

ABSTRACT

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Key Words: PERCEPTIONS, TEACHER RAPPORT, TEACHER DELIVERY,
MOTIVATION FOR LEARNING, ENGLISH ACADEMIC
ACHIEVEMENT, ENGLISH AS A FOREIGN LANGUAGE, INTENSIVE
ENGLISH PROGRAM, MYANMAR

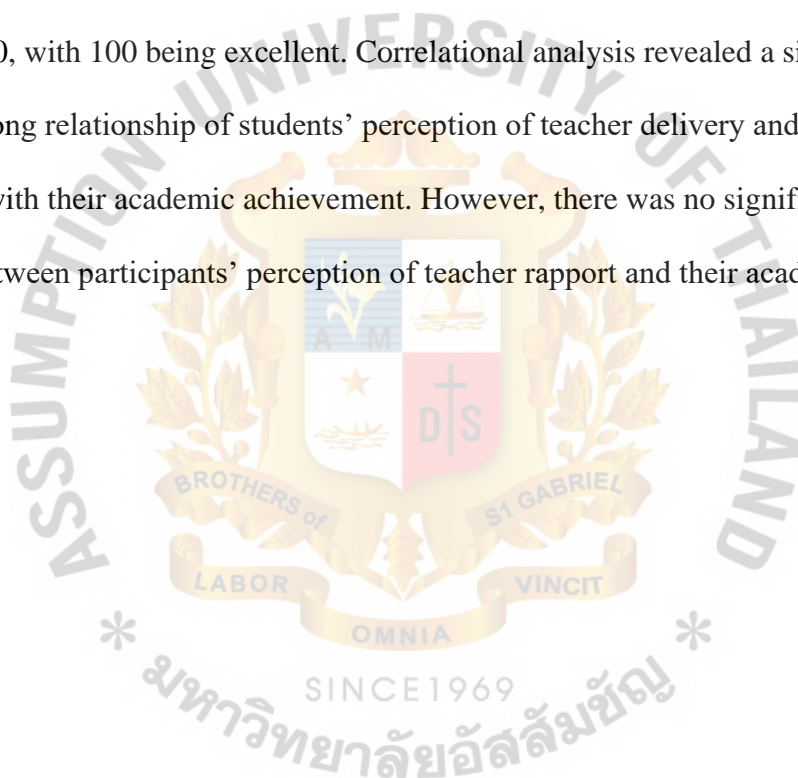
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Thesis Title: A CORRELATIONAL STUDY OF INTENSIVE ENGLISH PROGRAM
STUDENTS' PERCEPTIONS OF TEACHER RAPPORT AND DELIVERY,
MOTIVATION FOR LEARNING AND ACADEMIC ACHIEVEMENT IN
THE INTENSIVE ENGLISH CLASS AT THE INSTITUTE OF LIBERAL
ARTS AND SCIENCES, MAIJAYANG, KACHIN STATE, MYANMAR

Thesis Advisor: ASST. PROF. DR. ORLANDO RAFAEL GONZÁLEZ GONZÁLEZ

The purpose of this quantitative study was to investigate whether there was a significant relationship of Intensive English Program (IEP) students' perceptions of teacher rapport and delivery, and motivation for learning with academic achievement in the Intensive English class at the Institute of Liberal Arts and Sciences, Maijyang, Kachin State, Myanmar. The sample population of this study was comprised of 48 IEP students enrolled during the academic year of 2019-2020. As for the research instruments, the Students' Perceptions of Teacher Rapport and Delivery Questionnaire (SPTRDQ), adapted from Barnes and Lock (2013) was used to measure the level of students' perception of teacher rapport and delivery. The Questionnaire for Measuring Motivation for Learning English as a Foreign Language (QMMLEFL), adopted from the AMTB by Gardner (2004), was used to measure the level of students' motivation for learning EFL. The Intensive English examination of academic year

2019-2020 was used to determine their level of academic achievement. After collecting data, descriptive statistics (means and standard deviations) and statistical hypothesis testing (correlational analysis using multiple correlation coefficient) were performed to address the research objectives and hypothesis of this study. The research findings indicated that students perceived teacher rapport and delivery as good on a scale of 1-7, with 7 being very good. They also indicated that students' motivation for learning EFL was high on a scale of 1-6, with 6 being very high. The IEP students were found to have good academic achievement on a scale of 0-100, with 100 being excellent. Correlational analysis revealed a significant, moderately strong relationship of students' perception of teacher delivery and motivation for learning EFL with their academic achievement. However, there was no significant relationship between participants' perception of teacher rapport and their academic achievement.



Field of Study: Curriculum and Instruction

Student's signature.....

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Advisor's signature.....

Academic Year 2019