

ABSTRACT**I.D. No.:** 6119472**Key Words:** MOTIVATIONAL STRATEGIES, TEACHERS' PERCEPTIONS, ENGLISH LANGUAGE INSTRUCTION, YOUNG LEANERS**Name:** JIANXIN LIU**Thesis Title:** A STUDY OF TEACHERS PERCEPTIONS AND IMPLEMENTATIONS ON THE USE OF MOTIVATIONAL STRATEGIES IN ENGLISH LANGUAGE INSTRUCTION FOR PRIMARY CHILDREN IN HEZHANG COUNTRY SECONDARY SCHOOL IN CHINA**Thesis Advisor:** ASSOC. PROF. DR. SUWATTANA EAMORAPHAN

This study was to determine the teacher's perceptions and frequency of implements on the use of motivational strategies in English language instruction for primary children in Hezhang Country Secondary School in China. There were two research objectives in this thesis:

1. To identify the level of teachers' perceptions on the use of motivational strategies in English language instruction according to the ten strategy clusters.
2. To identify the frequency of the teachers' implementation of the use of motivational strategies in English language instruction according to the ten strategy clusters.

There were 61 primary English teachers at Hezhang country Secondary Primary School, Guizhou, China participated in this study. To carry out the research, the researcher used the explanatory mixed-method to collect the data. The research instruments used were 5-point Likert scale questionnaires which consisted of 10 strategy clusters including 48 micro-strategies for all of the 61 teachers, and the

structured interview form included four questions based on the questionnaire for five teachers among them.

The findings showed that (1) the level of the teachers' perceptions on the use of motivational strategies in English language instruction according to the ten strategy clusters was high, as indicated by the (Mean) $M=4.01$ and (Standard Deviation) $SD=0.68$. (2) the frequency of the teachers' implementation on the use of motivational strategies in English language instruction according to the ten strategy clusters was also high and was a little lower showed (Mean) $M=3.84$ and (Standard Deviation) $SD=0.71$. All findings were supported by the interview form. It indicated that teachers mostly think that the use of the motivational strategies in English language instruction was important and they mostly implement them in English teaching.

This research study has pedagogical implications: 1) for teachers, they need to understand the importance of the young learners' motivation and appropriate motivational strategies and how to implement them correctly in English language instruction; 2) for learners, they need to express more ideas and communicate with teachers, for teachers to help them 3) for administrators, they need to help teachers in teaching instruction, assist teachers to improve students learning motivation. The motivation of young learners should be encouraged and taken seriously.

Field of Study: English Language Teaching **Student's Signature.....**

Graduate School of Human Sciences **Advisor's Signature.....**

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