

FAST FORWARD INTERVENTION PROGRAM AND ITS EFFECTS ON
CHILDREN'S ACADEMIC INTRINSIC MOTIVATION, READING,
AND LANGUAGE PROFICIENCY IN AN INTERNATIONAL
SCHOOL IN BANGKOK

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ABSTRACT

This study investigated the effects of the Fast ForWord (FFW) program on the academic intrinsic motivation, language proficiency, and reading proficiency of fifth grade students at the Ekamai International School in Bangkok. The study utilized the quasi-experimental one-group pretest-posttest design. The study participants were 75 fifth-grade students from the Ekamai International School. The FFW program was implemented for twelve weeks, as prescribed. To evaluate performance, student skills were measured by the Children's Academic Intrinsic Motivation Inventory (CAIMI), the Iowa Tests of Basic Skills (ITBS), and the Reading Progress Indicator (RPI) before and after use of the FFW program. Results: a) there were significantly greater improvements in reading and language proficiency with the FFW program; b) There is no significant difference in the level of academic intrinsic motivation before and after the implementation of the FFW program; c) There is no significant gender difference in the level of academic intrinsic motivation and language proficiency; d) There is no significant gender difference in the level of reading proficiency before the FFW program; however, there is a significant gender difference in the level of reading proficiency after the implementation of the Fast ForWord program.