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

N. Po Shell

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of MASTER OF EDUCATION in Curriculum and Instruction Graduate School of Human Sciences ASSUMPTION UNIVERSITY OF THAILAND 2013
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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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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.
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CHAPTER I

INTRODUCTION

In this chapter, the researcher will discuss the purposes and importance of this study. The chapter comprises the background of the study, statement of the problem, research questions, research objectives, research hypothesis, theoretical framework, conceptual framework, scope of the study, definitions of terms, and the significance of the study.

Background of the Study

The English language has been used in Thailand for more than a century and the world is providing both challenges and opportunities for teaching and learning English in Thailand. In order to teach English effectively, teachers should consider that many factors are important to learning such as appropriate content and materials as well as teaching strategies, where the learning will take place and where language will be used in daily life (Graddol, 2006, cited in Darasawang, 2007). Thailand has a multifaceted relationship with other ASEAN countries that provide a great opportunity to develop the country. Thus, learning English is becoming quite important because the major transactions in terms of business, education, sciences and technological progress require the use of high proficiency English communication. In the past decades, many international companies have embraced cooperation for economic investments in Thailand (Wiriyachitra, 2001).

According to the Thailand Ministry of Education (2015), Thailand planned a huge budget allocation of about 19.35% to the Ministry of Education, in order to provide a better education for Thais. English language education has particularly been paid close attention. In late 2015, the Ministry of Education launched the project Thai Education toward ASEAN.
which focuses on human resource development for Thai people to be able to interact within the ASEAN Community. Narong who is Education Minister Admiral (as cited in Thailand Ministry of Education, 2015), argued that there was one factor needed to succeed in the ASEAN integration for human resource development. It is to train Thai people in the knowledge, skills, and maturity needed to work in preparation to perceive the multicultural community of ASEAN.

Thailand Education reform is necessary for the needs of a learners’ development and the potential to achieve a quality life. Thus, Thailand has reformed four educational areas: schools, teachers, curriculum, and administration. According to the National Education Act of 1999, Darasawang (2007) stated that the aim of Thai education is to promote lifelong learning, which emphasizes the learning process and knowledge development. Moreover, Darasawang (2007) also stated that the new National Education Act creates opportunities for English Language teaching to develop students from secondary and tertiary levels through decentralizing syllabus design, focus on critical thinking skills, adopting different kinds of educational approaches, and various teaching styles.

The Basic Education Curriculum 2001 was the core curriculum for national education at the basic level and it enhanced the quality of life of learners, wisdom and competence to support the Thai community (Ministry of Education, 2001). In 2002, the curriculum was adjusted according to the objectives of the National Education Act 1999. This curriculum has paid attention to the decentralization of educational authority to local communities and schools (Office of the Prime Minister, 1999). Then Ministry of Education planned Tenth National Economic and Social Development Plan (2007-2011) for 21st century youths and Thai people that emphasizes on the need to possess full development in all respects such as physical, intellectual, emotional and spiritual. Consequently, the Basic Education Core Curriculum 2008 was promoted for greater relevance for Thai students, local
communities and schools with a framework and orientation for preparing school curriculums (Office of the National Economic and Social Development Board, 2006).

The Basic Education Core Curriculum 2008 is directed to Thai citizens to engage in balanced improvement in all physical strength, knowledge and morality. The core curriculum will seek to give a framework for provision of all target groups of learners to receive basic education. Teaching-learning activities for all Thai children and youths, the curriculum focused on learner-centered approach. Thus, self-development would build through basic knowledge and skills and attitude towards further education, and lifelong learning (Office of the National Economic and Social Development Board, 2006).

Motivation is a factor that plays an important role for students to reach educational success. Students are motivated internally and externally. In Bangkok, students in the public schools find their level of motivation is not sufficient to move forward, and have a lower desire to carry out English language learning compared with students in private and international schools (Inngam, 2015). According to Hoy and Woolfolk (2009), motivation stimulates the students' behavior in order to learn at school. Motivated students are always inspired to go forward to perform successfully during the learning processes (Ryan & Deci, 2000). All in all, learning language is not easy and it takes time and effort (Dislen, 2013). Therefore, students must be motivated and stimulated to study hard, increase participation during learning, and gain the knowledge taught in the school by the instructors. Nevertheless, using teaching strategies which are mismatched to the learners' preferences may affect students’ motivation to learn the lessons. Besides, learners have their own preferences in learning as instructors have their own teaching strategies (Howard, 2008).

According to the researcher's observation in Pan-Asia International School in Grades 9-12, students' motivation is low when teachers use inappropriate instructional strategies in particular lessons for English Language Learners (ELLs) in the school.
Depending on the lesson plan, teachers have to find a way to help students learn with enthusiasm and high motivation. Thus, instructional strategies can affect ELLs’ success, a key element for teachers in the teaching and learning process. Teachers also need to be balanced in using several instructional strategies because each student's psychology has different preferences on teaching styles. Many educators realize differentiated instruction plays a very important role in schools because it considers the different needs of each learner. Inappropriate approaches and techniques for learning English as a foreign language can limit learners’ motivation to practice and develop as well (McCombs & Miller, 2007). Thus, the researcher intends to conduct a study comparing students’ motivation and instructional preferences. The study will be conducted specifically in an EFL class in Grades 9-12 at Pan-Asia International School, Bangkok, Thailand.

**Statement of the Problem**

Pan-Asia International School uses English as a medium of instruction with an American Curriculum, from Massachusetts in the USA from primary level to high school level, and including the International Baccalaureate Program for Grades 11 and 12. According to some teachers, the curriculum and materials used there do not match the students’ interests and needs. Thai students find it hard to understand the difference between Thai and American culture content. Students always tend to do easy work rather than learn to solve the particular problem for EFL lessons and they always depend too much on teachers to get the right answers. In addition, since English has always been considered a foreign language rather than an international language, students do not realize that English is really essential in their future. The cultural influence of shyness may also hold students back in communicating in English. Thus, they do not have the comfort to communicate in English or have many opportunities to use English outside of the classroom. All these facts have a big
impact on students’ motivation to learn English. To overcome these challenges, teachers are the most important link in managing the instructional strategies to adapt and relate the content to students’ real life situations, helping them to learn and understand the content. Therefore, these are precisely the reasons of why this researcher is interested in analyzing the students’ motivation for learning EFL and their instructional strategies preferences.

**Research Questions**

The questions of this study are as follows:

1. What are the levels of students’ motivation for learning EFL in Grades 9-12 at Pan-Asia International School?
2. What are the students’ preferences among five instructional strategies: direct instruction, indirect instruction, interactive instruction, experiential learning, and independent study for learning EFL in Grades 9-12 at Pan-Asia International School?
3. Is there any difference between the students’ motivations for learning EFL according to their preferences for instructional strategies in Grades 9-12 at Pan-Asia International School?

**Research Objectives**

The objectives of the study are as follows:

1. To determine the levels of students’ motivation for learning EFL in Grades 9-12 at Pan-Asia International School.
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 Pan-Asia International School.
3. To determine whether there is a significant difference between the students’ motivation for learning EFL according to their preferences for instructional strategies in Grades 9-12 at Pan-Asia International School.

**Research Hypothesis**

There is a significant difference between students’ motivation for ELLs according to their preferences in instructional strategies in Grades 9-12 at Pan-Asia International School at .05 level.

**Theoretical Framework**

This study will be conducted based on two major theories:

**Social Cognitive Theory of Motivation for Learning**

The first theory is based on Bandura’s learning motivation theory. Motivation is through the observation and experiences to achieve, or to engage in a certain work, to be accomplished successfully (Bandura, 1988, 1993 & 2001). Bandura believed that motivation can be broken down into several dimensions. For the purposes of this study the following dimensions of motivation for learning will be used: intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, and self-efficacy for learning.

**Instructional Strategies – Differentiated Instruction**

This study will focus on students’ preferences for instructional strategies (Gama & Lynch, 2015; Sadler-Smith & Riding, 1999). In order to achieve learning goals, teachers have to use various methods of instruction for each lesson. Specifically, there are five instructional strategies; direct instruction, indirect instruction, interactive instruction, experiential learning, and independent study.
Tomlinson’s (2001) theory of differentiated instruction will be a support theory for this research. Tomlinson pointed out that content, process, and teachers in their instruction, applying the various instructional strategies mentioned in the previous paragraph, can manipulate all product.

**Motivated Strategies for Learning Questionnaire (MSLQ)**

The Motivated Strategies for Learning Questionnaire (MSLQ) is a self-report instrument designed to assess motivation and different learning strategies of students in college course. Fundamentally MSLQ is constructed on a general cognitive view of motivation and learning strategies. Pintrich, Smith, Garcia, and McKeachie (1991), Pintrich and DeGrot (1990) presented the general theoretical framework about MSLQ. There are essentially two sections to the MSLQ, a motivation section, and a learning strategies section. The motivation section consists of 31 items for students' goals and value beliefs for a course, their beliefs about their skill to succeed in a course, and their anxiety about tests in a course. The learning strategy section includes 31 items concerning students' use of different cognitive and metacognitive strategies and 19 items regarding student management of different resources. In total, there are 81 items in the 1991 version of the MSLQ.

In this study, the researcher used Pintrich, Smith, Garcia and McKeachie (1991) Motivated Strategies for Learning Questionnaire (MSLQ) to assess students’ motivational orientation of learning. Even though MSLQ is composed of six dimensions of motivation; intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, anxiety and self-efficacy for learning and performance. However, the researcher used only five dimensions of motivation from MSLQ in this study because in social cognitive perspective, the specification scale of motivation has only five-sub categories. Thus, 26 of MSLQ were used for this study.
Therefore, the researcher adapted the 26 items of MSLQ scales. The MSLQ scales were only slightly modified to fit the motivated for learning EFL current research topic. All 26 questionnaires were identical to the original MSLQ except for subject area. For example, “I believe I will receive an excellent grade in this class” have changed to “I believe I will receive an excellent grade in EFL classes”. Thus, the name of motivated strategies for learning questionnaire (MSLQ) has changed to motivated for learning EFL questionnaire (MLEFLQ). The following motivation variables conducted the students’ motivational orientation of learning in Grades 9-12 at Pan-Asia International School; intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs and self-efficacy for learning and performance.

**Instructional Strategies Preferences Questionnaire (ISPQ)**

Instructional Strategies Preferences Questionnaire (ISPQ) was developed by Gama and Lynch (2015) in 2015 at Assumption University. The ISPQ was created to measure the students’ preferences for instructional strategies in social studies in grade 10 and grade 11 of the Escola Secundária Católica de São José Operário in Dili, Timor- Leste. There are five types of instructional strategies in ISPQ; direct instruction, indirect instruction, interactive instruction, experiential learning and independent study. In this study, the researcher utilized all the instructional variables from ISPQ to measure the students’ preferences for instructional strategies in EFL.

The Instructional strategies preferences questionnaire examined the items’ content validity by three educational experts. Gama and Lynch (2015) administered the pilot test questionnaire to 20 students in Grade 10 and Grade 11 of the Escola Secundária Católica de São José Operário in Dili, Timor- Leste. In order to determine reliability for the pilot test questionnaires, they used the statistical software program to analyze the collected data. A seven-point Likert-type scale was used to determine the students’ preferences for
instructional strategies. For this study, the researcher adopted all the items of ISPQ scales for Grades 9-12 students’ preference instructional strategies in learning EFL at Pan-Asia International School in Bangkok, Thailand.

**Conceptual Framework**

The purposes of this study will be to investigate the levels of students’ motivation for EFL and to compare the students’ preferences according to their instructional strategies in grades 9-12 at Pan-Asia International School, Bangkok, Thailand. Figure 1 shows the relationship among the study variables.

![Conceptual Framework Diagram](image_url)

*Figure 1. Conceptual framework.*
Scope of the Study

This study will be conducted on motivation for ELLs according to their preferences for instructional strategies only in Grades 9-12 at Pan-Asia International School, Bangkok, Thailand. For this study, five of Bandura’s learning motivation theory variables will be used (intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, self-efficacy for learning and performance). The Motivation Strategies for Learning Questionnaire (MSLQ, Pintrich, Smith, Garcia and McKeachie 1991) will be used to determine the students’ motivation for learning EFL. For instructional strategies theory, Tomlinsom (2001) theory with five instructional strategies will be used and the questionnaire of Instructional Strategies Preferences Questionnaire (ISPQ) developed by Gama and Lynch (2015) will be used.

Definitions of Terms

There are various terms, which were stated in this study. The definitions of terms are listed as follows:

**EFL:** Refers to learning the English language as a foreign language in Grades 9-12 at Pan Asia International School.

**ELLs:** Refers to English Language Learners from Grades 9-12 in Pan Asia International School.

**Instructional preferences:** Teaching approaches for individual students preferred instructional strategy. There are five different teaching styles.

- **Direct instruction:** This is a teacher-centered approach where the teacher provides explanations, presentations, descriptions, establishing, and illustrations the process that is being directed to the student. It is measured on the instructional strategies preferences research questionnaire by items 5, 10, 11, 20 and 25.
- **Indirect instruction**: This is a student-centered approach where high levels of students’ involvements are facilitated by constructing and transforming the content based on their experiences. It is measured on the instructional strategies preferences research questionnaire by items 4, 9, 12, 19 and 24.

- **Interactive instruction**: Teachers allow students to be actively involved and engaged in learning to promote social skills. The teacher establishes an environment for participation such as pair work, group work discussion, and project base assignments together. It is measured on the instructional strategies preferences research questionnaire by items 1, 6, 15, 16 and 21.

- **Experiential learning**: Students learn by doing and reflecting their own experiences on the lessons in which they perform in an active role. It is measured on the instructional strategies preferences research questionnaire by items 3, 8, 13, 18 and 23.

- **Independent study**: Teachers recognize students’ interests, potential, and needs by providing flexible instruction to meet their goals. It enables students to work on their own, individually or in groups to meet their own learning goals. It is measured on the instructional strategies preferences research questionnaire by items 2, 7, 14, 17 and 22.

**Motivation for Learning**: Refers to students' desire to learn in particular ways and determine the specific goals to increase effort and energy. Motivation drives someone to take action to do something and increases the level of learning activities. The five dimensions of motivation used in this study are as follows,

- **Intrinsic goal orientation**: Students enjoy their interest without others forcing them and actively engage in learning in order to improve themselves. Measured on the motivation for learning research questionnaire by items 5, 10, 15 and 17.
- **Extrinsic goal orientation**: Students engage in learning activities based upon external reasons such as avoiding negative consequences or receiving an external reward. Measured on the motivation for learning research questionnaire by items 4, 9, 14 and 18.

- **Control of Learning beliefs**: Self-belief that enables students to develop confidence to be successful in their learning. Measured on the motivation for learning research questionnaire by items 2, 7, 12 and 20.

- **Task value**: The degree to which students value the learning tasks in which they are engaged. Measured on the motivation for learning research questionnaire by items 3, 8, 13, 19, 22 and 24.

- **Self-efficacy of Learning and Performance**: The belief that learners feel capable of organizing to accomplish a certain goal. Measured on the motivation for learning research questionnaire by items 1, 6, 11, 16, 21, 23, 25 and 26.

**Pan-Asia International School**: An international school which located in 18 Chalermprakiat Rama 9 soi 67, Kwang Dokmai, Pravet District, 10250 Thailand, Bangkok.

**Students**: Refers to the ELLs who are not native English speakers in Grades 9-12 at Pan-Asia International School.
Significance of the Study

As there is no previous research emphasis on this study at Pan-Asia International School in Bangkok, Thailand, the research findings would be beneficial for students, teachers, the school and future research.

This study will help students’ satisfaction and motivation toward achievement of learning goals. Students would benefit from the teachers who understand the value of the various instructional strategies.

The research outcome would be a tool to help teachers to understand students’ learning motivation and their preference of instructional strategies. Meanwhile, teachers can manage and develop instructional processes that are more effective for each group of learners.

The researcher hopes that this study may help the school principal of Pan-Asia International School review the useful information about the students’ motivation and students’ performance based upon various instructional strategies. Moreover, this study result could be useful for the future researchers as a reference to investigate the concepts of how students' different motivational needs contribute to the learners preferred instructional strategies in the classroom. Many supported researchers from different nations and countries could conduct base on the students’ motivation and instructional strategies as well as apply supported theories such as Bandura’s social cognitive theory of motivation for learning and Tomlison’s differentiated instruction theory.
Summary

In this Chapter I, the researcher presented the purposes and importance of this study, the background of the study, statement of the problem, research questions, research objectives, research hypothesis, theoretical framework, conceptual framework, scope of the study, definitions of terms, and the significance of the study.

Chapter II will explain motivation strategies theories, and instructional strategies which are from the conceptual framework. It will then go detail the background of the school and education system for ELLs. Chapter III will describe in detail the research methodology which will be used to measure the study variables.
CHAPTER II

REVIEW OF RELATED LITERATURE

In Chapter 1, the main idea of this research was provided. This chapter will provide a review of literature according to the key variables. Learning motivation regarding social cognitive theory (SCT) and different approaches for students’ engagement in learning will be discussed in the first part. Differentiated instruction through varying the instructional content, process, and product will be distinguished in the second part. The third part will cover five instructional strategies to teach and motivate English language learners effectively. English language teaching in Thailand and overview of Pan-Asia International School in Bangkok, Thailand, will be outlined in the last part of this chapter.

Motivation for Learning

Motivation plays a key role in the success and failure of learning (Cheng & Dörnyei, 2007). Guay, Chanal, Ratelle, Marsh, Larose and Boivin (2010) argued that motivation means not only behavior but also cognition. It means that motivation in the sense of knowing and understanding can impact one’s actions. Gardner specifically described motivation characteristics as “attitudes toward learning the language, desire to learn the language, and motivational intensity” (Gardner, 1985, p. 54). Gardner’s model mainly focuses on integrative motive, which includes desire, passion, and attitudes toward language learning. Gardner (2005) also stated that motivation is the central factor that influences individual differences. Intrinsic motivation refers to the individual interest, satisfaction, enjoyment, and action while performing in order to finish intended tasks. On the other hand, Deci, Koestner and Ryan (1999) discovered successful accomplishment happened through
intrinsic motivation that is strongly driven to retain the achievement. Extrinsic motivation, on the other hand, drives a learner to engage in activities and challenges for external rewards such as praise and grades. Most researchers confirm that both intrinsic and extrinsic motivation increase overall motivation. However, intrinsic motivation functions to sustain students’ ability more so than extrinsic motivation because intrinsic motivation always begins from the individual desire to do the task with his or her (sp) own encouragement (Deci et al., 1999).

Learning happens when students are motivated to learn. Several factors can influence students’ motivation and lead to making learning decisions (Kong, 2009 cited in Mart, 2011). Bandura (1993) stated that self-efficacy has an impact on student motivation to learn. If students have high self-efficacy, all tasks would be done by self-motivation and they would persist longer to reach the goal. As a result, students who have high self-efficacy are more likely to succeed than those who do not because self-efficacy has such a strong effect on a student motivation. Moreover, observation and experiences can effect motivation to engage in those learning activities.

Psychologically or biologically, motivation plays an essential role in teaching and learning. Besides, motivation both improves and mediates learning. Therefore, instructors should know about the effects of motivation and they must plan instructional strategies that motivate and have a big impact on the students’ engagement in learning (Wlodkowski, 2008). In addition, Reeve (1996) found that academic achievement and motivation are interrelated which means that the more students are motivated in learning, the more they develop to reach the goal.

The instructors are the ones most responsible to utilize different kind of teaching approaches in order to focus on cognitive behaviors in learning. To sustain the level of students’ learning motivation depends heavily on applying different kinds of instructional
strategies such as monitoring and planning the learning activities for each learning context (Turner, 1995). Therefore, instructors must be aware of utilizing several kinds of instructional strategies to maintain and improve their students’ motivation to learn. Furthermore, McCombs and Miller (2007) indicated that motivational influences on a students’ desire to learn, is either an intrinsic or extrinsic power. In order to create the supportive environment and classrooms that sustain the student’s motivation to learn, teachers must use creative tasks and challenging lessons that are relevant to the learning objectives. Empowering students by giving autonomy to help them improves self-directed learning (Callahan, 2010 cited in Mart, 2011). Therefore, teachers must have the knowledge to apply different kinds of instructional strategies to help motivate students to learn. The activities provided by teachers must inspire students’ motivation to learn inside or outside the school.

Social Cognitive Theory (SCT) For Learning Motivation

Bandura’s Social cognitive theory (SCT) defined that people learn from each other via observation, modeling, and replication. This theory is a bridge for cognitive learning and behaviorist theories. It initially focuses on attention, motivation and memory for learning in a social context, and learning through observation (Bandura, 1997). SCT has often been used widely for student achievement and learning motivation in the classroom. It has also been used in several fields of human behavior such as symbolic coding, cognitive organization, motor rehearsal, mental images and physical health (Pajares, 1996, cited in Pajares, 2002).

People learn through others’ attitudes and outcomes by observing how others perform and complete tasks. According to SCT, there are three main factors, which explain human behavior in terms of continuous reciprocal interaction between personal, behavioral
and environmental influences, and how we learn from our social experiences (Bandura, 1997). Bandura (1997, cited in Pajares, 2002) pointed out that social cognitive theory gives the basic contribution strategies and explain details about necessary conditions for effective modeling of how people pay attention, retention, reproduction and motivation by seeing and recalling on certain interactive behaviors. Moreover, a person’s behavior can change due to the condition of environment, which is a factor in understanding behavior (Parraga, 1990, cited in University of Twente, 2010). Learning occurs by observing due to the reinforcements, capabilities, self-learning to absorb ideas from others activities and performance (Bandura, 1997, cited in Pajares, 2002).

Regarding psychologist Albert Bandura, reciprocal determinism is a social-learning theory composed of three components: environmental factors, personal factors, and behavioral factors. The environmental component is made up of social and physical surroundings. The personal component includes emotions, expectations, beliefs, one’s thoughts in which personality and cognitive factors play an important role. The behavioral components contain reinforcement, individual skills and actions. Principally, Bandura suggests that reciprocal determinism components interact with one another and a change in one will impact the others as well. For example, environmental factors influence behavior and cognitive factors.

*Figure 2. Bandura’s reciprocal determinism model (social-learning theory).*
**Intrinsic Goal Orientation**

Intrinsic motivation exists in the relationship between individuals and activities because people are likely to do the tasks with natural satisfaction rather than for observable consequences. Intrinsic motivation comes from the individual inner aspiration or curiosity, and it positively impacts emotional behavior, performance and well-being (Ryan & Deci, 2000). The enjoyment, participation, and self-study are common approaches to measure the intrinsic motivation (Harackiewicz, 1979). Intrinsic motivation has emerged as essential information to help educators understand students’ learning and achievements that cannot be predicted by teachers and parents (Ryan & Stiller, 1991). Therefore, intrinsic motivation provides satisfaction in the basic psychological need for competence. For instance, students who have a high level of intrinsic motivation showcase high-quality learning and creativity because they all possess the satisfaction experience.

Intrinsic motivation is the natural tendency of students can concentrate to perform based on personal interest, whether they are challenging or easy activities (Deci & Ryan, 2002; Reeve, 1996). Outside of incentives, environmental factors, and punishments, students are intrinsically motivated because they reward themselves. In addition, intrinsic motivation promotes an optimistic outlook, creativity, and determination in facing the challenges in learning. For example, a person may be intrinsically motivated to work and solve a difficult problem for his own satisfaction, rather than outside rewards. When students are intrinsically motivated, they rarely seek rewards because external rewards do not motivate them. Bissonnette and Vallerand (1992, cited in Froiland, Oros, Smith & Hirchert, 2012) claimed that motivation directs students’ behaviors to continue to strive for particular goals. High levels of self-sufficiency and autonomy show intrinsic motivation. Therefore, self-efficacy is noted as a characteristic of students’ intrinsic motivation. It encourages students to try harder, engage, persist, and perform better. Furthermore, Pintrich (2003) provided the
thought that motivation is not only about a learners’ interest, but also their curiosity, which leads to achieving their goal. Leper, Corpus, and Iyengar (2005) stated that students must possess self-determination and personal control in order to be intrinsically motivated in their learning. Pintrich (2003) stated that students who regularly achieve their goals have more self-determination and self-efficacy.

According to Newmann (1992), students engage in learning when intrinsic motivation drives them to be competent and to understanding rather than working for a good grade, praise, or teacher satisfaction. Engaged students experience greater satisfaction with school experiences and it impacts not only a student’s academic achievement, but also their attendance rates and behavior. As Stipek (1996) mentioned, students who love to engage in tasks have less fear when approaching the task and they enthusiastically put more effort into solving the problem. In other words, engaged students who are intrinsically motivated to learn always tend to work hard during break time and take extra time to make sure they truly understand the lessons. A student engaging in the learning process is important for a higher quality of learning (Sheldon & Biddle, 1998).

The advantages of intrinsic motivation are self-determination and autonomous learners who can demonstrate a strong understanding, creativity, cognitive capacities, and skills. Intrinsic motivation enables students to meet the expectations and develop their understanding of learning (Newmann, Wehlage & Lamborn, 1992).

**Extrinsic Goal Orientation**

Extrinsic motivation is an essential motivation that is created by external environments or outside rewards. It can encourage the learning even if students are not really interested in the activities (A. W, A. E. Gottfried & Guerin, 2006). Learners who are extrinsically motivated may want things such as good grades, money, praise, social affirmation, and others accomplishments or incentives. For example, a student who does not
enjoy writing will take a writing class to help him get a high score on a writing test for a scholarship at a university where he desires to go after high school. Essentially, students are motivated to perform a task as a means to an end, not as an end in itself. In addition, McQuown (2011) mentioned that in students who are greatly influenced by extrinsic motivation, their engagement might decrease if there is no reward. According to Garvis (2009, cited in Andrew, 2011) without extrinsic motivation, students will rely on teachers or peers to motivate themselves. On the other hand, intrinsic motivation encourages learners to put forth effort to reach a particular goal and continue regardless of the rewards. It increases cognitive ability and curiosity, increasing the students' knowledge and skills, which lead to being lifelong learners Mart (2011). However, Lepper and Corpus (2005, cited in Dahl & Smimou, 2011) found that there is negative result between extrinsic motivation and academic outcomes; of this motivation always please their teachers intending to attain a good grade. In addition, students’ existing extrinsic motivation may not increase because without external encouragement, they lose interest in the task (Wu and Marek, 2010).

Task Value

Task value refers to how students perceive the value of a task and its importance (Eccles & Wigfield, 2004). Motivation theorists try to explain students’ achievement, behaviors, academic autonomous and performance, but task value particularly focuses on how well students work on their tasks and the extent to which they value their task (Atkinson, 1957). Expectancy-value theory points out that task value can be measured by motivation (Eccles & Wigfield, 2004). This means if the task has no value, there will be no motivation. Likewise students will not try to do the task because they think there is not much importance in it.

Pintrich and DeGroot (1990, cited in Heafner, 2004) also mentioned that task-value is the reason behind why people place value on certain tasks. It is determined by the
relevance of an activity. Furthermore, students' task value in order to decide how much effort should they put into engaging and accomplishing in different tasks. In addition, Metallidou and Vlachou (2010) determined that students who place a high level of value on a task are more cognitively engaged. For example, a student that believes math is important will possess more awareness, understanding, and motivation to complete as compared to a student who gives math a lower task-value.

Therefore, students' achievement is related to their attitude and perception. Like students who see value in a task or course are more likely to succeed and feel fulfilled and accomplished. Moreover, students would give up a task that is more difficult or easier than they prefer, will be motivated to continue if they see it as fun to devote their time to achieving the goal. Agnesia (2010) indicated that students' motivation would be high, if their interest value matches their task goals. Therefore, students' perception on tasks, observations and personal interest, play as basic factors impacting motivation. Students frequently make decisions regarding effort according to the value they observe and the result of completing the task. So task value beliefs refer to students' evaluations about the importance and meaningfulness of the task.

**Control of Learning Beliefs**

Control of learning beliefs is based on three basic psychological needs, competence, autonomy and relatedness, which refer to students' beliefs about their expected success in performing a task. Each of them is linked to control beliefs according to researcher (Connell & Wellborn, 1990). Control beliefs shifted an individual's expectations to emphasize the success or failure of the target goal. Therefore, achievement of students task is influenced by the three basic needs of control beliefs. According to Skinner et al. (1998) a child’s perception depends on the teacher who will lead a control of learning beliefs to success.
Pintrich (1999) pointed out that students’ control of learning beliefs begin with conviction that effort can lead to positive achievement. Depending on the conditions of self-evaluation and perception of their ability by observation, interaction, and imitation with and of others, students achieve their goals. Therefore, the students’ control of learning beliefs is strongly linked with undertaking a task, which leads to success. Moreover, Covington (2000) stated that learners who possess strong personal control beliefs rely on this perception to overcome the challenges and improve their confidence.

**Self-efficacy for Learning and Performance**

Self-efficacy is an individual’s belief that he or she has the ability to perform a task successfully (Bandura, 1997, cited in Pajares, 2002). Students who have high self-efficacy can perform more difficult learning tasks for success and self-regulation. (Meece, Blumenfeld, & Hoyle, 1988) suggested that self-efficacy is being able to complete learning tasks and reach learning goals through self-regulated learning. Self-efficacy also builds the students’ confidence in their cognitive skills to perform a task and to achieve an academic goal. Self-regulated, self-confident and self-belief are the factors which form in the concept of self-efficacy Bandura (1993).

Self-efficacy refers to the point when students who have confidence attempt a task willingly because they believe they are able to achieve the goal (Schunk, 1991, cited in Azar & Reshadatjoo, 2014). This suggests that students’ performance and achievement can be directly related to trusting in themselves to do the task successfully. Schunk and Ertmer (2000) mentioned that students’ self-confidence in their skill is built on their previous experience in several learning environments that were positive and supportive. Students are more likely to work well because they believe they can be successful with their effort and are more persistent than those who do not (Bandura, 1997; Eccles et al., 1998; Pintrich & Schunk, 2002). There are several pathways to motivate behavior (Pintrich, 2000). Some
students may be motivated due to their self-efficacy beliefs, or their personal interests, their beliefs, which support and direct their behavior to reach the goal.

**Instructional Strategies**

Instructional strategies are the same as teaching methods or teaching strategies (Kizlik, 2012). It represents the ways a teacher can deliver the information to the learners, together with the ways of using a method effectively, to help learners learn the task. Besides considering the characteristics of the instructional methods, there are three areas of concern for selecting an appropriate instructional method, Sink (2006). The first one is efficiency; it refers to how teachers competent in term of using different kinds of instructional strategies. The next one is effectiveness, which is represented by the learners’ outcomes in learning the desired skill or knowledge. The last area is an appeal and it refers to the learners’ attitude toward the instructional method used. In addition, Sink (2006) also mentioned that not only the instructors, but also the learners, would enjoy the learning progress if the instructor selected appropriate instructional methods to meet the goal. On the other hand, if a wrong method is selected for a particular activity, the instructors might get tired and learners might not be motivated to learn. Thus, the learning objectives set for the learners would not be met.

In fact, there are several things to be consider in order to make the right choice on an instructional method for a particular lesson: demographic factors, prior knowledge, subject-matter content, material resources and classroom environment. Additionally, one more factor that can affect the effectiveness of instructional methods used is the learning styles of the learners (Kizlik, 2012). Effective teachers always rely on the differences in student expectations, and address their diverse needs, skill levels, interests, and learning styles, to design lessons and activities to aide the process of teaching. Types of individual differences are always presented when students interact with each other in the process of
Therefore, before selecting the instructional methods, teachers may need to study the individual preferences in learning style of learners as well. Subsequently, teachers would be able to select appropriate instructional methods to demonstrate the effective contexts for each learner. The students’ instructional preferences can be seen as the satisfaction to learn through specific instructional methods (Sadler-Smith & Riding, 1999). To identify learning nature, both teachers and learners must be involved in activities during the task. There are five instructional strategies that teachers can use: direct instruction, indirect instruction, experiential learning, independent study, and interactive instruction. Supportive theories for these instructional strategies are based on the learning theories of behaviorist, cognitivist, and constructivist. Center on Education Policy (2012b) stated that the use of instructional strategies, the curriculum, classroom climate, school environment, teachers, and parents are features that have impact on student’s motivation to learn.

**Direct instruction**

Direct instruction is the method of straightforward, guided instruction, and is a teacher-directed method. It is usually applied to teach a specific skill. Typically, teacher stands in front of a classroom and presents the information for the lesson with very clear outlines, or it might be a simple explanation with new information for the task. Gagnon and Maccini (2011, cited in Oladayo & Oladayo, 2012) stated that direct instruction is an explicit method that emphasizes how to engage with particular teaching techniques. This teacher-directed method includes lecture, explicit teaching, drill and practice, compare and contrast, questioning, demonstration, guide, and share. Students can benefit from listening to a teacher talk all day, but not all lessons are best taught by direct instruction everyday. Students who had an internal locus of control over their successes and failures, may not be suitable in direct
instructional approaches as Wright and DuCete (1976, cited in Peterson, 1979) pointed. Teachers should use direct instructional when the task is easy to explain directly for learn that is more engaging. Teacher directed instruction does not include activities such as discussion, recitation, seminars, workshops, case studies, or internships. The characteristic of direct instruction includes delivering large amounts of information in a set time with the teacher with designing the instruction.

The most commonly used principles in direct instruction include six steps: there are six steps in a direct instruction approach to teaching. Introduction or Review refers to the topics, or related lessons, to be presented to the learners. Development is the process of learning through teacher explanations, descriptions and questions. Guided Practice refers to a teacher assigned monitored task where learners are expected through practice. Closure is the end of a lesson by covering up what was taught, Independent Practice is to give assignments which reinforce the learners without any guide, Evaluation means the assessment of learners may take place on the subject to ensure their level of mastery. Direct instruction is a teacher-centered instructional method for delivering new information before another activity is started (Rosenshine, 1979, cited in Brophy, 1979). It has been mentioned that direct instruction is used for teaching in every subject.

In the theory of behaviorism, it is mentioned that the relationship between environment and behavior occurs when the right reaction is seen (Dabbagh, 2005). Based on behaviorism theory, students could develop skills according to the teaching method. Hattie (2009, cited in Lloyd & Trangmar, 2012) mentioned that direct instruction is an effective teaching strategy that affects the learner's thinking and understanding of the task. Learning in lecture method is passive learning, and it may cause lower learning retention rates, but, the traditional lecture is needed for presenting the knowledge, explaining the context and, motivating students to learn. Sometimes students also could drill and practice the task, which
promotes achievement of knowledge and memorizing throughout multiple practices like in physical education. Markusic (2009, cited in Evans, 2009) pointed out that in the direct instructional strategy, the teacher has to prepare the lesson plans well and must to be knowledgeable of the content in order to communicate well and delivering the information effectively. Direct instruction will benefit and improve metacognitive development. Moreover, Magliaro, Locke, and Burton, 2005 (as cited in Wright, Terry, & Bartholomew, 2012) argued that currently teachers are using a lot of activities for teaching and learning and reducing direct instruction in school. Teachers’ decisions will ultimately influence students learning. Thus, effective teaching for direct instructional involves the consideration of selecting a desired outcome for a particular type of learner. In other words, effective teaching involves teachers’ decision-making in how and what they teach. Decision-making involves giving consideration to a matter, identifying the desired end result, determining the options to get to the end result and selecting the most suitable option to achieve the desired purpose.

**Indirect Instruction**

Indirect instruction is a student-centered learning process in which students are actively participating in the learning process, making inquiries, and engaged in the problems or tasks. In this high level of active involvement, teachers serve as facilitators, or partners, in the learning process. In other words, students take an active role in their education. Indirect instruction places the responsibility for meeting needs and achievements through observation, interpretation, and assumption, based on the cognitivism of learning theory. Pearson Education (2010, cited in Oladayo & Oladayo, 2012) described that student-centered instruction inquiry approach develops the critical thinking skills of students, helping them to find the best solution for the tasks are learning.
Moreover, Brenau (2002, cited in Oladayo & Oladayo, 2012) mentioned that indirect instruction strategy applies concepts, abstractions, perceptions, examinations, and evaluations, to emphasize the different problems of different tasks. These behaviors do not allow learners to memorize lessons as a whole, but they can help learners work cooperatively in solving problems and in critical thinking. For instance, lessons are constructed by a learner’s own efforts through their post experiences and prior knowledge. Dabbagh (2002) cognitivist learning theory describes that the mental process influence the learning, which occur in memory. In addition, learning occurs through active learning in indirect instruction. In this strategy of teaching, teachers will not give the lecture, but act as supporters, or organizers, to motivate students in order to involve themselves in conducting the tasks.

A lot of teaching methods can be used in indirect instruction, such as: problem-solving, case studies, reading for meaning, inquiry, reflective discussion, concept formation, concept mapping, concept attainment, critical thinking, cooperation, and motivation. These methods rely on activities to engage students practically, and require them to work in pairs with groups. It gives them opportunities to explore more solutions and take action. Indirect instructional strategy covers the activities that may benefit the intellectual, attitudinal, and psychomotor skills of their students.

Interactive Instruction

Interactive instruction is both a student-centered and teacher-centered learning strategy used to improve the students’ observational skills, listening skills, communication skills, and interpersonal skills. Dabbagh (2002) described that behaviorism and constructivism learning theories are interactive instruction used to stimulate the learning environment by building off of constructing existing knowledge. Gage and Berliner (1975, cited in Alexander & Winne, 2012) stated that group discussions and activities are the best way to solve a problem rather than depend on individual effort. Moreover, Gall, Weathersby,
Lai and Elder (1976, cited in Gall & Gillett, 2001) found that group discussion is a more successful than individual work.

Interactive instruction strategies refer to the students’ participation in the learning process and to interaction with their classmates or teachers. Constructivism learning theory emphasizes the learners’ own knowledge and participation in making sense of their learning environment (Abdal-Haqq, 1998; Vygotsky, 1978). The interactive learning strategy facilitates the interactive learning environment by enabling students to engage in different ways (Piaget, 1954). Hands-on instruction can help students to engage in physical activities or assignments. Furthermore, interactive instruction provides opportunities for learners to be able to encounter the situation in the learning process.

Classroom climate is the most important factor that strongly influences student participation in class activities. Students will be more likely to get involved in class activities if the environment is friendly rather than evaluative. Thus, in order to have an effective learning environment, a teacher has to maintain a classroom setting where students feel free to share and discuss.

**Experiential Learning**

Experiential Learning Theory (ELT) provides learners the opportunity to build up themselves for development through a holistic model of the learning process. This is a combination of what we know about how people learn, grow, and develop. Mostly, experiential learning focuses on the experiences that take place between the individual and the environment, and differentiates between the cognitive and behavioral learning theories in the learning process. Another reason the theory is called “Experiential” is that it is a theory of knowledge that originates in the experiential works of researchers like Dewey, Lewin, and Piaget. Moreover, the experiential learning theory defines learning as the process by which a combination of transformation experiences creates knowledge (Kolb, 1984).
Learning is best perceived as a process of reflecting and rethinking to improve knowledge, not in terms of outcomes, so that learning should be the primary reason for engaging students in the experiential learning process. Further additions of learning experiences are personal experiences (Kolb, 1984).

Experiential learning involves both student-centered and teacher-centered learning activities. The purpose of experience is to apply what have learned in solving one problem into other contexts. Effective experiential learning emphasizes the process of learning, not the learning product. Haynes (2007, cited in Northern Illinois University Journal) said that experiential learning follows several steps to acquire new knowledge and skills through activities such as hands-on learning, working together, observation, field trips, and reflective learning. As a consequence, experimental learning methods required a considerable amount of time and commitment from the teacher in preparation the course. Teacher-centered teaching methods are less time consuming (Mellor, 1991; Sprau & Keig, 2001).

**Independent Learning**

A number of different terms are used to describe independent learning. Mostly they are called self-regulated learning or independent study because the responsibility to learn is placed on the student. The shift of responsibility for the learning process from the teacher to the pupil is intended to boost the students’ confidence, creativity, and improvement. Independent study is based on cognitive and constructive learning theories (Bates & Wilson, 2002). Constructive learning and independent learning focus on self-regulated development and understanding to enhance the new knowledge and skills. Dependent learners always receive knowledge from a teacher, but independent learners acquire knowledge actively and directly by determine his or her own role in the learning process.

Winne and Jamieson-Noel (2002) stated that the ability of independent learners is
processing information without teachers guiding through self-exploring. Pintrich (2000) recommended the independent study model, or self-regulated learning, emphasizes the importance of the learners’ roles in planning, self-monitoring, controlling, and evaluating their learning activities. Moreover, Zimmerman (2002) added that Pintrich’s model of emphasizing the role of motivation influences learners’ performance and self-reflection for independent study. The possible methods of the independent study strategy are: essays, computer assisted instruction, journals, homework, learning centers, research projects, learning contracts, correspondence lessons, learning activity packages, reports, projects, assigned questions, and learning activities.

Positive relationship based on trust between teacher and student is the essential key to independent learning, based on trust. Mutual learners, or independent learners, have concern not only on learning but also experiences from their family and community. Together with the transfer of responsibility from teachers to students, there must be a development of independent learning skills by learners (Boekaerts, 1997; Kesten, 1987). Providing feedback is one of the keys to improving the students' confidence and developing their thinking skills in working independently. Teachers can also encourage students to self-monitor by giving feedback on their work whether they have achieved their learning goals or not. Feedback from teachers should include internal and external factors for learners. The internal factors are the individual skills such as cognitive, affective, and metacognitive. The external factor includes an enabling environment, which builds the positive relationship between teachers and students. Perry, Phillips and Hutchinson (2006, cited in Tanriseven, 2013) stated that self-regulated learning is an effective method to learn both in and outside the classroom. Candy (1991, cited in Hiemstra, 1994) mentioned that independent learning is an educational psychology process where the learner gains knowledge and develops self-reflection.
Differentiated Instruction

Differentiated instruction to recognize the differences in students in areas such as background knowledge, readiness, language, culture, experiences, preferences in learning, interests, in order to teach them appropriately in the same classroom. The purpose of differentiated instruction is to learn about each student through an assessment of their individual growth and success. Therefore, differentiated instruction is important for teachers to establish since each student is a unique individual with different learning preferences. In turn, they get to know the situation of the students’ learning profiles, helping the teacher to motivate them to learn. Students learn best if instructions are differentiated because motivation and differentiated instruction reciprocally benefit the learning process. Consequently, teachers should spend more time developing different tasks for the students. Tomlinson (1995) stated that teachers should be aware of the huge amount of diversity in students and change their teaching style in the class through differentiated instruction. This ensures student will reach the learning objectives. All students are capable of engaging in learning if teachers teach with the right instruction and teaching approach.

Students are different and they have different ways of accessing the information in learning the task. Thus, differentiated instruction is required to shape the lessons, which allow students to learn through multiple options in the classroom. Based on the model of differentiated instruction, teachers should prepare the teaching material by analyzing and adjusting the material and using a flexible curriculum. There are various classroom-teaching styles, and teachers should use a mixture of whole-class, group, and individual instruction to reach the diverse students in the classrooms. Moreover, McTighe and Brown (2005, cited in Syahril & Wright, 2008) stated that teachers always face the problem of adjusting the national standard instruction requirements and grading the assignments while applying
differentiated instruction in the classrooms. The reason teachers struggle to implement differentiated instructional strategies is because of the national standard demands. Furthermore, Tomlinson (2005 cited in Organization for Economic Co-operation and Development, 2012) mentioned that many teachers are confused on how to apply differentiated instruction strategies in the classroom because they believe the grading system would be unfair if students skip tasks. Many teachers are uncertain on how to implement differentiated instruction strategies in the classroom because teachers believe that grading will not be impartial if students do not do the same assignments (Tomlinson, 2005 cited in OECD, 2012). In addition, Tomlinson also described that since differentiated instruction focuses on the individual personal growth, grading should be individualized and based on what they have learned. In order to meet the national standards, teaching and learning have to adjust from the beginning of the content of the curriculum. This is the proper way to differentiate the instruction for learners. According to Hall (2002), several procedures are needed to develop the teachers' understanding on differentiated instruction. Three fundamentals of the curriculum should be differentiated: content, process, and product (Tomlinson, 2001).

![Diagram of differentiated instruction](image)

*Figure 3. Differentiated instruction (adapted from Oaksford & Jones, 2001, in Hall, 2002).*
Content

Teachers align the task and its objective as a key to access the content for learning. Teaching content must be the same but the way of teaching should be different and based on the learners’ ability to absorb the tasks (Hall, 2002). In addition, there are several elements and materials that support the instructional content. These include theories or principles, attitudes, and skills. Differentiated classroom is an environment where students can access both the importance of teaching and the learning objectives. Students’ participation plays an essential role in differentiated instruction for learning. Instructional content is concept-focused and principle-driven. Teachers must consider the concepts, principles, and skills but adjust it to the diverse levels of students in the classroom allowing them to learn in order to reach the objectives. Teaching concepts can be broader and not bounded by the realities in which teachers have to stay focused on the abilities, ideas, and values that student possesses.

Process

The teacher acts as a facilitator and assessor of activities rather than an instructor in the learning processes. Student should acquire essential understanding and key skills through related activities. Thus, the process of learning takes place through alternative activities while individual student needs are taken into account. Strategies for flexible grouping are needed for these learning activities. Grouping students is one way to interact and sharing their knowledge to gain new ideas by working together in the process of learning. Teachers may explain the content to the whole-class and then follow that with small group or pair work. Teachers may coach students to complete assigned tasks as a group or in pairs. In differentiated instruction, grouping and regrouping students is based on the content of the activity and learners must be given a chance to cooperate with each other. Classroom
management is very important for teachers to be able to handle the whole classroom because it may directly benefit the students’ learning and it is the first step for teachers to deliver new knowledge effectively by differentiated instruction. Therefore, Hall (2002) stated that teachers must consider differentiated instruction by designing and managing lessons so that students acquire their learning goals in different ways.

**Product**

Students with different viewpoints are helpful in differentiated instruction because meaningful learning occurs when all students are engaged in the task helping them to develop knowledge and ideas among them. Hall (2002) mentioned that sharing ideas and information among students, helps them to learn through the various experiences, knowledge, and understanding of fellow students. Both a pretest and an ongoing assessment of the student are very useful in guiding both teachers and students in reflection on their performance. Assessments may include formal or informal, interviews, surveys, daily performance assessments, and other evaluations. The teacher must make each task engaging and interesting to enrich the learner’s knowledge and skills by challenging them in every class. Teachers can determine a student's ability, or readiness, by using a variety of assessments as students learn new concepts, and getting feedback from each grade level. A well-designed lesson that incorporates interesting procedures of teacher-differentiated instruction allows students to become more productive and creative.

**English Language Teaching in Thailand**

Thailand has allowed English language teaching in the country since the reign of King Rama III (1824-1851). To survive the threat of Western colonization, King Rama IV (1851-1868) started to learn English. Thus, he was the very first king who could
communicate with foreigners face to face with no interpreter. At that time, he employed an English teacher to teach in his country at an elementary level and sent scholars to study abroad. He also published English to Thai and Thai to English dictionaries. The English language became the most prominent foreign language during the reign of King Rama V (1868-1910). King Rama V believed that learning this foreign language was good for Thai people in regards to the modernization and progress of the country. The Ministry of Education noted that many schools for commoners were established during the reign of King Rama V. In 1891, English language was added to the curriculum and examinations of Thai school. It took almost 6 years to create a translation program to-and-from English. Thus, it also enabled Thai students to learn about modern technologies, which was needed for developing their country (Darasawang, 2007).

In the 1950’s, English Institutes like the British Council and the United States Foundation came to Thailand to teach English for daily life conversation and further study. In 1960, English language was given a new curriculum up to high school level. The goals for this were to enable Thai students to use English as a medium of international communication and acquire knowledge from around the world. Therefore, Ministry of Education arranged classroom resources for four skills in language learning such as textbooks, course books, tools and materials. In addition, many teachers came from the United States, United Kingdom, and Canada to volunteer in teaching English language as a foreign language (Darasawang, 2007).

Throughout the history, it can be seen that English language has always been emphasized as an important role in Thai education since it was introduced in the beginning of technological and economic investigation. English plays a very important role in international communication (Baugh & Cable ,1993). Nowadays, English is used as a part of the
curriculum from primary to university level. In Thailand, learning English is not only useful in getting a good paying job, but also to discover the cultural differences. According to Tsou (2005) a different culture can be learned through a foreign language, but there are only some teachers in Thailand who can teach about the cultures of Western countries. In Thailand, the English language has been recognized as useful because of its international investment in the economic section.

**Communicative Language Teaching**

**History of Communicative Language Teaching**

Communicative Language Teaching (CLT) became popular in language teaching in the late 1960s. Before this approach was applied in language classes, teachers used traditional language teaching approaches such as Audio Lingual and Situational Language Teaching. Situational Language Teaching teaches what to say and how to say it appropriately in a certain situation for different communicative purposes: requests, giving advice, making suggestions, describing wishes, and other needs. Audio Lingual and Situational Language Teaching focus on vocabulary and grammatical teaching methods. It is undeniable that these two approaches are necessary. It allows teachers to become more aware of the students’ needs in order to enhance their learning and engage in communicating in class. Therefore, these two teaching approaches were integrated into the CLT approach in the mid-1960s. Language teachers began to focus more on the CLT approach in order to help students’ learning development. Regarding the Work Council of Europe in 1971, Wilkins, Widdowson, Candlin, Christopher Brumfit, Keith Johnson, and other British scholars applied the basic theory of communicative or functional approach to language teaching and British language teaching specialists, curriculum development centers, and governments rapidly accepted it. They approved it nationally and internationally, and called it the Communicative
Approach, or Communicative Language Teaching. According to British linguist, Wilkins (1972, cited in Richards & Rodgers, 1986) suggested to European language learners that functional, or communicative language, could work to develop communicative syllabuses for language teaching. Communicative means the language learned, it is essential for communication rather than drill the traditional concepts of grammar, vocabulary and dialogs. Wilkins also mentioned two types of meanings for communicative language use: notional categories (concepts such as time, sequence, quantity, location, frequency) and categories of communicative function (requests, denials, offers, complaints).

Since the mid-1970s, both British and American proponents were tending CLT based on two aims: to set up communicative competence as the goal of language teaching and to develop teaching structural competence of the four language skills that emphasize and acknowledge both language and communication. Widdowson (1972, cited in Richards & Rodgers, 1986) stated that Communicative Language teaching requires teachers to demonstrate how language items are used, in what situations they are appropriate, and do more than just supply learners with an integration of grammatical and functional reaching. Littlewood (1981, cited in Richards & Rodgers, 1986) stated that putting emphasis on the function as well as structure of language is the most important part of teaching and learning language. According to Holec (1980, cited in Richards & Rodgers, 1986), Communicative Language Teaching structures alternative activities inserted into present structural syllabi and focus on a learner-generated view of syllabus design.

The communicative language teaching approach is a sociocultural realistic interaction to a problem or development of the learner’s communicative competence of the target language. There is a problem: learners know grammar but cannot communicate appropriately (Johnson, 1982:121. Natural language occurs in a social context and reflects in
social life more than linguistic purposes. Thus, language learners need to learn the knowledge of a language system, not only rules of grammar. They also need to understand the context and knowing how to use terms such as “when, where and what” appropriately (Hymes, 1972, cited in Richards & Rodgers, 1986). Starting from the 1970s and 1980s, institutions of language teaching all around the world began to plan their teaching, syllabi, and classroom materials around the communicative approach. They identified the aspects of language use in order to be able to develop the learner’s communicative competence, rather than specifying the grammar and vocabulary learners needed to master.

**Nature of Communication**

Communication is social interaction or the response of an organism to stimulus; an elaboration of communication, exchanging and negotiating information among two or more people through written, spoken means. People communicate with each other using verbal and non-verbal symbols, aiding in the comprehension process. Non-verbal symbols refer to the use of gestures, facial expressions, and body movements (Canale, 1983).

According to Hymes’s theory, communicative competence was defined as the ability of learners to communicate accurately in a speech community. Canale (1983) stated that the use of knowledge and skills of communication are the basic factors of communicative.

For pedagogical analysis, there were four areas of communicative competence stated by Canale and Swain (1980, Richards & Rodgers, 1986), which are grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Grammatical competence focuses on learners’ knowledge and skills needed for using the language accurately. It was the grammatical and lexical capacity, which includes features and rules of a given language such as vocabulary, word formation, pronunciation, spelling and linguistic semantics. Sociolinguistic competence in language is being able to appropriately
communicate in the real social context, rather than just the ability to make sentences such as role relationships, shared information to the participants, and interacting with each other. Discourse competence focuses on spoken or written text, and the ability to understand to the interpretation of individual messages. It can be achieved by using different genres including synonyms, antonyms, conjunctions, and ellipsis. Strategic competence refers to the coping strategies that communicators use to initiate, terminate, maintain, repair, and redirect. It includes the ability to paraphrase an idea by using verbal and non-verbal symbols when the speaker cannot recall specific words.

At the level of language theory, Communicative Language Teaching has as rich, if somewhat eclectic, theoretical base. Some of the characteristics of this communicative view of language follow:

1. Language is a medium for the expression of meaning.
2. The primary function of language is to interact and communicate.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not simply its grammatical and structural features, but categories of functional and communicative meaning as exemplified through discourse.

**Approaches of Communicative Language Teaching**

There are several methods in the communicative approach to language teaching that focus on different aspects of communicative competence. For the purpose of this study, three main pedagogical interpretations of the communicative approach to language teaching are:
1. Communicative competence-aimed for language learning

2. Learner-centered for language learning

3. Interaction-oriented for language learning

1. Communicative Competence-Aimed for Language Learning

Many syllabus designers, teaching methodologists, and teaching material developers use the approach: Communicative Competence-Aimed (Brumfit, 1984). According to Savignon, his experimental study found that language teaching solely aimed at grammatical competence does not guarantee the development of a learner’s communicative competence, unless a communicative competence-aimed approach is adopted for language teaching programs. Thus, language teaching has affected learners’ communicative skills in the target language learning (Savignon, 1972, cited in Richards & Rodgers, 1986). To sum up this, teaching language for communication is best achieved when the language teachers focus more on language use, than on grammatical knowledge.

2. Learner-Centered for Language Learning

In this approach, CLT presupposes that learners take the essential role in the learning process (Berns, 1985). In CLT, the teachers always set up the instructional strategies and the teaching content according to the learner’s needs in the target language. In recent years, syllabus designers and teaching material developers’ have focused on the language needs of the learner and in communication. As noted above, defining learning objectives is aimed to fulfill the learner’s language needs. It also requires negotiation between the learner and the learning conditions, which are generated from the context in which the learner uses
the target language.

As Savignon stated (1983, cited in Richards & Rodgers, 1986), “If learners need specific vocational, the language program should provide the communicative uses of the target language in the specific areas of learners’ interests. On the other hand, it is reasonable that considering the individual needs in language learning might be difficult for language teachers. Therefore, Wilkins (1976, cited in Richards & Rodgers, 1986) argued that construction of the language syllabus and teaching materials could not always completely meet the learners’ needs. That is to say, the needs-based language syllabus will provide the learner with realistic and relevant teaching materials and language learning activities, but might not meet every need.

3. Interaction-Oriented for Language Learning

This approach, (Berns, 1985) is seen as an interactive process in which the effective and appropriate social behavior has occurred. Therefore, interaction is a major communication component of CLT. Halliday (1978, cited in Richards & Rodgers, 1986) said that language learning cannot be achieved if there is no environment to facilitate the exchanging of information between self and others.

Savignon (1983, cited in Richards & Rodgers, 1986) also considered the interactive nature of language learning and teaching as a vital step for the development of the learners’ communicative competence. Savignon’s interactional approach to CLT said that communicative competence is a dynamic concept and happens between two or more persons using the same symbolic system. Moreover, extra-linguistic information plays an important role in designing communicative competence-aimed, and learner-centered language syllabuses and teaching materials. According to Hymes’s theory, without allowing learners to participate in environment and in interactive processes in the language classroom, then the
important extra-linguistic information could not be fully utilized by the learner.

**Pan-Asia International School**

Pan-Asia International School (PAIS) is an International Baccalaureate (IB) World School located in Bangkok’s Prawet district on the outskirts of Bangkok. The school is located on a side street approximately 200 meters from the district’s main road Chalerm Prakiat Ketchikan.

The PAIS motto, “Western Curriculum, Eastern Values,” is reflected in the school’s mission to provide its students with the best elements of Western education within an Eastern cultural environment through the cooperation among students, parents, educators, and the community. To this end, PAIS uses an American Program (IBDP) curriculum in Grades 11 and 12. PAIS is owned by a not-for-profit Thai charitable organization, Social Welfare Society (SWS) of Thailand. SWS promotes education through a number of projects across Thailand. In 2010, shortly after the last Western Association of Schools and Colleges (WASC) visited, a 30-year management contract was awarded to Marmara Company, an educational management organization that manages three local schools. Following Marmara’s assumption of PAIS operation, some changes were made to the PAIS management structure. There are four principals which also know as coordinators i.e Primary Coordinator, KG Coordinator, Middle School Coordinator and High School Coordinator for each level from kindergarten to high school (Pan-Asia International School, 2015).

PAIS is proud of the diversity of its student body. While over half of the student body are of Thai or mixed-Thai nationality, 27 other nationalities are represented by students. PAIS is located in a sub-district of Bangkok, which is predominantly Muslim. Though all students are welcome regardless of religious affiliation, the school actively recruits students
from the local communities and foreign mission embassies. PAIS strives to provide for the specific needs of a predominantly Muslim student body, including offering scheduled prayer times, halal food, Arabic language classes, and Islamic studies classes. However, the school is not a religious school. Students of all faiths are accepted and taught to exercise religious and ethnic acceptance. Religious activities are well separated from the general curriculum and non-Muslim students are not required to participate in any religious observances. The founders of PAIS and the Board of Marmara Educational Company believe that all children deserve a chance to receive a quality education regardless of socioeconomic background. In accordance with this philosophy, the PAIS parent organization, Social Welfare Society, provides full or partial tuition assistance to many families who otherwise would not be able to afford PAIS tuition. Also, the school management waives all the admission and semester fees except for the resources, food, and activities for PAIS staff's children (Pan-Asia International School, 2015).

The PAIS curriculum is based on American standards and benchmarks of the State of Massachusetts, which have been modified for international schools in the Kingdom of Thailand. This curriculum specifically focuses on modern, research-based, student-centered methodologies and inquiry and project-based learning. High quality textbooks from a variety of Western publishers are used in classes to support teaching and learning. For selected languages such as Thai, Arabic and Chinese, they are managed well to support and learning for the students. In addition, PAIS teachers are highly qualified and trained. The school library also contains the related resources for both teachers and students.

Learning areas for each subject from kindergarten to grade 10 are as follows:

1. English Language Arts
2. Mathematics
3. Science

4. Information Technology

5. History and Social Science

6. Health and Physical Education

7. Fine Arts

8. Thai Language and Culture

The Common Core State Standards are the priority for Primary and Middle School Curriculum at PAIS. Western Association of Schools and Colleges (WASC) recognizes PAIS and has also allowed them to set up an International Baccalaureate Diploma Programmed (IBDP) which starts from Grades 11 to 12 (Pan-Asia International School, 2015).

Summary

All in all, the body of this chapter demonstrated that motivation plays an important role in students’ learning processes and in their ability to achieve the learning objectives. In order to motivate ELLs in Grades 9-12, teachers have a big role to apply appropriately the five different instructional strategies. The key points of the instruction are to encourage instructors to be aware of individual learning preferences among the learners in order to utilize different instructional strategies in EFL classes, thereby helping learners to be motivate in learning English.

All of the above related literature reviews for motivation, five instructional strategies, differentiated instruction, EFL, and history of PAIS have been demonstrated in this
chapter and it may be a resource for a future research projects. Next, Chapter III will mention the structure and the findings that follow the research methodology.
CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher presents the research methodology in order to find out students’ motivation and preferences for instructional strategies for learning EFL based on their grades at Pan-Asia International School, Bangkok, Thailand. Chapter III includes sections on the research design, population/sample, research instrument, collection of data, data analysis and summary of the research process.

Research Design

This study was a quantitative/comparitive study because the researcher wants to compare students’ levels of motivation for learning EFL with their preferences for instructional strategies. The researcher utilized questionnaires to investigate the following objectives:

1. To determine the level of students’ motivation for learning EFL in Grades 9-12 at Pan-Asia International School.
2. To determine the students’ preferences among five instructional strategies: direct instruction, indirect instruction, interactive instruction, experiential learning and independent study for learning EFL in Grades 9-12 at Pan-Asia International School.
3. To determine whether there is a significant difference between students’ motivation for learning EFL according to their preferences for instructional strategies in Grades 9-12 at Pan-Asia International School.
Population

The population of this study is 123 students in Grades 9-12 at the Pan-Asia International School, Bangkok, Thailand.

Sample

All the students in Grades 9-12 are used as the sample for this study. Table 1 shows in detail the number of students in each grade of interest in EFL classes at Pan-Asia International School.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Sample Pan-Asia International School</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>32</td>
</tr>
<tr>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>11</td>
<td>33</td>
</tr>
<tr>
<td>12</td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td>123</td>
</tr>
</tbody>
</table>

There were 32 students from Grade 9, 26 students from Grade 10, 33 students from Grade 11 and 32 students from Grade 12.

Research Instrument

A research questionnaire will be used as the primary data collection instrument for this study. There are three sections in the questionnaire (see Appendices A, B & C):
students’ demographic, Motivation Strategies for Learning English as a Foreign Language Questionnaire and Instructional Strategies Preferences Questionnaire in learning EFL.

Part I of the questionnaire was adapted from the motivation section of the motivated strategies for learning questionnaire (MSLQ) (Pintrich et al., 1991) and part II was adapted from the Instructional Strategies Preferences Questionnaire (ISPQ) (Gama & Lynch, 2015).

**Motivated Strategies for Learning Questionnaire (MSLQ)**

The MSLQ was developed by Pintrich, Smith, Garcia and McKeachie (1991) and a team of researchers from the National Center for Research at the University of Michigan.

There are two sections in MSLQ: a motivation section and a learning strategies section. The current researcher only adapted the motivation section for this study. The motivation section of the MSLQ is based on cognitive learning motivation and comprises six components, but the researcher used only five out of six components because in social cognitive perspective, the specification scale of motivation has only five sub categories. They are intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, self-efficacy for learning and performance. A total of 31 items are included in those six motivation components. However, for this study the researcher will only use five motivation components: intrinsic goal orientation (4 items), extrinsic goal orientation (4 items), task value (6 items), control of learning beliefs (4 items), self-efficacy for learning and performance (8 items). Thus, the total number of items will be 26 in and seven-point Likert-type scale (see on the next page).

The MSLQ is a self-report instrument employing a seven-point Likert-type scale with 1 representing “not all true of me” and 7 representing “very true of me”. In this study, a low total score will indicate low motivation for learning mathematics and a high total score will indicate strong motivation for learning mathematics (Pintrich et al., 1991). The minumun
score for 26 items will be 26 and the maximum total motivation score will be 182. The following table 2 shows the interpretation scores of motivation for learning EFL questionnaire for Grades 9-12 students in PAIS.

The following table 2, shows the specifications for each mean score interpretation of students’ motivation in learning EFL. There are five different levels; very high, high, moderate, low and very low which identify according to mean \( M \) score of students’ motivation for this research study.

Table 2

*Interpretation Scores of Motivation for Learning EFL Questionnaire (MLEFLQ)*

<table>
<thead>
<tr>
<th>Score</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.81-7.00</td>
<td>Very High</td>
</tr>
<tr>
<td>4.61-5.80</td>
<td>High</td>
</tr>
<tr>
<td>3.41-4.60</td>
<td>Moderate</td>
</tr>
<tr>
<td>2.21-3.40</td>
<td>Low</td>
</tr>
<tr>
<td>1.00-2.20</td>
<td>Very Low</td>
</tr>
</tbody>
</table>

**Validity and Reliability of the MSLQ**

Artino (2005) noted that the MSLQ has good predictive validity. Taylor (2012) found an overall Cronbach’s alpha value of .88, reliability for overall motivation score. Gama and Lynch (2015) also utilized the MSLQ in a study of Grades 10 and 11 students’ motivation in learning social studies and the overall Cronbach’s alpha value was .70, reliability for overall motivation score. Therefore, their findings indicated the students’ motivation for learning social studies in both Grades 10 and 11 were high. Feiz, Hooman, and Kooshki (2013) found that the MSLQ was a useful tool for assessing the motivated strategies
for learning of Iranian students (Pintrich et al., 1991), the original developers of the MSLQ, obtained reliability data from three rounds of data collection (see Table 3 below): 1986 (326 students), 1987 (687 students) and 1988 (758 students). Thus, the MSLQ can be used with reasonable confidence to determine reliable motivation scores.

The following table 3 shows Cronbach’s alpha values computed for each of the five sub-scales. There are 5 different categories in this motivation questionnaire to identify the students’ motivation in learning EFL.

Table 3

*Specifications of Motivation for Learning EFL Questionnaire (MLEFLQ)*

<table>
<thead>
<tr>
<th>Sub-scale</th>
<th>Item numbers</th>
<th>Number of items for each component</th>
<th>Pintrich et al. Cronbach’s Alpha value</th>
<th>Current study Cronbach’s Alpha value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intrinsic Goal Orientation</td>
<td>10,17,15,5</td>
<td>4</td>
<td>.74</td>
<td>.57</td>
</tr>
<tr>
<td>Extrinsic Goal Orientation</td>
<td>9,18,14,4</td>
<td>4</td>
<td>.62</td>
<td>.55</td>
</tr>
<tr>
<td>Task Value</td>
<td>8,19,24,22,13,3</td>
<td>6</td>
<td>.90</td>
<td>.75</td>
</tr>
<tr>
<td>Control of Learning Beliefs</td>
<td>7,20,12,2</td>
<td>4</td>
<td>.68</td>
<td>.60</td>
</tr>
<tr>
<td>Self-efficacy for learning &amp; performance</td>
<td>6,16,25,26,23,21,11,1</td>
<td>8</td>
<td>.93</td>
<td>.85</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>26</td>
<td>.77</td>
<td>.92</td>
</tr>
</tbody>
</table>
Instructional Strategies Preferences Questionnaire (ISPQ)

The Instructional strategies preferences questionnaire (ISPQ) was developed by Gama and Lynch in 2015, in their study of students’ motivation for learning social studies at the Escola Secundaria Catolica De Sao Jose Poerario in Dili, Timor-Leste. The ISPQ consists of three sections. The instructional strategies were divided into five types: direct instruction, indirect instruction, interactive instruction, experiential learning, and independent study.

The following table 4 is showing the interpretation scores for ISPQ of Grades 9-12 students for learning EFL at PAIS.

Table 4

<table>
<thead>
<tr>
<th>Score</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.81-7.00</td>
<td>Very High</td>
</tr>
<tr>
<td>4.61-5.80</td>
<td>High</td>
</tr>
<tr>
<td>3.41-4.60</td>
<td>Moderate</td>
</tr>
<tr>
<td>2.21-3.40</td>
<td>Low</td>
</tr>
<tr>
<td>1.00-2.20</td>
<td>Very Low</td>
</tr>
</tbody>
</table>

Validity and Reliability of the ISPQ

Gama and Lynch (2015) created the ISPQ questionnaire. This questionnaire validated by three educational experts (see Appendix C). There are five instructional strategies and each instructional strategy has five items. Gama and Lynch (2015) obtained ISPQ reliability data in learning social studies of students from Grades 10 and 11. They got overall Cronbach’s alpha value of the ISPQ in Grade 10 and Grade 11, which was .87. It can interpret that students’ preferences among five instructional strategies in learning social
studies was very high. All the 25 items used seven-point Likert-type scale for examining the instructional strategies preferences scores. Since there are a total of 25 items, the maximum total instructional score was 175 and the minimum was 25.

The following table 5 shows Cronbach’s alpha values computed for each of the five sub-scales. There are 5 different categories in this ISPQ questionnaire to identify the students’ preferences instructional strategies in learning EFL.

Table 5

<table>
<thead>
<tr>
<th>Sub-scale</th>
<th>Item number</th>
<th>Number of items for each component</th>
<th>Gama’s Cronbach’s alpha value</th>
<th>Current study Cronbach’s alpha value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Instruction</td>
<td>5,10,11,20,25</td>
<td>5</td>
<td>.87</td>
<td>.59</td>
</tr>
<tr>
<td>Indirect Instruction</td>
<td>4,9,12,19,24</td>
<td>5</td>
<td>.87</td>
<td>.64</td>
</tr>
<tr>
<td>Experiential Learning</td>
<td>3,8,13,18,23</td>
<td>5</td>
<td>.87</td>
<td>.70</td>
</tr>
<tr>
<td>Independent Study</td>
<td>2,7,14,17,22</td>
<td>5</td>
<td>.87</td>
<td>.66</td>
</tr>
<tr>
<td>Interactive instruction</td>
<td>1,6,15,16,21</td>
<td>5</td>
<td>.87</td>
<td>.57</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>25</td>
<td>.87</td>
<td>.87</td>
</tr>
</tbody>
</table>
Collection of Data

The research will be started to collect the data with MSLQ and ISPQ questionnaires on November 7, 8 and 9 in Grades 9-12 during 2016 school term. The researcher will ask permission from the school principal and each Grade of EFL teachers through the school administers. The following table 6 is showing the summary of dates for each grade.

Table 6

Timetable for research at Pan-Asia International School in Bangkok, Thailand

<table>
<thead>
<tr>
<th>Type of Test</th>
<th>Grade</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaire</td>
<td>9</td>
<td>Monday, November 11, 2016</td>
<td>13:00-14:00 pm</td>
</tr>
<tr>
<td>Questionnaire</td>
<td>10</td>
<td>Tuesday, November 12, 2016</td>
<td>13:00-14:00 pm</td>
</tr>
<tr>
<td>Questionnaire</td>
<td>11 and 12</td>
<td>Wednesday, November 13, 2016</td>
<td>13:00-15:00 pm</td>
</tr>
</tbody>
</table>
Data Analysis

The collected data was analyzed based on each objective by using a statistical software program; the following statistical methods were utilized.

For objective 1, descriptive statistics calculated the mean \((M)\) and standard deviation \((SD)\) to determine the level of students’ motivation for learning EFL in Grades 9-12 at Pan-Asia International School.

For objective 2, descriptive statistics calculated the mean \((M)\), standard deviation \((SD)\), frequency and percentage to determine the students’ preferences among five instructional strategies: direct instruction, indirect instruction, experiential learning, independent study and interactive instruction in Grades 9-12 at Pan-Asia International School.

For objective 3, The One-Way ANOVA was used to compare the students’ motivation for learning EFL according to their preferences for instructional strategies. If there was a significant difference, then it used the post hoc multiple comparison (Scheffe’s test) to determine the students’ motivation according to their preferences for instructional strategies in learning EFL at Grades 9-12 in Bangkok, Thailand.
Summary of the Research Process

Table 7

<table>
<thead>
<tr>
<th>Research Objectives</th>
<th>Source of Data</th>
<th>Research Instrument</th>
<th>Method of Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To determine the level of students’ motivation for learning EFL in Grades 9-12.</td>
<td>Motivation for Learning EFL Questionnaire (MLEFLQ)</td>
<td>Descriptive statistics mean ( (M) ) and standard deviation ( (SD) )</td>
<td></td>
</tr>
<tr>
<td>2. To determine the students’ preferences among five instructional strategies: direct instruction, indirect instruction, interactive instruction, experiential learning and independent study in Grades 9-12 in learning EFL.</td>
<td>123 students in Grades 9-12 from Pan - Asia International School</td>
<td>Instructional Strategies Preferences Questionnaire (ISPQ)</td>
<td>Descriptive statistics mean ( (M) ), standard deviation ( (SD) ), frequency and percentage</td>
</tr>
<tr>
<td>3. To determine whether there is a significant difference between students’ motivation for learning EFL according to their preferences for instructional strategies in Grades 9-12.</td>
<td>Motivation for Learning EFL Questionnaire (MLEFLQ) and Instructional Strategies Preferences Questionnaire (ISPQ)</td>
<td>One-Way ANOVA</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER IV

RESEARCH FINDINGS

In this study, all the information was collected by the survey questionnaires and the researcher had collected data for each student’s grade level, students’ learning motivation in learning EFL and students’ preferences for instructional strategies in learning EFL. In this Chapter IV, the researcher describes the findings and information collected from 123 students in Grades 9-12 at Pan-Asia International School in Bangkok, Thailand. A quantitative comparative research design was used for this study in order to analyze the data and compare the motivation variables and instructional strategies preferences of the student respondents. The research findings presented below are reported according to the following three research objectives.

1. To determine the level of students’ motivation for learning EFL in Grades 9, 10, 11, and 12 at Pan-Asia International School.

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 Pan-Asia International School.

3. To determine whether there is a significant difference between the students’ motivation for learning EFL according to their preferences for instructional strategies in Grades 9-12 at Pan-Asia International School.
Main Findings

Findings for Research Objective One

Research objective one was to identify the students’ motivation for learning EFL in Grades 9-12 at Pan-Asia International School in Bangkok, Thailand. For this objective, the researcher used part two section of the questionnaire: the MLESLQ (see Appendix B). There were five motivation subscales in MLEFLQ: intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs and self-efficacy for learning and performance. All together, the questionnaire had 26 items with a seven point Likert-type scale that ranged from 1 = not at all true of me to 7 = very true of me. Table 8 presents the means and standard deviations for each subscale of motivation among the 123 respondents.

Table 8

Interpretation of Mean and Standard Deviation for Each Subscale of the MLEFLQ of Grades 9-12 EFL Students (n=123)

<table>
<thead>
<tr>
<th>Learning Motivation</th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task Value</td>
<td>4.80</td>
<td>1.06</td>
<td>High</td>
</tr>
<tr>
<td>Control of Learning Beliefs</td>
<td>4.80</td>
<td>1.08</td>
<td>High</td>
</tr>
<tr>
<td>Extrinsic Goal Orientation</td>
<td>4.74</td>
<td>1.12</td>
<td>High</td>
</tr>
<tr>
<td>Self-efficacy for Learning &amp; Performance</td>
<td>4.66</td>
<td>1.11</td>
<td>High</td>
</tr>
<tr>
<td>Intrinsic Goal Orientation</td>
<td>4.40</td>
<td>1.05</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

| Total                                | 4.76 | .913| High           |

The maximum mean score of subscale for motivation for learning EFL in Grades 9-12 were task value (M=4.80) and control of learning beliefs (M=4.80), the minimum mean score was intrinsic goal orientation (M=4.40) and the rest were in between. The total summary mean score of Grades 9-12 was 4.76. Therefore, students’ motivation for learning
EFL in the school year 2016 was high according to the interpretation scores of the MLEFLQ in Table 3 in chapter 3.

**Findings for Research Objective Two**

Research objective two was to identify the students’ preferences according to their instructional strategies for learning EFL in Grades 9-12 at Pan-Asia International School in Bangkok, Thailand. For this objective, the researcher used the part three section of the questionnaire: the ISPQ (see Appendix C). There were five subscales of instructional strategies in the ISPQ: direct instruction, indirect instruction, interactive instruction, experiential learning and independent study. All together the questionnaire had 25 items with a seven point Likert-type scale ranging from $1 = \text{not at all true of me}$ to $7 = \text{very true of me}$.

Table 9 presents the frequency and percentage scores for each subscale of instructional strategies’ preferences among the 123 respondents.

Table 9

*Frequency and Percentage for Each Subscale of the ISPQ of Grades 9-12 EFL Students (n = 123)*

<table>
<thead>
<tr>
<th>Instructional Strategies Preferences</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiential Learning</td>
<td>33</td>
<td>26.8</td>
</tr>
<tr>
<td>Indirect Instruction</td>
<td>25</td>
<td>20.3</td>
</tr>
<tr>
<td>Interactive Instruction</td>
<td>23</td>
<td>18.7</td>
</tr>
<tr>
<td>Independent Study</td>
<td>22</td>
<td>17.9</td>
</tr>
<tr>
<td>Direct Instruction</td>
<td>20</td>
<td>16.3</td>
</tr>
<tr>
<td>Total</td>
<td>123</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 9 describes that the maximum frequency and percentage was for experiential learning (F=33, 26.8%). The minimum frequency and percentage was for direct instruction (F=20, 16.3%), and the rest were in between. The total frequency and percentage was F=123, 100%. According to the result, students’ most preferred instructional strategy was experiential learning.

**Findings for Research Objective Three**

Research objective three was to compare students’ motivation for learning EFL and their preferences for instructional strategies from Grades 9-12 at Pan-Asia International School, Bangkok, Thailand. For this objective, statistical hypothesis testing was utilized to analyze and compare the overall mean of students’ motivation for learning EFL according to their preferences for instructional strategies. There were two main variables for comparison: the total motivation score and total instructional strategies preferences. Table 10 gives the One-Way ANOVA findings.

**Table 10**

*One-Way ANOVA Summary Table Comparing the Students’ Motivation for Learning EFL According to Their Preferences for Instructional Strategies*

<table>
<thead>
<tr>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>.863</td>
<td>4</td>
<td>.216</td>
<td>.253</td>
</tr>
<tr>
<td>Within Groups</td>
<td>100.866</td>
<td>118</td>
<td>.855</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>101.729</td>
<td>122</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The research hypothesis stated that there was a significant difference between the Grades 9-12 students’ motivation for ELLs according to their preferences for instructional strategies at .05 confidence level. By using One-Way ANOVA statistical analysis, the results shown that mean the square between groups was .216, within groups was .855, and the F value was .253. The significance value was .908, which was bigger than .05. Therefore, there was no significant difference between students’ motivation for ELLs according to their preferences in instructional strategies in Grades 9-12 at Pan-Asia International School, Bangkok, Thailand at the .05 level.

In this chapter, the researcher has presented all the findings for each objective for this study through analyzing and comparing the data statistically. In the next chapter, the researcher will present the conclusion, discussion, and recommendation, which are based on the findings from this chapter.
CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

Firstly, this chapter provides a brief summary of the entire study, including the research objectives, hypothesis, and research methodology. Secondly, the researcher presents the findings of this study, conclusion of this research, discussion about the important findings and offers recommendations for teachers, students, and future researchers.

Summary of the Study

The purpose of this study was to measure the level of students’ motivation for learning EFL and compare that with their preferences for instructional strategies in Grades 9-12 at Pan-Asia International School in Bangkok, Thailand. The target school is located in Bangkok and is an international school with American curriculum from kindergarten through high school. In addition, the International Baccalaureate (IB) Program is currently being phased into Grades 11 and 12. No previous researcher has investigated students’ motivation and instructional strategies for learning EFL in high school at Pan-Asia International School in Bangkok, Thailand.

The sample of this study was 123 respondents in 2016 academic year. There were three main objectives and one hypothesis for this study and they were as follows.

1. To determine the level of students’ motivation for learning EFL in Grades 9-12 at Pan-Asia International School.

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 Pan-Asia International School.

3. To determine whether there is a significant difference between the students’ motivation for learning EFL according to their preferences for instructional strategies in Grades 9-12 at Pan-Asia International School.

Based on these objectives the hypothesis was as follows. There is no significant difference between students’ motivation for ELLs according to their preferences for instructional strategies in Grades 9-12 at Pan-Asia International School, Bangkok, Thailand at the .05 level.

This research used a quantitative and comparative design utilizing a questionnaire to collect the required data, which was then analyzed through descriptive and inferential statistics.

**Findings**

This section will present the main findings according to the research objectives.

**Research Objective One**

The research findings for students’ total motivation for learning EFL in Grades 9-12 was high. The research findings for four subscales of motivation for learning EFL showed that task value, control of learning beliefs, extrinsic goal orientation and self-efficacy for learning & performance were all high. Only intrinsic goal orientation was moderate for leaning EFL.

**Research Objective Two**

The highest preferred for instructional strategies of EFL learning in Grades 9-12 was experiential learning. The second highest preferred was indirect instruction, the third
highest preferred was interactive, the fourth highest preferred was independent study and the least preferred was direct instruction.

Research Objective Three

There was no significant difference between students’ motivation for learning EFL according to their preferences for instructional strategies in Grades 9-12 at Pan-Asia International School.

Hypothesis

Given the findings of the objectives three, there was no significant difference between students’ motivation for learning EFL according to their preferences for instructional strategies in Grades 9-12 at Pan-Asia International School. Therefore, the research’s hypothesis was rejected.

Conclusion

Motivation and instructional strategies both play an important role in learning EFL. Motivation also can influence choice and use of learning strategies. Thus, different instructional strategies are at work at different motivation levels. Besides, the classroom itself, also provides many situations to motivate students in many ways. Throughout the findings of this research, the following conclusions were stated from the findings and data analysis of this study.

1. In the case of motivation for five subscales, the total mean scores for students’ motivation for learning EFL in Grades 9-12 was 4.76. Therefore, the level of students’ motivation for learning EFL was high.

2. Among the five instructional strategies of interest, the maximum frequency for students’ instructional strategies preferences for learning EFL in Grades 9-12 was
experimental learning and the minimum frequency was direct instruction. Therefore, the most preferred instructional strategy was experiential learning and the least preferred instructional strategy was direct instruction.

3. In the case of comparing the students’ motivation and students’ instructional strategies preferences for learning EFL in Grades 9-12, the probability of significant value for that comparison was greater than the .05 level. Therefore, there was no significant difference between students’ motivation for ELLs according to their preferences in instructional strategies in Grades 9-12 at Pan-Asia International School, Bangkok, Thailand.

Discussion

Motivation

This study found that the overall students’ motivation for learning EFL in Grades 9-12 was high. There were four motivation subscales which scored high: task value and control of learning beliefs, extrinsic goal orientation and self-efficacy. Intrinsic goal orientation was found to be moderate.

The findings showed that students had a high level of task value. It indicated that students’ motivation is high based on their expectations and values regarding the material they are learning in EFL classes. Because English is a required subject for high school level, every student has to take it in order to be competent in other subject areas as well as for their further studies. In addition, students’ perceptions on tasks, observations and personal interest are basic factors that determine their motivation (Gama & Lynch, 2015). Their research findings for task value were the highest, which also indicated that the students’ perceptions of the value of the EFL lessons and course material used was high. According to Metallidou and Vlachou (2010), students who place a high level of value
on a task are more cognitively engaged. Agnesia (2010) also argued that students motivation to complete the task depends on how they set their personal values and goals. Therefore, students in PAIS who see value in the EFL learning task or course materials are more likely to be motivated to accomplish their learning goals.

The findings also showed that students’ from Grades 9-12 had a high level of control of learning beliefs for learning EFL. It can be seen that students controlled their cognition and behavior in different ways in learning EFL as well as their learning environment. Pintrich (1999) pointed out that students’ control of learning is strongly influenced with undertaking a task, which leads to success. In addition, Covington (2000) stated that students who possess strong personal control beliefs could improve their confidence by overcoming learning challenges. Students realized that if they control their academic performance, they would be more likely to produce positive outcomes.

Motivation is one of the main factors that influences students’ learning Agnesia (2010). Extrinsically motivated students work on task while they know that they will get something as a reward. The result of the findings indicates that the level of students’ extrinsic motivation was high. Students from EFL classes were more likely to enjoy the lessons extrinsically because most PAIS students are non English native speakers. Therefore, students are more likely to learn and speak when teachers give them rewards during learning activities. For example, students may dislike assignments, be bored, or may have no interest in the subject, but the possibility of rewards such as good grades, praise and competition will enhance the students’ motivation to perform well on their tasks. Svinicki (2003) implied that positive reinforcement is a way to make students to engage in the task or work. This is accomplished through positive feedback, rewards, praise, and encouragement. Therefore, students’ extrinsic motivation helps teachers in struggling to engage the student in the
learning process and strategically give students both verbal and tangible rewards in EFL classes.

Self-efficacy for learning and performance was found as a high level in this study. This finding described that students’ prior knowledge about English and their experiences help them to solve the problem successfully without any assistance. Bandura (1993) argued that there are three main factors which form self-efficacy: self-regulation, self-confidence and self-belief. Students’ belief that they have the ability to accomplish the task as well as having confidence in their skills, could lead them to master the tasks in EFL classes. In this regard, Meece, Blumenfeld, and Hoyle (1988) suggested that self-efficacy could shape the students in order to complete the learning tasks and reach learning goals through self-regulated learning. Therefore, self-efficacy raises the learning process. For example, if the students were able to write, speak and read the task without assistance in EFL class, their self-efficacy may continue to rise.

In this study, students’ intrinsic motivation was found to be moderate for learning EFL at PAIS. This result indicated that teachers needed to evaluate the lesson plans in detail including assessment method and time management for EFL classes. Students do not have the same prior knowledge so that teachers should not follow the procedures from the textbook only. In order to motivate students in learning, teachers must pay attention to each student to differentiate and adjust each lesson directly to the needs of the learners. As discussed in chapter 2, teachers need to develop the learning environments that are intrinsically rewarding. In this study students were high school level. With this age group, classroom management is one of the most important things to raise the students’ motivation in learning EFL. For example, classroom decoration and facilities are to stimulate the student’s interest, curiosity and exploration related to the lessons. In order to raise the students’ intrinsic motivation, the researcher suggests that classroom discipline and learning discipline must also play an
important part in teaching and learning process. Stipek (1996) argued that engaged students who are intrinsically motivated to learn always tend to work hard and possess strong inner commitment to be able to make sure they truly understand the lessons. The previous researchers Gama and Lynch (2015) also found that learning takes place when there exists both external rewards and strong inner commitment to personal learning goals. Therefore, intrinsic motivation is a key variable to the success driven by internal rewards and desires to learn and if there is no intrinsic motivation, there is no personal learning goal in order to motivate them in the learning process.

**Instructional Strategies**

There are five instructional strategies that teachers can employ: direct instruction, indirect instruction, interactive instruction, experiential learning, and independent study. According to this study, the most preferred instructional strategy of the students for learning EFL was experiential learning. Indirect instruction was the second most preferred instructional strategy, and interactive instruction was the third most preferred instructional strategy. Independent study was the fourth most preferred instructional strategy and finally, direct Instruction was the least preferred instructional strategy.

From the research findings, it can be seen that more students among 123 respondents preferred experiential learning for learning EFL at Pan-Asia International School. This means that students like to be involved in collaborative learning activities for learning EFL because they are young adults who are able to take challenges toward the desired learning outcomes. In addition, students realized that classroom activities that reflected their own experiences to relate to the particular learning goals would lead them to participate in the activities, either in the classroom or outside. The purpose of experiential learning is to apply what they have learned and how they have solved the problem into other
contexts. In this regard, the experiential learning is the transformation of experiences into knowledge to apply in the accurate learning process (Kolb, 1984).

Indirect instruction was the second most preferred instructional strategy among five instructional strategies for learning EFL. Students from PAIS preferred student-centered approaches and emphasized their involvement in the task by observing then understanding the EFL lesson. Because the students are from high school level, they considered themselves to be capable of learning everything in EFL classes. Pearson Education (2010, cited in Oladayo & Oladayo, 2012) stated that student-centered instruction enhanced the critical thinking skills of students through the learning tasks. In this high level of active participation, teachers act as facilitators and students take active role in the learning process. Therefore, in the case of students who would like to discover concepts and problem solutions and case study, teachers need to use more questions to guide them to evaluate their own solution.

Interactive instructional strategy was the third most preferred instructional strategy for learning EFL in this study. As Gage and Berliner (1975, cited in Alexander & Winne, 2012) stated that group discussions and activities were the best method to work on a problem instead of depending on an individual effort. Though interactive strategy is student-centered which allows students to discuss and share, explores their higher order thinking process and gives opportunity to promote their social skills, the researcher found that it was just the third most preferred instructional strategy of PAIS students. In this regard, research considered that only some students enjoyed the tasks with interactive instruction for learning EFL in PAIS. The reason was because most students in PAIS were from Asia, so the culture has an overwhelming effect on their mindset and performance. For example, students had shyness which caused them to feel uncomfortable and less competent to share their experiences and thoughts to other classmates during teaching and learning periods. Therefore, EFL teachers in PAIS need to have the expertise to facilitate discussions and
manage the American lessons context to be relevant to their daily lives and make enjoyable lessons for the situations at hand.

This study also indicated that independent study was the fourth preferred instructional strategy for learning EFL. Pintrich (2000) stated that self-regulated learning emphasizes on planning, self-monitoring, controlling, and evaluating their learning activities. This findings indicated that only some EFL student wanted to undertake activities by taking responsibility to learn independently for their own task and learning activities such as essays, papers, research projects, readings, creative writing assignments or other academically appropriate activities related to EFL class. Previous researchers Gama and Lynch (2015) found that students’ independent study improved their individual creativity and self directed learning in social studies. Students considered that independent study could challenge them to become self-learners and self-confident to learn EFL lessons independently. However, the researcher discovered that EFL students in PAIS required self-motivation and group work, and most students do not want to do their homework regularly and less parents’ cooperation to encourage and care about students learning independently. Since students have fourth most preferred independent study, the EFL teacher needs efficient planning and monitoring on how students perform the tasks through giving feedback, monitoring performance and providing the appropriate resources for independent study.

The findings showed that direct instruction was the least preferred instructional strategy for learning EFL in Pan-Asia International School. However, it was good to know that only a few students preferred direct instruction for learning EFL because direct instruction is one kind of teacher-centered approach. Mostly teacher monitored, and controlled the learning process so that the student would have little control over instructional activities. PAIS is using an American Curriculum that focuses on student-centered approach and the school provides equipment and facilities for teaching and learning. Thus, students
easily get more information directly by sharing, observing and exploring through the Internet or library. Wright and DuCete (1976, cited in Peterson, 1979) described that students who had an internal locus of control over their successes and failures, may not be suitable in direct instructional approaches. As mentioned in chapter 2, Markusic (2009, cited in Evans, 2009) pointed out that teachers had to manage and prepare the lesson plans well in order to motivate students to learn the important information of the task well during delivery. Therefore, in order to utilize direct instruction, teacher must prepare lessons plans very well to the consideration of selecting a desired outcome for EFL learners.

**Comparing Motivation for Learning EFL and Preferences for Instructional Strategies**

The result of this research hypothesis had no significant difference between students’ motivation for learning EFL according to their preferences for instructional strategies in Grades 9-12 at PAIS. This study also found most of the students preferred experiential learning, some students preferred direct instruction and most students had high levels of motivation, but some student’s intrinsic motivation levels were low.

In regard to this research finding, the researcher assumed that there were some reasons that lead to manipulate the students’ motivation and their preferences for instructional strategies. According to the findings, high school students from PAIS preferred experiential learning over direct intrusion because students in high school level are young adults and they determined that experiential learning allows them to explore between the task and practice rather than direct instruction. Moreover, the researcher assumed that the American curriculum might be another factor in why students in PAIS preferred student-centered learning approaches rather than teacher-centered approaches (direct instruction).

Another possible factor might be the relevance to their daily life issues. This could be because the findings showed that student’s intrinsic motivation was more moderate than any others’ motivational subscales. A majority of teachers teach literature, poetry and
history from Western culture. Therefore, this might be assumed that most of the Thai and Pakistanis could face difficulties trying to understand the new cultural aspects. Students’ attitudes toward the lessons might be different and they might become bored from their lessons, because teachers’ expectations are different from what the students desire to know more about the language or the language tasks. They might assume that the instruction is connected to personal needs or goals. Therefore, well-prepared, detailed lesson plans could stimulate the students’ interest, curiosity, learning experiences, which may impact the students’ intrinsic motivation.

In addition, most of the students are Thai and Pakistanis and they are more likely to be motivated by external arousal in learning EFL because English is not commonly spoken in their daily life. These students rarely interact with other native English speakers in their daily lives. Thus, students are motivated extrinsically in learning EFL in order to enjoy the lessons, which are strategically planned for both verbal and tangible rewards to motivate the students. Therefore, extrinsic motivation works better than intrinsic motivation for PAIS students. Therefore, students’ intrinsic motivation could be less significant in moving their learning forward without the careful preparation of the tasks, which in turn could motivate students learning instead of rewarding or avoiding extra reinforcement.


Recommendations

The researcher would like to give some recommendations for school administrators, teachers, and future researchers.

Recommendations for School Administrators

Students’ motivation and the instructional strategies employed by the teachers are very important for teaching and learning. Pan-Asia administrators should encourage teachers to apply the five instructional strategies indicated in this research project, evaluate students and teachers progress to ensure the students’ academic achievement in school. School administrators could maintain the effectiveness and improvement of teaching and learning by strengthening teachers and reducing their weaknesses in teaching. Hence, school administrators should supervise what is really happening in the classes, then set up in-service teacher training professional development to fulfill the requirement skills for teachers’ development. Moreover, Center on Education Policy (2012b) stated that the use of instructional strategies, the curriculum, classroom climate, school environment, teachers, and parents are features that have impact on student’s motivation to learn. Regarding this point, school administrators should allow teachers to observe peer to peer or visit other schools for their particular subject. In order to motivate students, parents are some of the most important individuals to support and encourage students in learning inside or outside the school. Teachers must hold regular meetings with students’ parents to discuss the students’ academic achievements and goals. They should also be aware of the principles of teaching and learning.
**Recommendations for Teachers**

In the research findings, the overall level of students’ motivation was high but the intrinsic goal orientation was moderate. Thus, the researcher recommend that teachers should place emphasis on creating interesting lessons with enjoyable activities to enhance students’ intrinsic motivation to learn EFL well. Teachers are suggested to be more actively involved in teaching and learning with facial expression, tones and interesting actions because teachers are the main educators responsible for autonomy in supporting and controlling learning environments. (re-worded to combine the two parts and shorten the sentence)

During the class observations, the researcher noticed the students’ behaviors in EFL classes. Some students experienced a lack of motivation when there was a negative classroom environment. For example, one classroom had too much unchecked freedom for students and teachers seemed to have lost control of the classroom rules and disciplines. Thus, the students who were not interested in the lesson caused disruptions during teaching and learning period. Consequently, teachers lost students’ attention to focus on the lesson and the students were not motivated to engage in the assigned tasks. Teachers need to motivate students by approaching the rules in a positive manner. It could help the students’ positive behavior and would lead to effective or positive classroom management. For this reason, the teacher needs to establish a positive and supportive atmosphere and a psychologically healthy environment towards the lesson. Therefore, students would be more willing to learn EFL. As a consequence, students’ learning motivation will increase for every class.

The researcher had observed in their learning environment that some students hesitated to get involved in the lesson and they did not like to answer the questions that their teacher asked them. Especially, they did not do their homework. It could be observed that they did not have any motivation to complete it. Considering that language learning
completely occurs through interaction, there are many methods and techniques to make the lecture more enjoyable and interactive with student participation. Thus, teachers could use more interactive instruction and experiential learning for particular EFL lessons or differentiate the instruction in order to get participation in every lesson. Then, whenever possible, offer students to make learning decisions in order to match their learning needs. Teacher’s awareness of his or her role and skills to utilize the instructional strategies is needed.

Furthermore, the syllabus of the subject might also be one of the factors that affected the student’s motivation and their instructional preferences. If teachers rush to finish the syllabus, this kind of action could negatively impact students’ enjoyment in their learning processes which also could decrease students’ interest in the tasks. Teachers should be more aware of managing syllabi in language learning and with simple changes they can promote their students’ motivation. All in all, learning language is not easy and it takes time and effort (Dislen, 2013). According to the researcher’s observations, most of the time the students lacked enthusiasm towards the lessons, it was due to the syllabus such as literature, history and selected stories, which was composed of content from western culture. For Asian students, they might get bored during the lessons since they are not familiar with those western cultural references. Thus, it leads to a lack of students’ motivation and it becomes difficult to engage them in the lessons. According to each students learning preferences, differentiation would help determine which learning preference really works best for them. Differentiated instruction would lead teachers to understand how to deal with a group of diverse students and also in adapting all instructional strategies to ensure that all of them have access to learn. Then, by making lessons more appealing through different activities, the teacher will be fostering students’ interests and taking sound steps on the path to increasing motivation.
The researcher hopes that this research will give opportunities for teachers to review their instruction used for EFL classes to emphasize the importance of the appropriate use of five instructional strategies in EFL classes. All instructional strategies are suggested to use for teaching EFL in PAIS. Moreover, teacher should focus more on differentiated instruction to be able to help every student learned the lessons.

**Recommendations for Future Researchers**

This study found that there is no significant difference between students’ motivation and their preferences for instructional strategies in learning EFL in Grades 9-12 at PAIS but the researcher highly recommended to conduct further research with more diverse demographic factors such as age, education background, and gender on learning preferences because this research cannot represent all of the international schools in Bangkok. Furthermore, future researchers could also conduct larger sample sizes and compare government schools with private schools because current research is only based on Grades 9-12 students from PAIS in Bangkok.
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APPENDICES
Appendix A
Students’ Demographic Factor

November 14, 2016

Dear Students,

The purpose of my study is to know your motivation for learning English and your preferences for your teacher’s teaching styles.

I would appreciate it if you would complete the survey. Part I is for your gender and grade level. Part II is a questionnaire for your motivation learning for English and part III is a questionnaire of your preferences for teaching styles of your English teacher.

Please feel free to add additional remarks in the space provided. All comments will remain anonymous. Thank you so much for your cooperation.

Yours Sincerely,

Me Bo Shell
Graduate School of Education
Assumption University of Thailand

Demographic

Please check (✔) the correct response for you.

Grade Levels

Grade 9  
Grade 10  
Grade 11  
Grade 12  
Motivated for Learning English as a Foreign Language Questionnaire

This section has been designed to identify your motivation for learning English.

Directions:

There is no right or wrong answers; just answer as accurately as possible. Use the scale below to respond to the statements. If you think a statement is very true of you, circle 7; if a statement is not at all true of you, circle 1. If the statement is more or less true of you, find the number between 1 and 7 that best describes you.

<table>
<thead>
<tr>
<th>Item</th>
<th>1 Not at all true of me</th>
<th>2</th>
<th>3</th>
<th>4 Somewhat true of me</th>
<th>5</th>
<th>6</th>
<th>7 Very true of me</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Considering the difficulty of this course, the teacher, and my skills, I think I will do well in EFL classes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6 7</td>
</tr>
<tr>
<td>2.</td>
<td>If I don’t understand the course material, it is because I didn’t try hard enough.</td>
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<td>2</td>
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<td>4</td>
<td>5</td>
<td>6 7</td>
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<tr>
<td>3.</td>
<td>Understanding the subject matter of EFL is important to me.</td>
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<td>5</td>
<td>6 7</td>
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<tr>
<td>4.</td>
<td>I want to do well in EFL classes because it is important to show my ability to my family, friends, employer, or others.</td>
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<td>5</td>
<td>6 7</td>
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<tr>
<td>5.</td>
<td>When I have the opportunity in EFL classes, I choose course assignments that I can learn from even if they don't guarantee a good grade.</td>
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<td>6 7</td>
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<tr>
<td>6.</td>
<td>I believe I will receive an excellent grade in EFL classes.</td>
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<td>6 7</td>
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<tr>
<td>7.</td>
<td>If I study in appropriate ways, then I will be able to learn the material in EFL.</td>
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<tr>
<td>8.</td>
<td>I think I will be able to use what I learn in EFL classes in other courses.</td>
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<td>6 7</td>
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<tr>
<td>9.</td>
<td>Getting a good grade in EFL classes are the most satisfying thing for me now.</td>
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<td>2</td>
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<td>5</td>
<td>6 7</td>
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<tr>
<td>10.</td>
<td>In EFL classes like this, I prefer course material that really challenges me so I can learn new things.</td>
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<td>5</td>
<td>6 7</td>
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<td></td>
<td>Not at all true of me</td>
<td>Somewhat true of me</td>
<td>Very true of me</td>
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<tr>
<td>11. I’m certain I can master the skills being taught in EFL classes.</td>
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<tr>
<td>12. If I try hard enough, then I will understand the course material.</td>
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<tr>
<td>13. I like the subject matter of EFL.</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>14. If I can, I want to get better grades in EFL classes than most of the other students.</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>15. The most satisfying thing for me in EFL classes is trying to understand the content as thoroughly as possible.</td>
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<tr>
<td>16. I’m certain I can understand the most difficult material presented in the reading for EFL.</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>17. In EFL classes like this, I prefer course material that arouses my curiosity, even if it is difficult to learn.</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>18. The most important thing for me right now is improving my overall grade point average, so my main concern in EFL classes are getting a good grade.</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>19. It is important for me to learn the course material in EFL classes.</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>20. It is my own fault if I don’t learn the material in EFL.</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>21. I expect to do well in social studies classes.</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>22. I think the course material in EFL classes are useful for me to learn.</td>
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<tr>
<td>23. I’m confident I can do an excellent job on the assignments and tests in EFL.</td>
<td>1 2 3 4 5 6 7</td>
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<td>24. I am very interested in the content area of EFL.</td>
<td>1 2 3 4 5 6 7</td>
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<td>25. I’m confident I can understand the basic concepts taught in this course.</td>
<td>1 2 3 4 5 6 7</td>
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<td>26. I’m confident I can understand the most complex material presented by the instructor in EFL.</td>
<td>1 2 3 4 5 6 7</td>
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</table>
### Instructional Strategies Preferences

Many teachers use different instructional strategies and students also learn from different instructional strategies. This questionnaire has been designed to identify your preferences for how your EFL teachers teach you.

**Directions:**

There is no right or wrong answers; just answer as accurately as possible. Use the scale below to answer the questions. If you think the statement is very true of you, circle 7; if a statement is not at all true of you, circle 1. If the statement is more or less true of you, find the number between 1 and 7 that best describes you.

<table>
<thead>
<tr>
<th>Item</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I learn more when my teacher allows me to ask questions in the class.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>2. I learn more when my teacher asks individuals the assigned questions in the class.</td>
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<td>2</td>
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<tr>
<td>3. I learn more when my teacher assigns me to do a class presentation.</td>
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<tr>
<td>4. I learn more when my teacher gives me time to act upon my curiosity and interest to learn.</td>
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<td>2</td>
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<tr>
<td>5. I learn better when my teacher gives me instructions on how to do things.</td>
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<td>2</td>
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<tr>
<td>6. I learn better working on class projects with other students.</td>
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<tr>
<td>7. Doing learning logs helps me to integrate content, process, and personal feelings about what I have learned.</td>
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<tr>
<td>8. I learn better when my teacher gives simulations in the class.</td>
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<tr>
<td>9. I learn more new knowledge when my teacher allows me to discover answers by myself.</td>
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<tr>
<td>10. It is better if my teacher guides me on classroom learning.</td>
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<td>6</td>
<td>7</td>
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<tr>
<td>Item</td>
<td>Not at all true of me</td>
<td>Somewhat true of me</td>
<td>Very true of me</td>
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<tr>
<td>11. I learn better in the class when my teacher gives lectures.</td>
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<td>12. I learn better when my teacher presents case studies of real world situations.</td>
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<td>13. I learn more when my teacher takes the class out to visit exhibits or museums.</td>
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<td>14. I learn more when my teacher gives homework at the end of the class.</td>
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<td>15. I get more work done when I work with other students.</td>
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<tr>
<td>16. I learn better when my teacher divides us into groups for discussion during the class.</td>
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<tr>
<td>17. I understand things better when my teacher assigns me to work on research project.</td>
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<td>18. I enjoy learning when my teacher organizes game activities in the class.</td>
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<td>19. I learn more when my teacher solves problems by analyzing, evaluating and giving the solutions.</td>
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<td>20. I learn more when my teacher uses display tools, such as maps and pictures.</td>
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<td>21. I understand things better when my teacher encourages the class to do role plays.</td>
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<td>22. I learn more when my teacher allows me to work alone.</td>
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<tr>
<td>23. I learn better when my teacher assign us to do field study/experiments.</td>
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<tr>
<td>24. I learn more when my teacher gives me an opportunity to use internet.</td>
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<tr>
<td>25. I enjoy learning when my teacher provides drill and practice activities.</td>
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