

## ABSTRACT

**I.D. No.:** 5919513

**Key Words:** ATTITUDES, ENGLISH AS A FOREIGN LANGUAGE, DIFFERENTIATED INSTRUCTION, INSTRUCTIONAL STRATEGIES PREFERENCES, MYANMAR

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**Thesis Title:** A COMPARATIVE STUDY OF STUDENTS' ATTITUDES TOWARD LEARNING ENGLISH AS A FOREIGN LANGUAGE ACCORDING TO THEIR INSTRUCTIONAL STRATEGIES PREFERENCES AT GATEWAY LEARNING CENTER, HPA-AN TOWNSHIP, KAREN STATE, MYANMAR

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The purpose of this study was to investigate if there was a significant difference between students' attitudes toward learning EFL according to their preferences for instructional strategies at GLC, Hpa-an Township, Karen State, Myanmar. This study focused on three objectives. The first objective was to determine the students' attitudes toward learning English as a foreign language (EFL). The second objective was to determine the students' preferences among five instructional strategies: direct instruction, indirect instruction, interactive instruction, experiential learning and independent study for EFL. The third objective was to compare the students' attitudes toward learning English as a foreign language (EFL) according to their preferences for instructional strategies. This research was a quantitative comparative design utilizing two questionnaires: Attitudes Toward Learning English as a Foreign Language Questionnaire (ATLEFLQ) and Instructional Strategies Preferences Questionnaire (ISPQ) to collect data in this study. The data were collected from 203 students on November and December in 2017. Then the researcher used a statistical

software program to analyze the data by using descriptive statistics (means, standard deviations, frequencies and percentages) and one-way analysis of variance (ANOVA) for statistical hypothesis testing. The study indicated that the students had positive attitudes toward learning English as a foreign language and the most preferred instructional strategies for learning EFL was mixed instructional strategy, followed by experiential learning, interactive instruction, indirect instruction, direct instruction and finally independent study. There was no significant difference between students' attitudes toward learning EFL according to their preferences for instructional strategies.



**Field of Study:** Curriculum and Instruction

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**Academic Year** 2017