

ABSTRACT

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Key Words: GAME-BASED LEARNING METHOD, TEACHER-CENTERED LEARNING METHOD, COMPARATIVE STUDY, GRADE 2, ENGLISH AS A FOREIGN LANGUAGE AND MOTIVATION,

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Thesis Title: A COMPARATIVE STUDY OF GRADE 2 STUDENTS' MOTIVATION FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE UNDER GAME-BASED LEARNING METHOD AND TEACHER-CENTERED LEARNING METHOD AT A DEMONSTRATION SCHOOL, BANGKOK, THAILAND

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The purpose of this study was to compare students' motivation for learning English as a foreign language under game-based learning method and teacher-centered learning method of Grade 2 students at a Demonstration school, Bangkok, Thailand were used for this study. This research study involved five objectives which included; Grade 2 students' motivation level for learning English as a foreign language under game-based learning method and teacher-centered learning method in pre-test and post-test. The significant difference in Grade 2 students' motivation level for learning English as a foreign language under teacher-centered and game-based learning method between pre-test and post-test individually and finally comparing the significant difference in Grade 2 students' motivation level for learning English as a foreign language under teacher-centered and game-based learning method between pre-test and post-test. The data were collected by using the pre-test and post-test.

The scores were analyzed by means, paired samples t-test and independent samples t-test.

The finding of the study showed that, students motivation level in game-based learning method was higher than the students in the teacher-centered learning method in Grade 2 of the Demonstration school, Bangkok, Thailand. The study demonstrated the effectiveness of learning English as a foreign language under game-based learning method.

Recommendations have been suggested for the school, teachers and the future researchers.



Field of Study: Curriculum and Instruction

Student's signature.....

Graduate School of Human Sciences

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