ABSTRACT

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Key Words: MOTIVATION, INSTRUCTIONAL STRATEGIES PREFERENCES, ENGLISH LANGUAGE AS A FOREIGN LANGUAGE, COMPARATIVE STUDY, PAN-ASIA INTERNATIONAL SCHOOL, HIGH SCHOOL LEVEL

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Thesis Title: A COMPARATIVE STUDY OF STUDENTS’ MOTIVATION FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE AND THEIR PREFERENCES FOR INSTRUCTIONAL STRATEGIES IN GRADES 9-12 AT PAN-ASIA INTERNATIONAL SCHOOL, BANGKOK, THAILAND

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The main purposes of this study were: 1) to determine the level of students’ motivation for learning EFL in Grades 9-12 at Pan-Asia International School (PAIS); 2) to determine the students’ preferences among five instructional strategies: direct instruction, indirect instruction, interactive instruction, experiential learning, and independent study for EFL in Grades 9-12 at PAIS; 3) to compare the students’ motivation for learning social studies according to their preferences for instructional strategies in Grades 9-12 at PAIS. This study was designed as quantitative and comparative study using two questionnaires: a motivation questionnaire and an instructional strategies preferences questionnaire. The respondents were 123 EFL students during the academic year 2015-2016 in PAIS. The data collected by the 2 questionnaires which was analyzed first by descriptive statistics, frequency & percentage, mean, standard deviation and then by inferential statistics, i.e., a One-way Analysis of Variance (ANOVA). The results of this study indicated that student motivation for learning EFL in Grades 9-12 was high. Among the five motivation subscales, task value, control of
learning beliefs, extrinsic goal orientation, self-efficacy for learning & performance were all high, but intrinsic goal orientation was moderate. For the five instructional strategies preferences, 33 EFL students (26.8 %) preferred experiential learning, 25 students (20.3 %) preferred indirect instruction, 23 students (18.7 %) preferred interactive instruction, 22 students (17.9 %) preferred independent study and 29 students (16.3 %) preferred direct instruction. It could be seen that most of the EFL students from high school level in PAIS were likely to learn with a student-centered approach. However, the research finding for comparative analysis showed that there was no significant difference between the students’ motivation for learning EFL according to their preferences for instructional strategies in Grades 9-12 at PAIS.