ABSTRACT

I.D. No.: 5319527

Key Words: ENGLISH AS A FOREIGN LANGUAGE, INTEGRATIVE ORIENTATION, INSTRUMENTAL ORIENTATION, ATTITUDE, INTRINSIC MOTIVATION, EXTRINSIC MOTIVATION, REGULAR PROGRAM, ENGLISH PROGRAM

Name: EVANGELINE A. CONCEPCION

Thesis Title: A COMPARATIVE STUDY OF GRADES 7,8 AND 9 STUDENTS’ MOTIVATION FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE IN THE REGULAR PROGRAM AND ENGLISH PROGRAM AT TEPLEELA SCHOOL, BANGKOK, THAILAND

Thesis Advisor: DR. YAN YE

This study aimed to identify the levels of intrinsic and extrinsic motivation for grades 7, 8 and 9 students to learn English as foreign language in the Regular Program and in the English Program firstly; then, to compare the students’ intrinsic motivation to learn English as a foreign language between the Regular and English Program, as well as to compare the extrinsic motivation between the Regular and English Program at Tepleela School. The participants of this study were 253 students from grade 7, 8, and 9 of the Regular and English Program studying English as a foreign language at Tepleela School, Bangkok, Thailand. The study used MALESC questionnaire, which was composed of 19 statements on intrinsic and extrinsic motivation. The findings of this study were: 1) the levels of intrinsic and extrinsic motivation to learn English as a
foreign language in the Regular program was high; 2) the levels of intrinsic and extrinsic motivation to learn English as a foreign language in the English Program was high; 3) there was no significant difference in students' intrinsic motivation to learn English as a foreign language between the Regular and English Program; 4) There was a significant difference in students' extrinsic motivation to learn English as a foreign language between the Regular and English Program. The study found that there was no significant difference in the students’ intrinsic motivation to learn English as a foreign language between the Regular and English Program. On the other hand, there was a significant difference in students’ extrinsic motivation to learn English as a foreign language between the Regular and English Program. The researcher hopes that this study would give other teachers the opportunities to review their teaching instructions because of the different levels of intrinsic and extrinsic motivation of the foreign language learners in the classroom. The researcher strongly recommends that teachers should be aware of the students’ level of motivation, as to uplift the quality of English language learning. In return, this would greatly help Thailand’s graduates in the ASEAN community and to compete in the global job market. Moreover, this study could be replicated with a large sample size of students studying in the Regular and English Program. A large sample size of students studying English as a foreign language belonging to upper secondary levels from both the Regular and English Program of the different government schools in Thailand, specifically grade12 as they would enter the university and that to ensure the readiness and success in the future.
Lastly, the researcher also recommends that further research be done using both quantitative and qualitative methods. Collect Interviews based on MALESC statements would be insightful to the readers. The main purpose is to support and compare the quantitative results of the students’ intrinsic and extrinsic motivation to the qualitative results and to reveal learners’ own interpretation of their feelings and experience towards the English language.

Field of Study: Curriculum and Instruction

Student’s signature: [Signature]

Graduate School of Education

Academic Year: 2015