

CHAPTER 4

RESULTS

This chapter discusses the results from the analysis of the data using the SPSS program. These consist of the results from KMO and Bartlett's test and the results from factor analysis. The results are presented in the form of tables, and are explained with the minimal use of statistical terms to make it simple. After the discussion of the results from the analysis, the factors obtained from factor analysis are labeled and explained. Finally, the participants' responses are interpreted.

KMO and Bartlett's Test

In order to obtain reliable results, Kaiser-Meyer-Olkin (KMO) and Bartlett's test was conducted to find out how appropriate it was to use factor analysis with this set of data. The results of the test are presented in Table 5. KMO Measure tells whether it is suitable to use factor analysis with this set of data. The minimum possible value of KMO Measure is 0, and the maximum is 1. The value of KMO Measure obtained from this test was

0.855 which exceeded the minimal requirement of 0.5. This suggested that factor analysis would give reliable results from this set of data.

Table 5

KMO and Bartlett's Test results		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.855
Bartlett's Test of Sphericity	Approx. Chi-Square	2622.441
	df	325
	Sig.	.000

Bartlett's Test of Sphericity tells if there are correlations among the variables. When the significance is lower than 0.05, it shows that there are correlations among the variables and it is suitable to use factor analysis. In Table 5, the significance of Bartlett's test was 0.000 which was lower than 0.05; hence, it confirmed that factor analysis was appropriate for this set of data.

Factor Analysis

As it was mentioned in the previous chapter that factor analysis was used for classifying the

questionnaire items, this section discusses the results yielded from factor analysis.

In Table 6, the Eigenvalue of each component or factor indicates how much the factor accounts for the total variance. The first factor always has the highest Eigenvalue, and always accounts for the most variance. Only the factors that have Eigenvalues bigger than 1 are extracted because those factors with Eigenvalues less than 1 do not have enough information to extract. In Table 6, there are seven factors that have Eigenvalues greater than 1. This means that all the variables or items in the questionnaire can be classified into seven groups.

Table 7 shows which factor the variable belongs to. The variable belongs to the factor that has the highest factor loading. Therefore, factor 1 consists of 7 variables: 1 to 7; factor 2 consists of 5 variables: 8 to 12; factor 3 consists of 4 variables: 13 to 16; factor 4 consists of 3 variables: 17 to 19; factor 5 consists of 3 variables: 20 to 22; factor 6 consists of 2 variables: 23 to 24; factor 7 consists of 2 variables: 25 to 26.

Table 6

Eigen Values

Component	Eigen values
1	7.235
2	2.318
3	1.750
4	1.427
5	1.367
6	1.144
7	1.072
8	.972
9	.827
10	.779
11	.708
12	.688
13	.655
14	.596
15	.548
16	.505
17	.484
18	.440
19	.419
20	.386
21	.364
22	.322
23	.282
24	.251
25	.244
26	.216

Note. Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.

Table 7

Rotated Component Matrix

No.	Item	Component						
		1	2	3	4	5	6	7
16	Because I choose to be the kind of person who can speak English.	.694	.164	-.235	.243	.145		
17	To listen to English songs, to watch English movies, and to read English newspapers.	.689	.284		.124			
15	Because I think it is good for my personal development.	.688		-.193		.189		
18	For the satisfied feeling I get in finding out new things.	.687	.285		.178		.124	.133
20	For the pleasure I experience when surpassing myself in my English studies.	.582	.223	-.150		.188		
19	Because I enjoy the feeling of acquiring knowledge about English community and their way of life.	.534	.440		.146		.136	.136
14	Because I choose to be the kind of person who can speak more than one language.	.524	.183	-.139	.356	.104	.210	
23	For the "high" I feel when hearing English language spoken.	.215	.769	-.200	.153			
24	For the "high" feeling that I experience while speaking in English.	.263	.751	-.157	.185			-.210
25	For the pleasure I get from hearing English spoken by native English speakers.	.153	.710		.244		.263	
21	For the enjoyment I experience when I grasp a difficult construct in English.	.354	.628	-.115	-.226	.235	-.135	.306
22	For the satisfaction I feel when I am in the process of accomplishing difficult exercises in English.	.311	.598	-.155		.164	-.159	.371
2	I cannot come to see why I study English, and frankly, I don't really care.	-.166		.851				
1	I don't know; I can't come to understand what I am doing studying English.	-.175	-.176	.776	-.145			
3	Honestly, I don't know, I truly have the impression of wasting my time in studying English.		-.129	.718				
4	Because it is a compulsory course.	-.354		.430	-.116	.233		
9	In order to travel abroad.	.193		-.105	.785	.107		.248
8	In order to study abroad after I graduate from this university.	.233			.725	.225		
26	In order to live in an English speaking country.	.100	.230		.634		.101	
6	In order to get a more prestigious job later on.	.210			.160	.819		
7	In order to have a better salary later on.				.311	.766		.199
5	Because I have the impression that it is expected of me.	.311		-.274		.587	.276	-.204

No.	Item	Component						
		1	2	3	4	5	6	7
13	Because I would feel guilty if I didn't know English.					.130	.835	.126
12	Because I would feel ashamed if I couldn't speak to my friends from English community in their native tongue.						.748	.227
11	In order to gain acceptance from teachers and friends.				.114		.219	.750
10	Because I like my English teacher.	.207				.118	.148	.579

Note. Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

By examining each group of items in Table 7 and reexamining the definitions of all the motivation subtypes to figure out which subtype of motivation a group of items matches with, the researcher found that each group fell into a certain category of motivational orientation classified by Deci and Ryan (1991 cited in Deci et al. 1991). Therefore, the researcher labeled all groups of items as presented in Table 8. Overall, there were seven items in the first group: (1) "Because I choose to be the kind of person who can speak more than one language," (2) "Because I think it is good for my personal development," (3) "Because I choose to be the kind of person who can speak English," (4) "For the pleasure I experience when surpassing myself in my English studies," (5) "To listen to English songs, to watch English movies, and to read English newspapers,"

Table 8

Labels of the factors

Factor	Items	Label
1	16. Because I choose to be the kind of person who can speak English.	Identified Regulation
	17. To listen to English songs, to watch English movies, and to read English newspapers.	
	15. Because I think it is good for my personal development.	
	18. For the satisfied feeling I get in finding out new things.	
	20. For the pleasure I experience when surpassing myself in my English studies.	
	19. Because I enjoy the feeling of acquiring knowledge about English community and their way of life.	
	14. Because I choose to be the kind of person who can speak more than one language.	
2	23. For the "high" I feel when hearing English language spoken.	Intrinsic Motivation
	24. For the "high" feeling that I experience while speaking in English.	
	25. For the pleasure I get from hearing English spoken by native English speakers.	
	21. For the enjoyment I experience when I grasp a difficult construct in English.	
	22. For the satisfaction I feel when I am in the process of accomplishing difficult exercises in English.	
3	2. I cannot come to see why I study English, and frankly, I don't really care.	Amotivation
	1. I don't know; I can't come to understand what I am doing studying English.	
	3. Honestly, I don't know, I truly have the impression of wasting my time in studying English.	
	4. Because it is a compulsory course.	

Factor	Item	Label
4	9. In order to travel abroad.	External regulation (travel)
	8. In order to study abroad after I graduate from this university.	
	26. In order to live in an English speaking country.	
5	6. In order to get a more prestigious job later on.	External regulation (career)
	7. In order to have a better salary later on.	
	5. Because I have the impression that it is expected of me.	
6	13. Because I would feel guilty if I didn't know English.	Introjected regulation (guilt)
	12. Because I would feel ashamed if I couldn't speak to my friends from English community in their native tongue.	
7	11. In order to gain acceptance from teachers and friends.	Introjected regulation (acceptance)
	10. Because I like my English teacher.	

(6) "For the satisfied feeling I get in finding out new things," and (7) "Because I enjoy the feeling of acquiring knowledge about English community and their way of life."

It is obvious that the participants whose reasons for studying English were any of the items in this group chose to study English because they realized that it was good for them. The participants may or may not enjoy learning it, but the important point was that the underlying reason for learning English was they knew that they could benefit from knowing English. Thus, the suitable label for this group of item was identified regulation.

It seems that the fifth item (To listen to English songs, to watch English movies, and to read English newspapers) was more like an instrumental orientation than an identified regulation because English was used as an instrument to perform those activities. However, since English is a foreign language in Thailand, English is not important for these kinds of activities in natural settings. To illustrate, students do not need to have high proficiency in English in order to listen to English songs. Even though they do not understand the lyrics, still they could enjoy the tunes and melody of the music. Besides, there are plenty of Thai songs available for

them. In addition, Thai students do not need English when they watch English movies because most movies provide Thai subtitles. Likewise, Thai students have no need to read English newspapers because there are a lot of Thai newspapers. It is not unusual that a student may listen to English songs, watch English movies, or read English newspapers to improve their English. For this reason, this item was considered one of the identified regulations.

There were five items in the second group: (1) "For the 'high' I feel when hearing English language spoken," (2) "For the 'high' feeling that I experience while speaking in English," (3) "For the pleasure I get from hearing English spoken by native English speakers," (4) "For the enjoyment I experience when I grasp a difficult construct in English," and (5) "For the satisfaction I feel when I am in the process of accomplishing difficult exercises in English." These five items indicated that the participants learned English because they liked to experience the enjoyment they found in the learning process. They were not doing it for any rewards, or as a means to achieve future success. Then it is clear that the participants who studied English for these five reasons were studying English with intrinsic motivation,

and so these five items should be referred to as intrinsic motivation.

The next group is the four items that belong to Factor Three, and these items are (1) "I cannot come to see why I study English, and frankly, I don't really care," (2) "I don't know; I can't come to understand what I am doing studying English," (3) "Honestly, I don't know, I truly have the impression of wasting my time in studying English," and (4) "Because it is a compulsory course." These four items reflect the participants' lack of motivation to learn English. If they had any other choice, they would not have studied English. Hence, this group was called amotivation.

The next factor, Factor Four, consists of three items: (1) "In order to travel abroad," (2) "In order to study abroad after I graduate from this university," and (3) "In order to live in an English speaking country." These three reasons of studying English show that the participants had no interest in the language itself, but they studied it in order to fulfil their future plans which, in this case, was to travel, to study, or to live in a foreign country. Thus, these three items were labeled external regulation (Travel). In order to distinguish this group of items from the next one which

was also external regulation, the researcher added the word 'travel' to the label.

Similar to Factor Four, Factor Five is also comprised of three items that are external regulations: (1) "Because I have the impression that it is expected of me," (2) "In order to get a more prestigious job later on," and (3) "In order to have a better salary later on." Again, these three items were external regulation because the participants studied English in order to reach their future goals which were not about the English learning itself. In this case, the participants studied English to increase their chance of getting good jobs, so these three items were called external regulation (career).

The last two groups were labeled introjected regulation because participants who studied English with these four reasons: (1) "Because I would feel ashamed if I couldn't speak to my friends from English community in their native tongue" (2) "Because I would feel guilty if I didn't know English," (3) "Because I like my English teacher," and (4) "In order to gain acceptance from teachers and friends," did it out of their inner pressure to please the people around them. However, the difference between these two groups is that participants who studied English with the first two reasons did it in order to avoid the guilty feelings while participants who

studied English with the last two reasons did it in order to gain acceptance from their teachers and friends. Consequently, Factor Six was labeled introjected regulation (guilt), and Factor Seven was labeled introjected regulation (acceptance).

Interpretation of Participants' Responses

In this section, the results and findings from the analysis are interpreted and presented. After the participants' responses were coded and keyed into the computer, the frequencies of the participants' responses for each item were generated, and the mean scores of all items were calculated by the SPSS program. To illustrate, all the participants' responses along the scale for an item were counted and calculated into percents. Then the mean score of each item was calculated by adding up all the values assigned to all the participants' responses to that item and divide the result by the total number of the participants. The results were as followed.

Identified Regulation

Table 9 shows that most of the participants were in agreement with items 14 to 20. There were more participants who chose "strongly agree" for items 15, 16, 17, and 18 (60%, 46.91%, 64.36%, and 57.45%) than those who chose "agree" (36.36%, 37.82%, 33.45%, and 37.82%). In contrast, there were more participants who chose "agree" for items 14, 19, and 20 (49.09%, 50.18%, and 43.64%) than those who chose "strongly agree" (21.82%, 39.64%, and 42.91%). However, the number of the participants who chose "strongly agree" for these seven items (47.58%) was higher than the participants who chose "agree" for these seven items (41.19%). This means that there were more participants who strongly agreed with these seven items than those who only agreed. The average mean score for these seven items was 4.35 which could be interpreted as the highest degree of motivation based on the guideline in Table 4. This indicates that most of the participants had the highest degree of identified regulation.

Table 9

Participants' responses to questionnaire Items 14-20

Item	Strongly disagree %	Disagree %	Uncertain %	Agree %	Strongly agree %	Mean Score	SD	Degree of motivation
14	0.36	4.36	24.36	49.09	21.82	4.26	.875	Highest
15	0	0.36	2.91	36.36	60	4.63	.528	Highest
16	1.09	3.64	10.18	37.82	46.91	4.58	.573	Highest
17	0	0	2.18	33.45	64.36	4.30	.690	Highest
18	0	0.73	4.00	37.82	57.45	4.30	.661	Highest
19	0	1.09	8.00	50.18	39.64	3.87	.816	High
20	0	0.36	12.73	43.64	42.91	4.53	.615	Highest
Average	0.2	1.5	9.19	41.19	47.58	4.35		Highest

Intrinsic Motivation

From Table 10, most of the participants were in agreement with items 21 to 25. There were more participants who chose "agree" for items 21 to 25 (39.64%, 46.18%, 39.27%, 48%, and 37.45%) than those who chose "strongly agree" (16.36%, 17.82%, 34.91%, 34.55%, and 11.27%). The number of the participants who chose "agree" for these five items was the highest (42.15%), followed by "uncertain" (30.69%) and "strongly agree" (22.98%) respectively. Although there were quite a big number of participants who were uncertain about these five items, their average mean score was 3.84 which was interpreted as high degree of

motivation according to Table 4. This indicates that most of the participants had a high degree of intrinsic motivation.

Table 10

Participants' responses to questionnaire Items 21-25

Item	Strongly Disagree	Disagree	Uncertain	Agree	Strongly agree	Mean Score	SD	Degree of motivation
	%	%	%	%	%			
21	0.73	3.27	40.00	39.64	16.36	4.05	.874	High
22	1.09	2.91	32.00	46.18	17.82	4.15	.759	High
23	0	4.73	21.09	39.27	34.91	3.53	.778	High
24	0	2.55	14.91	48	34.55	3.69	.808	High
25	0.36	5.45	45.45	37.45	11.27	3.76	.820	High
Average	0.44	3.78	30.69	42.11	22.98	3.84		High

Amotivation

Table 11 reveals that most of the participants either disagreed or strongly disagreed with Items 1, 2, and 3. For Item 4, "Because it is a compulsory course," the numbers of respondents distributed quite evenly across the scale. This may be caused by the confusion in some participants who could not distinguish their desire to learn English from the fact that this English course was a compulsory course although the researcher had already explained that choosing "agree" or "strong agree"

for this item meant that they would not take this course if they had any other options. However, the average mean score of these four items was 1.94, and it is interpreted as low degree of amotivation to learn English. This means that most of the participants had a low degree of learning amotivation.

Table 11

Participants' responses to questionnaire Items 1-4

Item	Strongly disagree %	Disagree %	Uncertain %	Agree %	Strongly agree %	Mean Score	SD	Degree of motivation
1	54.55	36.36	8	0.73	0.36	1.69	.794	Lowest
2	48.73	36.73	11.64	2.55	0.36	1.56	.710	Lowest
3	53.45	32.73	7.64	5.09	0.73	1.66	.876	Lowest
4	18.18	25.09	21.45	20.36	14.55	2.86	1.334	Moderate
Average	43.73	32.73	12.18	7.18	4	1.94		Low

External Regulation (travel)

From Table 12, the biggest group of the participants either agreed with or were uncertain about Items 8, 9, and 26. Anyway, the majority of the participants agreed with these three items. The average mean scores of these items was 3.87 which could be interpreted as high degree of motivation. It shows that the majority of the

participants had a high degree of travelling external regulation.

Table 12

Participants' responses to questionnaire Items 8, 9, and 26

Item	Strongly disagree %	Disagree %	Uncertain %	Agree %	Strongly agree %	Mean Score	SD	Degree of motivation
8	0.36	4.00	35.27	25.45	34.91	3.91	.939	High
9	0.73	5.09	25.45	40.00	28.73	3.91	.900	High
26	1.82	6.18	33.09	29.09	29.82	3.80	1.000	High
Average	0.97	5.09	31.27	31.51	31.15	3.87		High

External Regulation (career)

From Table 13, the biggest group of the participants strongly agreed with Items 5, 6, and 7. Most of the participants were in agreement with these three items. The average mean scores of these items was 4.42 which could be interpreted as highest degree of motivation to learn English. It shows that the majority of the participants had the highest degree of career external regulation.

Table 13

Participants' responses to questionnaire Items 5, 6, and 7

Item	Strongly disagree %	Disagree %	Uncertain %	Agree %	Strongly agree %	Mean Score	SD	Degree of motivation
5	0.73	3.27	16.73	36.36	42.91	4.61	.694	Highest
6	1.09	1.09	2.18	28	67.64	4.47	.753	Highest
7	1.45	0	6.55	33.82	58.18	4.18	.880	High
Average	1.09	1.45	8.49	32.73	56.24	4.42		Highest

Introjected Regulation (guilt)

The results from Table 14 shows that most of the participants had a moderate degree of guilt introjected regulation. Although the biggest group of the participants chose "agree" for both items (36%, 32.73%), the next biggest group chose "uncertain" (28.36%, 27.64%). The average mean score of both items was 3.33 which was interpreted as moderate degree of motivation based on the guideline in Table 4.

Table 14

Participants' responses to questionnaire Items 12-13

Item	Strongly disagree %	Disagree %	Uncertain %	Agree %	Strongly agree %	Mean Score	SD	Degree of motivation
12	6.55	18.18	27.64	32.73	14.55	3.35	1.079	Moderate
13	5.82	16.00	28.36	36.00	13.82	3.30	1.123	Moderate
Average	6.19	17.09	28	34.37	14.19	3.33		Moderate

Introjected Regulation (acceptance)

The results from Table 15 shows that most of the participants had a moderate degree of acceptance introjected regulation. The biggest group of the participants chose "uncertain" for item 10 (37.45%), but the biggest group of the participants chose "agree" for Item 11 (38.55%). The average mean score of both items was 3.32 which was interpreted as moderate degree of learning motivation.

Table 15

Participants' responses to questionnaire Items 10-11

Item	Strongly disagree %	Disagree %	Uncertain %	Agree %	Strongly agree %	Mean Score	SD	Degree of motivation
10	6.91	17.45	37.45	32.73	4.36	3.52	.924	High
11	3.27	8.73	36.36	38.55	13.09	3.11	.969	Moderate
Average	5.09	13.09	36.91	35.64	8.73	3.32		Moderate

Table 16 reveals that external regulation (career) got the highest score from the analysis. This means that the most important reason for studying English was because the participants thought that it was important for their future career. The next important reason was that they thought English was good for themselves in general. The next two motivations (orientations) that

Table 16

Summary of average mean scores of all motivations

Motivation/Orientations	Average mean score	Degree of motivation
External Regulation (career)	4.42	Highest
Identified regulation	4.35	Highest
External Regulation (travel)	3.87	High
Intrinsic motivation	3.84	High
Introjected Regulation (guilt)	3.33	Moderate
Introjected Regulation (acceptance)	3.32	Moderate
Amotivation	1.94	Low

got almost the same scores were external regulation (travel) and intrinsic motivation. The first one signified the participants' desires to learn English in order to travel to foreign countries. The latter showed that they enjoyed learning English for the sake of English itself. The last two orientations that got almost the same scores from the analysis were introjected regulation (guilt) and introjected regulation (acceptance). These results indicated that participants were forced, at a moderate degree, by their guilt of not knowing English and their desires to be accepted by the teacher and friends. Amotivation must be discussed separately because it is not a type of motivation. In fact, amotivation is the opposite of motivation.

Therefore, the participants' low degree of amotivation indicates the participants' high degree of general motivation.

Learning Experience and Learning Motivation

Table 17 shows the correlation between the participants' length of exposure to English language learning and how they responded to the questionnaire items. The statistical significance values in the table indicate the reliability of the result. In other words, the significance tells whether the correlation among variables really exists. The lower the significance value the higher the chance that the result is true. When the statistical significance is 0.05, it means that the result has a 95% chance of being true, and there is a 5% chance that the correlation among the variables is coincidental. The highest significance number that is acceptable is 0.05, that is the result with significance number higher than 0.05 is not statistically reliable. From the table, all of the significance numbers are higher than 0.05. This means, statistically, there was no correlation among the number of years the participants had studied English and their learning motivation.

Table 17

Correlations between participants' length of exposure to English and their responses to questionnaire items

No.	Item		Length of Exposure to English
1	I don't know; I can't come to understand what I am doing studying English.	Pearson Correlation Sig. (2-tailed)	0.040439724 0.513778568
2	I cannot come to see why I study English, and frankly, I don't really care.	Pearson Correlation Sig. (2-tailed)	0.077214355 0.211992255
3	Honestly, I don't know, I truly have the impression of wasting my time in studying English.	Pearson Correlation Sig. (2-tailed)	-0.056393386 0.363262593
4	Because it is a compulsory course.	Pearson Correlation Sig. (2-tailed)	-0.054360268 0.38084591
5	Because I have the impression that it is expected of me.	Pearson Correlation Sig. (2-tailed)	-0.100029503 0.105546095
6	In order to get a more prestigious job later on.	Pearson Correlation Sig. (2-tailed)	-0.047936277 0.4388492
7	In order to have a better salary later on.	Pearson Correlation Sig. (2-tailed)	-0.06583285 0.287465384
8	In order to study abroad after I graduate from this university.	Pearson Correlation Sig. (2-tailed)	-0.054767921 0.376361677
9	In order to travel abroad.	Pearson Correlation Sig. (2-tailed)	-0.01738516 0.779003278
10	Because I like my English teacher.	Pearson Correlation Sig. (2-tailed)	0.042950391 0.487970354
11	In order to gain acceptance from teachers and friends.	Pearson Correlation Sig. (2-tailed)	-0.006418857 0.917960341
12	Because I would feel ashamed if I couldn't speak to my friends from English community in their native tongue.	Pearson Correlation Sig. (2-tailed)	0.043463139 0.482786445
13	Because I would feel guilty if I didn't know English.	Pearson Correlation Sig. (2-tailed)	0.06791612 0.272450998

No.	Item		Length of Exposure to English
14	Because I choose to be the kind of person who can speak more than one language.	Pearson Correlation Sig. (2-tailed)	-0.063044456 0.308415311
15	Because I think it is good for my personal development.	Pearson Correlation Sig. (2-tailed)	0.01162143 0.851208625
16	Because I choose to be the kind of person who can speak English.	Pearson Correlation Sig. (2-tailed)	0.008453884 0.891674078
17	To listen to English songs, to watch English movies, and to read English newspapers.	Pearson Correlation Sig. (2-tailed)	-0.057041832 0.357762505
18	For the satisfied feeling I get in finding out new things.	Pearson Correlation Sig. (2-tailed)	0.100276285 0.106026537
19	Because I enjoy the feeling of acquiring knowledge about English community and their way of life.	Pearson Correlation Sig. (2-tailed)	-0.04215136 0.496107741
20	For the pleasure I experience when surpassing myself in my English studies.	Pearson Correlation Sig. (2-tailed)	-0.103912567 0.092625634
21	For the enjoyment I experience when I grasp a difficult construct in English.	Pearson Correlation Sig. (2-tailed)	-0.016444398 0.790677467
22	For the satisfaction I feel when I am in the process of accomplishing difficult exercises in English.	Pearson Correlation Sig. (2-tailed)	-0.007360314 0.905435967
23	For the "high" I feel when hearing foreign languages spoken.	Pearson Correlation Sig. (2-tailed)	0.028624272 0.644015893
24	For the "high" feeling that I experience while speaking in English.	Pearson Correlation Sig. (2-tailed)	-0.046526344 0.452445985
25	For the pleasure I get from hearing English spoken by native English speakers.	Pearson Correlation Sig. (2-tailed)	0.063695787 0.303434041
26	In order to live in English speaking countries.	Pearson Correlation Sig. (2-tailed)	-0.11411871 0.064613852

Pearson Correlation values show the correlation between two variables. When a Pearson Correlation value is close to 1, it tells that the two variables are positively related. In contrast, if a Pearson Correlation value is close to -1, it means the two variables are negatively related. Yet, when the Pearson Correlation value is 0, it means there is no correlation between the variables. It can be seen from Table 17 that all the Pearson Correlation values are close to 0. This can be interpreted as the absence of the correlation between the number of years the participants had studied English and their learning motivation which agrees with the results reported by the significance values.