



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

Aye Zar Chi Htun

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

2017

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Aye Zar Chi Htun

I.D. No. 5919513

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By: AYE ZAR CHI HTUN

Field of Study: CURRICULUM AND INSTRUCTION

Thesis Advisor: ASST. PROF. DR. RICHARD LYNCH

Accepted by the Graduate School of Human Sciences, Assumption University in
Partial Fulfillment of the Requirements for the Master Degree in Education

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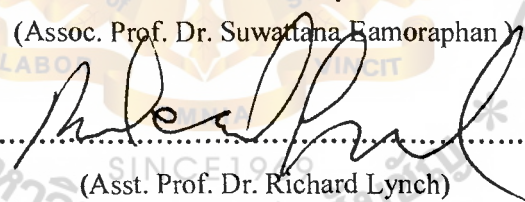
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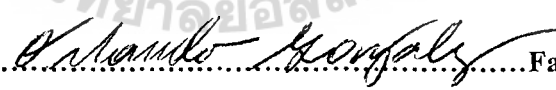
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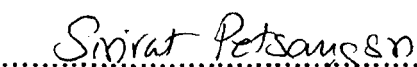
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ABSTRACT

I.D. No.: 5919513

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

Name: AYE ZAR CHI HTUN

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

Student's signature.....

Graduate School of Human Sciences

Advisor's signature

Academic Year 2017

ACKNOWLEDGEMENTS

I would like to acknowledge those who have given encouragement and support in my graduate study. I am truly blessed to have the support from the following people.

My first and foremost appreciation goes to my academic advisor, Asst. Prof. Dr. Richard Lynch, who has provided me with professional suggestions, insightful feedbacks and guidance in my research. His prompt responses, moral support and sympathetic care motivated me to finish my study smoothly and on time. Although his job is stressful, he is always energetic, kind and understanding to me which gives me strength to persevere and be confident in my abilities. I feel so fortunate being his advisee and I will always be appreciative of what he has done for me.

I would like to extend my sincere appreciation to my grandpa, the most venerable Ashin Pinnya Thami (Taungalay Sayadaw) who inspired me to become an educated lady and to be a catalyst for the facilitation of changes at least in my community. My heartfelt thanks go to my beloved parents, U Saw Pwint Min and Daw Nan Mi Mi Cho, for their unconditional love, genuine care and support throughout my life that shaped me into the person I am today. Especially I would like to express my deepest gratitude to my mother who let me dream what I want to be by encouraging me with spiritual and financial supports since my father passed away. At the same time, I am greatly indebted to my brother, Ko Naing Naing, like my second father as well as my best friend, who always believes in me and truly cares for me during the ups and downs of this journey. Without their support, I could not have finished my master's degree successfully.

Moreover, I would like to express my immense gratitude to Assoc. Prof. Dr. Suwattana Eamoraphan, Dean of the Graduate School of Human Sciences as well as Program Director of Curriculum and Instruction (CI) and to all my professors at the Graduate School of Human Sciences, Asst. Prof. Dr. Orlando Rafael González, Dr. Derek Pornsima, Asst.

Prof. Dr. Yan Ye, Dr. Jerome Banks, and Dr. Ziaul Abedin Forhad for imparting their knowledge to me throughout two years of studying in MEd (CI) program.

Additionally, I would like to express my heartfelt thanks to the principal of Gateway Learning Center, for giving the permission to undertake this research and assisting in any documents that were needed. Special thanks to all the teachers who wholeheartedly supported me during the data collection process. Additionally, I would like to acknowledge all the students from GLC for their active participation in my research. Without their contributions, my research would have been impossible.

Furthermore, my special recognitions go to Prospect Burma Scholarship for their financial support during my study at Assumption University, Bangkok. Their support in my education is greatly appreciated and I would never have been able to study for my master's degree without this scholarship.

In addition, I would like to extend my sincere thanks to Saya U Saw Win Myint, Tr. Jenelle Thomson, Tr. Tricia Chesson and Alex Drummond for their wonderful recommendations when applying for Prospect Burma scholarship. I am also thankful to the two experts, Ma Poe Ei Pyu and Ma Cho Cho Win for translation of the research questionnaire from English to Myanmar and vice versa.

Last but not least, I am so blessed to have incredible classmates during my time here at Assumption University. I want to say thanks a lot to my friends: Zaw Myo Thant (Peter), Yaw Mang (Jude) and Khaing Thandar Thant in particular for being good friends. Having fruitful discussion and sincere friendship with them makes my student life a lot more meaningful and happier memories that I will treasure forever.

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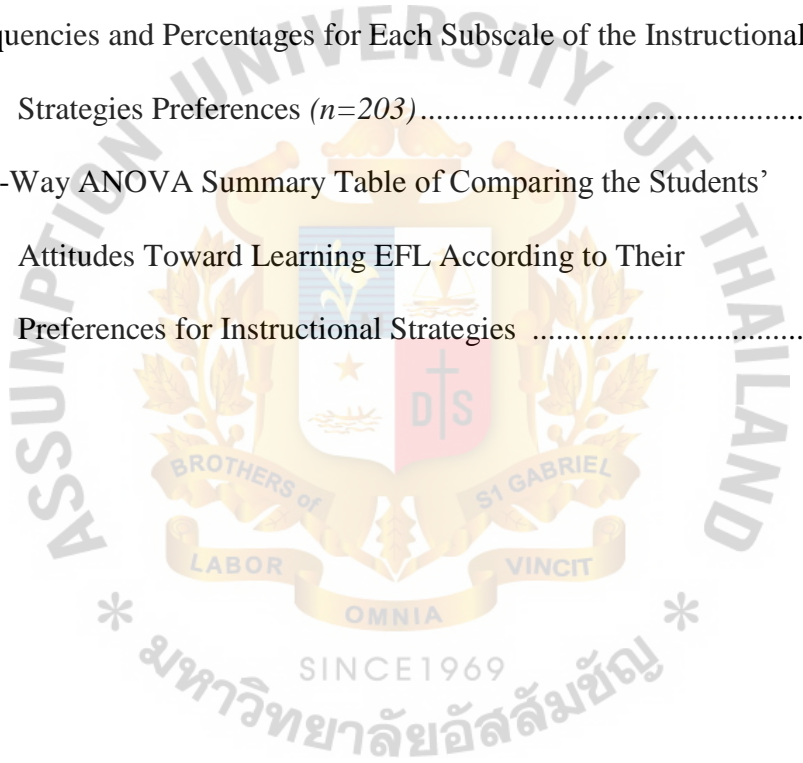
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CHAPTER I

INTRODUCTION

This chapter includes 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 significance of the study.

Background of the Study

With the growth of globalization, English has become the medium of cross-cultural communication around the world (Teachers of English to Speakers of Other Languages [TESOL], 2008). There are more than 50 English speaking countries with nearly 375 million speaking English people around the world. English is the third most common main language in the world after Mandarin Chinese and Spanish (English around the World, 2017). For example, In the European Union, English is one of the 24 official languages and it is acknowledged as a common language. Southeast Asia countries also agree on English as the official working language (Association of Southeast Asian Nations [ASEAN], 2015). In Africa, the United Nations Environment Program made up of 28 member countries have accepted English either as an official foreign or second language (United Nations Environment Programme [UNEP], 2003). Besides, many countries have introduced English as a compulsory subject for all students and English has become the most commonly taught language in the world (TESOL, 2008). Having English proficiency can lead to many opportunities for higher income, better quality of life, higher education, greater social communication, economic advantages, and broader international markets, networks, and relations (EF English Proficiency Index, 2017).

Myanmar was colonized by the British for over a hundred years and became independent in 1948. At that time, Myanmar had the highest literacy rate in its own language and government was dedicated to creating a literate and educated population (Lorch, 2007). In 1962, Myanmar was controlled by the military dictatorship and it was isolated from the world. As a result, all foreign business and all schools were nationalized. In addition, the level of English proficiency had been decreasing since the beginning of the 1970s. In 1981, the new education programme was implemented to halt the declining English proficiency of the nation by teaching English as a compulsory subject from kindergarten onwards and using English as the medium of instruction to teach science subjects and economics at the upper secondary level. Unfortunately, it was not successful because of the teachers who were brought up in military regime and they were not ready for the reforms (Clifford & Htut, 2015). Majority of government school English teachers are lack of proficiency in the English language and they are not able to teach English orally but teach only reading and writing through the medium of Burmese (Takahashi, 2017). English subject is compulsory at all level of education in Myanmar. However, Myanmar students are still lack of skills and ability in the English language after eleven years of study in basic education schools as they have very limited practice and use of English even in the English language classroom. Thus, they encounter challenges when it comes to speaking English (Phyu, 2017).

In the language learning, attitude is counted as one of the supreme aspects among different affective variables contributing to the foreign language learning process (Fakeye, 2010). According to Gardner (1980), attitude is a person's instinct and feelings, prejudice or bias, preconceived notions, fears, and threats about any specified topic. Ajzen (1988) also, stated that attitude is a disposition to evaluate an object, person or event whether like or dislike. Choy and Troudi (2006) stated that attitudes could assist students to express whether they like or dislike toward language learning. The inner moods and feelings of students have

influences on their perspectives and attitudes toward the target language. Hosseini and Pourmandnia (2013) proposed that people need not only intellectual capacity but also motivation to learn a language, which comes from a person's positive attitude towards languages. In addition, Karahan (2007) claimed that attitude plays an important part in language learning as they influence students' success or failure in their learning process. Brown (2000) suggested that a positive attitude accelerates the achievement of language learning while negative attitudes decreased the proficiency level of language achievement. Therefore, positive attitudes and language learning success are interrelated to each other.

Furthermore, the nature of the education setting in language learning such as the quality of instruction, the teacher, the curriculum, lesson plans could all influence a student's achievement (Gardner, 2006). It means that the curriculum, the content, lesson plans, assessment, teaching method, the teacher's knowledge of subject matter and pedagogical knowledge are important to stimulate students to have higher levels of motivation and positive attitudes towards learning EFL and make learning easier, faster, more enjoyable and more effective, all of which lead to the student's achievement. In addition, instructional strategies can provoke students' motivation to the emphasis on the learning process (Instructional Strategies, 2002). Each student has their own preferences of instructional strategies and different educational experiences. Therefore, educators should identify students' preferences and value individual differences by trying to embed students' favorable teaching strategies to teach different students into the classroom instruction in order to help them with classroom engagement and higher achievement in learning EFL (McCombs & Miller, 2007). To meet the diverse needs and interests of learners, differentiated instruction is one of the most suitable ways to provide the needs of each student as differentiated instruction can contribute more learning opportunities for students to obtain better achievement in learning (Tomlinson, 2001). Differentiated instruction is a process of

planning and providing lessons to best reach each student. The students can become involved in the learning process and meet the learning objectives if teachers teach with suitable instructional strategies (Tomlinson, 2001). Because, flexible and differentiated instruction gives students choices to feel more positive and more engaged in the teaching and learning process (Hall, Strangman & Meyer, 2003).

From the beginning of 2010, Myanmar political reforms have been slowly opening up to the world and tourism has become an important and growing part of Myanmar's economy. According to 2017 survey on the online employment agency named JobNet from Myanmar, 97 percent of human resource managers and directors believe that English plays an important role in career development within their companies (Phyu, 2017). At the same time, Myanmar youths are increasingly attending private English classes after high school or university to prepare for their future work as well as for further studies. This has meant an increase in the need and desire to learn English. According to the researcher's experience of EFL teaching at (2017, Scott)

most of the students were very shy to speak out in English and were unable to communicate in , Gateway Learning Center

I level or university level aEnglish after their high school although they have learned English since

Kindergarten. Therefore, the researcher wanted to investigate the level of students' attitudes toward English according to their instructional strategies preferences at Gateway Learning Center (GLC), Hpa-an Township, Karen State, Myanmar.

Statement of the Problem

In Myanmar, English is a compulsory subject from kindergarten to university level which aims to develop all four communicative language skills: speaking, listening, reading, and writing but listening and speaking skills are ignored in teaching and assessment in Myanmar education system. In addition, the students from Myanmar are mostly taught by grammar-translation method focused on rote learning and rarely practice of using English both in and outside of the classroom (Paw, 2013). Moreover, students have very limited exposure to spoken English so that they encounter challenges when it comes to speaking English (Phyu, 2017).

Gateway Learning Center (GLC) is situated in Hpa-an Township, Karen State, Myanmar. There were three levels of English programs which are elementary, pre-intermediate and intermediate level at GLC. All of the students from GLC were high school passed students and university-level students. According to the researcher's personal experiences, students who joined English class at GLC were very shy to speak out English and lack of confidence in communicating in English even at a basic level because they had very limited exposure to spoken English. Most of them were afraid of using incorrect pronunciation and grammar. Moreover, the researcher was aware that some English instructors at GLC quite often used traditional teaching methods focused on reading and writing skills in English language teaching ignoring listening and speaking skills. Moreover, the researcher assumed that the teachers did not have enough information and knowledge about their students to use various methods of instruction in order to match students' interests and needs although students had different educational backgrounds as they were different in ages, academic backgrounds, and interests. Moreover, teaching materials used there were not enough and needed to make innovation for both students and teachers to have more effective teaching and learning environment.

The above-mentioned factors could lead to students holding negative attitudes to learn EFL. Attitudes can affect students' achievement or failure in their learning because positive attitudes let learners have the positive orientation towards learning the language while negative attitudes lead to poor performance in learning the language (Karahana, 2007). For these reasons, the teacher plays an important role to manage their instructional strategies to support students to be able to learn actively and understand the content easily. In addition, there was no previous research carried out on students' attitudes towards English and their instructional preferences for English as a Foreign Language (EFL). Therefore, the researcher attempted to find out the students attitudes towards EFL according to their preferred instructional strategies.

Research Questions

The following research questions were developed for this study.

1. What are the students' attitudes toward learning English as a foreign language (EFL) at Gateway Learning Center, Hpa-an Township, Karen State, Myanmar?
2. What are the students' preferences among five instructional strategies: direct instruction, indirect instruction, experiential learning, independent study and interactive instruction for EFL at Gateway Learning Center, Hpa-an Township, Karen State, Myanmar?
3. Is there any significant difference between the students' attitudes toward learning English as a foreign language (EFL) according to their instructional strategies preferences at Gateway Learning Center, Hpa-an Township, Karen State, Myanmar?

Research Objectives

The following research objectives were developed for this study.

1. To determine the students' attitudes toward learning English as a foreign language (EFL) at Gateway Learning Center, Hpa-an Township, Karen State, Myanmar.
2. To determine the students' preferences among five instructional strategies: direct instruction, indirect instruction, experiential learning, independent study interactive and instruction for EFL at Gateway Learning Center, Hpa-an Township, Karen State, Myanmar.
3. To determine whether there is a significant difference between the students' attitudes toward learning English as a foreign language (EFL) according to their instructional strategies preferences at Gateway learning center, Hpa-an Township, Karen State, Myanmar.

Research Hypothesis

The following research hypothesis was developed for this study.

There is a significant difference between the students' attitudes toward learning English as a foreign language (EFL) according to their preferences for instructional strategies at Gateway learning center, Hpa-an Township, Karen State, Myanmar, at a significant level of .05.

Theoretical Framework

This study focused on the comparative study of students' attitudes towards learning EFL according to their instructional strategies preferences at Gateway Learning Center, Hpa-an Township, Karen State, Myanmar. Two theories were used this research: Gardner's socio-

educational model of second language acquisition and Tomlinson's (2001) differentiated instruction with five instructional strategies.

Gardner's Socio-Educational Model

Gardner's socio-educational model of second language acquisition offers a fundamental research model to study the aspect of attitudes and motivation in learning another language. Gardner started developing his socio-educational model describing the relation of attitude and motivational variables to achievement in language learning. The model includes 11 variables measuring six constructs plus an ability aspect. It studies the effects these variables have in formal and informal language acquisition contexts on both linguistic and non-linguistic outcomes. It also distinguishes that the culture setting can influence the nature of the roles played by all of these variables. One aspect of the model focuses on the link between three of the constructs: motivation, attitudes toward the learning situation, and integrativeness. It is suggested that an individual who is integratively motivated to learn the other language will show high levels in all three aspects. Thus, this model proposes that integrative motivation can play an important role in the acquisition of another language (Gardner, 2006).

Attitude / Motivation Test Battery. The Attitude / Motivation Test Battery (AMTB) was used to measure Gardner's affective dimensions of second language learning. It has been developed with 20 years of research and it was primarily used for the investigation of English-speaking students learning French as a second language (Gardner, 1985b). However, an international version was adapted and specifically made for students learning English as a second language (Gardner, 2004).

Differentiated Instruction - Instructional Strategies

Differentiated instruction is a method of planning and providing instruction to all student with essential skills and understandings although they may acquire those skills

differently according to their readiness, learning profile, and interests. Tomlinson (2001) pointed out that there are three fundamentals of the curriculum that can be distinguished: content, process, and product. Then this study focused on students' preferences for instructional strategies process (Gama & Lynch, 2016; Shell & Lynch, in press). There are five instructional strategies: direct instruction: indirect instruction, interactive instruction, and experiential learning, and independent study based on the learning theories of behaviorism, cognitivism, and constructivism.

Conceptual Framework

This study investigated the students' attitudes toward learning EFL according to their instructional strategies preferences at Gateway Learning Center, Hpa-an Township, Karen State, Myanmar. The following conceptual framework shows the research target, attitudes toward EFL and instructional strategies.

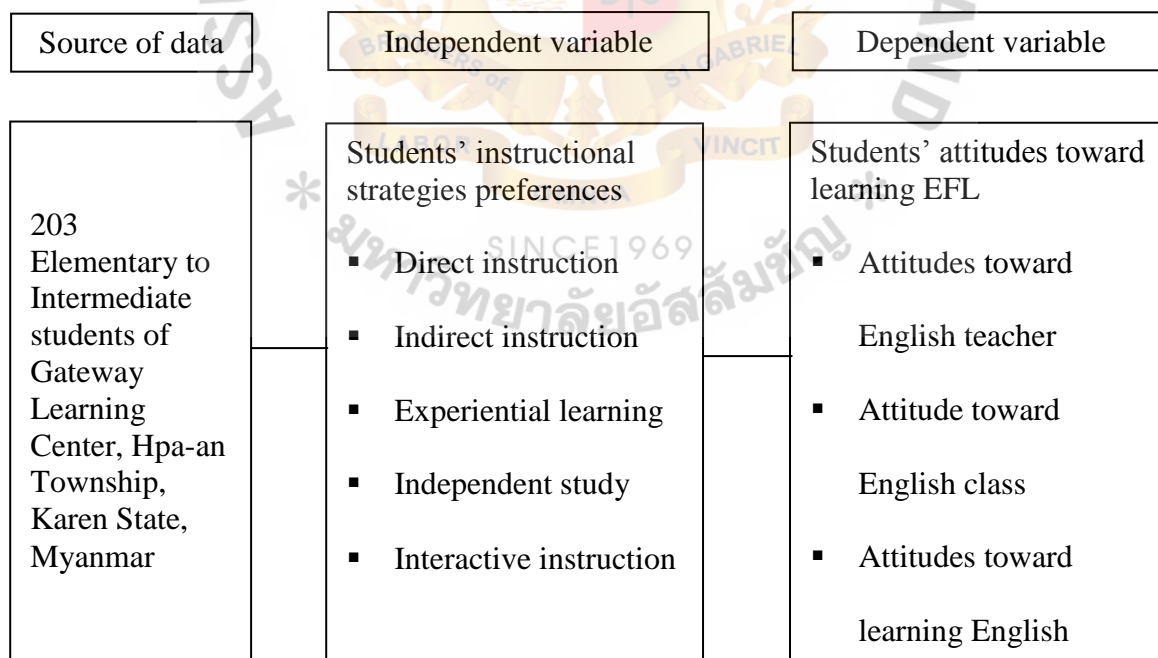


Figure 1. Conceptual framework.

Scope of the Study

This study was conducted on November and December, 2017 at Gateway Learning Center, Hpa-an Township, Karen State, Myanmar. The total population of this study was 203 students from elementary to intermediate levels of EFL class from GLC. It focused on the students' attitudes toward learning EFL according to their instructional strategies preferences at GLC.

For this study, Gardner's socio-educational model of second language acquisition and attitudes questionnaire with three subscales (attitudes toward English teacher, attitudes toward English class and attitudes toward learning English) adapted from the International version of the Attitude/ Motivation Test Battery (AMTB) developed by Gardner (2004) were used to determine the students' attitudes towards EFL. Tomlinson (2001) theory of differentiated instruction with five instructional strategies (direct instruction, indirect instruction, interactive instruction, experiential learning and independent study) and Instructional Strategies Preferences Questionnaire (ISPQ) developed by Gama and Lynch (2016) were used to determine the students' instructional strategies preferences.

Definitions of Terms

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

Attitudes/Motivation Test Battery (AMTB)

The Attitude/ Motivation Test Battery (AMTB) refers to the international version of the test designed by Gardner to measure the level of attitudes and motivation of second language learners. In this study, it is an instrument that is used to measure the students' attitudes in learning English through the three subscales namely: attitudes toward English teacher, attitudes toward English class and attitudes toward learning English in this study.

EFL

EFL is the abbreviation of English as a foreign language that is taught to the people whose first language is not English.

Gateway Learning Center (GLC)

GLC is a community-based English language learning center, at Hpa-an Township, Karen State, Myanmar where the researcher wants to conduct a scientific research.

Instructional Strategies Preferences

Instructional strategies preferences refer to the teaching strategies that teachers apply to assist students in which individual student's preferred instructional strategy in their learning process.

Direct instruction. It is a commonly teacher-centered approach that instructional approach is structured, sequenced, and led by teachers. It is measured on the instructional strategies preference questionnaire by Items 5, 10, 11, 20, 25.

Indirect instruction. It is a student-centered method which intends a high level of students' involvement encouraging student's interest and curiosity. It is measured on the instructional strategies preference questionnaire by Items 4, 9, 12, 19, 24.

Experiential learning. It is a process of learning that students actively and directly involve and learn through their experiences. It is measured on the instructional strategies preference questionnaire by Items 3, 8, 13, 18, 23.

Independent study. It is an instructional method which enables students to work on their own individually or groups through providing various kinds of assignments. It is measured on the instructional strategies preference questionnaire by Items 2, 7, 14, 17, 22.

Interactive instruction. This strategy is heavily focused on students' interaction like discussion, sharing knowledge which students can learn from friends and instructors to

improve knowledge, skills, and ability. It is measured on the instructional strategies preferences questionnaire by Items 1, 6, 15, 16, 21.

Language Learning Attitudes

Language learning attitudes refer to a state of mind or disposition of a person to evaluate or express how they feel, think, like or dislike toward a language.

Attitudes toward English teacher. Attitudes toward English teacher refer to the students' attitudes toward the English teacher's performance in the classroom, treatment of students and class behavior. It is measured on the attitudes toward learning English as a foreign language questionnaire by positively worded Items 3, 14, 18, 23 and 27, and negatively worded Items 6, 10, 16, 22, and 25.

Attitudes toward English class. Attitudes toward English class refer to the student's attitudes toward English class such as contents, lesson plans, classroom activities, curriculum, pedagogical methods, and assessment. It is measured on the attitudes toward learning English as a foreign language questionnaire by positively worded Items 4, 17, 21, 26, 28 and negatively worded Items 5, 9, 13, 20 and 24.

Attitudes toward learning English. Attitudes toward learning English refer to the student's degree of favorable or unfavorable attitudes toward learning English. It is measured on the attitudes toward learning English as a foreign language questionnaire by positively worded Items 1, 2, 8, 12 and 15 and negatively worded Items 7, 11, 19, 29 and 30.

Students

Students are those who are studying at the elementary, intermediate and pre-intermediate levels of EFL class aged ranging from 16-24 including high school passed students and university-level students at Gateway Learning Center during 2017 intake.

Elementary level students. It refers to the students of elementary level of EFL class according to placement test of GLC during 2017 intake.

Pre-Intermediate level students. It refers to the students of pre-intermediate level of EFL class according to placement test of GLC during 2017 intake.

Intermediate level students. It refers to the students of upper-intermediate level of EFL class according to placement test of GLC during 2017 intake.

Significance of the Study

As there was no previous research emphasis on this study at Gateway Learning Center at Hpa-an Township, Karen State, Myanmar, the research outcomes would be beneficial for GLC's students, teachers, administrators as well as future researchers.

The research would help students to be successful in learning EFL and increase positive attitudes towards learning EFL. Students would benefit from the teachers who understand the values of using flexible and dynamic instructions.

The research outcomes would benefit for teachers to be able to notice students' attitudes according to their preferences for instructional strategies. They would have greater knowledge to create a better learning space for students with appropriate lesson plans, activities, and instructional strategies. Moreover, they could balance effective instructional strategies based on the needs of diverse students.

The researcher hopes that this study would help school administrators of GLC to be able to evaluate students' attitudes according to their preferences, to support the needs of teachers and students and to create a better learning environment.

Moreover, the findings of this study would encourage future researchers to conduct further researches for investigating students' attitudes toward learning EFL and students' preferences for instructional strategies to strengthen effective EFL teaching and learning process. This study could be useful to develop the awareness of the importance of this research in education sector, at the local, national, even international level.

In this chapter, the researcher described the purposes of this study, the background, the theoretical and conceptual framework, the research questions, objectives and hypothesis, scope and significance of the study as well as definitions of terms. In Chapter II, the researcher will review the literature of the concepts and aspects of attitudes, attitudes toward language learning, the socio-educational model of second language acquisition with AMTB, differentiated instruction and five instructional strategies, EFL education in Myanmar and the background of the GLC. Chapter III will discuss the whole process of the research methodology.



CHAPTER II

REVIEW OF RELATED LITERATURE

In the previous chapter, the researcher discussed the purposes and importance of this study. In this chapter, the researcher presents the important theories, literature and previous researches that are related to this study. There are seven sections in this chapter. The first section discusses EFL education in Myanmar. The second section focuses on language learning attitudes. The third section explains Gardner's socio-educational model and the Gardner's Attitude/ Motivation Test Battery (AMTB). The fourth section presents Tomlinson's (2001) Differentiated Instruction. The fifth section explains five instructional strategies. The sixth section presents previous studies on attitudes and instructional strategies preferences and the final section describes the information about Gateway Learning Center (GLC).

EFL Education in Myanmar

The Republic of the Union of Myanmar was formerly known as Burma before 1989. Myanmar is a diverse country made up of 135 ethnic groups who speak different languages. English has been the only foreign language used in Myanmar and it has a long history of EFL teaching and learning in Myanmar. Monastic school education was the main form of education before 1820 in Myanmar. From the 1820s, Christian missionary schools were brought to the central cities and administrative centers of Myanmar by the British colonialism (Clifford & Htut, 2015). After 1885, the whole of Myanmar was colonized by the British. As a result, English was practiced as the medium of education in European code schools and the universities and took place as the language of law and administration (Paw, 2015). During the

colonial period from 1824 to 1948, there were three types of schools: Burmese-medium, mixed Burmese-English medium, and English medium schools in Myanmar (Clifford & Htut, 2015).

In 1962, the military led by General Ne Win took control of Myanmar through a sudden seizure of power from government and the government was controlled by the military since then. In 1965, all private schools were nationalized and all schools in the country were under a uniform system of education for the first time. Due to the change in 1965, all private schools were run by the government. The practice of using English as a medium of instruction in private run European code schools and the system of teaching English from kindergarten came to an end. Then, Myanmar language has used as the only medium of instruction at the basic education level and at the university level. Then the English language was termed as a foreign language and the aim of teaching English during that period from 1965 to 1980 was for the literary skills such as reading and writing (Paw, 2015).

In 1981, the New Education Program was introduced to upgrade the education standard of the country and to develop the role of English in education. As a result, from 1981 onwards, English was again taught from kindergarten onwards and the aim was to develop all four skills: speaking, listening, reading, and writing. It also recommended using English as the medium of instruction at the upper secondary level to teach the science subjects and economics. In addition, English became the medium of instruction at the university level for all subjects except Myanmar language. It has been nearly four decades now since the introduction of the teaching of English from kindergarten in 1981 (Paw, 2015). The present situation of English language teaching in Myanmar is related to the existing structure of basic education. The primary level of basic education includes Grades 1 to 5 and the secondary level is divided into the middle school level from Grades 6 to 9 and high school from Grades 10 to 11. There is a total of 11 years for teaching the English language

before students proceed to the tertiary level (Sein, 2015). The main goal of the curriculum and syllabus is to prepare the students with the ability to use English for educational purposes when they get into higher education (Paw, 2015). However, the exercises in the texts of basic education are out-of-date and have no activities for communication skills. Moreover, the assessment design is text-based without any speaking and the listening skill. The course books used in the basic education sector are also outdated since they have been used for about three decades. It is important to create or adopt the new course books with international quality that will suit the needs of Myanmar students (Sein, 2015). In the tertiary education sector, students have to learn English as a basic course for four years before they get their first degree. In university level, the same reading texts of English have been in use for 40 years. They focus only on reading and writing, while oral fluency and listening are ignored (Paw, 2015).

According to Sein (2015), 60 % of the teachers had not attended any course on the teaching of English which is the subject they need training in most among all the subjects they teach. Teachers mostly translate and focus on explaining the meaning of words and sentences into Myanmar meanings as the focus of English language teaching is reading and writing. Teacher-center approaches, rote learning, and memorization have become the primary teaching style of EFL education in Myanmar (Sein, 2015). According to needs analysis carried out by the English for Education College trainers (EfECT), 84% of the teacher educators evaluated that they understood child-centered methods and many were able to describe the characteristics and benefits of that approach. On the other hand, they mentioned challenges which make them difficult to implement child-centered approaches because of time limitations, test practices, class size, classroom design and furniture, lack of professional development training and, interestingly, an anxiety of being supposed as a lazy teacher by other teachers. According to the observations of teacher educators, English classes

use extensive rote learning, drilling, reciting, reading aloud and memorization with the majority of lessons including teacher questions and answers. Moreover, teacher educators revealed a lack of confidence in performing and using a variety of teaching approaches (British Council, 2015).

In August, 2012, the National Education Reform Plan, a Comprehensive Education Sector Review (CESR), was carried out by the Myanmar Ministry of Education supported by development partners, i.e. ADB, AusAid, Denmark, DFID, EU, GIS, JICA, Norway, UK Aid, UNESCO, and World Bank (Myanmar Ministry of Education [MMoE], 2013). In the first phase of CESR, changes are being made to textbooks in the basic education sector including English textbooks which are outdated and overloaded students' ability to learn (Paw, 2015). A new course book was adapted for the undergraduate students. The new course book aims to develop communicative skills. Although the new course is designed to improve communication skills, the assessment design is still failing to cover pronunciation, listening, and speaking skills (Paw, 2015).

EFL education in Myanmar has been experiencing many changes under the country's unstable political situation. English has played an important role in Myanmar's education, politics, and social sectors. In 2010, a significant political reform of Myanmar has progressively opened up to international countries which has led to greater interest in learning English and Myanmar citizens' motivation has been increasing to learn English for educational, social, political and professional development purposes. As the result, a large number of English Language learning centers and schools have been launched across the country in order to meet the demand of teaching and learning English (Moo, 2016). The current comprehensive objective of Myanmar education is to upgrade the education standard to the ASEAN region and then to achieve quality education in order to foster the human resources needed for economic development of the nation (Paw, 2015).

Language Learning Attitudes

Definition of Attitude

Attitude is an abstract concept used to explain the direction and determination of human behavior. Those who prefer to spend time by themselves may be called introverted persons. Someone who loves playing football and spends his free time in practicing football may be said to have the favorable attitude towards the sport. However, attitudes to something cannot be directly observed and measured like weight and height as a person's thought, processing system, and feelings are hidden (Baker, 1992). Allport (1935, as cited in Baker, 1992) stated that attitude is a mental state of inclination, controlled through experiences, applying a directive or dynamic influence upon the individual's response to all related objects and situations. Ajzen (1998) presented an attitude is a standpoint to respond favorably or unfavorably to an object or event. For Bem (1968, as cited in Baker, 1992), attitude is self-description or self-perception.

Gardner (1985a) pointed out that attitude is an evaluative response to related attitude object according to the individual's beliefs or opinions about referent. He also claimed that the attitude towards a second or foreign language is an educationally relevant attitude, while the attitude towards the language speaking community is a socially relevant attitude. Wenden (1991) presented the definition of attitudes into three components such as cognitive, affective and behavioral. The cognitive component refers to the beliefs, thoughts or viewpoints about the object or situation of the attitude. The affective component involves the individual's feelings and emotions towards an object or situation, whether he/she likes or dislikes. The behavioral component deals with the way one behaves and reacts to particular situations (Abidin, Pour-Mohammadi, & Alzwari, 2012).

Aspects of Affecting Attitudes Toward Language Learning

The process of learning is regarded as a change in the individual's personality in terms of the behavioral, cognitive and emotional aspects as he or she is supposed to behave, think, and feel something after learning of a specific subject (Kara, 2009). Kara (2009) stated that positive attitudes towards a language lead to showing positive behaviors toward the courses of study by acquiring or absorbing the language and striving to learn more. The cognitive aspect of attitude towards language learning includes the beliefs of a language learner about the knowledge that they obtain and their understanding of the procedure of language learning. Moreover, the learning process is an emotional process and it is affected by different emotional factors (Feng & Chen, 2009). It means the inner feelings and emotions of language learners affect their perspectives and their attitudes toward the target language whether they like or dislike (Choy & Troudi, 2006).

The Importance of Attitudes in Language Learning

According to Baker (1992), attitudes are very important in restoration, preservation, decay or death of a language. He also claimed that attitude is an indicator of current community thoughts and beliefs, preferences and desires. The value and importance of a language are mostly measured at an individual level or common attitudes of a group or community. If a community has unfavorable attitudes toward a common national language or bilingual education, policy implementation are likely to fail (Baker, 1992).

To master a language is not only influenced by the language skills competence but also on the students' attitudes and motivation toward the target language (Gardner & Lambert, 1972). They also proposed that attitude could develop learners' tendency to acquire the language because it influences the nature of students' behaviors and beliefs toward the other language, culture, and community. Therefore, it is important to consider various aspects

that affect the learning process such as motivation, attitudes, anxiety, learning achievement, aptitudes, intelligence, ages, personalities (Gardner, 2006).

Karahan (2007) stated that attitudes play an important role in language learning as they can affect students' achievement or failure in their learning because positive attitudes allow learners have the positive alignment towards learning the language. If a learner is not interested in acquiring the target language or to communicate with others, the learner will hold a negative attitude and discourage in language learning. Learners' attitudes such as feeling, beliefs, likes, dislikes, needs should be considered, since their attitudes influence language learning (Eshghinejad, 2016). Therefore, learners' attitudes are integrated into language learning because it may influence their learning pursuance in acquiring the target language. Therefore, a study conducted in Kenya showed that negative attitudes toward English was the strongest psychological factor influencing students' poor performance in English (Tella, Indoshi, & Othuon, 2011).

Oxford (1996) emphasized that the affective aspect of the learners is the most dominant aspect in success or failure of language learning. There are seven areas in affective factors: acculturation, ego, personality, emotion, beliefs, attitude, and motivation (Dörnyei, 1990; Gardner, 1980; MacIntyre & Charos, 1996). Among these variables, attitude will be investigated in this study. Several researchers (e.g., Ajzen, 1998; Baker, 1992; Dörnyei, 1990; Gardner, 2010) have studied attitudes from various perspectives to a number of languages in a variety of settings. Some examples of attitudes related studies are attitudes toward mother tongue, attitudes toward second language, attitude towards foreign language, attitudes toward official language, attitudes toward language in education policy, the relationship between attitudes and motivation, the relationship between attitudes and learning approaches, the relationship between attitudes and the level of achievement (Eshghinejad, 2016).

Gardner’s Socio-Educational Model

Gardner started developing the socio-educational model in the 1960s. It was rooted in Lambert’s social psychological model. Gardner has continued reviewing it and revised with a number of changes and new information throughout the years. It is a study about a paradigm that can influence positively and negatively success of language acquisition (Gardner, 1985a).The model highlights that there are two main individual difference variables in language learning: ability and motivation. Many educational experts suggested that ability and motivation are two main influences related to the accomplishment of learning (Bloom, 1976; Bruner, 1996; Carroll, 1963; Glazer, 1976, as cited in Gardner, 2006). Figure 2 shows the socio-educational model of Gardner (2006).

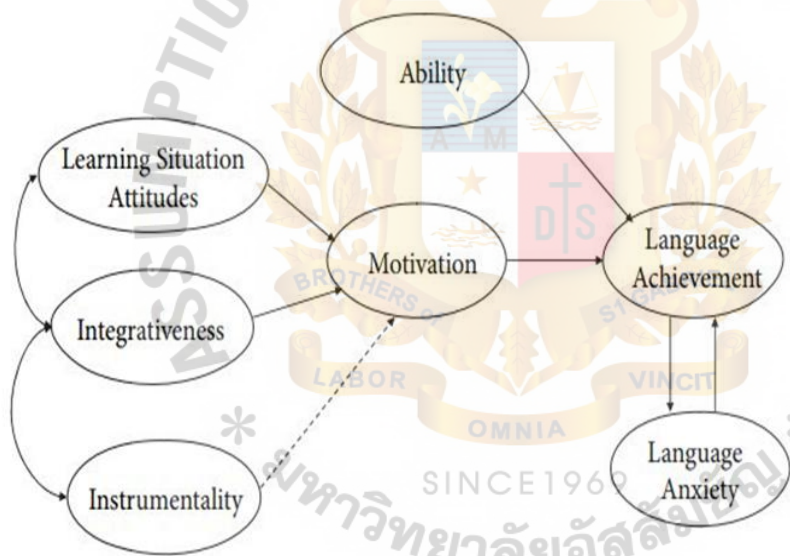


Figure 2. The socio-educational model (adapted from Gardner, 2006).

In the model, ability and motivation are shown with a direct arrow to language achievement. It is assumed that the students with higher levels of motivation and ability including intelligence and language aptitude have a tendency to have a higher level of achievement in language learning. Motivation and ability are considered as independent variables in Gardner’s model because some students with higher ability may be low or high in motivation and vice versa. It is clear that the individual who is high in both ability and

motivation with other factors being equal will have more success in language learning process (Gardner, 2006).

In Figure 2, the bidirectional arrows are shown linking integrativeness to attitudes toward the learning situation and also to instrumentality, demonstrating that they are interrelated and expected to be positively correlated with one another. A learner with a high level of integrativeness may view the language learning situation positively. A learner who is high in integrative might be anticipated to be high in instrumentality. The model displayed that attitudes toward the learning situation, integrativeness and instrumentality have an indirect relationship with language achievement through motivation (Gardner, 2006).

The model shows one-headed arrows from attitudes toward the learning situation and integrativeness, instrumentality to motivation. It is suggested that that motivation to learn a language is supported by these variables and the level of motivation is controlled by attitudes toward the learning situation, integrativeness, and instrumentality (Gardner, 2006).

The diagram also indicates a bidirectional relationship between language achievement and language anxiety. It is proposed that language achievement is influenced by language anxiety and it is being influenced by language achievement. The individual's experiences in learning settings can affect their levels of achievement which can influence levels of language anxiety vice-versa (Gardner, 2006).

Attitude/Motivation Test Battery (AMTB)

The Attitude/Motivation Test Battery (AMTB) is a research instrument that was developed to measure the variables and subscales of the socio-educational model of second acquisition (Gardner, 2006). The construction of major concepts and items of AMTB were developed by Gardner (1985a) and extended by Garner and Lambert (1972). Its development comprises of more than 20 years of study and it was primarily used for the investigation of English speaking elementary and secondary students learning French as a second language in

Canada (Gardner, 1985b). The AMTB is made up with five main constructs with 11 indicator scales with a total number of 104 items. Figure 3 illustrates Gardner's socio-educational model with the indicator scales from the AMTB.

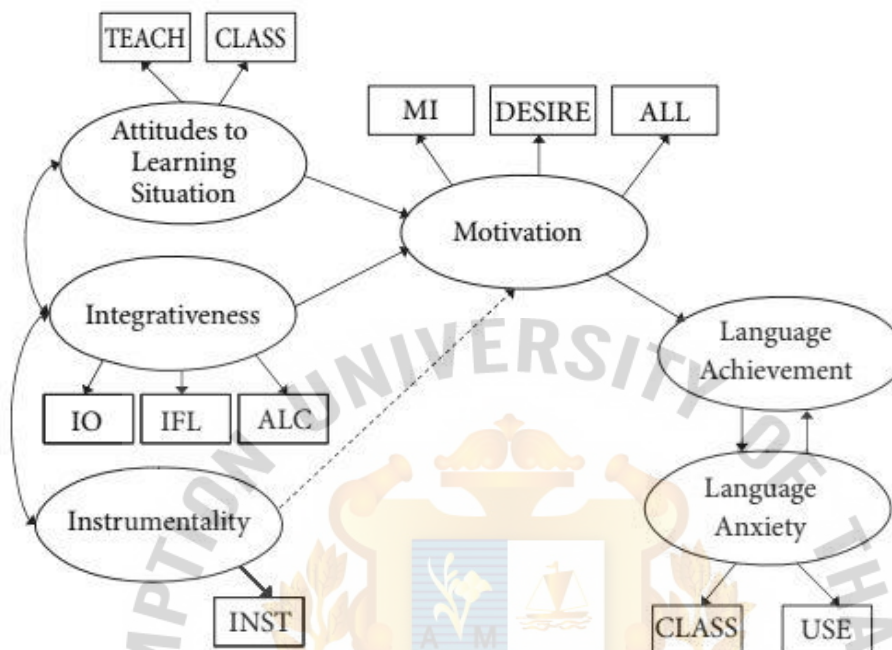


Figure 3. The socio-educational model with the indicators.

As shown in the square boxes of Figure 3, each construct can be measured by the indicator scales from the AMTB. Two indicator scales such as language teacher evaluation (TEACH) and language class evaluations (CLASS) are used to measure attitudes to the learning situation. Three indicator scales - integrative orientation (IO), interest in foreign languages (IFL) and attitudes toward the target language community (ALC) are used to measure integrativeness. Instrumentality is measured through instrumental orientation (INST). Motivation is measured through motivational intensity (MI), desire to learn the language (DESIRE) and attitudes toward learning the language (ALL). Language Anxiety is measured through language class anxiety (CLASS) and language use anxiety (USE).

Gardner's socio-educational model offers many variables that can influence language learning achievement. However, this study focused on only two affective variables namely

attitudes toward the learning situation and motivation. Moreover, the researcher used only three indicator scales from two variables to create the attitudes toward learning EFL questionnaire (ATLEFLQ) for this study. Two indicator scales - language teacher evaluation (TEACH) and language class evaluation (CLASS) from attitudes toward the learning situation and one indicator scale named attitudes toward learning the language (ALL) from motivation were deliberated in this study.

Attitudes Toward the Learning Situation

Attitudes toward the learning situation refer to an individual's reactions to the environment where the language is taught. It includes the reaction towards teachers, curriculum, courses, teaching resources, quality of instruction, rules, and regulations of the school (Gardner, 2010). The students' evaluative reactions to the context are the most important to have favorable attitudes toward the language learning process (Gardner, 2006). The student's attitudinal reaction to the school environment can be affected by the cultural context, and the educational context plays a role in the individual's level of motivation to learn a language according to the socio-educational model of second language acquisition (Masgoret & Gardner, 2003). Therefore, high-quality curriculum, qualified and effective teacher, interesting and well-constructed lesson plans, productive assessment system are expected to stimulate students to have more positive attitudes towards learning and higher levels of motivation (Gardner, 2006). On the other hand, having a negative attitude to the learning situation may result in low student achievement, poor behavior and student anxiety (Hannah, 2013).

According to Firestone (2017), a learning situation is composed of the sociological, psychological and instructional environments. In the AMTB, these attitudes to learning situation are concentrated more on the psychological and instructional aspect of the

classroom and are assessed through the students' evaluation of the English teacher and class (Gardner, 2005).

Attitudes Toward English Teacher (TEACH). It means the reaction toward the English teacher's performance in the classroom, treatment of students and class behavior (Uribe, Gutiérrez, & Madrid, 2013). Teachers influence students' attitudes and achievement by the manner and behaviors that they practice in the classroom. Good teachers help and try to support students be clear about classroom tasks and cultivate to have more positive attitude toward learning. Therefore, good teachers plan to foster positive attitudes and perceptions about learning so that students will likely develop and maintain positive attitudes and perceptions about learning (Marzano, 1992).

Attitudes Toward English Class (CLASS). It means that the student's reaction toward English class such as contents, lesson plans, classroom activities, pedagogical methods, assessment (Uribe et al., 2013). Classroom learning attitudes and motivation may promote the acquisition of a language, or achieve a true mastery of the language (Gardner, 2006). The students should have the necessary materials, time, equipment, and supports in their classroom to complete a task which can lead students to have positive attitudes toward learning (Marzano, 1992).

Motivation

Motivation is important for language learning because it is directly related to students' willingness to acquire a language, ability to communicate and start a conversation (Loewen & Reinders, 2011). According to Gardner (2005) and Dörnyei (1998), motivation in language learning is not a simple construct that can be generalized and measured but rather a combination of many affective elements. According to Gardner's socio-educational model, integrativeness and attitudes toward the learning situation are likely to affect the individual's level of motivation. Motivation, as defined by Gardner (1985a), is a combination of effort,

positive attitude and desire to attain the goal whilst having the feeling of satisfaction during the process of learning the language. A motivated individual puts effort to achieve the goal, shows persistence and the strong desire to learn the language, enjoys what she is doing, and is stimulated to attain her goal with both success and failure expectations and develops self-efficacy with success (Gardner, 2010). In the socio-educational model of second language acquisition, motivation is constructed with three components: motivational intensity which reflects the amount of effort the individual spends in learning the language, desire to learn the language which is concerned with an individual who wants to learn and achieve a high level of proficiency in the language and attitudes toward learning the language which refers to the degree of pleasure and enjoyment to learn it. Among them, only attitudes toward learning the language subscale from motivation construct was used in this study.

Attitudes toward Learning English (ALL). Attitudes toward learning EFL mean the student's degree of favorable or unfavorable attitudes toward learning English. According to Syukur (2016), the whole learning process would be much easier if a student holds a favorable attitude toward the language he/she learns because having positive attitude toward a language is a good start to learn and go through it all. In addition, Holmes (1992) also described that if people hold positive attitudes toward the language, they would have a high tendency to be more successful in language learning. The learners with negative attitudes towards the target language are not expected to make significant progress in their process of language learning (Melhim & Rahman, 2009).

Differentiated Instruction

Definition of Differentiated Instruction

Differentiated instruction is a method of designing and delivering instruction for different students with different ways to best reach each student. A differentiated classroom

provides diverse occasions to acquire content, to make sense of the teaching process and to develop learning outcomes so that individual students who have various backgrounds, readiness, skill levels, and interests can learn effectively (Tomlinson, 2001). Learning takes place most effectively in classrooms where content is clearly structured, students are highly energetic in the learning process, assessments are productive and students feel a sense of safety and interaction (National Research Council, 1990). Tomlinson (2010) pointed out that teachers should be aware of student differences and adjust their teaching styles to the class through differentiated instruction. The students can become involved in the learning process and meet the learning objectives if teachers teach with suitable instructional strategies. Differentiated instruction gives more learning opportunities for students to gain better achievement in learning and also offers a specific plan for teachers to make productive differentiated lessons (Tomlinson, 2001).

The main purpose of differentiated instruction (DI) is to provide all students essential skills and understandings although they may acquire those skills differently according to their readiness, learning profile, and interests. It is a student-center approach and a blend of dynamic teaching methods by adjusting curriculum and teaching style to provide the needs of diverse learners by focusing on the most effective and suitable instruction in mixed-ability classrooms (Tomlinson, 2000). Hall (2002) also noted that differentiating instruction supports each student to maximize their growth and accomplishment in the learning process.

Tomlinson and Strickland (2005) described that students should have supports from the teacher in developing self-confidence, affective and cognitive competence and should feel a sense of belonging in their classrooms. Supportive, encouraging and academically challenging learning environments make students feel safe to grow emotionally, academically, and socially (Sousa & Tomlinson, 2011). Moreover, flexible and differentiated instruction gives students choices to feel more positive and more engaged in the teaching and

learning process (Hall, Strangman, & Meyer, 2003). Some examples of differentiated instruction are applying various grouping styles such as big groups, small groups, pairs, and one-on-one instruction, adjusting assignments and designing lessons and activities so that all students can contribute to learning, giving chances for students to respond in various ways such as in writing or verbally, and using effective teaching strategies .

McTighe and Brown (2005) described that teachers always find difficulties in implementing differentiated instruction in the classroom because of national curriculum standards and grading systems. Syahril and Wright (2008) explained differentiated instruction does not mean changing or making new standards. It is the framework for teaching knowledge and skills as stated by standards and using a variety of approaches to adjust content, process, and products of learning to address students' needs, interests, and learning styles. Moreover, Tomlinson (2001) also recommended that grading systems in differentiated classrooms should be personalized and individualized in terms of personal development and personal efforts rather than in competition with other students. It means grades should be based on individual goals and progress, what students have learned according to the learning objectives. Figure 4 shows learning cycle and decision factors used in planning and implementing differentiated instruction.

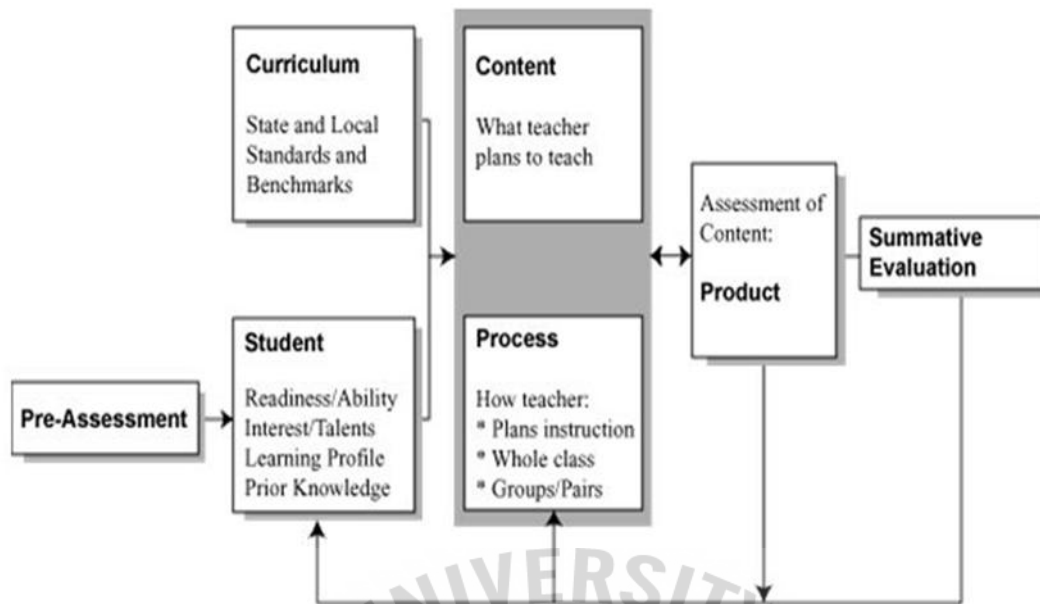


Figure 4. Learning cycle and decision factors used in planning and implementing differentiated instruction (from Osksford & Jones, 2001, as cited in Hall, 2002, p.3).

Elements that can be Differentiated in Differentiated Instruction

Teachers can distinguish three elements of the curriculum such as content, process, and products based on student readiness, interest, and learning profiles and prior knowledge (Hall, 2002). There are several procedures and guidelines to help the teacher to understand and develop the ideas of differentiated instruction.

Content. Content is the input of teaching and learning that is what the teachers teach and what students learn to get access to information. Differentiating content can be accomplished in two ways: adjusting what the teacher teaches and adapting how the teacher provides students with appropriate access to what the students need to learn (Tomlinson, 2001).

Being sure of key content is considered as the main factor in learning. There are several components and materials used to support instructional content such as theories, concepts, principles, attitudes, and skills. The teacher should use various texts and a wide range of teaching materials based on students' needs to help students access the content.

Moreover, teachers should vary complexity levels of content and use a variety of support systems (Hall, 2002). Some examples of differentiating content are such as using study partners to read or solve the problem, peer mentors to boost students' learning capacities, presenting ideas through both auditory and visual ways, re-teaching knowledge or skill for weak students and extending thinking or skills for advanced students (Tomlinson, 2000).

Moreover, it is important to meet the alignment of tasks with learning objectives and goals in teaching and learning process. Content should be concept-focused and principle-driven. The instructional concepts should be broad-based but teachers must focus on the concepts, principles, and skills that students should learn. The content of instruction should be similar for all students, but the degree of complexity should be adjusted for different level of students (Hall, 2002).

Process. Process means the activities in which the students involve in order to make sense of the content and skills (Tomlinson, 2001). The teacher's role should be a facilitator rather than an instructor in the learning processes. The students should gain essential understanding and key skills through different activities. Some examples of differentiating process or activities are such as using tiered activities, providing interesting points to stimulate students to explore, differentiating work for the whole class and specific work for individual needs of students, and offering hands-on supports for struggling learners.

It is important for the teacher to use flexible grouping styles in the differentiated instructional process in order to create an environment where learners are expected to cooperate and work together to develop the content and skills. Teachers should use various instructional strategies and let the student do classroom activities with whole-class, sometimes with small groups, paired work or independently. Through mixed-ability classroom activities, students can share ideas, explore new knowledge and complete assigned tasks through interaction. Moreover, classroom management and designing differentiated

lessons are important for both teachers and students because it allows the teacher to choose teaching strategies to deliver knowledge and operate a classroom using differentiated instruction and it may directly benefit the students' learning (Hall, 2002).

Products. Products are projects or assignments that ask the student to practice, review, apply, and extend what they have learned over a period of time. Product assignments are essential because the teacher can know the level of students, their understanding and skills. A good product is not only something students do at the end of a unit or semester for pleasure but also it must cause students to think about, apply and expend all the key understands and skills of the learning process (Tomlinson, 2001).

High-quality early assessment and on-going assessment are essential for student readiness and growth. These meaningful assessments can help the teacher to provide better approaches, choices, and supports for the diverse students who have varying needs, interests and abilities. The assessments process can be formal or informal such as interviews, surveys, performance assessments, discussion, daily performance and formal evaluation procedures (Hall, 2002).

Teachers should create interesting, attractive and valid assignments by challenging students' knowledge, skills, and curiosity. In this way, students are encouraged and energized to explore and find more solutions. A well-designed product should allow students to respond in different ways according to their knowledge and understanding to become more productive and creative learners by offering different difficulty and complexity levels (Hall, 2002). Some examples of differentiating products are giving students choices in assignments, using criteria to assess students' diverse skills levels, encouraging students to create their own product assignments with essential concepts and letting students work alone or in small groups on their products (Tomlinson, 2000).

Instructional Strategies

Instructional strategies are teaching methods that teachers apply to assist students to become self-directed and strategic learners. These instructional strategies become learning strategies when individual students choose the suitable strategies and use them effectively to achieve aimed goals. Instructional strategies can provoke students' inspiration to the emphasis on the learning process. The instructional strategies must be implemented properly and with a specific purpose aligned with curriculum standards, goals, missions, and visions (Instructional Strategies, 2002).

According to Sink (2006), there are three areas to decide appropriate instructional methods. The first one is efficiency which talks about teachers' competency for applying varied instructional strategies. The second one is effectiveness which refers to the outcomes of learner's skills and knowledge in their learning process. The third one is an appeal which refers to the attitudes of learners towards instructional strategies.

Effective instructional strategies meet the needs of all learners. Teachers must be prepared effective instructional strategies to escalate their effectiveness and to surge student learning opportunities. Students can learn better when teachers use a variety of teaching methods because the variety of instructional strategies ensures that students feel active and engage longer and aligned with their preferred individualized learning style. A teacher should link the teaching methods they are using with the students they are helping and the content they are teaching. Not every instructional strategy will be the perfect fit for every situation, so teachers must adapt in evaluating which strategy will be the best fit (Meador, 2016).

Effective teachers always design lessons and activities depending on diverse student's expectations, interests, learning styles and different level of thinking skills in order to balance strong and weak students (Ehrman, Leaver, & Oxford, 2003). It is important for teachers to

investigate each student's preferences and select proper instructional strategies to teach the effective contexts for the learners (Sadler-Smith & Riding, 1999).

Instructional strategies can be categorized into five types: direct instruction, indirect instruction, interactive instruction, experiential learning and independent study . These instructional strategies are based on the learning theories of behaviorism, cognitivism, and constructivism (Dabbagh, 2002).

Direct Instruction

Direct instruction is the use of direct, explicit teaching practices, generally to teach a specific skill. It is a teacher-directed method which means that the teacher stands in front of a classroom and offers the information (Howard, 2017). According to the learning theory of behaviorism, the relationship between environment and behavior occurs when the right reaction is seen (Dabbagh, 2002). The learner acquires skills of remembering facts, demonstrating ideas, relating descriptions, applying explanations, and performing a specified procedure. The students' skill and knowledge can be developed through direct instruction by giving information to students based on the behaviorism theory (Dabbagh, 2005).

Hattie (2009) pointed out that direct instructional strategy is a teacher-centered method which includes lecture, explicit teaching, drill, and practice, guiding, questioning, sharing and demonstration. The direct instruction strategy is effective for providing details and facts or developing step by step skills. This strategy also works well for presenting other teaching techniques and knowledge construction for students. The characteristic of direct instruction includes delivering a large amount of information in a set of time by the teacher. According to Magliaro, Locke, and Burton (2005), nowadays the use of teacher-centered methods are becoming less and teachers are trying to focus on the student-centered method in order to engage students in the learning process actively. However, some students accept that teacher-centered method is effective approach. In most cases, it is best for teachers to use a

combination of approaches to make sure that all student needs are met (Rüütman & Kipper, 2011).

Kizlik (2012a) identified some goods points of direct instruction. It is goods for teaching specific facts and basic skills, easy to measure student gains and so on. He also pointed out some disadvantages of direct instruction. It restricts the creativity of both teacher and students, requires well-organized content preparation and good oral communication skills, must be followed in prescribed order which may not be effective for higher-order thinking skills. It also depends on the knowledge and skill of the teacher.

Indirect Instruction

Indirect instruction needs teachers to take a passive role in guiding students. It is a student-led learning process in which the lesson does not come directly from the teacher. The role of the teacher is just for facilitator, supporter and resource person in indirect instruction approach. The teacher arranges the learning environment, encourages the student to be involved in the learning process and gives feedback to students while they conduct the activities. Students are expected to participate in the learning process actively and engaged with the problem or task. The higher level of student involvement supports the connections to the learned concepts while using indirect instruction (Airth, 2017).

Indirect instruction relates concepts, abstractions, perceptions, examinations, evaluations, to arouse students' interest and curiosity (Brenau, 2002, as cited in Gama, 2015). Problem-solving, case study, concept mapping, and questioning, use of questions to guide exploration, use of students' ideas for innovation, case studies, and reflective discussion are techniques of indirect instruction. Dabbagh (2002) cognitivism learning theory stated that learning is an active process that takes places within the learners. Cognitive learning theories emphasize the conceptualization of the learning process of students and address the problems of how information is established, structured, stored, and received by the mind. Learning is

not concerned with what learners do but with what they know and how they gain it (Jonassen, 1999).

Experiential Learning

Experiential learning is any learning that supports students in relating their knowledge and applying their understanding to practical problems or situations where the teacher guides and assists learning. Experiential learning is grounded on the idea that knowledge is formed through the transformation of experience in the learning process. The skill, knowledge, and experience for experiential learning can be acquired in and outside the classroom setting through fixed activities such as internship, storytelling, role-playing, surveys, narratives, field trips, field research, problem-based studies, experiments, art projects, service learning projects (Wurdinger & Carlson, 2009). According to behaviorism and constructivism learning theories, the learners figure out personal analysis of the existing knowledge based on the experiences and connections dealing with the environment (Dabbagh, 2002). In experiential learning, students will perform hands-on or mind-on projects which will link their experience with real-world cases to find and identify real-life principles that occurred (Haynes, 2007).

Experiential learning teaches students the abilities they need for real-world success as they are challenged with unfamiliar situations and tasks in a real-world context. Students need to figure out what they know, what they do not know, and how to learn it to complete these tasks in the experiential learning process. This makes students to reflect on their prior knowledge, transfer their previous knowledge to new situations, develop new ideas, principles, and skills, and be able to express how they developed this progress (Linn, Howard, & Miller, 2004).

Experiential-learning assignments should be meaningful for the students, should give chances to reveal and discuss their learning experience through assignment, and should recognize the previous knowledge of students on the subject matter (Instructional Strategies,

2002). When students are provided chances to learn in realistic situations in the classroom or in the community, the learning becomes meaningful and more powerful. By engaging in real-world experiences, learners can extend their knowledge through hands-on experiences, improve skills through practice and reflection, earn new understandings, and extend their learning as they bring their learning back to the classroom. Students are also motivated when they are provided opportunities for practice and feedback (Ambrose, Bridges, DiPietro, Lovett, & Norman, 2010). Therefore, these skills create students to be self-directed, independent and life-long learners.

Independent Study

Independent learning is often interrelated with other methods of learning such as student-centered learning and ownership of learning which can accelerate the development of individual creativity, self-confidence, and self-improvement. Independent learning strategies are based on the cognitivism and constructivism learning theories. Dabbagh (2002) cognitivism and constructivism theories described the learners' mental construction that links to the learning and construct individual analysis with existing knowledge and understanding based on the experiences and connections. Independent learning focuses on self-development and self-understanding to enhance the new knowledge and skills in the learning process.

Candy (1991) stated that independent learning is an educational psychology method through which learners obtain knowledge and develop the capability to understand, evaluate and have the critical reflection. It includes freedom of selection in deciding their own direction, discovering their own learning resources, formulating their own issues, deciding their own course of action and evaluation on the outcome of that method inside the boundaries of a given project or program and with support and steering from teachers and peers (Healey, 2014).

Independent study is to emphasize the importance of the learners' roles in planning, self-monitoring, controlling and evaluating their learning activities (Pintrich, 2000). The students can improve academic performance, increase motivation and confidence, greater student awareness of their limitations and their ability to manage them through independent study. Some examples of independent study strategy are essays, computer-assisted instruction, journals writing, research projects, reports, projects. The purposes of independent study include_ gathering, analyzing and reporting information, encouraging in-depth understanding of specific content areas and creating links between content and realistic applications (Instructional Strategies, 2002).

Interactive Instruction

Interactive instruction is not only a student-centered but also a teacher-center learning strategy which can improve the students' interpersonal skills, communication skills, listening skills and observation skills. Students can learn from both teachers and students to develop their skills and abilities, to organize their thoughts, and to improve logical opinions or arguments through discussion, listening and observation sharing among participants. It is important for the teacher to make specific objectives and goals for the topic, manage enough time for activities, and arrange the size of the groups and presenting techniques. Pearson Education (2010, as cited in Oladayo & Oladayo, 2012) presented that indirect instruction teaching methods develop thinking and inquiry skills of students. The methods used in this strategy are debate, role play, brainstorming, peer partner learning, discussion, cooperative learning, laboratory groups, jigsaws, problem-solving, interviewing, and conferencing.

Gall, Weathersby, Lai, and Elder (1976, as cited in Gall & Gillett, 2001) found that group discussion is more effective than individual work as having better results while solving problems. The interactive learning method enhances an interactive learning environment by providing opportunities for learners to be able to adapt to different situations of the learning

process (Piaget, 1954, as cited in Gama, 2015). Interactive learning helps to raise mutual responsibility but some students do not work well this way because some bright students tend to act superior and aggressive students try to take over (Kizlik, 2012b). Therefore, it is important for the teacher to create a comfortable setting for all students to feel free to express, share and discuss and to enhance their participation in classroom activities equally.

According to behaviorism and constructivism learning theories, interactive instruction influences learner behaviors and personal experiences by constructing existing knowledge (Dabbagh, 2002). A main feature of constructivism is that learning is student-driven rather than teacher-driven. Students take part in cooperative and project-based learning activities and explore the concepts for themselves through the learning activities. The learning theory of constructivism focuses on the learners' own knowledge and participation in making sense of their learning environment (Vygotsky, 1978, as cited in Gama, 2015). Interactive instructional strategy improves the participation and the interaction of students in their learning process.

Previous Studies on Attitudes Toward Learning EFL and Instructional Strategies Preferences

Momani (2009) investigated Jordanian secondary level students' attitudes towards learning English as a foreign language and their achievements in reading comprehension. The findings indicated that the students had positive attitudes toward learning English and there was a strong correlation between the students' attitudes toward learning English and their performance in reading comprehension.

In 2010, Fakeye studied the correlation between attitude and achievement in English as a foreign language among 400 senior secondary students from five secondary schools in Nigeria. There was a significant relationship between attitudes and achievement in that study

but the finding showed that the students' attitudes are not related to gender. Thus, there was no significant difference in the attitudes of male and female students.

Abidin et al. (2012) studied Libyan secondary school students' attitudes toward learning EFL in terms of behavioral, cognitive, and emotional aspects based on the demographic information such as gender, field, and year of study. The result showed students had negative attitudes toward learning English. There were significant attitudinal differences in gender and field of study but not the year of study.

Eshghinejad (2016) attempted to investigate attitudes of EFL undergraduate male and female students at the University of Kashan, Iran. The findings showed that there was a significant difference between males and females emotional, behavioral, and cognitive attitudes toward learning English. The male students' attitudes showed a higher mean in behavior aspect of attitudes but the female group recorded more positive attitudes in the cognitive and emotional attitudes than male toward learning English.

Manachon and Eamoraphan (2017) also conducted a study to compare the students' attitude toward English as foreign language learning between students in Science-Mathematics and Arts-Language programs. There were 431 upper secondary students participated in the study. The findings indicated that students had positive attitudes toward EFL and there was no significant difference between two groups of students' attitudes toward English as foreign language learning.

In 2016, Gama and Lynch conducted a comparative study of the students' motivation for learning social studies according to their instructional strategies preferences at a high school in Dili, Timor-Leste. The study found that there was no significant difference between students' motivation for learning social studies according to their preferences for instructional strategies in Grade 10 and Grade 11. The students had high motivation and the students' the

most preferred instructional strategy was direct instruction because it was the only strategy they had ever experienced, Gama & Lynch (2016).

Shell (2016) also studied related to students' motivation for learning English as a foreign language and their instructional strategies preferences in Grades 9-12 at an international school in Bangkok, Thailand. That study also found that there was no significant difference between students' motivation for learning EFL and their preferences for instructional strategies in Grade 9-12. The findings showed that the most preferred instructional strategy of students was experiential learning and students' motivation level was high (Shell & Lynch, in press).

Gateway Learning Center (GLC)

Gateway Learning Center (GLC) is a community-based learning center which was established in June 2014 by a group of Karen youth scholarship alumni at Hpa-an Townships, Karen State, Myanmar. The founders of the center were very enthusiastic to apply their skills in the field of education after they graduated majoring in psychology and education from the foreign university. They had the chance to observe and analyze the particular needs of young people and the problems with education in the Hpa-an region through organizing and teaching young people in the English Summer Camp. That experience gave them the idea of creating a place where young people can improve their English and grasp opportunities for education and job in the future. Hpa-an is a small town and there are a handful of language learning centers to learn English so they decided to launch a learning space for the young and to promote quality education in their home community.

Currently, the center offers the elementary, pre-intermediate, intermediate levels of EFL programs and it is planning to upgrade into advanced level next year. There are three types of course which are 2- , 3- and 6- month courses. The program aims for the youths who

finished the secondary school level and up. Majority of the students are high school passed and university level students. An increasing number of students who won scholarships for exchange program and to study in abroad make GLC more successful during first three years of the establishment of the center. The GLC aims to engage the youths with English skills, critical thinking skills, and public speaking skills in order to be prepared for future opportunities in higher education, scholarships and jobs.

The school curriculum is based on British standards and contents. The GLC use quality textbooks from Oxford University Press and other teaching resources to support the learning that occurs in the classes. GLC offers student-centered instructional strategies, including inquiry and project-based units of study. All GLC teachers are foreign university graduates and come to GLC with previous teaching backgrounds. The vision of GLC is to produce academically developed and active citizens who can actively take essential roles in building a better society through promoting higher education.

This chapter has discussed EFL education in Myanmar, attitudes toward language learning, Gardner's socio-educational model, Attitudes/Motivation Test Battery (AMTB) and differentiated instruction with five instructional strategies, and background of target school thoroughly. In Chapter III, the researcher will present the research design, population and sample research instruments, validity and reliability, collection of data, data analysis and summary of the research process.

CHAPTER III

RESEARCH METHODOLOGY

In the previous chapter, the researcher presented the literature review related to EFL education in Myanmar, attitudes towards language learning followed by a detailed discussion of Gardner's socio-educational model, differentiated instruction with five instructional strategies, and background of target school thoroughly. In this chapter, the researcher presents the research methodology including the research design, population, research instrument, validity and reliability, collection of data, analysis, and summary of the research process.

Research Design

The study was aimed to identify the difference between students' attitudes towards learning EFL according to their instructional strategies preferences at Gateway Learning Center, Hpa-an Township, Karen State, Myanmar. This was a quantitative comparative research study, which used Attitudes towards learning English as a Foreign Language Questionnaire (ATLEFLQ) adapted from Gardner's (2004) AMTB and Gama and Lynch's (2016) Instructional Strategies Preferences Questionnaire (ISPQ) for the data collection. The collected data were analyzed by using descriptive statistics (means, standard deviations, frequencies and percentages) and one-way analysis of variance (ANOVA) for statistical hypothesis testing. One-way analysis of variance (ANOVA) was used to determine the differences between students' attitudes toward learning EFL according to their instructional strategies preferences.

Population

The population of this study was 203 students from the elementary, pre-intermediate and intermediate levels of EFL class at the Gateway Learning Center, Hpa-an Township, Karen State, Myanmar.

Sample

All the students from three levels of EFL class of GLC were used as the sample for this study.

Table 1

Sample of the Study

Level	Number of students
Elementary	101
Pre-intermediate	70
Intermediate	32
Total	203

Research Instrument

A research questionnaire was used to collect data in this study. There were three parts in the questionnaire (see Appendix A): students’ demographic information, Attitudes Towards Learning English as a Foreign Language Questionnaire (ATLEFLQ) and Instructional Strategies Preferences Questionnaire (ISPQ).

Part I: Demographic information

Demographic information section was asked gender and grade level of students as part of this research.

Part II: Attitudes Toward Learning English as a Foreign Language Questionnaire (ATLEFLQ)

The ATLEFLQ was adapted from Gardner's AMTB International Version (Gardner, 2004). The AMTB is a research instrument that was created for the socio-educational model of second language acquisition. It measures the major effective variables and subscales of the model (Gardner, 2006). The AMTB is made up of five major components with 11 corresponding scales. This study operated three subscales which are from two major components: attitudes towards the learning situation and motivation. Two subscales such as attitudes towards English teacher (teacher evaluation) and attitude towards English class (class evaluation) are from the attitudes toward the learning situation, and attitudes toward learning English is from motivation. The students were asked to indicate their agreement level regarding attitudes towards English teacher, attitude towards English class and attitudes toward learning English.

There are 30 items with three indicator scales to measure attitudes towards learning EFL. Table 2 illustrates specification of attitudes toward learning EFL questionnaire.

Table 2

Specifications of Attitudes Toward Learning EFL Questionnaire (ATLEFLQ)

Constructs	Subscales	Positively worded items	Negatively worded items	Total number of items
Attitudes toward learning situation	Attitudes toward English Teacher (Teacher evaluation)	3,14,18,23,27	6,10,16,22,25	10
	Attitudes toward English class (Class evaluation)	4,17,21,26,28	5,9,13,20,24	10
Motivation	Attitudes toward learning English	1,2,8,12,15	7,11, 19, 29, ,30	10
Total		15	15	30

The ATLEFLQ used a 6-point Likert scale to find the level of students’ attitudes score. All of the subscales: attitudes towards English teacher, attitudes towards English class and attitudes toward learning English have both positively and negatively-worded items. Reverse coding was used for the negatively-worded items. Table 3 illustrates the value of the response options for both positively and negatively-worded items.

Table 3

Score for Positively Worded Items and Negatively Worded Items

	Response option 1	Response option 2	Response option 3	Response option 4	Response option5	Response option 6
	Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly Agree
Positively-Worded Item	1	2	3	4	5	6
Negatively-Worded Item	6	5	4	3	2	1

Table 4 below shows the interpretation of the mean scores of attitudes toward learning EFL questionnaire.

Table 4

Interpretation of the Mean Scores of Attitudes Toward Learning EFL Questionnaire

Response option	Response option	Interpretation
5.51-6.00	Strongly agree	Very positive
4.51-5.50	Moderately agree	Positive
3.51-4.50	Slightly agree	Slightly positive
2.51-3.50	Slightly disagree	Slightly negative
1.51-2.50	Moderately disagree	Negative
1.00-1.50	Strongly disagree	Very negative

Validity and Reliability of the ATLEFLQ

The AMTB has been widely used by many researchers to investigate the affective components of second language acquisition. The AMTB was formulated by Gardner in 1958 and it was extended in 1972 by Gardner and Lambert. The full development of the instrument with internal consistency was done by Gardner and Smythe in 1975 and a cross-validation was conducted in 1981 (Gardner, 1985b). Gardner’s AMTB was originally used in Canada for English speaking students learning French as a second language. The internal consistency reliability of the majority of the scales was satisfactory and the AMTB has been validated and standardized (Gardner, 1985b). Dörnyei (2001) mentioned that the AMTB has good construct and predictive validity that can be used as a standardized motivation test. Ushioda and Dörnyei (2012) also stated that the AMTB has good content and construct validity. Gardner attempted to get samples from the countries of students learning English as a foreign language such as in four European countries: Croatia, Poland, Romania, and Spain. The

reliabilities are quite high for each sample, with the median reliabilities ranging from .79 to .88 (Gardner, 2006). The international AMTB version has been translated and used in Brazil, Croatia, Japan, Poland, Romania, and Spain (Gardner, 2004). Table 5 illustrates the Cronbach’s alpha value for the subscales used in this research as well as previous studies.

Table 5

Cronbach’s Alpha Values for Previous Studies and Current Study Using AMTB

Cronbach’s alpha value						
Subscales	No. of items for each subscale	Croatia (2004)	Poland (2004)	Romania (2004)	Spain (2004)	The current study
Attitudes toward English teacher	10	.90	.88	.80	.92	.87
Attitudes toward English class	10	.92	.89	.93	.93	.70
Attitudes toward learning English	10	.89	.86	.89	.90	.74
Total	30	.90	.87	.87	.91	.84

Part III: Instructional Strategies Preferences Questionnaire (ISPQ)

The ISPQ is adapted from Gama and Lynch (2016) which is made up of 25 items with five items for each instructional strategy. There are five instructional strategies which are direct instruction, indirect instruction, experiential learning, independent study and interactive instruction.

A six-point Likert-type scale was used to find the students’ instructional strategies preferences. Table 6 shows the interpretation of mean scores for Instructional Strategies Preferences Questionnaire (ISPQ).

Table 6

Interpretation of the Mean Scores for Instructional Strategies preferences Questionnaire (ISPQ)

Mean Score	Response option	Interpretation
5.51-6.00	Very true of me	Very high
4.51-5.50	True of me	High
3.51-4.50	Slightly true of me	Slightly high
2.51-3.50	Slightly untrue of me	Slightly low
1.51-2.50	Untrue of me	Low
1.00-1.50	Not at all true of me	Very low

The highest mean scores were used to determine the students’ instructional strategies preferences to answer Research Objective 2. If some students had two or more than two instructional strategies preferences, the researcher would categorize the students’ instructional strategies preferences into six types according to their highest mean scores by adding one more strategy. That strategy was named as mixed instructional strategy for the students who had two or more than two highest mean scores at the same time. Instructional strategy Type 1 was direct instruction, instructional strategy Type 2 was indirect instruction, instructional strategy Type 3 was experiential learning, instructional strategy Type 4 was independent study and instructional strategy Type 5 was interactive instruction. Instructional strategy Type 6 was mixed instructional strategy. Thus, the findings could be a single instructional strategy among five instructional strategies or mixed instructional strategy.

The following Table 7 shows the example of deciding students’ instructional strategies preferences based on their mean scores.

Table 7

Example of Deciding Students' Instructional Strategies Preferences Based on Their Mean Scores

Student	Mean score for direct instruction	Mean score for indirect instruction	Mean score for experiential learning	Mean score for independent Study	Mean score for interactive instruction	Most preferred instructional strategy
1	4.40	4.20	5.00	4.40	4.00	Experiential Learning
2	5.40	4.80	4.20	4.00	5.00	Direct instruction
3	4.00	4.40	5.20	3.40	5.40	Interactive instruction
4	4.80	5.00	4.60	4.20	4.80	Indirect instruction
5	5.20	4.60	5.00	5.80	5.40	Independent study
6	5.40	5.20	5.60	5.00	5.60	Mixed instructional strategy

See below Table 8 for the coding for six types of instructional strategies preferences.

Table 8

The coding for Six Types of Instructional Strategies Preferences

Instructional strategy	Direct instruction	Indirect instruction	Experiential learning	Independent Study	Interactive instruction	Mixed instructional strategy
Type	1	2	3	4	5	6

Validity and Reliability of the ISPQ

The ISPQ questionnaire was developed by Gama and Lynch (2016) and surveyed 176 students at the Escola Secundaria Catolica De Sao Jose Opoerario in Dili, Timor-Leste. The

questionnaire was validated by three educational experts. The overall Cronbach’s alpha value of the ISPQ was .87 which can be interpreted that student’s preferences among five instructional strategies were good.

Table 9 below shows specifications of Instructional Strategies Preferences Questionnaire (ISPQ).

Table 9

Specifications of Instructional Strategies Preferences Questionnaire (ISPQ)

Subscales	Item numbers	Number of items for each component	Gama and Lynch (2016) Cronbach’s alpha value	The current study
Direct instruction	5,10,11,20,25	5	.87	.84
Indirect instruction	4,9,12,19,24	5	.87	.80
Experiential learning	3,8,13,18,23	5	.87	.84
Independent study	2,7,14,17,22	5	.87	.82
Interactive instruction	1,6,15,16,21	5	.87	.84
Total	25	25	.87	.86

Translation Validity Process

The questionnaire and the cover letter will be translated from English into Myanmar language. The researcher will be asked a freelance translator to translate the questionnaire from English to Myanmar; then, the translated questionnaire will be translated back into English by an English language teacher. Both of them are Master degree holders from foreign universities, and they are experts in both Myanmar language and English to make sure the content and meaning of the statements from the questionnaires remained the same.

Collection of Data

The researcher asked permission from the school principal of Gateway Learning Center (GLC) in June 2017 through email. The researcher did thesis proposal defense during November of 2017 and collected data from students at the end of November and December of 2017 at Gateway Learning Center (GLC) by using Attitudes Toward Learning English as a Foreign Language Questionnaire (ATLEFLQ) and Instructional Strategies Preferences Questionnaire (ISPQ). The researcher distributed a total of 203 questionnaires to the targeted population and the respondents' valid return rate was 100% with 91 (44.8%) male and 112 (55.2%) female students. The research timeline is shown below (see Table 10).

Table 10

Timetable for Research at Gateway Learning Center, Myanmar

What	When	How	Who	Where
Getting permission from GLC (Myanmar)	25 th Jun 2017	Verbal& Documented	Researcher	Gateway Learning Center (GLC)
Thesis Proposal Defense presentation	18 th Nov 2017	Presented to committees	Researcher	Gateway Learning Center (GLC)
Distributed and collected questionnaire	28 th Nov & 29 th Dec 2017	Distributed hard copies of questionnaires	Researcher	Gateway Learning Center (GLC)
Writing Chapter IV and V and	1 st Jan – 14 th May 2018	Discussed with advisor, revised	Researcher	Gateway Learning Center (GLC)
Final Defense	31 st May 2018	Presented to committees	Researcher	Gateway Learning Center (GLC)

Data Analysis

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

For Research Objective 1, descriptive statistics involving means (M) and standard deviations (SD) were used to determine the students' attitudes toward learning EFL at Gateway Learning Center.

For Research Objective 2, the highest mean scores were used to determine the students' instructional strategies preferences. Then frequencies (f) and percentages (%) were calculated to determine the students' instructional strategies preferences.

For Research Objective 3, the one-way analysis of variance (ANOVA) was used to compare the students' attitudes towards learning EFL according to their preferences for instructional strategies at Gateway Learning Center by using students' total attitudes toward learning EFL and the mean scores of each student's the most preferred instructional strategy. If the significant difference was found, Sheffe post hoc test would be used to determine which groups were significantly different.

Summary of the Research Process

The summary of the research process is shown as follows for this study.

Table 11

Summary of the Research Process

Research objective	Source of data or sample	Data collection method or research Instrument	Method of data analysis
1. To determine the students' attitudes toward learning English as a foreign language (EFL) at GLC	203 students from elementary to intermediate levels of EFL class at GLC, Hpa-an, Karen state, Myanmar	Attitudes towards learning EFL questionnaire (ATEFLQ)	Descriptive statistics means (<i>M</i>) and standard deviations (<i>SD</i>)
2. To determine the students' preferences among five instructional strategies: direct instruction, indirect instruction, experiential learning, independent study and interactive instruction for EFL at GLC		Instructional strategies preferences questionnaire (ISPQ)	Descriptive statistics means (<i>M</i>), standard deviations (<i>SD</i>), frequencies (<i>f</i>) and percentages (%)
3. To determine whether there is a significant difference between the students' attitudes toward learning English as a foreign language (EFL) according to their instructional strategies preferences at GLC		Attitudes towards learning EFL questionnaire (ATEFLQ) and instructional strategies preferences questionnaire (ISPQ)	One-way ANOVA

CHAPTER IV

RESEARCH FINDINGS

In the previous chapters, the researcher presented the purpose and the importance of the study, a literature review, and discussed how this study would be carried out. This chapter describes the findings and statistical analysis of data obtained from 203 respondents from Gateway Learning Center at Hpa-an, Karen State, Myanmar. This was a quantitative comparative research study in which the researcher used statistical methods to analyze the data and compare students' attitudes toward learning EFL and their preferences for instructional strategies.

Main Findings

In this section, the research findings are presented according to objectives.

Research Objective 1

Research Objective 1 was to identify students' attitudes toward learning English as a Foreign Language (EFL) at Gateway Learning Center, Hpa-an Township, Karen State, Myanmar from three subscales: attitudes toward English teacher, attitudes toward English class and attitudes toward learning English. For this objective, the researcher used Part II of the questionnaire: the ATLEFLQ (see Appendix A). The ATLEFLQ consists of 30 items on a 6-point Likert scale ranging from 1 (*strongly disagree*) to 6 (*strongly agree*). The average scores of the attitudes were interpreted by a 6- point rating scale 1 (*very positive*), 2 (*positive*), 3 (*slightly positive*), 4 (*slightly negative*) , 5 (*negative*) and 6 (*very negative*) as presented in Chapter III.

Table 12 illustrates mean scores, standard deviations and interpretations of students' attitudes toward English teacher at GLC, Hpa-an Township, Karen State, Myanmar.

Table 12

Mean Scores, Standard Deviations and Interpretations of Students' Attitudes Toward English Teacher at GLC, Hpa-an Township, Karen State, Myanmar (n=203)

	Attitudes toward English teacher	Item number	<i>M</i>	<i>SD</i>	Interpretation
Positively-worded items	I look forward to going to class because my English teacher is so good.	3	5.20	.811	Positive
	My English teacher is better than any of my other teachers.	14	4.43	1.29	Slightly positive
	My English teacher is a great source of inspiration to me.	18	5.26	.93	Positive
	I really like my English teacher.	23	5.22	.77	Positive
	My English teacher has a dynamic and interesting teaching style.	27	5.32	.77	Positive
Negatively-worded items	I don't think my English teacher is very good.	6	5.17	1.09	Positive
	My English teacher doesn't present materials in an interesting way.	10	5.19	1.12	Positive
	The less I see of my English teacher, the better.	16	5.46	.92	Positive
	I would prefer to have a different English teacher.	22	3.96	1.59	Slightly positive
	My English teacher is one of the least pleasant people I know.	25	4.13	1.81	Slightly positive
Total		10	4.93	.52	Positive

Note. See Table 4 for interpretation table.

In Table 12, the mean scores of Items 3, 6, 10, 16, 18, 23 and 27 were interpreted as positive because their mean scores were within 4.51-5.50. The mean scores of Item 14, 22, 25 were interpreted as slightly positive because their mean scores were within 3.51-4.50.

A negatively-worded Item 16, received the highest mean score of 5.46 while a negatively-worded Item 22 received the lowest mean score 3.96. Table 12 indicated that the total mean score of students’ attitudes towards their English teacher was positive with a mean score of 4.93.

Table 13 shows mean scores, standard deviations and interpretations of students’ attitude toward English class at GLC, Hpa-an Township, Karen State, Myanmar.

Table 13

Means Scores, Standard Deviations and Interpretations of Students’ Attitudes Toward English Class at GLC, Hpa-an Township, Karen State, Myanmar (n=203)

	Attitudes toward English class	Item number	M	SD	Interpretation
Positively-worded items	I would rather spend more time in my English class and less in other classes.	4	4.90	1.04	Positive
	I look forward to the time I spend in English class.	17	4.42	1.23	Slightly positive
	I enjoy the activities of our English class much more than those of my other classes.	21	5.14	1.04	Positive
	I like my English class so much; I look forward to studying more English in the future.	26	5.43	.80	Positive
	English is one of my favorite courses.	28	4.97	1.04	Positive

(continued)

(continued)

	Attitudes toward English class	Item number	<i>M</i>	<i>SD</i>	Interpretation
Negatively-worded items	I have a hard time thinking of anything positive about my English class.	5	2.91	1.58	Slightly Negative
	To be honest, I don't like my English class.	9	5.27	1.21	Positive
	To be honest, I really have little interest in my English class.	13	5.15	1.16	Positive
	I think my English class is boring.	20	5.11	1.08	Positive
	My English class is really a waste of time.	24	5.38	1.2	Positive
Total		10	4.87	.62	Positive

Note. See Table 4 for interpretation table.

Eight out of 10 items were interpreted as positive because the mean scores of all eight items were in the range of 4.51-5.50. Positively-worded Item 17 was interpreted as slightly positive because the mean score was in the range of 3.50-4.50. Negatively-worded Item 5 was interpreted as slightly negative because the mean score was within 2.51-3.50. A positively-worded Item 26, received the highest mean score of 5.43 while a negatively-worded Item 5, received the lowest mean score of 2.91. It can be seen that the total mean score of students' attitudes towards their English course was positive with a mean score of 4.87.

Table 14 reports mean scores, standard deviation and interpretation of students' attitudes toward learning English at GLC, Hpa-an Township, Karen State, Myanmar.

Table 14

Means Scores, Standard Deviations and Interpretations of Students' Attitudes Toward Learning English at GLC, Hpa-an Township, Karen State, Myanmar (n=203)

	Attitudes toward learning English	Item number	<i>M</i>	<i>SD</i>	Interpretation
Positively-worded items	Learning English is really great.	1	5.67	.55	Very positive
	I love learning English.	2	5.49	.66	Positive
	I plan to learn as much English as possible.	8	5.44	.92	Positive
	English is a very important part of the school programme.	12	5.49	1.02	Positive
	I really enjoy learning English.	15	4.90	.98	Positive
Negatively-worded items	I hate English.	7	5.47	.98	Positive
	I think that learning English is dull.	11	4.79	1.46	Positive
	Learning English is a waste of time.	19	5.56	.96	Very positive
	I would rather spend my time on subjects other than English.	29	4.02	1.45	Slightly positive
	When I leave school, I will give up the study of English because I am not interested in it.	30	5.47	.98	Positive
Total		10	5.23	.52	Positive

Note. See Table 4 for interpretation table.

Items 1 and 19 were interpreted as very positive because the mean scores were in the range of 5.51-6.00. Items 2, 7, 8, 11, 12, 15, 30 were interpreted as positive because the mean scores were within the range of 5.51-5.50. Item 29 was interpreted as slightly positive because the mean score was within the range of 3.51-4.50. While a positively-worded Item 1

got the highest mean score of 5.67, a negatively-worded Item 29 received the lowest mean score of 4.02. The total mean score of students’ attitudes toward learning English was positive with the total mean score of 5.23.

Table 15 presents the interpretation of mean scores and standard deviations for each subscale of attitudes toward learning EFL among the 203 respondents.

Table 15

Interpretation of Mean scores and Standard Deviations for Each Subscale of Attitudes Toward Learning EFL (n= 203)

Learning attitudes	M	SD	Interpretation
Attitudes toward English teacher	4.93	.52	Positive
Attitudes toward English class	4.87	.62	Positive
Attitudes toward learning English	5.23	.52	Positive
Total	5.01	.48	Positive

Note. See Table 4 for interpretation table.

According to Table 15, the maximum mean score for each subscale was attitudes toward learning English ($M = 5.23$), followed by attitudes toward English teacher ($M = 4.93$) and attitudes toward English class ($M = 4.87$). The total summary means-score was 5.01. Therefore, students’ attitudes toward learning EFL were positive based on the interpretation scores of the ATLEFLQ in Table 4 in Chapter III.

Research Objective 2

Research Objective 2 was to identify students’ preferences for instructional strategies at Gateway Learning Center, Hpa-an Township, Karen State, Myanmar from five subscales: direct instruction, indirect instruction, experiential learning, independent study and interactive instruction. For this objective, the researcher used the Part III of the questionnaire: the ISPQ (see Appendix A). The ISPQ consists of 25 items on a 6-point Likert-type scale ranging from

1(*not at all true of me*) to 6 (*very true of me*). The average scores of instructional strategies were interpreted by a 6- point rating scale 1 (*very high*), 2 (*high*), 3 (*slightly high*), 4 (*slightly low*), 5 (*low*) and 6 (*very low*) as presented in Chapter III.

For Research Objective 2, the highest mean scores were used to determine students’ instructional strategies preferences. Based on the data analysis, the researcher categorized students’ instructional strategies preferences into six types according to their highest mean scores because some students had two or more than two instructional strategies preferences at the same time. For the group which had two or more than two instructional strategies preferences was named as mixed instructional strategy as presented in Chapter III.

The following Table 16 shows frequencies and percentages for each subscale of the instructional strategies preferences among 203 participants.

Table 16
Frequencies and Percentages for Each Subscale of the Instructional Strategies Preferences (n=203)

Instructional strategies preferences	Frequency (f)	Percentage (%)
Direct instruction	23	11.3
Indirect instruction	24	11.8
Experiential learning	46	22.7
Independent study	5	2.5
Interactive instruction	34	16.7
Mixed instructional strategy	71	35.0
Total	203	100

Note. See Table 6 for interpretation table.

Table 16 shows that the maximum frequency and percentage of students’ preferences for instructional strategies was mixed (two or more than two strategies) instructional strategy

($f = 71, 35.0\%$), followed by experiential learning ($f = 46, 22.7\%$), interactive instruction ($f = 34, 16.7\%$), indirect instruction ($f = 24, 11.8 \%$), direct instruction ($f = 23, 11.3 \%$) and independent study ($f = 5, 2.5 \%$).

Research Objective 3

Research objective 3 was to compare students’ attitudes toward learning EFL according to their preferences for instructional strategies at Gateway Learning Center, Hpa-an Township, Karen State, Myanmar. For this objective, the researcher used One-way ANOVA to compare the overall means of students’ attitudes toward learning EFL according to their preferences for instructional strategies

Table 17 presents the results of one-way ANOVA test comparing the students’ attitudes toward learning EFL according to their instructional strategies preferences.

Table 17

One-Way ANOVA Summary Table of Comparing the Students’ Attitudes Toward Learning EFL According to Their Instructional Strategies Preferences

Variable	Variable categories	N	M	SD	df		F	p
					Between Group	Within group		
Instructional strategies preferences	Direct instruction	23	4.82	.78	5	197	.75	.58
	Indirect Instruction	24	5.05	.67				
	Experiential Learning	46	5.19	.56				
	Independent study	5	4.67	.69				
	Interactive instruction	34	5.03	.66				
	Mixed instructional strategy	71	4.06	1.81				

Note. There was no statistically difference between groups (statistical significant level set at $p = .05$).

Table 17 indicates the results from the one-way ANOVA test comparing the students’ attitudes toward learning EFL according to their preferences for instructional strategies. The

research hypothesis stated that there is a significant difference between the students' attitudes toward learning English as a foreign language (EFL) according to their instructional strategies preferences at a significant level of .05. The results showed that there was no significant difference between the students' attitudes toward learning English as a foreign language according to their instructional strategies preferences because of F -value = .75, and the significance p -value = .58 which was bigger than .05. Since there was no significant difference between the students' attitudes toward learning English as a foreign language (EFL) according to their instructional strategies preferences at Gateway Learning Center, it was not necessary to run the post hoc test.

In this chapter, the researcher described the findings for each objective of this study through analyzing and comparing the data statistically. In Chapter V, the researcher will present the conclusion, discussion, and recommendations based on the findings from this chapter.

CHAPTER V

CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

Chapter IV presented the findings of this study related to the students' attitudes toward learning EFL according to their preferences for instructional strategies at GLC, Hpa-an Township, Karen State, Myanmar. In this chapter, the researcher presents a summary of this study, including the research objectives, hypothesis, research methodology and findings. It also provides a conclusion for the study, a discussion of those findings and recommendations based on the study for teachers, administrators, and future researchers.

Summary of the Study

The purpose of this study was to investigate if there was a significant difference between students' attitudes toward learning EFL according to their instructional strategies preferences at GLC, Hpa-an Township, Karen State, Myanmar. The total population sampling was used and there were 203 students from elementary to intermediate level of EFL classes at GLC. Data were collected on November and December in 2017. This research used a quantitative comparative design utilizing a questionnaire to collect data. Then the researcher used a statistical software program to analyze the data through descriptive and inferential statistics based on the objectives.

This study was based on the following research objectives:

1. To determine the students' attitudes toward learning English as a foreign language (EFL) at Gateway Learning Center, Hpa-an Township, Karen State, Myanmar.
2. To determine the students' preferences among five instructional strategies: direct instruction, indirect instruction, experiential learning, independent study and

interactive instruction for EFL at Gateway Learning Center, Hpa-an Township, Karen State, Myanmar.

3. To determine whether there is a significant difference between the students' attitudes toward learning English as a foreign language (EFL) according to their instructional strategies preferences at Gateway learning center, Hpa-an Township, Karen State, Myanmar.

Based on these objectives, the research hypothesis was as follows. There is a significant difference between students' attitudes toward learning English as a foreign language (EFL) according to their instructional strategies preferences at Gateway learning center, Hpa-an Township, Karen State, Myanmar, at a significant level of .05.

Summary of Findings

The main findings of this study were presented according to research objectives.

Research Objective 1

The findings from this study revealed that the students' attitudes toward learning EFL at GLC were overall positive. All three subscales of attitudes toward learning EFL - attitudes toward English teacher, attitudes toward English class and attitudes toward learning English were positive.

Research Objective 2

The findings from this study indicated that the most preferred instructional strategy for EFL learning was a mixed instructional strategy. The second highest preferred instructional strategy was experiential learning, while the third highest was interactive, the fourth highest was indirect, the fifth was direct instruction and the least preferred instructional strategy was independent study.

Research Objective 3

The findings from this study showed that there was no significant difference between students' attitudes toward learning EFL according to their instructional strategies preferences at Gateway Learning Center, Hpa-an Township, Karen State, Myanmar.

Conclusions

The following conclusions were drawn from the findings of the study.

Regarding to findings of Research Objective 1, overall students' attitudes toward learning EFL at Gateway Learning Center was positive in all three subscales: attitudes toward English teacher, attitudes toward English class and attitude toward learning EFL. These findings indicated that attitudes were not an issue. It could be concluded that students were satisfied with their English teacher, English class as well as enjoyed learning English.

According to the findings of Research Objective 2, the most preferred instructional strategies for learning EFL at GLC was mixed instructional strategy, followed by experiential learning, interactive instruction, indirect instruction, direct instruction and finally independent study. The findings proposed that no single teaching strategy will work well with the students from Gateway Learning Center. It suggested that students could learn better when the teacher combines various types of instructional strategies rather than using a single strategy.

In the case of comparing students' attitudes toward learning EFL and students' instructional strategies preferences for learning EFL, there was no significant difference between students' attitudes toward learning EFL according to their preferences for instructional strategies at Gateway learning Center, Hpa-an Township, Karen State, Myanmar. This pointed out that the teachers' instructional strategies did not show any significant difference to the level of attitudes toward learning EFL at Gateway Learning Center. This could be concluded that no matter what instructional strategies preferences a

student may have, he/she can still have positive attitudes toward learning EFL. Thus, a motivated student with positive attitudes toward learning EFL will find a way to learn English whether teacher-centered or student-centered instructional strategies are applied in the classroom.

Discussion

The findings of current study showed that the students from GLC had positive attitudes learning EFL in all three subscales: attitudes toward English teacher, attitudes toward English class and attitude toward learning EFL. Moreover, students' the most preferred instructional strategies for learning EFL at GLC was mixed instructional strategy, followed by experiential learning, interactive instruction, indirect instruction, direct instruction and finally independent study. This section discusses about the relation between the findings of the current study and previous research studies based on the findings.

Language Learning Attitudes

Attitude is considered as a powerful factor influencing language performance and it plays an important role in language learning as it affects students' success or failure in their learning process. For example, if a learner is not interested in or dislikes learning a language, he/she will hold negative attitudes and will not be motivated or enthusiastic to learn.

Therefore, Gardner and Lambert (1972) suggested that the ability of a student to master a second language is not only influenced by language skills competence but also students' motivation and attitudes.

The findings from this study presented that the students' attitudes toward English teacher were positive. It indicated that students had respect and no ill feeling toward their English teachers. It was reported that they were also looking forward to go to class because their English teacher was so good. According to the researcher's teaching experiences at

GLC, most EFL teachers from GLC were very enthusiastic and happy about teaching. In addition, the teachers responded clearly to the students' questions using appropriate and concrete examples when the students asked questions. The students might feel that teachers cared for them and respected their opinions. Moreover, the teachers from GLC were approachable and helpful to the students by offering equal support to all levels of learners. These teacher performances and behaviors could explain why students had positive attitudes towards learning EFL at Gateway Learning Center.

The students also scored high in attitudes toward English class which indicated their attitudes toward English class were positive. This indicated that the curriculum, the content, lesson plans, assessments, games, projects, and teaching methods with different classroom activities were interesting and encouraged students to have the positive orientation towards learning the language. The researcher assumed that this was because GLC used quality textbooks from Oxford University Press and other teaching resources to support the EFL learning process. Moreover, the teachers used flexible grouping styles and allowed students to have some choices in the assignments including inquiry and project-based assignments. However, Item 5 of attitudes questionnaire (ATLEFLQ) reported that students had a hard time thinking of anything positive about their English class with slightly negative attitudes. The researcher assumed that this was because of their past experiences in learning at government school with out-of-date curriculum, no activities for communication skills, test-based assessment design, grammar-translation method and rote learning. This tallies with Eshghinejad (2016) who noted that the learners' attitudes as embodied in feelings, beliefs, likes, dislikes, and needs should be considered as these attitudes influence the language learning process.

The findings of this study also revealed that the students' attitudes toward learning English were positive. The findings indicated that students thought learning English was

really great and learning English was not a waste of time. It indicated that the students of GLC had favorable attitudes toward learning English. Every Friday was activities day for all English classes at GLC in order to establish a positive relationship and allow students to socialize. All of the students from different levels got together in one place and do activities together on Fridays. The students may have thought socialization and talking about things rather than schoolwork made them happy and motivated to learn more. The findings of this study agreed with a study done by Manachon and Eamoraphan (2017) in Bangkok, Thailand showed that students had positive attitudes toward EFL which included attitudes towards English teacher, class, textbook and works.

Instructional Strategies Preferences

According to this study, there were five instructional strategies: direct instruction, indirect instruction, interactive instruction, experiential learning and independent study. The researcher categorized students' instructional strategies preferences into six groups as some students preferred mixed (two or more than two) instructional strategy at the same time. The findings of this study demonstrated that the most preferred instructional strategies for learning EFL was mixed instructional strategy. The second most preferred instructional strategy was experiential learning. Interactive instruction was the third most preferred instructional strategy. Indirect instruction was the fourth most preferred instructional strategy and direct instruction was the fifth most preferred instructional strategy. The least preferred instructional strategy was independent study.

Among 203 students, 71 (35 %) preferred mixed instructional strategy. Among them, experiential learning and interactive instruction were the top two instructional strategies that the students frequently chose followed by indirect instruction, direct instruction, and independent study. As the highest frequencies of students' choices were experiential learning and interactive instruction among mixed instructional strategies, it was determined that the

students from GLC favored student-centered teaching styles where they were allowed to work together with friends. Although course books are designed for a particular language level, teachers adapted the methods of teaching, materials and activities for various learners to make them easier or more interesting for students who come to class with different knowledge, experiences, opinions, ideas and interests. Therefore, the researcher assumes that the students were more attracted by differentiated instruction rather than using a single strategy.

On the other hand, there were some students who preferred all aforementioned instructional strategies. Among 71 students, 39 students preferred two strategies, 17 students preferred three strategies, six students preferred four strategies and eight students preferred all five strategies equally at the same time, according to the data. The researcher assumes that teachers did not clearly mention what teaching strategies she/he applied in the classroom and did not explicitly stress any significant changes when implementing a variety of teaching strategies. As a result, the students did not clearly know what methods were being used and they may have assumed that all teaching methods did not make any difference for them in their English language learning.

The findings from this study presented that experiential learning was the second most preferred instructional strategy among five instructional strategies as the teachers from GLC often prepared meaningful lessons and activities for the students in order to reveal and discuss their learning experience through assignments. The students participated in classroom simulation activities for speaking skill as if they were bringing the world to the classroom. These activities included for example, visiting foreign countries, shopping, booking a hotel and job interviewing. Next, there were book clubs and movie clubs as extracurricular activities for the students where they could improve reading skills and practice English speaking and public speaking skills with their friends and alumni at GLC. Moreover, they

participated in field trips, art projects, and service learning projects, and debates as experiential learning during their study at GLC. It was a good result for GLC students as they preferred learning by doing rather than learning by memorization or rote learning. As the students were young adults who were able to take challenges in applying their understanding to practical problems, they were so active and excited when they had to do real-life experiences in their learning process of EFL. Therefore, Wurdinger and Carlson (2010) suggested that students can gain the skill, knowledge, and experience not only in the classroom but also outside the classroom.

The findings from this study revealed that interactive instruction was the third most preferred instructional strategy for learning EFL. The teachers from GLC created a classroom setting for all students to feel free to express, share and discuss and to enhance their participation in classroom activities. At GLC, four to five students sit as a group. As a result, teachers often structured pair or group tasks or assignments by asking each group member to be responsible for a different aspect of a task. Since interactive instruction comprises both student-centered and teacher-centered methods, the students can learn from teachers as well as their peers. According to Gall and Gillett (2001), students learn better in groups than as individuals because it offers opportunities for learners to be able to adapt to different conditions of learning. The students enjoyed learning English by applying their interpersonal skills, communication skills, listening skills and observation skills through participation and sharing knowledge in the classroom.

Indirect instruction was the fourth most preferred instructional strategy for learning EFL in this study. This might be a function of the teachers often using group discussion method. The teacher served as a facilitator and students tried to communicate, engage and contribute their opinions or ideas to understand a concept or to analyze, and solve problems with or without the guidance of the teachers. The researcher experienced that the students

were active in giving their opinions to the class when the teachers gave them a case study or a topic to discuss.

The findings of the study indicated that direct instructional strategy was the fifth most preferred instructional strategy for learning EFL in this study. Although it is an essentially teacher-centered method, the findings indicated that the students from GLC still preferred direct instruction in learning EFL because it is a strategy that teachers often use when teaching specific facts, basic skills and new knowledge. When the teachers carefully prepare the detailed lesson plans for the desired outcomes for EFL learners, the students might think that they understand clearly when the teacher delivers details and facts such as phonetics, pronunciation, vocabulary and grammar rules. This also corresponds to the notion that teacher-centered and learner-centered approaches do not represent an instructional dichotomy, but rather a continuum that both teachers and students can benefit from (Rüütman & Kipper, 2011).

Independent study was the least preferred instructional strategy for learning EFL in this study. According to Pintrich (2000), independent study is self-regulated learning which can accelerate the development of individual creativity, self-confidence, and self-improvement. However, the finding showed that many of the students did not engage in independent study and they had less interest in doing individual or group independent assignments and self-regulated learning activities. One of the reasons the researcher assumed why they disliked independent learning is that they did not have wide access to the internet or other relevant sources to increase knowledge and skills for their assignments through independent study. Next, the researcher found that it frequently took longer for the learners to learn through independent learning activities than through a classroom setting with friends and teachers. As well, most students did not want to do their homework or assignments independently because they were lazy sometimes or they might feel that they had no friends

to practice their knowledge of learning English learned at school and did not have a teacher to correct their mistakes.

Comparing Students' Attitudes Toward Learning EFL According to Their Instructional Strategies Preferences

The findings of this study concluded that there was no significant difference between students' attitudes toward learning EFL according to their preferences for instructional strategies at Gateway Learning Center. In 2016, Gama and Lynch conducted a comparative study of the students' motivation for learning social studies according to their instructional strategies preferences at a high school in Dili, Timor-Leste. The study found that there was no significant difference between students' motivation for learning social studies according to their preferences for instructional strategies in Grade 10 and Grade 11. Gama and Lynch (2016) found that the students' most preferred instructional strategy was direct instruction because it was the only strategy they had ever experienced and the teachers who focused on the textbooks were the only sources of knowledge. There was also a lack of access to the internet or relevant sources to increase knowledge and skill (Gama & Lynch, 2016). Moreover, another comparative study related to students' motivation for learning English as a foreign language and their instructional strategies preferences in Grades 9-12 was conducted by Shell and Lynch (in press) at an international school in Bangkok, Thailand. That study also found that there was no significant difference between students' motivation for learning EFL and their preferences for instructional strategies in Grade 9-12. The findings showed that the most preferred instructional strategy of students was experiential learning. The reason was that the American curriculum used at the school focused on student-centered rather than teacher-centered methodologies (Shell & Lynch, in press). This researcher's study had similar findings of no significant difference between students' attitudes toward learning EFL and their preferences for instructional strategies at GLC, Hpa-an, Karen State, Myanmar. The

findings of this study indicated that mixed instructional strategy was the most preferred instructional strategy at Gateway Learning Center. The researcher assumes that students from GLC learn better when teachers use differentiated instructional strategies because these instructional strategies ensure that students get never bored and students were likely to engage longer. Hall, Strangman and Meyer (2003) also presented flexible and differentiated instruction gives students choices to feel more positive and more engaged in the teaching and learning process. As Meador (2016) claimed not every instructional strategy will be the perfect fit for every situation, so teachers must adapt in evaluating which strategy will be the best fit.

Recommendations

Based on the findings of this study, the researcher would like to give some recommendations for students, teachers, school administrators and future researchers.

Recommendations for Students

The findings pointed out that there were some students who preferred all aforementioned instructional strategies at the same time which might be the reason that they didn't clearly understand the differences among aforementioned instructional strategies. Therefore, the students should make sure which teaching methods and classroom activities are they engaging by asking the teacher and they should notice which instructional strategies are the most effective in their learning process. Moreover, the student should ask the teachers for differentiation of the teaching strategies, classroom actives, and assessment system that work most for them so that the teachers could notice and adjust them in order to best reach for every student. As a result, students might increase learning attitudes and motivation because of the teacher who deliberately understand the value of giving choices and using dynamic teaching strategies in the classroom.

Recommendations for Teachers

Students' attitudes toward learning EFL and instructional strategies used by teachers are important in the teaching and learning process of English as a foreign language. According to the research findings, the overall attitudes score of learning EFL at GLC was positive. However, it is important to keep all students' attitudes positive and improve their attitudes toward English teacher, English course and learning EFL all the time. The researcher would like to give some recommendations for teachers to arrange for a positive and supportive learning environment to promote the development of positive attitudes towards learning English.

This findings from this study showed that the students from GLC preferred mixed instructional strategy over others types of instructional strategies. Thus, teachers should be aware of what teaching strategies are the most and the least preferences of students in order to adjust required resources for the content, instructional strategies and classroom activities for the teaching process, and products. Although any teacher has their own methods of classroom instruction, the teacher should try to embed students' favorable teaching strategies and identify what instructional strategies are fitting to teach different students into the classroom instruction in order to help them with classroom engagement and higher achievement in learning EFL. Therefore, teachers should use differentiated teaching strategies for various levels of students, using a variety of classroom activities, projects, and assessment, as well as interesting books or handouts, and flexible seating arrangements to make more positive changes for classroom atmosphere.

Moreover, it is crucial for the instructors to identify the students' different levels of attitude, motivation, to notice different responses to specific methods in order to understand thoroughly the differences of students, diverse learning needs of all of their students and to adjust and adapt lesson plans for the student's achievement.

Independent study was the least preferred instructional strategy according to the findings of the study. Thus, the teacher should try to encourage students to be interested in independent learning to know how to learn by themselves, to be self-disciplined, and confident life-long learners. For independent study, the teacher should provide detailed instructions to students whether in classes, small groups, or individually and counseling as necessary for individual student success. The teacher should provide written or oral feedback on classwork or homework to improve students' motivation and confidence in working independently. Moreover, teachers should allow students to have meetings with them whether in person, by phone or e-mail, for answering questions that make students confused or for tutoring in order to provide necessary coaching, review student progress, and make suitable adaptations. Therefore, it is important that the teacher or educator make sure that learners have the necessary skills for their assignment and should be given detailed instruction in order to accomplish the task.

Recommendations for Administrators

Administrators are as equally responsible as teachers for the development of student learning and the achievement of the school. Although the findings indicated students' attitudes towards learning English were positive, the researcher recommends some useful suggestions for the administrator in order to improve more of the current situation of the GLC.

Firstly, the researcher suggests some computers and internet access need to be facilitated especially for the teachers and students due to the interactive technology in order to do self-regulated study. The teachers and students can research and learn more through web searching or watch videos using their own freedom of choice as a part of the study. The teachers can also create more interesting lessons with enjoyable and challenging activities to enhance students' motivation and attitudes to learning EFL through visual and audio online

resources. Using IT resources in learning EFL would make more effective and saving time to learn necessary skills and keeping up to date.

Secondly, the administrator should arrange some projects that allow students to interact with English speaking people for education purpose using English not only in the classroom but also beyond classroom activities. For example, inviting English speaking guest speakers to have conversation or discussion about any educational related topics once in a month. In addition, the place where GLC is situated in Hpa-an Township is one of the tourist destinations in Myanmar and the number tourists visiting the town is increasing day by day. Therefore, the administrators should either manage short excursion trips to those tourist destinations by giving some interesting group or individual assignment to communicate with English language speaking tourists in order to get exposure of speaking English. According to the researcher's experiences, students love to interact with foreigners for their speaking and listening activities although they were so excited and shy to communicate with them. By arranging such kind of activities, the students will definitely be motivated to learn EFL more effectively in a practical situation to apply their language skills.

Finally, the researcher recommended the administrators to organize in-school professional development meetings and trainings for differentiated instruction. As in-school professional development, the administrators should organize meetings with teachers who have various levels of teaching experiences to discuss teaching techniques and formulate sample lesson plans at least once a week. After they finish a lesson plan, one teacher from the group demonstrates the lesson in a class while the other teachers are observing. Following the sample lesson, the group meets again to evaluate the teachers' performance, to make recommendations for improvement and to make modifications to the lesson plan. It is the practice of working together with other teachers to perfect their teaching methods. Next, the administrator should invite educational experts to give short-term practical trainings or

special talks for teachers related to differentiated instruction so that they are better equipped to provide differentiated support when it is appropriate.

Recommendations for Future Researchers

This study found that there is no significant difference between students' attitudes toward learning EFL according to their preferences for instructional strategies at Gateway Learning Center. The researcher recommends future researchers to have a larger sample size and a wider geographical range with different demographic factors such as age, gender and grade level to conduct larger studies in learning English as a foreign language in Myanmar as this study was conducted at only Gateway Learning Center so that the findings cannot be generalized to other learning centers in Myanmar.

It is recommended for future researchers to conduct further research by adding more items from the AMTB questionnaire which would be advantageous to get a better view and greater in-depth findings on understanding attitudes and motivation.

Finally, further studies should be designed as a combination of qualitative and quantitative data to compare students' attitudes toward learning EFL and their preferences for instructional strategies. It can broaden the scope of a future study and can give greater depth to the findings which can lead to improving understanding of students' attitudes toward learning EFL and their preferences for instructional strategies.

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APPENDICES



APPENDIX A

The Questionnaire (English Version)

Dear Students,

The purpose of this study is to know a better understanding of your attitudes towards learning EFL and your preferences for your teacher's teaching styles. This questionnaire consists of three parts. Part I is for your gender and grade level. Part II is a questionnaire for your attitudes toward learning EFL and Part III is a questionnaire of your preferences for teaching strategies of your English teacher.

The results of this study rely on your honest responses to the questionnaires. Therefore, in order to accomplish this successfully, please help me to ensure all questions are answered with honest responses.

Your participation in this research is highly appreciated. Thank you so much for your cooperation.



Yours Sincerely,

Aye Zar Chi Htun

Graduate School of Human Sciences

Assumption University of Thailand

Part I. Demographic Information

The Gender:

Male ☐

Female ☐

Grade Level:

Elementary ☐

Pre-Intermediate ☐

Intermediate ☐

Part II: Attitudes towards Learning EFL Questionnaire (ATLEFLQ)

Directions:

There is no right or wrong answer; just answer as accurately as possible according to your feeling. “If you strongly agree a statement, put a check (✓) in 6; if you strongly disagree a statement, put a check (✓) in 1”. “If a statement is more or less true of your feeling, select the number between 1 and 6 that describes you”.

1 Strongly Disagree	2 Disagree	3 Slightly Disagree	4 Slightly Agree	5 Agree	6 Strongly Agree
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Items	1 Strongly Disagree	2 Disagree	3 Slightly Disagree	4 Slightly Agree	5 Agree	6 Strongl y Agree
1. Learning English is really great.						
2. I love learning English.						
3. I look forward to going to class because my English teacher is so good.						
4. I would rather spend more						

Items	1 Strongly Disagree	2 Disagree	3 Slightly Disagree	4 Slightly Agree	5 Agree	6 Strongl y Agree
time in my English class and less in other classes.						
5. I have a hard time thinking of anything positive about my English class.						
6. I don't think my English teacher is very good.						
7. I hate English.						
8. I plan to learn as much English as possible.						
9. To be honest, I don't like my English class.						
10. My English teacher doesn't present materials in an interesting way.						
11. I think that learning English is dull.						
12. English is a very important part of the school programme.						
13. To be honest, I really have little interest in my English class.						
14. My English teacher is better than any of my other teachers.						
15. I really enjoy learning English.						
16. The less I see of my English teacher, the better.						
17. I look forward to the time I spend in English class.						

Items	1 Strongly Disagree	2 Disagree	3 Slightly Disagree	4 Slightly Agree	5 Agree	6 Strongly Agree
18. My English teacher is a great source of inspiration to me.						
19. Learning English is a waste of time.						
20. I think my English class is boring.						
21. I enjoy the activities of our English class much more than those of my other classes.						
22. I would prefer to have a different English teacher.						
23. I really like my English teacher.						
24. My English class is really a waste of time.						
25. My English teacher is one of the least pleasant people I know.						
26. I like my English class so much; I look forward to studying more English in the future.						
27. My English teacher has a dynamic and interesting teaching style.						
28. English is one of my favorite courses.						
29. I would rather spend my time on subjects other than English.						
30. When I leave school, I will give up the study of English because I am not interested in it.						

Part III: Instructional Strategies Preferences Questionnaires (ISPQ)

Directions:

There is no right or wrong answer; just answer as accurately as possible according to your feeling. “If you think a statement is very true of you, put a check (✓) in 6; if a statement is not at all true of you, put a check (✓) in 1.” If a statement is more or less true of your feeling, select the number between 1 and 6 that best describes you”.

	1 Not at all true of me	2 Untrue of me	3 Somewhat untrue of me	4 Somewhat true of me	5 True of me	6 Very true of me
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Items	1 Not at all true of me	2 Untrue of me	3 Some- what untrue of me	4 Some- what true of me	5 True of me	6 Very true of me
1. I learn more when my teacher allows me to ask questions in the class.						
2. I learn more when my teacher asks individuals the assigned questions in the class.						
3. I learn more when my teacher assigns me to do a class presentation.						
4. I learn more when my teacher gives me time to act upon my curiosity and interest to learn.						
5. I learn better when my teacher gives me instruction on how to do things.						
6. I learn better working on class projects with other students.						

Items	1 Not at all true of me	2 Untrue of me	3 Some- what untrue of me	4 Some- what true of me	5 True of me	6 Very true of me
7. Doing learning logs helps me to integrate content, process, and personal feelings about what I have learned.						
8. I learn better when my teacher gives simulations in the class.						
9. I learn more new knowledge when my teacher allows me to discover answers by myself.						
10. I learn better if my teacher guides me on classroom learning.						
11. It is better in the class when my teacher gives lectures.						
12. I learn when my teacher presents case studies of real world situation.						
13. I learn more when my teacher takes the class out to visit exhibits or museums.						
14. I learn more when my teacher gives homework at the end of the class.						
15. I get more work done when I work with other students.						
16. I learn better when my teacher divides us into groups for discussion during						

Items	1 Not at all true of me	2 Untrue of me	3 Some- what untrue of me	4 Some- what true of me	5 True of me	6 Very true of me
the class.						
17. I understand things better when my teacher assigns me to work on research project.						
18. I enjoy learning when my teacher organizes game activities in the class.						
19. I learn more when my teacher solves problems by analyzing, evaluating and giving solutions.						
20. I learn more when my teacher uses display tools, such as maps and pictures.						
21. I understand things better when my teacher encourages the class to do role plays.						
22. I learn more when my teacher allows me to work alone.						
23. I learn better when my teacher assign us to do field study/ experiments.						
24. I learn more when my teacher gives me an opportunity to use internet.						

Items	1 Not at all true of me	2 Untrue of me	3 Some- what untrue of me	4 Some- what true of me	5 True of me	6 Very true of me
25. I enjoy learning when my teacher provides drill and practices.						





APPENDIX B

The Questionnaire (Myanmar Version)

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Elementary

11

Pre-Intermediate

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Intermediate

11

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APPENDIX C

Survey Translation Approval Forms

Translation Approval Form (1)

- 1. What do you think about the survey translation? Is the translation clear and enough to understand?**

The survey translation is clearly translated into Burmese and easy to understand for respondents.

- 2. Is there any phrase or grammar mistake in Myanmar translation version which might make students confused?**

There is no grammar mistake but I edited some parts in order to be smooth in Burmese.

- 3. Which part of number do you find to edit to make questionnaire clearer? Please write down the number and new sentences you find out?**

Part II, Strongly disagree= □□□□□□□□□□, Strongly agree=

□ □ □ □ □ □ □ □ □ □ □ □ □ □

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Translation Approval Form (2)

BIOGRAPHY

Name Aye Zar Chi Htun
DOB 29/5/1994
Gender Female
Nationality Myanmar
Religion Buddhism
Email nan.ayezarchitun@gmail.com

Education Background

2016 Aug - 2018 **Master of Education in Curriculum & Instruction**

Assumption University, Bangkok, Thailand

2010 - 2013 **Bachelor of Arts in English**
(Qualified to join MA)

Hpa-an University, Karen State, Myanmar

2008 – 2010 **Passed High School with Biology Distinction**

No (3) Basic Education High School, Hpa-an, Karen State, Myanmar

