



A Comparative Study of Grades 10 and 11 Students' Motivation for Learning English as a Foreign Language under Gamification and Teacher-Centered Activities at a Private School in Bangkok

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Abstract

The purpose of the study was to compare motivation for learning English as a foreign language under gamification and teacher-centered activity of Grade 10 and Grade 11 students at a private school in Bangkok, Thailand. The study was included seven objectives and was conducted during September 2020 to August 2021. 24 of Grade 10 and 32 of Grade 11 students of the second semester in the academic year 2020 at a private school were sample of the study. Both grade level students were divided into two groups; experimental group and control group. A pre-post quasi-experimental study was conducted for eight weeks. The data were analyzed by means, dependent samples t-test, and independent samples t-test. According to the findings, there was no significant difference between Grade 10 and Grade 11 students' motivation for learning English as a foreign language under gamification activity and teacher-centered activity at a significant level of .05. From the eight weeks of the experiment with two different activities, the students who participated in experimental group which participate in class that used gamification activity were not significantly different compared to the students who participated in control group which participate in class that used teacher-centered activity.

Keywords : Gamification activity, Teacher-centered activity, Grade 10, Grade 11, Motivation for learning English as a foreign language
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1. Introduction

English is one of the most widely spoken foreign language in the world (Teixeira, 2021). Thai students must learn English as a foreign language from the first year of the study (MOE, 2008). In comparison to other countries, their English ratings are extremely low (ETS TOEIC, 2020). However, gamification trend has gained popularity as learning advanced technology, resulting in a new method of teaching in the classroom (Wang, 2015) Gamification can be used at every subject, every level, students of every age could enjoy gamified lessons (Maloney, 2019).

The researcher was an English as a foreign language teacher at the private school. Many of the students confronted with the problem of English as a foreign language learning in the school. They showed anxieties and demotivation in learning. On the other hand, some studies suggested problems in English as a foreign language learning in Thailand. One of the problems in English language learning in Thailand mentioned in those studies was the lack of motivation (Chunsuvimol et al., 2021; Darasawang, 2007; Imsa-ard, 2020; Noom-ura, 2013; Simpson, 2011). As the researcher found there are studies mentioned gamification can be used in English language learning to help in students' autonomy development quickly

with less stress as well as increase students' motivation and engagement (Dicheva, 2017; Maloney, 2019).

As a result, the researcher sought to see if gamification may help students become more motivated in their English as a foreign language class. This study looked into the Grade 10 and Grade 11 students at a private school on their motivation for learning English as a foreign language under the gamification activity and teacher-centered activity.

2. Research Objectives

There were seven research objectives:

1. To determine the level of Grade 10 students' motivation for learning English as a foreign language under gamification activity at a private school in Bangkok, Thailand
2. To determine the level of Grade 10 students' motivation for learning English as a foreign language under teacher-centered activity at a private school in Bangkok, Thailand
3. To determine if there a significant different between Grade 10 students' motivation for learning English as a foreign language under gamification activity and teacher-centered activity at a private school in Bangkok, Thailand