A COMPARATIVE STUDY OF STUDENTS' MOTIVATION FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE AND THEIR PREFERENCES FOR INSTRUCTIONAL STRATEGIES IN GRADES 9-12 AT PAN-ASIA INTERNATIONAL SCHOOL, BANGKOK, THAILAND

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Abstract: This study focused on Grades 9-12 at Pan-Asia International School in the academic year 2016. The main purposes of this study were: 1) to determine the level of students' motivation for learning English as a foreign language (EFL); 2) to determine the students' preferences among five instructional strategies for teaching EFL; 3) to compare the students' motivation for learning social studies according to their preferences for instructional strategies. The study was designed as a quantitative and comparative study using two questionnaires: a motivation questionnaire and an instructional strategies preferences questionnaire. The respondents were 123 EFL students during the academic year 2015-2016 in PAIS. The data collected by the 2 questionnaires was analyzed first by descriptive statistics, frequency & percentage, mean, standard deviation and then by inferential statistics, i.e., a One-way Analysis of Variance (ANOVA). The results of this study indicated that student motivation for learning EFL in Grades 9-12 was high. Among the five motivation subscales, task value, control of learning beliefs, extrinsic goal orientation, self-efficacy for learning & performance were all high, but intrinsic goal orientation was moderate. For the five instructional strategies preferences, 26.8% of the students preferred experiential learning, 20.3% preferred indirect instruction, 18.7% preferred interactive instruction, 17.9% preferred independent study and 16.3% preferred direct instruction. The research indicated that there was no significant difference between the students' motivation for learning EFL according to their preferences for instructional strategies in Grades 9-12 at PAIS.

Keywords: Motivation, Instructional Strategies Preferences, English Language as A Foreign Language, Comparative Study, Pan-Asia International School, High School Level.

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Introduction

The English language has been used in Thailand for more than a century. In order to teach English effectively, teachers should consider that many factors are important to learning, such as appropriate content and materials as well as teaching strategies, where the learning will take place and where the language will be used in daily life (Graddol, 2006, cited in Darasawang, 2007). Thailand has a multifaceted relationship with other ASEAN countries that provides an opportunity to develop the country. Thus, learning English is becoming important because the major transactions in terms of business, education, the sciences and technological progress require the use of high proficiency English communication. In the past decades, many international companies have embraced cooperation for economic investments in Thailand (Wiriyachitra, 2001). According to the Thailand Ministry of Education (2015), Thailand planned a huge budget allocation of 19.35% to the Ministry of Education, in order to provide a better education for Thais, to include English language education.

Motivation is a factor that plays an important role for students to reach educational success. Students are motivated internally and externally. In Bangkok, students in the public schools find their level of motivation is not sufficient to move forward, and have a lower desire to carry out English language learning compared with students in private and international schools (Inngam, 2015). According to Hoy and Woolfolk (2009), motivation stimulates the students' behavior in order to learn at school. Motivated students are always inspired to go forward to perform successfully during the learning processes (Ryan & Deci, 2000). All in all, learning language is not easy and it takes time and effort (Dislen, 2013). Therefore, students must be motivated and stimulated to study hard, increase participation during learning, and gain the knowledge taught in the school by the instructors. Nevertheless, using teaching strategies which are mismatched to the learners' preferences may affect students' motivation to learn the lessons. Besides, learners have their own preferences in learning as instructors have their own teaching strategies (Howard, 2008).

According to the researcher's observation in Pan-Asia International School in Grades 9-12, students' motivation is low when teachers use inappropriate instructional strategies, in particular lessons for English Language Learners (ELLs) in the school. Depending on the lesson plan, teachers have to find a way to help students learn with enthusiasm and high motivation. Thus, instructional strategies can affect ELLs' success, a key element for teachers in the teaching and learning process. Teachers also need to be balanced in using several instructional strategies because each student's psychology has different preferences on teaching styles. Many educators realize differentiated instruction plays a very important role in schools because it considers the different needs of each learner. Inappropriate approaches and techniques for learning English as a foreign language can limit learners' motivation to practice and develop as well (McCombs & Miller, 2007). Thus, the researcher conducted a study comparing students' motivation and instructional preferences. The study was conducted specifically in an EFL class in Grades 9-12 at Pan-Asia International School, Bangkok, Thailand.

Theoretical Framework
Two theories together formed the theoretical framework of this study: The Social Cognitive Theory of Motivation for Learning and the theory of Instructional Strategies - Differentiated Instruction.

Social Cognitive Theory of Motivation for Learning
The first theory is based on Bandura's learning motivation theory. Motivation derives from the observation of targeted behaviors and the experiences to achieve, or to engage in specified activities, to be accomplished successfully (Bandura,1988, 1993 & 2001). Bandura believed that motivation can be broken down into several dimensions. For the purposes of this study the following dimensions of motivation for learning will be used: intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, and self-efficacy for learning (Printrich, Smith, Garcia & McKeachie,1991).

Instructional Strategies – Differentiated Instruction
This study focused on students' preferences for instructional strategies (Gama & Lynch, 2015; Sadler-Smith & Riding, 1999). In order to achieve learning goals, teachers have to use various methods of instruction for each lesson. Specifically, there are five instructional strategies; direct instruction, indirect instruction, interactive instruction, experiential learning, and independent study (Gama & Lynch, 2015).

Tomlinson's (2001) theory of differentiated instruction will be a support theory for this research. Tomlinson pointed out that content, process, and product can be effectively differentiated by teachers in their instruction.

Method/Procedures
This study was a quantitative/comparitive study because the researcher wants to compare students' levels of motivation for learning EFLwith their preferences for instructional strategies. The researcher utilized a questionnaire to investigate the following objectives:
1. To determine the level of students' motivation for learning EFL in Grades 9-12 at Pan-Asia International School.
2. To determine the students' preferences among five instructional strategies: direct instruction, indirect instruction, interactive instruction, experiential learning and independent study for learning EFL in Grades 9-12 at Pan-Asia International School.
3. To determine whether there was a significant difference between students' motivation for learning EFL according to their preferences for instructional strategies in Grades 9-12 at Pan-Asia International School.

Participants
The population of this study was123 students in Grades 9-12 at the Pan-Asia International School, Bangkok, Thailand in the school year of 2016. The researcher used the entire population as the sample for the study.

Instrumentation

A research questionnaire was used as the data collection instrument for this study. There were three parts in the questionnaire: Part I was a demographics section and asked the respondents to indicate their gender as well as their grade level. Part II measured the respondents' Motivation for Learning EFL. It was adapted from the motivation section of the Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich et al., 1991), Part III measured the respondents' Instructional Strategies Preferences in learning EFL. It was adapted from the Instructional Strategies Preferences Questionnaire (ISPQ) (Gama & Lynch, 2015).

The MSLQ was developed by Pintrich et al. (1991) and a team of researchers from the National Center for Research at the University of Michigan. There are two sections in MSLQ: a motivation section and a learning strategies section. The current researcher only adapted the motivation section for this study. The motivation section of the MSLQ is based on cognitive learning motivation and comprises six motivation components, but the researcher used only five out of the six components, since the 6th component, test anxiety, was not relevant for this study. A total of 26 items measured the five motivation components selected: intrinsic goal orientation (4 items), extrinsic goal orientation (4 items), task value (6 items), control of learning beliefs (4 items), self-efficacy for learning and performance (8 items). The 26 items were measured by a 7-point Likert-type scale ranging from 1 (not at all true of me) to 7 (very true of me).

Table 1 shows the specifications for each mean score interpretation of students' motivation in learning EFL. There are five different levels; very high , high, moderate, low and very low which identify according to mean *(M)* score of students' motivation for this research study.

Table 1: Interpretation Scores for Motivation in Learning EFL Questionnaire (MLEFLQ)

Score	Interpretation
5.81-7.00	Very High
4.61-5.80	High
3.41-4.60	Moderate
2.21-3.40	Low
1.00-2.20	Very Low

Part III of the questionnaire was the Instructional Strategies Preferences Questionnaire (ISPQ) that was developed by Gama and Lynch in 2015, in their study of students' motivation for learning social studies at the Escola Secundaria Catolica De Sao Jose Poerario in Dili, Timor-Leste. The instructional strategies were divided into five types: direct instruction (5 items), indirect instruction (5 items), interactive instruction (5 items), experiential learning (5 items), and independent study (5 items). All the 25 items used a seven-point Likert-type scale for examining the instructional strategies preferences scores. Since there was a total of 25 items, the maximum total instructional score was 175 and the minimum was 25.

Table 2 shows the specifications for scores of the Instructional Strategies Preferences Questionnaires (ISPQ).

Table 2: Interpretation Scores for Instructional Strategies Preferences Questionnaires (ISPQ)

Score	Interpretation
5.81-7.00	Very High
4.61-5.80	High
3.41-4.60	Moderate
2.21-3.40	Low
1.00-2.20	Very Low

Validity and Reliability

For the MSLQ items, Artino (2005) noted that the MSLQ has good predictive validity. Taylor (2012) found an overall Cronbach's alpha value of .88 for overall motivation score. Gama and Lynch (2015) also utilized the MSLQ in a study of Grades 10 and 11 students' motivation in learning social studies and the overall Cronbach's alpha value was .70 for overall motivation score. Feiz, Hooman, and Kooshki (2013) found that the MSLQ was a useful tool for assessing the motivated strategies for learning of Iranian students. (Pintrich et al., 1991), the original developers of the MSLQ, obtained reliability data from three rounds of data collection (see Table 3 below): 1986 (326 students), 1987 (687 students) and 1988 (758 students). Thus, the MSLQ can be used with reasonable confidence to determine reliable motivation scores. Table1 shows Cronbach's alpha values computed for each of the five sub-scales.

Table 3: Reliability Coefficients of Questionnaire Motivation Components

Sub-scale	Item numbers	Number of items for each component	Pintrich et al. Cronbach's Alpha value	Current study Cronbach's Alpha value
● Intrinsic Goal Orientation	10,17,15,5	4	.74	.57
● Extrinsic Goal Orientation	9,18,14,4	4	.62	.55
● Task Value	8,19,24,22,13,3	6	.90	.75
● Control of Learning Beliefs	7,20,12,2	4	.68	.60
● Self-efficacy for learning & performance	6,16,25,26,23,21,11,1	8	.93	.85
Total	26	26	.77	.92

For the Instructional Strategies Preferences Questionnaire, developed by Gama and Lynch in 2015 Table 4 shows the reliabilities found for each of the 5 instructional strategies measured in the questionnaire.

Table 4: Reliability Coefficients of Questionnaire Instructional Strategies Preferences

Sub-scale	Item number	Number of items for each component	Gama's Cronbach's alpha value	Current study Cronbach's alpha value Test
Direct Instruction	5,10,11,20,25	5	.87	.59
Indirect Instruction	4,9,12,19,24	5	.87	.64
Experiential Learning	3,8,13,18,23	5	.87	.70
Independent Study	2,7,14,17,22	5	.87	.66
Interactive instruction	1,6,15,16,21	5	.87	.57
Total	25	25	.87	.87

Collection of Data

After obtaining permission from the school principal and each grade level teacher, the researcher collected the data with motivation/instructional strategies questionnaire on November 7, 8 and 9 in Grades 9-12 during the 2016 school term.

Results

Findings for Research Objective One

Research objective one was to identify the students' motivation for learning EFL in Grades 9-12 at Pan-Asia International School in Bangkok, Thailand. For this objective, the researcher used Section II of the questionnaire, which contained the 26 items for the 5 motivation components. Table 5 presents the means and standard deviations for each subscale of motivation among the 123 respondents as well as the interpretations of the mean scores.

Table 5: Interpretation of Mean and Standard Deviation for Each Subscale of the Motivation Subscales for Grades 9-12 EFL Students (n=123)

Learning Motivation	M	S.D.	Interpretation
Task Value	4.80	1.06	High
Control of Learning Beliefs	4.80	1.08	High
Extrinsic Goal Orientation	4.74	1.12	High
Self-efficacy for Learning & Performance	4.66	1.11	High
Intrinsic Goal Orientation	4.40	1.05	Moderate
Total	4.76	.913	High

The maximum mean scores for motivation for learning EFL in Grades 9-12 were for task value (M=4.80) and control of learning beliefs (M=4.80), the minimum mean score was intrinsic goal orientation (M=4.40) and the rest were in between. The total summary mean score of Grades 9-12 was 4.76. Therefore, students' motivation for learning EFL in the school year 2016 was high according to the interpretation scores in Table 5.

Findings for Research Objective Two

Research objective two was to identify the students' preferences according to their instructional strategies for learning EFL. For this objective, the researcher used Section III of the research questionnaire. All together there were 25 items with a seven-point Likert-type scale ranging from 1 (not at all true of me) to 7 (very true of me). Table 6 presents the frequency and percentage scores for each subscale of instructional strategies' preferences among the 123 respondents.

Table 6: Frequency and Percentage for Each Subscale of the ISPQ of Grades 9-12 EFL Students (n =123)

Instructional Strategies Preferences	Frequency	Percentage
Experiential Learning	33	26.8
Indirect Instruction	25	20.3
Interactive Instruction	23	18.7
Independent Study	22	17.9
Direct Instruction	20	16.3
Total	123	100

Table 6 indicates that the maximum frequency and percentage was for experiential learning (F=33, 26.8%). The minimum frequency and percentage were for direct instruction (F=20, 16.3%), and the rest were in between. The total frequency and percentage were (F=123, 100%). According to the result, students' most preferred instructional strategy was experiential learning.

Findings for Research Objective Three

Research objective three was to compare students' motivation for learning EFL and their preferences for instructional strategies. For this objective, statistical hypothesis testing was utilized to analyze and compare the overall mean of students' motivation for learning EFL according to their preferences for instructional strategies. There were two main variables for comparison: the total motivation score and total instructional strategies preferences. Table 7 gives the One-Way ANOVA findings.

Table 7: One-Way ANOVA Summary Table Comparing the Students' Motivation for Learning EFL According to Their Preferences for Instructional Strategies

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.863	4	.216	.253	.908
Within Groups	100.866	118	.855		
Total	101.729	122			

The research hypothesis stated that there was a significant difference between the Grades 9-12 students' motivation for ELLs according to their preferences for instructional strategies at .05 confidence level. By using One-Way ANOVA statistical analysis, the results indicated that, with a significance value of .908, there was no significant difference between students' motivation for EFL learning according to

their preferences in instructional strategies in Grades 9-12 at Pan-Asia International School, Bangkok, Thailand at the .05 level.

Discussion

Motivation
This study found that the overall students' motivation for learning EFL in Grades 9-12 was high. There were four motivation subscales which scored high; task value and control of learning beliefs, extrinsic goal orientation and self-efficacy. Intrinsic goal orientation was found to be moderate.

The findings showed that students had a high level of task value. It indicated that students' motivation was high based on their expectations and values regarding the material they were learning in EFL classes. English is a required subject for high school level; therefore, every student had to take it in order to be competent in other subject areas as well as for their further studies. Gama & Lynch, 2015) found that students' perceptions on tasks, observations and personal interests were basic factors that determined their motivation They found that - task value was the highest motivation component, which also indicated that the students' perceptions of the value of the EFL lessons and course material used was high. Agnesia (2010) also argued that students' motivation to complete the task depends on how they set their personal values and goals. Therefore, students in PAIS who perceived value in the EFL learning task or course materials were more likely to be motivated to accomplish their learning goals.

The findings also showed that students from Grades 9-12 had a high level of control of learning beliefs for learning EFL. It can be seen that students controlled their cognition and behavior in different ways in learning EFL as well as their learning environment. Pintrich (1999) pointed out that students' control of learning is strongly influenced with undertaking a task, which leads to success. In addition, Covington (2000) stated that students who possess strong personal control beliefs could improve their confidence by overcoming learning challenges. Students realized that if they control their academic performance, they would be more likely to produce positive outcomes.

Motivation is one of the main factors that influences students' learning (Agnesia, 2010). Extrinsically motivated students work on task while they know that they will get something as a reward. The findings indicated that the level of students' extrinsic motivation was high. Students from EFL classes were more likely to enjoy the lessons extrinsically because most PAIS students are non English native speakers. Therefore, students are more likely to learn and speak when teachers give them rewards during learning activities. For example, students may dislike assignments, be bored, or may have no interest in the subject, but the possibility of rewards such as good grades, praise and competition will enhance the students' motivation to perform well on their tasks.

Self-efficacy for learning and performance was found to be high level in this study. This finding described that students' prior knowledge about English and their experiences helped them to solve problems successfully without any assistance. Bandura (1993) argued that there are three main factors which form self-efficacy:

self-regulation, self-confidence and self-belief. Students' beliefs that they have the ability to accomplish a task as well as having confidence in their skills, could lead them to master the tasks in EFL classes. In this regard, Meece, Blumenfeld, and Hoyle (1988) suggested that self-efficacy could shape the students in order to complete the learning tasks and reach learning goals through self-regulated learning. Therefore, self-efficacy raises the learning process. For example, if the students were able to write, speak and read the task without assistance in EFL class, their self-efficacy may rise.

In this study, students' intrinsic motivation was found to be moderate for learning EFL. This result indicated that teachers need to evaluate the lesson plans in detail including assessment methods and time management for EFL classes. Students do not have the same prior knowledge so teachers should not follow the procedures from the textbook only. In order to motivate students in learning, teachers must pay attention to each student to differentiate and adjust each lesson directly to the needs of the learners. In this study students were high school level. With this age group, classroom management is one of the most important things to raise the students' motivation in learning EFL. For example, classroom decorations and facilities can stimulate the students' interest, curiosity and exploration related to the lessons. In order to raise the students' intrinsic motivation, the researcher suggests that classroom discipline and learning discipline must also play an important part in the teaching and learning process. Gama and Lynch (2015) also found that learning takes place when there exists both external rewards and strong inner commitment to personal learning goals. Therefore, intrinsic motivation is a key variable to the success driven by internal rewards and desires to learn and if there is no intrinsic motivation, there is no personal learning goal in order to motivate them in the learning process.

Instructional Strategies
There are five instructional strategies that teachers can employ: direct instruction, indirect instruction, interactive instruction, experiential learning, and independent study. According to this study, the most preferred instructional strategy of the students for learning EFL was experiential learning. Indirect instruction was the second most preferred instructional strategy, and interactive instruction was the third most preferred instructional strategy. Independent study was the fourth most preferred instructional strategy and finally, direct Instruction was the least preferred instructional strategy.

From the research findings, it can be seen that more students among the 123 respondents preferred experiential learning for learning EFL at Pan-Asia International School. This means that the students enjoyed being involved in collaborative learning activities for learning EFL because they were young adults who were able to take challenges toward the desired learning outcomes. In addition, students realized that classroom activities that reflected their own experiences to relate to the particular learning goals would lead them to participate in the activities, either in the classroom or outside. As the originator of the experiential learning concept, David Kolb, argued in 1984, the purpose of experiential learning is that learners apply what they have learned and how they have solved a problem into other

contexts. In this regard, experiential learning is the transformation of experiences into knowledge to apply in the accurate learning process.

Indirect instruction was the second most preferred instructional strategy among the five instructional strategies for learning EFL. Students from PAIS preferred student-centered approaches and emphasized their involvement in the task by observing then understanding the EFL lesson. Because the students were from the high school level, they considered themselves to be capable of learning everything in EFL classes. Pearson Education (2010, cited in Oladayo & Oladayo, 2012) stated that student-centered instruction enhanced the critical thinking skills of students through the learning tasks. In this high level of active participation, teachers act as facilitators and students take an active role in the learning process.

Interactive instruction was the third most preferred instructional strategy for learning EFL in this study. Gage and Berliner (1975, cited in Alexander & Winne, 2012) stated that group discussions and activities were the best method to work on a problem instead of depending on an individual effort. Although interactive instruction is student-centered, which allows students to discuss, share, and explore their higher order thinking processes and gives an opportunity to promote their social skills, the researcher found that it was just the third most preferred instructional strategy in this study. In this regard, it appeared that only some students enjoyed the tasks with interactive instruction for learning EFL the reason was because most students in PAIS are from Asia, so the culture likely had an overwhelming effect on their mindset and performance. For example, students were shy, which caused them to feel uncomfortable and less competent to share their experiences and thoughts to other classmates during teaching and learning periods.

This study also indicated that independent study was the fourth preferred instructional strategy for learning EFL. Pintrich (2000) stated that self-regulated learning emphasizes planning, self-monitoring, controlling, and evaluating learning activities. This study's finding indicated that only some EFL students wanted to undertake activities by taking responsibility to learn independently for their own tasks and learning activities such as essays, papers, research projects, readings, creative writing assignments or other academically appropriate activities related to EFL class. Given that the students rated independent study only fourth, the EFL teacher needs efficient planning and monitoring on how students perform the tasks through giving feedback, monitoring performance and providing the appropriate interesting resources for independent study.

The findings showed that direct instruction was the least preferred instructional strategy for learning EFL in Pan-Asia International School. However, it was good to know that only a few students preferred direct instruction for learning EFL because direct instruction is one kind of teacher-centered approach. Mostly teachers monitored, and controlled the learning process so that the students would have little control over instructional activities. PAIS uses an American curriculum that focuses on student-centered approach and the school provides equipment and facilities for teaching and learning. Thus, students easily get more information directly by sharing, observing and exploring through the Internet or library. Wright and DuCete (1976, cited in Peterson, 1979) described that students who had an internal locus of control

over their successes and failures, may not be suitable in direct instructional approaches.

Comparing motivation for learning EFL and preferences for instructional strategies, the finding was that there was no significant difference between students' motivation for learning EFL according to their preferences for instructional strategies in Grades 9-12 at PAIS. The study also found that most of the students preferred experiential learning, some students preferred direct instruction and most students had high levels of motivation, but some student's intrinsic motivation levels were low. In regard to this research finding, the researcher assumed that there were some factors that affecred the students' motivation and their preferences for instructional strategies. According to the findings, high school students from PAIS preferred experiential learning over direct intrusion because students in high school level are young adults and they determined that experiential learning allows them to explore between the task and practice rather than direct instruction.

Another possible factor might be the relevance to their daily lives' issues. This could be because the findings showed that students' intrinsic motivation was more moderate than any of the other four motivational subscales. A majority of teachers teach literature, poetry and history from Western culture. Therefore, it might be assumed that most of the non-Western students could face difficulties trying to understand the new cultural aspects. Students' attitudes toward the lessons might be different and they might become bored from their lessons, because teachers' expectations are different from what the students desire to know more about the language or the language tasks.

In addition, most of the students are Thai and Pakistanis and they are more likely to be motivated by external arousal in learning EFL because English is not commonly spoken in their daily life. These students rarely interact with other native English speakers in their daily lives. Thus, students are motivated extrinsically in learning EFL in order to enjoy the lessons, which are strategically planned for both verbal and tangible rewards to motivate the students. Therefore, extrinsic motivation works better than intrinsic motivation for most of the PAIS students involved in this study.

Recommendations

In the research findings, the overall level of students' motivation was high but the intrinsic goal orientation was moderate. Thus, the researcher recommend that teachers should place emphasis on creating interesting lessons with enjoyable activities to enhance students' intrinsic motivation to learn EFL well.

Teachers are suggested to be more actively involved in teaching and learning with facial expression, tones and interesting actions because teachers are the main educators responsible for autonomy in supporting and controlling learning environments.

Teachers need to motivate students by approaching the rules in a positive manner. It could help the students' positive behavior and would lead to effective or positive classroom management. For this reason, the teacher needs to establish a positive and supportive atmosphere and a psychologically healthy environment

towards the lesson. Therefore, students would be more willing to learn EFL. As a consequence, students' learning motivation will increase for every class.

Teachers could use more interactive instruction and experiential learning for particular EFL lessons or differentiate the instruction in order to get participation in every lesson. Then, whenever possible, offer students to make learning decisions in order to match their learning needs. Teacher's awareness of his or her role and skills to utilize the instructional strategies is needed.

Furthermore, the syllabus of the subject might also be one of the factors that affect the student's motivation and their instructional preferences. If teachers rush to finish the syllabus, this kind of action could negatively impact students' enjoyment in their learning processes which also could decrease students' interest in the tasks. Teachers should be more aware of managing syllabi in language learning and with simple changes they can promote their students' motivation. For Asian students, they might get bored during the lessons since they are not familiar with those western cultural references. Thus, it leads to a lack of students' motivation and it becomes difficult to engage them in the lessons. According to each students' learning preferences, differentiation would help determine which learning preference really works best for them. Differentiated instruction would lead teachers to understand how to deal with a group of diverse students and also in adapting all instructional strategies to ensure that all of them have access to learn.

The researcher hopes that this research will give opportunities for teachers to review their instruction used for EFL classes to emphasize the importance of the appropriate use of five instructional strategies in EFL classes. All instructional strategies are suggested to use for teaching EFL in PAIS. Moreover, teachers should focus more on differentiated instruction to be able to help every student learn the lessons.

For school administrators, Students' motivation and the instructional strategies employed by the teachers are very important for teaching and learning. Pan-Asia administrators should encourage teachers to apply the five instructional strategies indicated in this research project, evaluate students and teachers progress to ensure the students' academic achievement in school. School administrators could maintain the effectiveness and improvement of teaching and learning by strengthening teachers and reducing their weaknesses in teaching. Hence, school administrators should supervise what is really happening in the classes, then set up in-service teacher training professional development to fulfill the requirement skills for teachers' development. Moreover, the Center on Education Policy (2012) stated that the use of instructional strategies, the curriculum, classroom climate, school environment, teachers, and parents are all factors that have impact on students' motivation to learn. Regarding this point, school administrators should allow teachers to observe peer to peer or visit other schools for their particular subject. In order to motivate students, parents are some of the most important individuals to support and encourage students in learning inside or outside the school. Teachers must hold regular meetings with students' parents to discuss the students' academic achievements and goals. They should also be aware of the principles of teaching and learning.

For future research, since this study found that there was no significant difference between students' motivation and their preferences for instructional

strategies in learning EFL in Grades 9-12 at PAIS, the researcher recommends that further research be conducted with larger and more demographically diverse samples because this research could not represent all of the international schools in Bangkok. Furthermore, future researchers could also compare government schools with private schools because the current study was only based on Grades 9-12 students from PAIS in Bangkok.

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