

## *Full Length Research Paper*

# **A study of self-identity changes and correlation of influential factors of Thai students studying English**

**Patumporn Boonchum**

Mahidol University, Thailand. E-mail: aoyeng@hotmail.com.

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**English is regarded as an International Language. Most Thai students have to learn English as a Foreign Language (EFL). Significantly, learning languages, not only English, is related to a foreign culture's behavioral norms, and cultural values that usually determine a person's self-identity. Especially, students in English major may undergo self-identity changes. This quantitative study investigated types of self-identity changes occurring in undergraduate students majoring in English, at Naresuan University (Eng. NU) and Thammasat University (Eng. TU), also students majoring in English language and literature at Thammasat University (Eng. Lit). In addition, this study investigated the factors which had influenced these self-identity changes. The instrument of the research was a questionnaire. ANOVA was carried out to test difference and analyze the correlation between six types of changes and six independent variables (t-test).**

**Key words:** Identity self-identity changes, Thammasat University Naresuan University.

## **INTRODUCTION**

Language is important for people. The most significance is a tool for communication. Actually, there are many languages in the world; however, English is regarded as an International Language. For that reason, students who are not English speakers have to learn it to communicate with others. In addition, it is generally used in academic, professional and personal domains. English becomes more and more important in the world. Most students in Asia have to learn English, for the reason that they can communicate with foreigners. Nevertheless, English in each country is used in different status, such as English as a Second Language (ESL) in India, but English as a Foreign Language (EFL) in Thailand.

Most of Thai students are interested in foreign languages especially English because it is an international language. All levels of Thai educational system, the students have to learn English as a foreign language. Significantly, learning language, not only English, is related to foreign cultures, behavioral norms, and cultural values that usually determine person's self-identity. Someone studying a foreign language will undergo some changes, for example, her perceptions of her competence, styles of communication, behaviors, or individual personalities. In addition, those changes depend on personal factors, such as the learners' age, gender, starting age of new language learning, motivation to learn English or attitude towards English etc. All of them may be in-

fluent factors of identity changes. According to undergoing self-identity changes of Thai students, Thai identity, culture, value, or norm may be changed by foreign language. Finally, the valuable Thai identity may lose. Moreover, the study of self-identity changes does not found in Thailand. Most of previous studies of English learning in Thailand were often concentrated on only English teaching materials, or approaches of English teaching. Some researchers may overlook to study identity of Thai encountering a loss because of replaced by foreign language in the future. For the reason that the researcher wants Thai students, teachers or educators to be seriously aware of maintenance of Thai identity, also the researcher thinks that the results of this study will be useful for Thai identity maintenance. Significantly, English learners can harmonize well both Thai and English language, identity, or culture. For this reason, this study was intended to explore English language learners' self-identity changes in Thailand.

Thai students have studied English in EFL context to be the same as Chinese. This study is a modified version of "Self-identity changes and English learning among Chinese undergraduates" (Yihong et al., 2005) and "Relationship between English Learning Motivation Types and Self-identity changes: A Quantitative Study on Chinese University Students (Yihong et al., 2006). However, some influential factors on self-identity changes

in a study of Thai college students are different from Chinese, for example, motivation of English learning or attitude towards English etc. For supporting that Eggen and Kauchak (1994: 427) suggested motivation was a force that energized and directed behavior toward a goal and to increase in motivation of a student. It was a powerful factor that influences the total learning goal.

In this study, the researchers interested in self-identity changes may occur to Thai students of English major and English language and literature. For the reason that the students in both English and English language and literature major have to study English more than students in other majors, they may have more chances to change their self-identities. Nevertheless, the researcher thinks that between students in a major of English and English language and literature are differences in self-identity changes. These differences may depend on the curriculum which they have learned. For example, students of English major have to learn all four English skills, listening, speaking, reading, and writing. Those learners usually practice their English skill which may influence them to encounter self-identity changes. For instance, the students who want to improve their English speaking skill always practice to speak English. As a result, they can speak English fluently; however, their Thai may become less idiomatic unconsciously. In the other way, the students of English language and literature major will learn English language and literature which concentrates on critical writing and reading English, they may have differences of self-identity changes. Alternatively, circumstance and background of English learners is significant. The students studying English in town have an opportunity to meet a lot of foreigners. They can learn the various culture or behavior of foreigners more than student in country. According to meeting or learning foreign culture or behavior, those students in town can become somewhat westernized. In addition, student who have ever gone to abroad may feel better appreciate the subtleties in other languages and cultures more than Thai. Thus, the researcher tries to indicate the importance of subjects in English curriculum, context of English learning or background of English learners may influence over learners' notion of self-identity changes. Additionally, the differences of college location which is located in town and country may have an effect on person's identity such as behavior or idea.

## **THEORETICAL FRAMEWORK OF THE STUDY**

In the study, there were a lot of related theories. Most of the literature reviewed on identity and English language learning, focusing on the factors influencing college student. Most of theories suggested that learners may have changed their self-identity in learning English to be like foreigner.

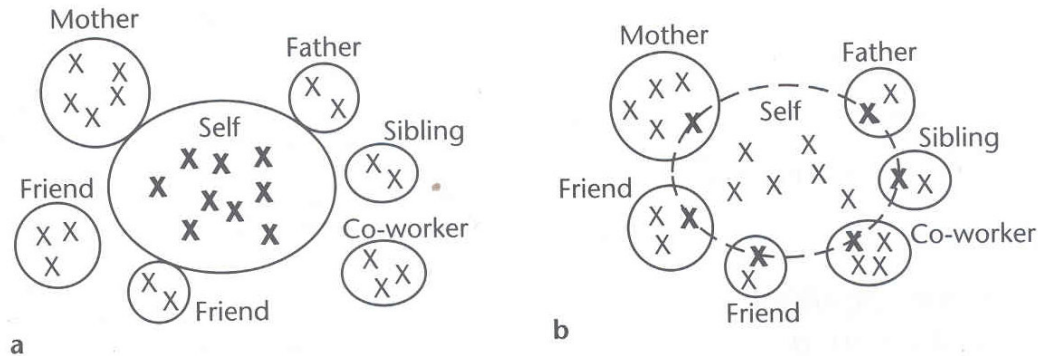
In the stage of identity, Weedon (2004) suggested that

identity could help people understand themselves and others deeply, not only notions but also the mind. It had been from the experiences of people who were in the same society. Social identity was variable and relied on the person's role made them different from other members of the society.

In addition, identity related to sociality was divided into two types, namely: personal identity and social identity. For the first type, personal identity came from the individual identity of each person and makes personality rather than behavior. For that reason, Hollander (1917) cited in Fuangfoosakul, (2546 B.E.: 6) said that personality was internal and we could not see it distinctively, whereas behavior was the external side that others could see, such as walking, standing, style of speaking etc. However, psychologists tried to show that behavior was affected by social structure, such as imitation when children tried to act like their parents, teachers or other persons they admire. All imitation could be observed in culture or identity and then it became the social identity. Many theorists tried to find why person's performance affected directly their individual identity. There are lots of theories to explain the identity of humans and how identity changes.

The trait theory of Gordon Allport stressed the characteristic as individual and special patterns in human-beings that could develop to form identity and demonstrated it through behavior. Allport (1986) cited in Fuangfoosakul, (2546 B.E.:19-21) described five types of trait referred to as neuroticism, extrovert, agreeableness, conscientiousness and openness. An individual behavior was showed directly, finally it became personality. Most personality theories emphasized a person's behavior that was processed within the person and not observed directly.

Additionally, basic needs indicated personal characteristics or personality as proposed by Maslow (1970) cited in Seng et al. (2003). This includes needs for understanding, esthetic appreciation and purely spiritual needs. For this stage of self-identity changes, Maslow's basic needs were related to identity change through English related to a need for esteem. Seng et al. (2003) stated that humans had a need for a stable, firmly based, high level of self-respect, and respect from others. Similarly, English learners felt that a person good at proficiency of English was well educated. In addition, the person felt self-confident and valuable as a person in the world, especially when they could communicate with foreigners. By contrast, Skinner (1990) cited in Hjelle (1992) suggested that human behavior was determined by environmental stimuli. In the past, a related assumption was that individual differences in behavior were the direct result of environmental conditions, but additionally Skinner's belief involved human personality as the collection of learning by a person over his life's experiences. In his view, personality was not only the noticeable pattern of a person's behavior and reinforced condition, but also a construction of ego, self-concept, striving for



**Figure 1.** (a) Independent construal of self, (b) Interdependent construal of self.  
Source: Markus and Kitayama (1991 cited in Matsumoto, 2000).

superiority, and characteristic.

Additionally, sociocultural theory was a theory of the development of high mental functions and emerged most directly from the research of Vygotsky (1978) cited in Kozulin, (2003), a Russian psychologist and his colleagues. It was the relevance of culture to the formation of human mental life and the most important concept of Vygotsky's sociocultural theory of the human mind. He argued that humans did not act directly on only the physical world but also relied on tools and labor activity. Also, we used symbolic tools, or signs to mediate and regulate our relationships with others and with ourselves, thus changing the nature of these relationships. Symbolic (or psychological) tools were artifacts including language created by human culture over time. Within the Vygotskian tradition, culture was understood as an objective force that infused social relationships and using of artifacts in concrete activity. Language use and development were at the core of characterization of culture both level of local interaction (actual communicative activity) and the nation state.

According to identity of culture, the examples of different cultural conceptualizations of self divide into categories. Markus and Kitayama (1991) cited in Matsumoto, (2000) based on independent and interdependent selves explained that independent construal of self was individuals focus on personal, internal attributes-individual ability, intelligence, personality traits, goals or preferences. Many people in society of independent selves had been socialized to be unique, to express themselves, to realize and actualize the inner self, and to promote their personal purposes. This independent construal of self was presented by illustration in Figure 1a. Differently, persons who were the interdependent selves were socialized to adjust themselves to an attendant relationship or a group which they belonged to, to occupy and play their assigned roles, and to involve in appropriate actions. The construal of self, individual focused on their interdependent status with other persons and effort to meet or even create duties, and social responsibilities. The interdependent construal of self was

illustrated in Figure 1b by Markus and Kitayama (1991) cited in Matsumoto, (2000).

Most described theories above were related to identity, psychology, and behavior both similarly and differently. Behavioral and Psychological theories mentioned that it involved the decision and behavior in situations, for instance, ability of calculation, consideration the best way to reach their purposes, and analysis of advantages of living together more than separating. For this reason we may find that when people have been in a society for a long time, they can change their identity to be like others. Similarly, learning language initiates change in learner's identity to be like that of foreigners. However, this assumption may not be true because of many influential factors on learning such as gender, starting age of English learning, college year, English motivation and attitude towards English. In addition, Yihong et al. (2005) stated that language had not just been the instrument for communication; it determined human behaviors, norms and cultures which the learner constructed individual identity similar to speakers of the new foreign language.

For the language learning stage, this involved the society and culture of both the native and target language. In support of this method, Gardner (1985a) constructed the socio-educational model. It consisted of four variables: intelligence, language aptitude, motivation/attitude and situational anxiety. The four variables influenced language proficiency and identity change to be oriented towards that of the target language through formal language learning such as grammar, translation and doing exercises, and informal language experiences, for example, watching foreign language movies or speaking the target language with natives. Both formal and informal language learning can improve the foreign language efficiency towards bilingualism. However, learners gained not only ability in that language but also non-linguistic outcomes, for example, culture of the target language which leads to changes in their identity etc.

Accordingly, Baker (1992: 8-10) said that learners having a good language motivation and a good attitude toward foreign language could learn English as a Second

Language (ESL) and English as Foreign Language (EFL) successfully. Also, Baker (2006) supported that language was a symbol of our identity. If a person's identity was changed after or while learning foreign language, it may rely on motivation and attitude change. In addition, the changes of attitude and motivation in learning language included many related factors which effected identity change, such as, age, gender, and language background, type of school, language ability, cultural background, and social class of the foreign language (Baker, 1992: 97-101).

Moreover, Lambert (1975) added that language learning influenced identity changes as bilingualism. Lambert's concept of which, there were two types. First, additive bilingualism was native language and native cultural identities maintained while the target language and cultures were attained additively. Second was subtractive bilingualism whereby the native language and cultural identity were replaced by target language and target culture. In addition, Gao (2002) suggested productive bilingualism which the target language and native language will reinforce positively each other as an alternative to additive and subtractive bilingualism.

However, regarding learning a new language, there was another related theory that was important to learning new language. It was a theory of motivation. Rueda and Chen (2005: 210) stated that motivation of language learning had been defined as the target language learner's orientation with regard to the goal of learning a second or foreign language. Many second or foreign language learning researchers had emphasized that motivation was one of the main factors in language learning success. Many researchers and theorists in the area of human motivation generally identified two types of motivation: extrinsic and intrinsic presented in Figure 2.

Extrinsic motivation refers to motivation that comes from outside the learners such as motivational resulting from reinforcement in the form of high test scores, or teacher compliments. Intrinsic motivation is a response to needs that exist within the learner, for example, curiosity, the need to know, and feelings of competence or growth (Eggen and Kauchak, 1994: 428). In the study of Eggen and Kauchak (1994: 428-430), they found that reinforcement was an increase in behavior. Happy faces, high test scores, and good grades were all rewards that caused this increase. As a result, these rewards came from outside the learner, they were powerfully extrinsic motivators. In other words, Seng et al. (2003: 280) suggested that intrinsic motivation will exist when an individual worked simply because of an inner desire to accomplish a task or goal successfully. Gottfried (1985) cited in Seng et al. (2003:281) stated that research was indicated that students who were intrinsically motivated achieve higher than those who were only extrinsically motivated.

Gardner and Lambert (1959) cited in Rueda and Chen (2005: 211) laid the foundation for influential theory of second language learning motivation. Their theoretical

framework was divided into two motivational orientations: integrative and instrumental. The integrative orientation was characterized by a second language learner wishing to learn more about the culture or community of the target language and to be accepted as a member of that group. An instrumental orientation was characterized by a learner hoping to gain a special benefit from acquiring the target language. Although integrative motivation and instrumental motivation are essential parts to success in learning second or foreign language, integrative motivation is inspected by many researchers studying in the area of motivation that remains long-term success and to be related to greater motivational effort in learning foreign language and to be better in foreign language competence.

According to motivational theory that was considered in learning language, attitude towards target language was also essential to learning a new language. When students have motivation to study foreign language, they eventually express their attitude towards a new language. In addition, there were three classical components of attitude. They were cognition, affect and behavior. Three component models of attitude were illustrated in Figure 3. Many researchers had proposed that there were three basic components of attitudes which consist of cognitive component, affective component and behavioral component (Baker, 1992: 12-13).

The cognitive component concerns thoughts and beliefs. A favorable attitude to the English language may lead to a stated belief in the importance of change of the native language, its value in the transmission of English culture and use in bilingual education.

The affective component concerns feeling towards the attitude object such as the English language. The feeling may concern love or hate of the language, a passion for English poetry, or anxiety about learning a minority language.

The behavioral component concerns a readiness for action. It is a behavioral intention or plan of action under defined contexts and circumstances. For example, a person with a favorable attitude towards English may state that they will send their children to a bilingual school, or a person with a favorable attitude to bilingualism may indicate that their readiness to enter adult language classes.

### **Purposes of the study**

1. To study types of self-identity changes occurring in undergraduate students studying English as their major, at Naresuan University and Thammasat University, also students in English language and literature major at Thammasat University.
2. To study differences of self-identity changes between students learning in English major in town, Thammasat University, and in country, Naresuan University.

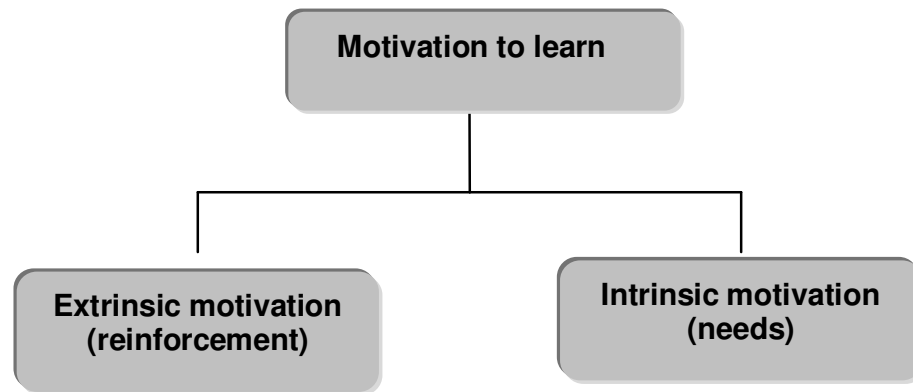


Figure 2. Extrinsic and intrinsic motivation (Eggen and Kauchak, 1994: 428).

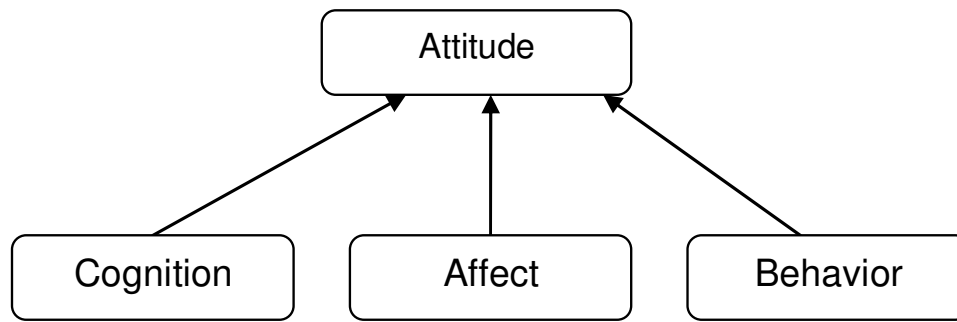


Figure 3. Three component model of attitude (Baker, 1992: 12-13).

3. To study the factor influencing these self-identity changes
4. To study the relationship between the influential factors and the types of self-identity changes.

## MATERIALS AND METHODS

### Participants of the study

The participants of the study were 113 undergraduates: both males and females studying English. They were divided into 45 students of English major at the Faculty of Humanities, Naresuan University, 41 students of English major at the Faculty of Liberal Arts, Thammasat University and 27 students of English language and literature at the Faculty of Liberal Arts, Thammasat University. The selected participants were a "purposive" sampling, the potential respondents were chosen from a random number table of Yamane. As a randomly selected sample, there was an error to tolerate (E) at  $\pm 10$  and degree of confidence of 95%. The selected participants depended on gender, major, years of learning English, foreign friends, going abroad, English motivation, and attitude towards English.

### Instrument

A questionnaire was the instrument in this study. There were four parts to the questionnaire. The first part was a questionnaire checklist and the second, third, and fourth parts consisted of question

responses according to the five point Likert scale (1 = strongly disagree; 5 = strongly agree). In this study, the data were analyzed using the Statistic Package for Social Science Programs (SPSS). Analysis of descriptive statistics presented the frequency and percentage of respondents and ANOVA was carried out to test difference set to a significance level of 0.05 and analyzed the correlation between six types of changes and six independent variables (t-test).

### Variables in the study

The variables in the study were distributed between independent and dependent variables. The independent variables were gender, major, years of English learning, having foreign friends, going abroad, motivation to learn English, attitude towards English. The dependent variables were:

1. Self-confidence change - change in the perception of ones' own competence.
2. Additive change - the co-existence of two sets of language, behavioral patterns and values, each specified for particular contexts.
3. Productive change - the command of the target language and that of the native language positively reinforce each other.
4. Subtractive change - the native language and native cultural identity are replaced by the target language and target cultural identity.
5. Split change - the struggle between the languages and cultures gives rise to identity conflict.
6. Zero change - absence of self-identity change.

**Table 1.** Mean ( $\bar{X}$ ) scores of six types of self-identity changes by major, gender, having foreign friend, and experience abroad.

Variable	Confidence	Additive	Productive	Subtractive	Split	Zero
<b>Major</b>						
EngNU	14.27	18.13	18.98	12.38	13.16	14.47
EngTU	15.17	17.73	17.56	10.85	12.31	14.98
EngLit	15.07	16.78	18.07	9.74	10.56	14.44
<b>Gender</b>						
Male	15.3	18.92	19.33	11.58	12.08	15.08
Female	14.72	17.48	18.14	11.16	12.26	14.69
<b>Foreign Friend</b>						
Friend	15.11	17.9	18.46	11.10	12.38	14.77
No friend	14.03	17.12	17.76	11.41	11.88	14.35
<b>Going abroad</b>						
Abroad	15.17	15.17	18.17	11.00	12.11	15.00
No abroad	14.44	14.44	18.32	11.37	12.34	14.32

## RESULTS

The results presented the statistical analysis of the study. The presentation was divided into two parts. The first part was group differences in self-identity changes, and the second one was correlation of influential factors on self-identity changes.

### Group differences in self-identity changes

In this stage, the differences and hypotheses of this study were tested. Differences were analyzed according to six types of change and independent variables, which were:

**Major and self-identity changes:** Table 1 presented mean ( $\bar{X}$ ) scores of six types of changes by participants of the three majors. On self-confidence change, Eng TU (15.17) scored higher than Eng Lit (15.07) and Eng NU (14.27). For additive change, Eng NU (18.13) was the highest mean score, Eng TU average number was 17.73, and Eng Lit was 16.78 respectively. Meanwhile, Eng NU (18.98) had the highest mean score for “productive” change, Eng Lit was 18.07 and the mean of Eng TU was 17.56.

For positive change, although averages were different, the result of critical value F-test; ( $F_c$ ) which was more than calculated F (F) by ANOVA could be used for finding group difference. If  $F_c$  was more than F, it indicated that self-identity changes were not different by major. The result of positive change by major found that self-confidence ( $F_c=3.08$ ,  $F= 1.68$ ), additive ( $F_c=3.08$ ,  $F= 1.91$ ), and productive change ( $F_c=3.08$ ,  $F= 2.91$ ) were not different. All three majors underwent similar self-confidence,

confidence, additive, and productive change.

For negative changes, “subtractive”, “split”, and “zero” change were described as follows. On subtractive change ( $F_c=3.08$ ,  $F= 5.64$ ), the value of F was more than  $F_c$ . Therefore, there was difference in subtractive change by major. When the result of difference in subtractive change by major was found, pairs of majors differentiate significantly according to the multiple comparison test of Sheffé (CVd and Different mean). There was a pair of majors: Eng NU and Eng Lit (CVd = 2.01 < different mean = 2.64). Consequently, student in Eng NU and Eng Lit were different in subtractive change. Eng NU underwent more subtractive change than Eng Lit. On split change ( $F_c = 3.08$ ,  $F= 8.02$ ), value of F scored more than  $F_c$ . This indicated there was a split change effect according to major. When the result of F and  $F_c$  was showed, multiple comparison test of Sheffé would be used for finding pairs of majors differentiate significantly. As a result, Eng NU and Eng Lit (CVd = 1.61 < different mean = 2.60), and Eng TU and Eng Lit (CVd = 1.64 < different mean = 1.76) differentiate significantly. Accordingly, Eng NU and Eng TU underwent more split change than Eng Lit. For zero change ( $F_c=3.08$ ,  $F= 0.54$ ), a value of F was less than  $F_c$ . Thus, the result indicated that the major did not effect to zero change. Students in three the majors in this study similarly underwent zero change.

Along with the result of subtractive and split change by major, differences had been found in subtractive change and split change among students in the three majors, Eng NU, Eng TU and Eng Lit. According to the findings, students in Eng NU and Eng Lit were significantly different in subtractive and split change, including students in Eng TU and Eng Lit were different in split change to a significant degree.

**Gender and self-identity changes:** The results presented mean score ( $\bar{X}$ ) of self-identity change by gender. The result indicated that male was higher than female on types of self-confidence (15.30), additive (18.92), productive (19.33), subtractive (11.58), and zero change (15.08), with the exception that female was higher than male on split change (12.26). Over all average numbers of self-identity changes by gender showed that male students generally scored higher than female. Despite the average number of self-identity change for male students, the result of critical value of  $F_c$  being more than  $F$  indicated that self-identity changes did not differ by gender. The result of self-identity changes by gender found self-confidence ( $F_c = 3.93$ ,  $F = 0.64$ ), additive ( $F_c = 3.93$ ,  $F = 2.65$ ), productive ( $F_c = 3.93$ ,  $F = 1.93$ ), subtractive ( $F_c = 3.93$ ,  $F = 0.16$ ), split ( $F_c = 3.93$ ,  $F = 0.04$ ), and zero change ( $F_c = 3.93$ ,  $F = 0.28$ ) were not different. Consequently, gender did not affect self-identity changes.

**Foreign friend and self-identity changes:** Students with foreign friends had higher mean scores than students who did not have foreign friends, with regard to positive change; self-confidence (friend = 15.11, no friend = 14.03), additive (friend = 17.90, no friend = 17.12), productive (friend = 18.46, no friend = 17.76). As for negative change, there were differences in average numbers of self-identity changes. They were subtractive (friend = 11.10, no friend = 11.41), split (friend = 12.38, no friend = 11.88) and zero change (friend = 14.77, no friend = 14.35). To find differences in self-identity changes through foreign friendship, a significant main effect of foreign friendship on self-confidence change was tested by ANOVA ( $F$  and  $F_c$ ). On self-confidence change scale ( $F_c = 3.93$ ,  $F = 4.68$ ), the value of  $F$  was more than  $F_c$ . As a result, foreign friendship affected self-confidence change. Students with foreign friends underwent more self-confidence change in learning English than student who did not. For other types of self-identity changes; additive ( $F_c = 3.93$ ,  $F = 1.76$ ), productive ( $F_c = 3.93$ ,  $F = 1.46$ ), subtractive ( $F_c = 3.93$ ,  $F = 0.19$ ), split ( $F_c = 3.93$ ,  $F = 0.73$ ), and zero change ( $F_c = 3.93$ ,  $F = 0.65$ ), value of  $F$  was less than  $F_c$ . The result indicated foreign friend did not affect self-identity change, especially, additive, productive, subtractive, split, and zero change. Student having foreign friend and not having foreign friend underwent additive, productive, subtractive, split and zero change indifferently.

The average confidence of participants who had and those without foreign friends indicated that the average value of having foreign friends and not having them differs. The number of students with foreign friends was 79, with 34 who did not have foreign friends. The average of the first group was equal to 15.11, and second group was 14.03. These values were different on average of self-confidence change and participants who had and those without foreign friends, 1.08. The average values were used to the test hypothesis of differences in confidence change between students who had and those

who did not have foreign friends. The result of  $F$  was 4.68 which was greater than  $F_c$  (3.93); therefore, there were differences in confidence change between students who had foreign friends and those without.

**Going abroad and self-identity changes:** The information compared the mean scores ( $\bar{X}$ ) of six types of self-identity changes between students who had and those who had never been abroad. Most of the students who had been abroad had a higher mean in confidence (15.17), additive (15.17), and zero change (15.00). Meanwhile, students who had never been abroad had a higher mean score in productive (18.32), subtractive (11.37), and split change (12.34).

In this section, there were two types of self-identity changes which had the same mean scores. They were self-confidence (abroad = 15.17, no abroad = 14.44) and additive changes (abroad = 15.17, no abroad = 14.44). When the mean score was calculated and presented, the result of  $F_c$  and  $F$  would test whether self-confidence and additive change were different as a result of going abroad. For self-confidence change and additive change, the value of  $F$  (2.44) was less than  $F_c$  (3.93). It indicated that both students who had and had never been abroad underwent self-confidence and additive change similarly. On productive, subtractive and split change, the average number of students who had never been abroad was higher than for those who had. The result of  $F_c$  and  $F$  of productive ( $F_c = 3.93$ ,  $F = 0.09$ ), subtractive ( $F_c = 3.93$ ,  $F = 0.33$ ), and split change ( $F_c = 3.93$ ,  $F = 0.18$ ) found that value of  $F_c$  was higher than  $F$ . Consequently; experience abroad did not affect self-identity change, particularly productive, subtractive and split change. So those who had been abroad underwent change of productive, subtractive, and split change the same as those who had never been abroad. For the last type of change; zero change, the result of  $F_c$  (3.93) and  $F$  (2.05) was different. The value of  $F$  was lower than  $F_c$ ; therefore, it suggested that zero change was not affected by going abroad. Both students who had and had not been abroad undergo zero change the same. Mean ( $\bar{X}$ ) scores of six types of self-identity change and different test by ANOVA were presented in Tables 1 and 2 respectively.

### **Correlation of influential factors on self-identity changes**

All six independent variables investigated how each types of self-identity changes correlated according to the Pearson product moment correlation coefficient (simple correlation). For this reason the required independent variables were: years of learning English, intrinsic motivation, extrinsic motivation, affective attitude, cognitive attitude, behavioral attitude, such that the concept of correlation analysis was scaled by variable measurement along on interval scale. The value of the interval scale

**Table 2.** ANOVA test differences of average between independent and dependent variables

Variables	Confidence		Additive		Productive		Subtractive		Split		Zero	
	F <sub>c</sub>	F	F <sub>c</sub>	F	F <sub>c</sub>	F	F <sub>c</sub>	F	F <sub>c</sub>	F	F <sub>c</sub>	F
<b>Major</b>	3.08	1.68	3.08	1.91	3.08	2.91	3.08	5.64	3.08	8.02	3.08	0.54
<b>Gender</b>	3.93	0.64	3.93	2.65	3.93	1.93	3.93	0.16	3.93	0.04	3.93	0.28
<b>Foreign friend</b>	3.93	4.68	3.93	1.76	3.93	1.46	3.93	0.19	3.93	0.73	3.93	0.65
<b>Going abroad</b>	3.93	2.44	3.93	2.44	3.93	0.09	3.93	0.33	3.93	0.18	3.93	2.05

**Table 3.** Correlation between independent variables and self-identity change by t-test

Variables	Confidence		Additive		Productive		Subtractive		Split		Zero	
	t	t <sub>c</sub>	t	t <sub>c</sub>	t	t <sub>c</sub>	t	t <sub>c</sub>	t	t <sub>c</sub>	t	t <sub>c</sub>
<b>Years</b>	0.10	1.98	0.53	1.98	0.90	1.98	2.59	1.98	2.29	1.98	0.82	1.98
<b>English motivation</b>												
<b>Intrinsic</b>	1.76	1.98	4.11	1.98	4.67	1.98	3.25	1.98	3.84	1.98	0.16	1.98
<b>Extrinsic</b>	2.02	1.98	5.89	1.98	5.17	1.98	4.39	1.98	4.27	1.98	0.94	1.98
<b>Attitude towards English</b>												
<b>Affective</b>	2.40	1.98	4.34	1.98	4.06	1.98	5.19	1.98	5.85	1.98	1.59	1.98
<b>Cognitive</b>	0.96	1.98	4.08	1.98	2.82	1.98	5.38	1.98	4.35	1.98	0.39	1.98
<b>Behavioral</b>	2.57	1.98	3.45	1.98	3.82	1.98	5.72	1.98	4.30	1.98	0.93	1.98

(Rating scale) could present quantity or amount (magnitude) and differentiate values by number. For example, the scores of a question in questionnaires. All six presented independent variables were analyzed the correlation between six types of changes and six independent variables by t-test. The value of t-test (t and t<sub>c</sub>) showed the correlation between six independent variables and self-identity changes presented in Table 3.

Correlation analysis by t-test which compared independent variables and six types of self-identity changes would be described in the condition that value of 't' was less than 't<sub>c</sub>', it meant that independent variables and self-identity changes did not correlate. On the other hand, if the value of 't<sub>c</sub>' was less than 't', it meant they correlated. Also, the details of correlation analysis by t-test between six types of changes and dependent variables were presented as follows.

**Years of learning English:** For years of learning English and self-identity changes; self-confidence, additive, productive, and zero change, the correlation between years of learning English and those four types of self-identity changes, were not significant. The value of self-identity changes resulted in t-test scores as follows: self-confidence (t = 0.10 < t<sub>c</sub> = 1.98), additive (t = 0.53 < t<sub>c</sub> = 1.98), productive (t = 0.90 < t<sub>c</sub> = 1.98), and zero change (t = 0.82 < t<sub>c</sub> = 1.98). This meant numbers of years and these four types of self-identity did not correlate. This indicated that the self-confidence, additive, productive

and zero change occurring with students did not depend on the numbers of years of learning English. Although most of students had studied English for many years, they did not undergo these four types of change. Furthermore, the value of t-test on subtractive (t = 2.59 > t<sub>c</sub> = 1.98) and split change (t = 2.29 > t<sub>c</sub> = 1.98) suggested that years and these two self-identity changes correlated, however they were an opposite correlation. This could be explained when the number of years of learning English was high, subtractive and split change would be low. The students would encounter subtractive and split change if they had learned English for many years. English motivation: English motivation had been divided into two categories: intrinsic and extrinsic motivation. For the correlation of motivation and self-identity changes, intrinsic motivation and types of changes correlated to additive (t = 4.11 > t<sub>c</sub> = 1.98), productive (t = 4.67 > t<sub>c</sub> = 1.98), subtractive (t = 3.25 > t<sub>c</sub> = 1.98), and split change (t = 3.84 > t<sub>c</sub> = 1.98). As a result, it could be said that intrinsic motivation correlated with these four types of self-identity change. The students having intrinsic motivation for learning English will undergo additive, productive, subtractive, and split change. On the other hand, self-confidence (t = 1.76 < t<sub>c</sub> = 1.98) and zero change (t = 0.16 < t<sub>c</sub> = 1.98) did not correlate to intrinsic motivation. This could indicate that although students had intrinsic motivation in learning English, for example, love or interested in English, they did not undergo self-confidence and zero change.

For extrinsic motivation, there were five types of self-identity changes which correlated to extrinsic motivation. They were self-confidence ( $t = 2.02 > t_c = 1.98$ ), additive ( $t = 5.89 > t_c = 1.98$ ), productive ( $t = 5.17 > t_c = 1.98$ ), subtractive ( $t = 4.39 > t_c = 1.98$ ), and split change ( $t = 4.27 > t_c = 1.98$ ). The result suggested that when students had extrinsic motivation in learning English, these five types of self-identity changes would occur in the students as well. In addition, zero change ( $t = 0.94 < t_c = 1.98$ ) and extrinsic motivation did not correlate. Students underwent zero change would not have extrinsic motivation in learning English such as thinking that learning English was good for finding a better education and job opportunities abroad. However, they also thought it made them changed within themselves after learning English.

Attitude towards English: In this study, attitude towards English could be separated to three categories; affective, cognitive, and behavior. First, affective attitude and most self-identity changes correlated with the exception of zero change. Correlation of self-identity changes; self-confidence ( $t = 2.40 > t_c = 1.98$ ), additive ( $t = 4.34 > t_c = 1.98$ ), productive ( $t = 4.06 > t_c = 1.98$ ), subtractive ( $t = 5.19 > t_c = 1.98$ ), split ( $t = 5.85 > t_c = 1.98$ ), and affective attitude towards English was positive. This meant that affective attitudes influenced these five types of self-identity changes. Students having affective attitude towards English would encounter self-confidence, additive, productive, subtractive, and split change. On the other hand, zero change ( $t = 1.59 < t_c = 1.98$ ) and affective attitude did not correlate. Although students have affective attitude towards English, they still experienced zero change. Second, cognitive attitude and the four types of self-identity changes correlated. They consisted of additive ( $t = 4.08 > t_c = 1.98$ ), productive ( $t = 2.82 > t_c = 1.98$ ), subtractive ( $t = 5.38 > t_c = 1.98$ ), and split ( $t = 4.35 > t_c = 1.98$ ) change.

The results of this study showed that cognitive attitude influenced these five types of self-identity changes. If the students had a cognitive attitude towards English, the five types of self-identity changes would occur in them. However, there were two changes that did not correlate with cognitive attitude. Self-confidence ( $t = 0.96 < t_c = 1.98$ ) and zero change ( $t = 0.39 < t_c = 1.98$ ) showed no correlation between these two types of self-identity changes and cognitive attitude. As a result, it could be determined that cognitive attitude did not affect self-confidence and zero change. In this study, students undergoing self-confidence and zero change did not depend on cognitive attitude. Third, the correlation between behavioral attitude and self-identity changes were the same as affective attitude. Self-confidence ( $t = 2.57 > t_c = 1.98$ ), additive ( $t = 3.45 > t_c = 1.98$ ), productive ( $t = 3.82 > t_c = 1.98$ ), subtractive ( $t = 5.72 > t_c = 1.98$ ), and split change ( $t = 4.30 > t_c = 1.98$ ) correlated with behavioral attitude. This meant behavioral attitude towards English could influence these five self-identity changes, excepted for zero change. Zero change ( $t = 0.93 < t_c =$

1.98) did not correlate with behavioral attitude. The results of the study indicated that zero change did not depend on behavioral attitude towards English. Although learners experienced behavioral attitudes, they remained themselves and did not change after learning English. The value of t-test ( $t$  and  $t_c$ ) showed the correlation between six independent variables and self-identity changes presented in Table 3.

## DISCUSSION

In the study, it was found there were two main points of discussion. The first point was influential factors which were relevant to self-identity changes and another one was factors which did not effect self-identity change. In the discussion of the study, the research will be present as follows:

### Influential factors on self-identity changes

Foreign friends: This study indicated that students having a foreign friend underwent self-confidence change more than those who did not (mean:  $15.11 > 14.03$ ). This result conformed to Seng et al., (2003: 282-285) who found that humans had a need for a stable, high level of self-respect, and respect from others. Similarly, through learning English learners feel that a person with proficiency in English is well educated. In addition, the person feels self-confident and valuable as a person in society, especially when they can communicate with foreigners. Most personality theorists have focused on the person's psychology.

According to the degree of self-confidence in students having foreign friends, this indicates that students having foreign friends were also confident in English. This is because learners feel they are acceptable to others in a group of foreigners or people who can speak English; it is like the particular personality. Additionally, English is an international language used by people trying to learn to communicate with others in the world. Therefore, students who have foreign friends have more opportunities to practice their English skills such as speaking and listening than those who are not confident and comfortable doing so. Also they feel that they can participate more fully in the world. With better skills, which they usually practice with their foreign friends or through television, radio, or the internet, they gain more confidence in learning English, not only in class, but also in daily life or whenever they have the chance. Having a foreign friend can give the learner the ability to do things and make decisions by themselves. Significantly, English is also required for jobs and if one has a good command of English, they will feel confident to express opinions openly and work more easily and confidently. Therefore, self-confidence is significant for English learners and it can encourage the learner to improve in English ability

more easily.

**Attitude and motivation:** The study of motivation; intrinsic and extrinsic, and attitude towards English; affective, cognitive, and behavior, found that they influenced self-identity change; especially, additive, productive, subtractive, and split change. This was relevant to hypothesis of the study in that “English motivation and attitude towards English is more influential to self-confidence, additive, and productive changes than years of English learning.” This result conformed with Baker’s (1992: 8-10) theory found that learners having a good language motivation and a good attitude towards a foreign language can learn English as a Second Language (ESL) and English as a Foreign Language (EFL) successfully. This result may be because aspects of English in class and the feeling of love towards the learner’s major. For example, students learn English because of the love of it, they are influenced by English songs or movies, and finally learn to love English, or English language and literature. Additionally, learners having a good attitude towards English, for instance, feel easy when using English and can easily switch between Thai and English according to the situation, encounter additive and productive change. In this study, most of learners are studying English as compulsory subjects (English NU = 39.8%, English TU= 36.3%, and English Lit = 23.9%), and so, most of them have good attitudes and motivation towards English. Also, all respondents are in their third year, and will gra-duate next year, so they find that learning English offers them a better education and job opportunities abroad. In addition, most respondents have a chance to learn English through media, internet, TV, newspapers, which helps learners not to feel bored with English. Also, learners can contact the new foreign friends; it makes them to be motivated through good attitudes towards English. Motivation and attitude influenced additive, productive, subtractive and split change. This is because the learner may pick up westernized attitudes and values while learning English which may not fit well with some Thai conventions and may lead to confusion as to whether they should behave in certain ways with foreign or local friends. This condition is in line with Gardner’s (1985) socio-educational model. He suggested that for-mal and informal language learning can improve foreign language efficiency towards bilingualism. However, learners gain not only ability in that language but also non-linguistic conditioning, for example, the culture of the target language which leads to changes in their identity.

**Major:** The finding with regard to subject major showed that English NU and English Lit. under went subtractive and split change is statistically significant at a level of 0.05. The results showed that English NU, TU and English Lit differed in subtractive and split change because they studied different compulsory subjects. For example, students in English NU and TU usually learn English skill

subject such as listening-speaking, business writing, but English Lit. will learn “principle in literacy criticism, English language and literature”. Differences in subject may influence certain changes because English skill ma-jors tend to absorb English cultures or behaviors which may drive them to become westernized, and to begin to reject some traditional Thai ideas. Sometimes, learners are confused between Thai and western performance; mixing English words and Thai. This corresponds to Lourie (1983 cited in Baker, 2006) who supported the idea that language and identity may be lost because of too many loan words leading to a mixing of mother and second language. Meanwhile, English NU and TU did not differ in subtractive and split change. The result of this study did not confirm the hypothesis of the study “Students who study English major at the Faculty of Liberal Art, Thammasat University have experienced self-confidence, additive and productive changes more than students in English major at the Faculty of Humanities, Naresuan University”. This is because, both groups of respondents learn the same subjects, especially English skills, and also they usually study English with a foreign teacher, therefore so English NU and TU did not differ in subtractive or split change or the other four types of changes. Additionally, the result indicated that the environments of Thammasat and Naresuan University did not effect self-identity changes. This is because students at both colleges are in the same kind of urban environment and also can learn English by practicing with tourists. Also, although Naresuan University is located in the country, all learners can use English through hi-technology such as internet as conveniently as those at Thammasat which is in the city.

#### **None Influential factors on self-identity change**

**Gender:** The influence of gender on self-identity change results found that gender was not relevant to self-identity change. This result did not agree with Schmenk (2006) who found that gender was an empowering factor in identity change such as the general assumption that “language is a girl’s subject,” and “girls usually have a more positive attitude than boys towards language learning.” This may be because the English language is a boy’s subject too. It may be because male students can study all subjects in the English or English language and literature majors. This indicates that males and females have the ability to learn English equally. Accordingly, both boys and girls can take chances to learn English, so they undergo the six types of self-identity changes similarly.

**Going abroad:** The effect of going abroad on self-identity changes found that for students who have been abroad, there was no significant self-identity change because most respondents had been away for a very short period of time. Some students traveled and visited abroad just for fun or rest. Additionally, the countries they have not

visited were necessarily not English speaking, such as Japan, China etc. Therefore, they may not have gained the foreign culture influences completely and directly and have a little chance to change their identity. They do not study abroad, so going abroad does not effect self-identity changes. This conformed with Lambert's (1975) theory which suggested that language learning influenced identity changes as bilingualism. They are additive bilingualism which is native language and native cultural identities which are maintained while the target language and culture are attained additively. Second is subtractive bilingualism whereby the native language and cultural identity are replaced by target language and target culture. However, they do not affect the learner immediately, but rather are absorbed continually. Therefore, this study can conclude that experience abroad did not affect self-identity change.

**Years of learning English:** Years of learning English was not relevant to the six types of self-identity changes. This is because Thai learners are always taught English for specific purpose such as for getting a good grade, admission to a college; therefore, learners do not gain foreign culture directly. Also, Thai students have to learn English as a foreign language; they do not use English in daily life. It is used only in class. This result does not agree with Greene and Rubin's (1991) study showed changes in a persons' self-identity depended on many factors, including years of learning. It states that an early foreign language learner can change their identity between their language, identity and target language easily. If learners acknowledge conception of that language over many years, the native learners' individual identity will change as well as the proficiency in the improvement of the foreign language. However, according to this study years of learning English was not relevant to self-identity changes.

## Conclusion

1. To study types of self-identity change occurring in undergraduate students studying English as their major, at Naresuan University and Thammasat University, as well as students of English language and literature at Thammasat University.

In accordance with the first purpose of the study, it was found that students at NU and TU and students in English language and literature at TU underwent similar self-confidence, additive, productive, and zero change (to 0.5% significance at). This finding indicated that the chosen major did not influence self-confidence, additive, productive, or zero change. On the contrary, students in the three majors were different in subtractive and split change. In this study, the differences between the three majors were investigated by comparison of Pairs of differences average (the multiple comparison test of Scheffé)

among the three majors. Therefore, it can be concluded that students in English NU and English Lit differentiated significantly in subtractive change according to the multiple comparison test of Scheffé at 2.60. In addition, a pair of students in Eng NU and Eng Lit., including a pair of students in Eng TU and Eng Lit. differentiated significantly in split change according to the test. The results of this study can be summarized that the majority of respondents were affected by subtractive and split change but to self-confidence, additive, productive, and zero change.

2. To study differences of self-identity changes between students learning in English major in town, Thammasat University, and in country, Naresuan University.

The result of this study which investigated subject major and self-identity change, found that students studying English as their major in town, Thammasat University, and those in country, Naresuan University, did not differ in this regard. The findings of six types of changes are self-confidence (TU mean = 15.17, NU mean = 14.27), additive (TU mean = 17.73, NU mean = 18.13), productive (TU mean = 17.56, NU mean = 18.98), subtractive (TU mean = 10.85, NU mean = 12.38), split (TU mean = 12.31, NU mean = 13.16), and zero change (TU mean = 14.98, NU mean = 14.47). Average numbers of self-identity changes by major; English TU and NU were tested by ANOVA to discover that both students in town, TU, and country, NU, were similar in self-identity change. This indicated that students in town or country were no different in self-identity changes.

3. To study the factors which have influenced these self-identity changes.

In the study, there were four influencing variables set for the testing of self-identity changes. They consist of major, gender, foreign friend, and experience abroad. They confirmed that the major influences subtractive and split change, gender did not affect six types of self-identity changes, having foreign friends influences self-confidence change, and going abroad did not influence on self-identity change. Most of the results indicated that students with English and English language and literature majors underwent subtractive and split change when they learned English. As for gender, it indicated that both male and female students underwent self-identity change the same; therefore, gender was not an effecting factor of change. Having a foreign friend was discovered to influence self-identity change, especially, self-confidence change. Students having foreign friends will undergo more self-confidence change than those who did not. It showed having foreign friends influenced self-identity change. As for experience abroad, it was found that those who had been abroad underwent change of self-confidence, additive, productive, subtractive, split, and zero change the same as those who have never been abroad. In conclusion, this indicates that going abroad did not influence self-identity change.

4. To study the relationship between the influential factors

and the types of self-identity changes.

In this study, the required independent variables were: years of learning English, intrinsic motivation, extrinsic motivation, affective attitude, cognitive attitude, behavioral attitude. The correlation between the six types of changes and independent variables were tested by t-test. All of influential factors set for testing the correlation between influential factors on self-identity change revealed that years of learning English did not correlate with most of the changes. This indicated that years of studying did not influence self-identity change. Motivation was also tested for relationships. Motivation was divided into intrinsic and extrinsic. Both intrinsic and extrinsic motivation correlated to additive, productive, subtractive and split change. It indicated that students underwent those four types of change if they had intrinsic and extrinsic motivation. In addition, attitude towards English was divided into three types: affective, cognitive, and behavioral attitude. This study found that these three components of attitude correlated to additive, productive, subtractive, and split change. This indicated that students having affective, cognitive, and behavioral attitude towards English would encounter additive, productive, subtractive, and split change.

For language learners, self-identity change is a complex phenomenon and is not commonly studied. Future study is needed to concentrate on positive change; self-confidence, additive and productive change because they may influence learners in learning English. Also, future work should compare other groups of college undergraduates, for example, students at international colleges, or those who have learned or worked for a few years abroad, where English is the native language.

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## APPENDIX

### Questionnaire

#### *English motivation*

1. I fell in love with English at the first sight, without particular reasons.

2. An Important purpose for my English learning is to obtain a university degree.
3. I learn English in order to facilitate the learning of other academic subjects.
4. Only with good English skills can I find a good job in the future.
5. I learn English because I am interested in English speaking people and their cultures.
6. Out of my love of English songs/movies, I have developed a great interest in the language.
7. I learn English just because I like this language.
8. Out of my love of English language and literature, I have developed a great interest in the language.
9. I learn English so as to catch up with economic and technological developments in the world.
10. I have special interests in language learning.
11. My effort of English learning depends to a large extent on the quality of English class.
12. I learn English in order to let the world know more about Thailand.
13. I learn English in order to find better education and job opportunities abroad.
14. Fluent oral English is a symbol of good education and accomplishment.

### Attitude towards English

1. I feel comfortable when using English.
2. I feel uncomfortable when hearing one Thai speaking to another in English.
3. I feel uneasy when speaking English.
4. The English language sounds very nice.
5. When using English, I do not feel that I am Thai any more.
6. If I use English, my status is raised.
7. The use of English is important to the success of Thai's development.
8. The command of English is very helpful in understanding foreigners and their cultures.
9. English is a symbol of an educated person.
10. At times I fear that by using English I will become like a foreigner.
11. I love talking with foreigners in English.
12. I wish I could speak fluent and accurate English.

### Self-identity change among English learning students

#### *Confidence*

1. English learning makes me speak English with foreigners confidently and comfortably.
2. I have privacy. I can be in a place or situation which allows me do things without other people disturbing me.
3. I can express my opinion to public easily and confidently.
4. I have the ability to do things and make decisions by

myself, without needing other people to help me.

### **Additive**

1. While I am talking to my Thai friends, a foreign teacher participates in our talking, I can easily switch between Thai and English according to that situation.
2. I am relatively confident when speaking in English, and relatively modest when speaking in Thai.
3. I prefer to listen to the original English dialogue when watching English movies, just as I enjoy the original Thai dialogue when watching Thai movies.
4. When I chat to my foreign friends on the phone or internet, I usually use an English name in addition to my Thai name.
5. I can accept someone's suggestion or comment on me without feeling sad.

### **Subtract**

1. With the improvement of my English proficiency, I feel my Thai is becoming less idiomatic such as making a sound like '/s/, /sh/, /th/' in Thai words unconsciously.
2. After learning English, I feel my behaviors have become somewhat westernized. For example, I say 'Hello/Hi' instead of 'Sawaddee' on the phone or greeting friends and say 'Thank you' instead of 'Khob-khun'.
3. After learning English, I feel repugnant about some Thai conventions. For example, I think that Thai people can hold a hand of a man/woman openly in anywhere.
4. After learning English, I begin to reject some traditional Thai ideas such as we should behave in the same way of our parents because of what they have ever experienced before. However, I think that I can do it on my own idea.

### **Productive**

1. With the improvement of my English proficiency, I can better appreciate the subtleties in Thai. For example, when I study European or American history, I am more proud of Thai history subtly.
2. After learning English, I find myself more sensitive to changes in the outside world. For example, when I read or know English news about global warming, I feel aware of preservation of environment.
3. After learning English, I have become more understanding and can better communicate with others in a various culture and language not only Thai or English but also other languages.
4. As my ability of appreciating English language and literature and art increases, I have become more interested in Thai literature and art.
5. I think that punctuality is important. If I have an appointment with other people, I am always very punctual.

### **Split**

1. I feel strange when my speech in Thai is subconsciously mixed with English words. For example, I usually say 'O.K.' mixed with Thai speaking subconsciously.
2. I feel a painful split when I switch between English and Thai behavioral patterns such as meeting a Thai teacher I have to call his/her first name but I call family name with a foreign teacher.
3. When parting with foreign friends, I'm frequently confused as to whether I should shake hands or hug and kiss.
4. After learning English, I am often caught between contradicting values and beliefs. For example, Thai children should not argue with their parents about the reason in any situation, on the other hand, a child in westernized value can do it if he/she wants.

### **Zero**

1. No matter which language is used for expression, I remain to be myself.
2. I have not felt any change in myself after learning English; an instrument is an instrument.
3. It is impossible for me to change into another person after learning a language.
4. For me, it is meaningless to talk about personal changes after learning English.

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