The purpose of this quantitative study was to examine the English language readiness for the ASEAN Economic Community (AEC) of Horwang School’s Grade 8 students, under the hypothesis that ideal self, integrativeness, direct contact, and cultural interest had a positive predictive relationship on English language readiness. A total of 116 Grade 8 students from Horwang School comprised the sample of this study. As for the research instruments, the TOEFL Junior Tests were used to measure participants’ English language readiness for the AEC, while the ASEAN Economic Community (AEC) English Language Readiness Model Questionnaire was used to collect data on students’ ideal self, integrativeness, direct contact, and cultural interest. Descriptive statistics (means and standard deviations) and multiple linear regression were used to analyze students’ responses to the research instruments. The results revealed that participants had a strong level of ideal self, integrativeness, direct contact, and cultural interest in relation to the use of the English language as ASEAN citizens. Furthermore, it was found that participants were very ready for their English
language readiness for the AEC. From the initially hypothesized combination of four predictor variables having a positive predictive relationship on participants’ English language readiness for the AEC, the results of a correlational analysis using multiple linear regression revealed that such relationship was significant only for the combination of two predictor variables: ideal self and cultural interest. Such a combination was found to explain 11% of the variance in respondents’ English language readiness for the AEC. Based on the theoretical and practical implications of the findings, recommendations for action and recommendations for further study are provided.

Field of Study: Curriculum and Instruction

Graduate School of Human Sciences

Academic Year 2019