

ABSTRACT

I.D. No.: 6319545

Key Words: MOTIVATION, ENGLISH LANGUAGE LEARNING, ACADEMIC ACHIEVEMENT, AMOTIVATION, EXTRINSIC MOTIVATION, INTRINSIC MOTIVATION, FOREIGN LANGUAGE EDUCATION

Name: YUXI WANG

Thesis Title: A CORRELATIONAL-COMPARATIVE STUDY OF MOTIVATION FOR LEARNING AND ACADEMIC ACHIEVEMENT IN ENGLISH AS A FOREIGN LANGUAGE CLASS HELD BY GRADES 7, 8 AND 9 STUDENTS AT NO. 4 MIDDLE SCHOOL OF XINYU, CHINA

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

This study aimed to determine whether there was a significant difference in motivation for learning (in terms of amotivation, extrinsic motivation, and intrinsic motivation) and significant relationship with academic achievement in English as a Foreign Language class (EFLC) among Grades 7, 8, and 9 students at No. 4 Middle School of Xinyu, China. The participants were 110 students from Grade 7, 105 students from Grade 8, and 109 students from Grade 9 enrolled in the target school during the academic year 2021-2022. This research followed a quantitative correlation-comparative research design, and employed the Academic Self-Regulation Questionnaire (SQR-A) and English subject's monthly tests for each grade as research instruments. Data analysis revealed that the level of motivation for learning in EFLC was found to be slightly high for Grades 7 and 9 students, and high for Grade 8 students. Moreover, the level of academic achievement in EFLC was found to be excellent for Grade 7 students, a failure for Grade 8 students, and moderate for Grade 9 students. Furthermore, Grade 7 students' extrinsic motivation for learning in EFLC correlated significantly,

positively and weakly with their academic achievement in EFLC; Grade 8 students' amotivation for learning in EFLC correlated significantly, positively and moderately strongly with their academic achievement in EFLC; and a significant, strong multiple correlation among motivation for learning (in terms of extrinsic motivation and intrinsic motivation) and academic achievement in EFLC was found for Grade 9 students. Also, it was found that there was a significant difference in overall motivation for learning in EFLC between Grades 7 and 8 and Grades 8 and 9 students at the target school. Based on the research findings, recommendations for students, teachers, administrators, and future researchers are provided.



Field of Study: Curriculum and Instruction

Student's Signature:

Graduate School of Human Sciences

Advisor's Signature:

Academic Year 2021