)	เรียนเพราะอยากใช้สื่อสาร ในชีวิตจริงและเข้าถึงสื่อของประเทศเกาหลี	82	I am learning Korean because I want to communicate Korean in daily life and be able to access to media in Korea as well.
83 (F/24)	ชอบดาราเกาหลี	83	I like Korean actors.
84 (M/28)	ต้องการสื่อสารกับคนเกาหลี และสนใจวัฒนธรรมเกาหลี	84	I want to communicate with Korean people and also, I am interested in Korean culture.
85 (M/37)	ชอบวัฒนธรรมเกาหลี สื่อละคร ภาพยนตร์ เพลงของเกาหลี มีเสน่ห์และน่าสนใจเรียนรู้ครับ	85	I like Korean cultures, movies, songs and medias which are attractive and interesting.
86 (F/28)	ต้องการสื่อสารกับคนเกาหลี	86	I want to communicate with Korean people.
87 (F/22)	แรงบันดาลใจแรกเริ่มมากจากความชอบศิลปินเกาหลี (K-pop idol) แต่ปัจจุบันสนใจเรียนเพราะชอบการ์ตูน (manhwa)เกาหลีค่ะ	87	At first, my inspiration started when I liked K-Pop idols. But currently, I am interested in studying Korean because I like Korean cartoon (Manhwa).
88 (F/41)	ต้องการสื่อสารกับคนเกาหลีและใช้ภาษาเกาหลีในการทำงาน	88	I want to communicate with Korean people and be able to use Korean language at my work place.
89 (F/35)	แรงบันดาลใจแรกเลยเกิดจากการเห็นฮันกิลแล้วรู้สึกว่าเป็นตัวอักษรที่น่ารักค่ะ แต่ ณ ตอนนั้น (น่าจะมากกว่า 15 ปีที่แล้ว) ภาษาเกาหลียังไม่เป็นที่นิยมเท่าปัจจุบัน จึงไม่สามารถหาโรงเรียนสอนภาษาเกาหลีในจังหวัดที่อยู่ได้ มาจนประมาณเมื่อ 5 ปีที่แล้ว ได้ดูรายการเกาหลีและฟังเพลงเกาหลีมากขึ้น จึงอยากจะเรียนรู้ภาษาเกาหลีอย่างจริงจัง และภายหลังมีแฟนเป็นคนเกาหลีจึงจำเป็นต้องเรียนรู้ทั้งภาษาและวัฒนธรรมเกาหลีให้มากขึ้น เพื่อใช้	89	At first, it started from that I thought Hangul is cute but at that moment (which more than 15 years) Korean was not popular as much as at the present, therefore, I could not find Korean schools in my province. But 5 years ago, I had watched more Korean shows and listened more to Korean

	ในการดำเนินชีวิตที่เกาหลีในอนาคตค่ะ		songs, then I wanted to seriously study Korean and after that I had a boyfriend Korean which was necessary to study Korean as well as cultures for living in Korea in the future.
90 (F/29)	แรงบันดาลใจคือ 방탄소년단 เพราะอยากรู้ว่าพวกเขาพูดอะไรโดยไม่ต้องมีซับภาษาไทยหรือภาษาอังกฤษ	90	My inspiration is BTS, well-known Korean boyband because I wanted to know what they are speaking without any Thai or English subtitles.
91 (F/24)	อยากอ่านออก เขียน ฟังและแปลภาษาเกาหลีได้ และเมื่อเวลาไปท่องเที่ยวเกาหลี สามารถนำสิ่งที่เรียนไปใช้ได้จริง และสื่อสารกับคนเกาหลี ได้อย่างมีประสิทธิภาพ และอาจจะต่อยอดไปเรียนในระดับที่สูงขึ้น	91	I want to be able to read, write, listen and translate in Korean. Also, when I travel in Korea, I will be able to bring what I have learnt to apply with my real situation. I will be able to effectively communicate with Korean people and use it in higher education.
92 (F/33)	แรงบันดาลใจในการเรียนภาษาเกาหลีเพราะมีความสนใจด้านภาษาและวัฒนธรรมของประเทศเกาหลี และต้องการสื่อสารกับคนเกาหลีได้อย่างคล่องแคล่ว	92	My inspiration is, I am interested in Korean language and culture. Also, I want to fluently communicate with Korean people
93 (F/32)	สามี	93	Because of husband
94 (F/32)	เพื่อนำไปใช้ในชีวิตประจำวัน และสื่อสารในการทำงาน	94	For using in daily life and communicate at work place.
95 (M/49)	ทำวิจัยเปรียบเทียบกับภาษาตะวันออกอื่นๆ	95	To research and compare with other eastern languages.
96 (F/48)	ต้องการท่องเที่ยวเกาหลีสามารถพูดสื่อสารได้	96	I want to travel and communicate in Korean.
97 (F/29)	ต้องการสื่อสารกับแฟน	97	I want to communicate with my Korean boyfriend.
98 (M/25)	แร็ปเปอร์เกาหลี แบรนดี้เสื้อผ้าของzico	98	Korean rapper and the outfit brand of Zico, a Korean rapper.
99 (M/17)	ปัจจุบันเรียนมหาวิทยาลัยกรุงเทพสาขาการบิน เลยต้องการเรียนภาษาที่3ซึ่งเป็นเกาหลีมาช่วยเสริมเพราะวิชาโทที่เลือกเป็นเกาหลีเหมือนกัน	99	Currently, I have studied at Bangkok university in faculty of aviation. So, I have to study a third language which is Korean to support my minor subject which I chose Korean as well.
100 (F/27)	เนื่องจากได้เคยไปท่องเที่ยวประเทศเกาหลี จึงทำให้มีความสนใจทางวัฒนธรรมเกาหลี เลยอยากที่จะเรียนรู้ภาษาเกาหลี	100	Because I had been to South Korea, it made me interested in Korean culture and want to learn Korean.
101 (F/38)	ต้องการไปทำงานที่ประเทศเกาหลีแบบถูกกฎหมาย	101	I want to legally work in Korea.
102 (F/33)	เริ่มแรกสนใจในวงการบันเทิง เช่นละคร ไอดอล อยาก	102	At first, I had given my attention to

	ฟังเพลง/ดูละครอย่างเข้าใจมากขึ้นมากกว่าการอ่านซับไตเติ้ล เมื่อเริ่มเรียนไปสักพัก พบว่ามีความน่าสนใจ เพราะการเรียนภาษาคือการสะท้อนวัฒนธรรม ความเชื่อ ค่านิยม และส่วนตัวมีความรู้ภาษาจีน จึงเห็นความเชื่อมโยง บวกกับสนใจภาษาและวัฒนธรรมญี่ปุ่นด้วย จึงรู้สึกสนุกไปกับการเรียนภาษาวัฒนธรรมของ East Asia ถ้ามีความสามารถถึง ก็อยากเรียนต่อในระดับที่สูงขึ้น		entertainment industry such as series, idols. I want to listen and watch more in Korean than reading subtitles. When I was studying Korean for a while, I found that studying a language reflects its culture, belief, and norm. Plus, I have Mandarin background and also, I was interested in Japanese culture. So, I enjoyed with studying languages and cultures of East Asia. If I had an ability, I would study in higher education.
103 (F/17)	เริ่มจากการตามวงการบินเหิงของเกาหลีแล้วต้องการไปศึกษาต่อที่เกาหลี	103	I started from following Korean entertainment industry, so I would like to study in Korea.
104 (F/22)	ที่เริ่มเรียนภาษาเกาหลีก็เพราะซีรีส์ เพลง และวาไรตี้เกาหลี เราเป็นคนที่ชอบดูและฟังมาก พอเราสนใจในเนื้อหาพวกนี้มากขึ้น เราก็ยิ่งอยากรู้เพิ่มขึ้น แต่บางเนื้อหาเราก็ไม่สามารถเข้าถึงได้ เพราะติดปัญหาด้านภาษาที่เราไม่เข้าใจ ซับไทยและซับอังกฤษก็ไม่มี เราจึงหันมาเรียนภาษาเกาหลีเพื่อเพิ่มความรู้ทั้งในด้านภาษาและวัฒนธรรม อีกทั้งเพื่อเข้าถึงความบันเทิงของเกาหลีให้ได้มากยิ่งขึ้น นอกจากนี้ เรายังอยากไปเรียนต่อที่เกาหลีอีกด้วย	104	I decided to study Korean because I like Korean series, songs and variety shows. I am a person who love to listen to songs. When I had been interested in these contents, I wanted to know it more. But for some contents, I could not access due to the language barrier and there were neither Thai nor English subtitles. So, I turned to studying Korean to improve my knowledge of language and culture. Additionally, to access more about Korean entertainment industry. Apart from these, I want to study in Korea as well.
105 (F/20)	หลังจากไปท่องเที่ยวที่เกาหลีแล้วรู้สึกชื่นชอบวัฒนธรรมและผู้คนมาก เลยตัดสินใจเริ่มเรียนภาษาเกาหลีตั้งแต่นั้นเป็นต้นมา	105	After I went to travel in Korea, I felt that I like their cultures as well as people. Then, I decided to study Korean since then.
106 (F/23)	อยากสื่อสารสนทนาได้	106	I want to be able to communicate.
107 (F/41)	ต้องการสื่อสารกับลูกค้าเกาหลีได้และต้องการดูรายการโทรทัศน์ของเกาหลีได้	107	I want to communicate with Korean clients and I want to watch Korean Television programs.
108 (F/20)	เคป๊อปทำให้เข้าถึงประเทศเกาหลีมากขึ้น จนไปถึงเทคโนโลยีและนวัตกรรมต่างในประเทศเกาหลีจึงทำให้ฉันสนใจในภาษาเกาหลีและเทคโนโลยีในประเทศเกาหลี	108	K-Pop helps me to reach to more Korea including technology and innovation in Korea as well. It made

			me interested in Korean and technology in Korea.
109 (F/37)	ต้องการสื่อสารกับคนเกาหลีได้ได้อย่างราบรื่น และสามารถสื่อสารกับสามีและเพื่อนร่วมงานชาวเกาหลีได้เป็นอย่างดี	109	I want to be able to communicate with Korean people, my husband, and my co-workers, Koreans naturally.
110 (F/39)	การเรียนรู้ภาษาเกาหลีจะช่วยพัฒนาศักยภาพในการใช้ชีวิตในประเทศเกาหลี ช่วยให้เข้าใจอย่างลึกซึ้ง	110	To study Korean help me to improve my quality of Korea's live in South Korea.
111 (F/23)	ชื่นชอบศิลปิน และซีรีส์ของประเทศเกาหลี และหวังว่าครั้งหนึ่งจะได้มีโอกาสสนทนา หรือตอบcomment ใน sns ของศิลปินที่ชื่นชอบเป็นภาษาเกาหลีได้ รวมถึงเข้าใจเมื่อศิลปินไปออกรายการวาไรตี้ที่พูดเป็นภาษาเกาหลี และเมื่อมีโอกาสไปเที่ยวที่ประเทศเกาหลีจะสามารถสื่อสารกับเจ้าของภาษาได้	111	I like Korean singers, actors and series. I hope that someday I will have a chance to talk with them or reply their comments on SNS in Korean language of my favorite singers. Also, to understand my favorite singers and actors when they go to participate in variety shows. Furthermore, when I have a chance to travel in Korea, I will be able to communicate well with Korean natives.
112 (F/34)	เพราะมีสามีเกาหลีจึงมีความจำเป็นอย่างมากเพื่อใช้สื่อสารในชีวิตประจำวันเพราะศึกษาต่อ.เพื่ออนาคตในการทำงานต่อไปคงจะ	112	Because I have a Korean husband which is necessary to communicate in Korean in daily life and also for my future in terms of further studies and work.
113 (F/38)	อยากฟังซีรีส์เข้าใจและใช้เวลาไปเที่ยว	113	I want to understand the series and use it when I travel.
114 (F/34)	ต้องการสื่อสารกับสามี แม่สามี และคนอื่นๆ เข้าใจมากขึ้น สื่อสารกับบุคคลอื่นๆ ได้ดี	114	I want to communicate with my husband's mom and other people understandably and well.
115 (M/25)	แร็ปเปอร์เกาหลี nerdy แบรินด์เกาหลี	115	Korean rapper and Nerdy, Street fashion brand of Korea.
116 (F/42)	ใช้ภาษาเกาหลีเพื่อสื่อสารกับแฟนได้ง่ายยิ่งขึ้นและใช้ในการประกอบการขอวีซ่าแต่งงาน	116	I use Korean to communicate with my boyfriend easily and understandably. Also, I have to use it in term of requesting marriage visa.
117 (F/45)	การท่องเที่ยว ดูซีรีส์เกาหลี	117	Travelling and Korean series.
118 (F/38)	น่าศึกษาค้นหาเมื่อได้เรียนแล้ว	118	It is interesting and it is worth studying when I have studied Korean.
119 (F/15)	มีความสนใจศิลปินและวงการบันเทิงเกาหลี	119	I am interested in Korean singers, artists and Korean entertainment industry.

120 (F/19)	มีศิลปิน เคป๊อปต่างๆเป็นแรงจูงใจ แล้วก็เป็นคนที่ชอบเรียนเกี่ยวกับพวภาษาและวัฒนธรรม	120	K-Pop singers are my inspiration. Also, I am a person who like to study about languages and cultures.
121 (F/48)	ต้องใช้ชีวิตอยู่กับครอบครัวเรียนเพื่อการสื่อสาร	121	I have to spend my life with family and I have to study it for communicating.
122 (F/34)	Kpop, K drama	122	Kpop, K drama
123 (F/28)	การสื่อสารเป็นเรื่องสำคัญ และมีผลต่อการใช้ชีวิตประจำวันสำหรับการอยู่ในประเทศเกาหลี	123	Communication is important and it affects the daily life of living in Korea.
124 (F/39)	การได้ไปเกาหลีและสื่อสารกับคนเกาหลี และ ใช้ในการอ่าน ฟัง พูด เขียน ได้ เข้าใจ	124	I want to go to Korea and communicate with Korean people. In addition, I want to use it comprehensively in all areas: reading, listening, writing and speaking.
125 (F/28)	ต้องการสื่อสารกับคนเกาหลีค่ะ	125	I want to communicate with Korean people.
126 (F/38)	แรกเริ่มต้องการเรียนเพื่อสื่อสารกับแฟนและคนในครอบครัวของแฟนได้เข้าใจกันมากขึ้นค่ะ รองลงมาคือ ต่อยอดใช้ในการทำงานในอนาคตหากมีโอกาสค่ะ	126	At first, I wanted to study for communicating with my boyfriend and his family, followed by I wanted to use it for work if I would have a chance (my second motivation).
127 (M/20)	อยากเก่งและพูดได้	127	I want to be good at Korean and I want to be able to speak Korean.
128 (F/22)	ไอดอล นักร้องเกาหลีและต้องการสื่อสารภาษาเกาหลีได้อย่างคล่องแคล่ว	128	Because of idols, Korean singers. Also, I want to communicate in Korean fluently.
129 (F/20)	อยากพูดภาษาเกาหลีเพราะชอบสถานที่ท่องเที่ยว และอยากสื่อสารกะคนเกาหลีได้ค่ะ	129	I want to speak Korean because I like tourist places in Korea and I want to communicate with Korean people.
130 (F/21)	เพราะชอบดูซีรีส์เกาหลีมากๆ ชอบวัฒนธรรม อาหาร และสถานที่ต่างๆในเกาหลี และต้องการนำความรู้จากการเรียนภาษาเกาหลีไปใช้ในการทำงานมากๆ	130	Because I like watching Korean series very much. I like the culture, food and places in Korea. and want to apply the knowledge from learning Korean to work a lot
131 (F/23)	มีความสนใจในเคป๊อป การท่องเที่ยว และการทำงานที่ใช้ภาษาเกาหลีโดยตรง	131	I am into K-pop, traveling and want to work accompanied to use Korean language in a work place.
132 (F/21)	อยากสื่อสาร และเข้าใจในภาษาของศิลปินที่ฉันชอบ	132	I want to communicate and understand my favorite singers and actors.
133 (F/20)	แรงบันดาลใจที่อยากเรียนเกาหลีเพราะดูซีรีส์แล้วอยาก	133	The inspiration that made me want to

	รู้ว่าเขาพูดอะไร อยากไปทำงานที่เกาหลี		learn Korean was a series. I want to know what they are saying. I also want to work in Korea in the future.
134 (F/20)	สนใจเพราะอยากนำไปการทำงานและต้องสื่อสารกับคนเกาหลีได้คล่อง	134	I am interested in Korean language because I want to use it for working and communicating with Korean people fluently.
135 (F/21)	Kang Daniel	135	Kang Daniel
136 (F/26)	เคยได้ทุนไปดูงานศิลปะที่เกาหลีครั้ง ได้โอเดียกลับมามากมาย เป็นแรงบันดาลใจในการทำงานมาจนถึงทุกวันนี้ อยากเข้าใจในภาษา วัฒนธรรม และ อยากขอทุนไปศึกษาต่อปโททางด้านศิลปะ ที่ประเทศเกาหลีอีกครั้งในอนาคต	136	I had got scholarship to see art exhibition once so I got a lot of ideas and inspiration for working until nowadays. I want to understand Korean language, culture and also, I want to apply for scholarship in art major in Korean in the future.
137 (M/27)	วัฒนธรรมและการศึกษาระดับที่สูงขึ้น	137	I like Korean culture and I want to use it for higher education.
138 (F/34)	1.ต้องการเพิ่มความรู้ด้านภาษา 2.สนใจในวัฒนธรรมของเกาหลี 3.ต้องการสื่อสารภาษาเกาหลีได้	138	Firstly, I want to enhance language skills. Secondly, I am interested in Korean culture and lastly, I want to communicate in Korean.
139 (F/21)	มีความสนใจในวัฒนธรรมk-pop และชื่นชอบศิลปินเกาหลีและยังต้องการสืบต่อการทำงานในอนาคต	139	I have interest on K-Pop culture. Also, I like Korean singers and actors and I want to use Korean to being used for work in the future.
140 (F/21)	ชื่นชอบเคป๊อปและอยากท่องเที่ยวที่ประเทศเกาหลีและต้องการสื่อสารกับคนเกาหลีได้ สนใจในวัฒนธรรมเกาหลีด้วย	140	I love K-Pop and I want to travel in Korea and also, I want to communicate with Korean people. Also, I am interested in Korean culture.
141 (F/36)	ต้องการฟังดาราเกาหลีให้รู้เรื่องโดยไม่ต้องรอซับไทย	141	I want to understand what Korean actors are saying without waiting for any Thai subtitles.
142 (F/20)	เรียนรู้เพิ่มเติม เพื่อเข้าใจเบื้องต้นเกี่ยวกับความหมายและ ชอบอาหารเกาหลีมากๆ อยากไปทานที่เกาหลี เพราะที่ไทยอาหารเกาหลีแพงมาก	142	To study additional knowledge for basic understanding of meaning of Korean words and I like Korean food a lot. I want to eat it in Korea because personally, Korean food is expensive in Thailand.
143 (F/20)	มีความสนใจ ความชอบเกี่ยวกับ เคป๊อป	143	I am into and enchant in K-Pop.
144 (F/20)	I want to be able to speak Korean so I can talk	144	I want to be able to speak Korean so I

	to Korean people when I travel to Korea.		can talk to Korean people when I travel to Korea.
145 (F/20)	การฟังเพลงเคป๊อปคือแรงบันดาลใจทำให้ฉันตั้งใจเรียนมากยิ่งขึ้น	145	To listen to K-Pop songs inspire me to study harder.
146 (F/20)	ใช้ภาษาเกาหลีในการทำงาน และต้องการท่องเที่ยวไปที่เกาหลี และชอบเคป๊อป วงเซเว่นทีนมากๆ	146	I want to use Korean language for work and I want to travel in Korea. Also, I like K-Pop especially seventeen.
147 (F/19)	แรงบันดาลใจ อยากศึกษาเพื่อสื่อสารกับคนเกาหลีเพื่อพูดคุยกันและมีแรงบันดาลใจจากเคป๊อปจากการได้พบเจอและอยากสื่อสารกับเขา และภาษาเกาหลีอาจจะเป็นภาษาที่สำคัญในอนาคต	147	The inspiration is, I want to communicate with Korean people and I want to communicate with K-Pop. In the future, Korean would be an important language.
148 (F/41)	ต้องการสื่อสารกับคนเกาหลีในครอบครัวและทำงาน บริษัทเกาหลีในอนาคต	148	I want to communicate with Korean people in my family and I want to work at Korean companies in the future.
149 (F/19)	เป็นคนชอบเรียนภาษาใหม่ๆ	149	I am a person who likes to learn new languages.
150 (F/20)	อยากพูดได้หลายภาษา	150	I want to speak many languages.
151 (F/20)	ต้องการสื่อสารกับคนเกาหลีรู้เรื่อง	151	I want to communicate with Korean people understandably.
152 (F/20)	อยากพูดและอ่านได้	152	I want to be able to speak and read Korean.
153 (F/20)	อยากพูดและอ่านออก เพื่อนำไปใช้ในสายงานในอนาคต	153	I want to be able to speak and read Korean for being used in my work in the future.
154 (F/23)	ชอบการฟังเพลงเกาหลี และอยากรู้ว่าเพลงเกาหลีทำไมถึงแต่งเนื้อเพลงได้หลากหลายบริบทได้ขนาดนั้น รู้สึกว่าแกรมม่าของภาษาเกาหลีน่าสนใจมาก และเมื่อดูซีรีส์หรือว่าไรต์เกาหลี ก็อยากจะเข้าใจอารมณ์ของบริบทนั้นๆด้วย และตัวอักษรเกาหลีน่ารัก รู้สึกอยากอ่านอยากเขียน	154	I love listening to Korean music and I want to know how Koreans compose songs in different contexts. Korean grammar is also interesting. And when I watch Korean variety shows I want to understand the feeling of each context. Moreover, I think the Korean alphabets are cute. It made me want to read and write it down.
155 (F/32)	เพราะฉันมีสามีเป็นชาวเกาหลีและฉันต้องการที่จะสื่อสารกับครอบครัวของสามีรวมถึงสามีของตนเองและบุคคลอื่นรอบข้างสามีฉันได้เข้าใจมากขึ้น		Because I have a Korean husband and I want to communicate well with him, his family and other people around my husband.

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Questionnaire

Thai-Korean language learners

Part I: General information

1.1 Age:

1.2 Sex: ☐ male ☐ female ☐ Others

1.3 Educational background: ☐ Middle school/ High school

☐ Bachelor's degree

☐ Master's degree

☐ Others

1.4 Current occupation: ☐ Employees in private companies ☐ Business owners

☐ Students

☐ Working at public sector/
government

☐ Teachers

☐ Others (Please specify:.....)

1.5 Location of research :.....

1.6 What level of self-rated Korean proficiency are you in?

☐ Basic

☐ Intermediate

☐ Advanced

1.7 How long have you been learning Korean as a foreign language?

☐ Less than one year

☐ 1-3 years

☐ More than 3 years

1.8 Have you ever been to South Korea?

- ☐ Once
- ☐ less than 3 times
- ☐ Several times (more than 3 times)
- ☐ No (If 'no', please skip to 1.10)

1.9 According to 1.10, If you answer 'Once, less than 3 times or several times', please continue this next question is 'what is your purpose for coming to South Korea?' (You can select more than one)

- ☐ For traveling or personal interest ☐ For work or business ☐ For study
- ☐ Others

1.10 Do you have Korean friends?

- ☐ Yes ☐ No (If 'no', please skip to 1.12)

1.11 According to 1.12, IF 'Yes', 'how many Korean friends do you have?'

- ☐ Few friends (less than 3)
- ☐ some friends (3-5)
- ☐ a lots of friends (more than 5)

1.12 What is your expectation after taking this Korean language course? (You can select more than one)

- ☐ I will be able to talk in Korean fluently with The Koreans
- ☐ I will have new friends.
- ☐ I will be able to understand Korean songs/ series and variety shows better.
- ☐ I will be able to understand Korean society & culture well.
- ☐ I will have a chance to further my study in South Korea.
- ☐ I will be able to use my Korean language proficiency in my future career.

Part II: Motivation to learn Korean language?

Please mark ‘/’ in the box that match with your feeling the most.

Meaning: 1 = Strongly disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly agree

No.	Integrative Motivation	1	2	3	4	5
1.	Studying Korean is important to me because I can understand Korean culture and society.					
2.	Studying Korean is important to me because I can understand Korean stories, novels, literature and other types of Korean books					
3.	Studying Korean helps me to participate in other activities such as cultural activities among people who speak Korean.					
4.	Studying Korean helps me to better understand the ways of life of Korean native speakers.					
5.	Studying Korean helps me to make Korean friends easily.					
6.	Studying Korean helps me to approach to Korean people and learn about Korean values and beliefs.					
7.	I choose to study Korean because it is in trend.					
8.	I choose to study Korean language because Korean people					

	are kind and cheerful.					
9.	I choose to study Korean because I like Korean songs, series and Korean variety program.					
10.	I choose to study Korean because I like Korean singers and actors.					

No.	Instrumental Motivation	1	2	3	4	5
11.	Studying Korean helps me to get a good job in the future.					
12.	Studying Korean is necessary to me for my future career.					
13.	Studying Korean can be important for me because it will make me a more knowledgeable person.					
14.	Studying Korean is important for me because I will be accepted and respected if I have knowledge of Korean language.					
15.	Studying Korean helps me to further my studies.					
16.	Studying Korean helps me when I travel abroad such as South Korea.					
17.	Studying Korean helps me to achieve my tasks more efficiently e.g. Korean exercises, examination, job tasks.					
18.	Studying Korean helps me to					

	pursue a higher education.					
19.	Studying Korean helps me to search for the information and material in Korean on the internet.					
20.	Korean language is a tool for communication.					

Part III: Open-ended questions*

Please tell me your brief story about what inspired you to learn Korean. (For example, need for interacting with Korean people or interesting in Korean culture, K-POP, traveling in Korea or using Korean language for work or further higher education levels and etc.)

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