

ABSTRACT

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Key Words: ENGLISH ACADEMIC ACHIEVEMENT, ENGLISH AS A FOREIGN LANGUAGE, ATTITUDES TOWARD THE LEARNING SITUATION, MOTIVATION, SOCIO-EDUCATIONAL MODEL, ATTITUDE/MOTIVATION TEST BATTERY (AMTB), A PRIVATE SCHOOL, CHINA.

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Thesis Title: A CORRELATIONAL STUDY OF GRADE 9 STUDENTS' MOTIVATION FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE AND THEIR ATTITUDES TOWARD THE LEARNING SITUATION WITH ENGLISH AS A FOREIGN LANGUAGE ACADEMIC ACHIEVEMENT AT A PRIVATE SCHOOL IN CHINA

Thesis Advisor: ASST. PROF. DR. RICHARD LYNCH

The purpose of this quantitative correlational study was to determine whether there was a significant relationship between Grade 9 students' motivation and attitudes toward the learning situation for learning EFL with English academic achievement at a private school in China. A total of 110 Grade 9 students participated in this study. Grade 9 Students' Motivation for Learning English as a Foreign Language and their Attitudes toward the Learning Situation with English as a Foreign Language Academic Achievement Questionnaire was used in this study consisting of 50 items (Gardner 2004, 2010) under five subscales. The researcher collected data from Grade 9 students studying in the 2021-2022 academic year at a private school in China. For the analysis of the collected data, descriptive statistics, and multiple correlation coefficients was used. The findings of the research indicated that there was a weak correlation

among the students' motivation and attitudes toward the learning situation for learning EFL with English academic achievement. Based on the findings, the researcher provides recommendations for students, teachers, school administrators, future researchers.



Field of Study: Curriculum and Instruction **Student's signature**.....

Graduate School of Human Sciences **Advisor's signature**

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