

Thesis Title A Comparative Study of Attitudes and Motivation  
Towards English of Grade 12 Private (Catholic)  
and Government School Students in Bangkok in the  
Academic Year of 1994  
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#### ABSTRACT

The aim of this research is to compare the attitudes and motivation in learning English of Grade 12 Catholic and Government school students as well as those of both genders. Ten Catholic and ten Government schools were employed in the sample. The number of the sample size was 340. The instrument of this study was a questionnaire which was divided into 8 aspects: "Reasons for Studying English", "Motivational Intensity", "Desire to Learn", "Parental and Instructor's Encouragement", "Self-Rating of English Ability", "Classroom Procedures", "Learning Style Preferences", and "Students' Viewpoints in Learning English". Statistical analysis by use of percentage, chi-square, and weighted scores yielded the following findings: first, Government school students in general are integratively, instrumentally, and personally motivated in learning English. Moreover, they are more zealous, and express more positive interests towards learning English than Catholic school students. In classroom learning, Government school students learn English effectively if they learn with a native speaker. Studying with the whole class is their preferred learning style. In the case of Catholic school students, parents play an important role in their English learning. Second, Catholic females are integratively motivated in learning English. Parents and instructors have great effects on their learning. Males estimate their reading skill and cultural knowledge as higher than females do. Females are more motivated when the instructor corrects mistakes immediately. They practice listening and speaking, and they learn accurate pronunciation and gain cultural knowledge. Third, Government females are instrumentally motivated in learning English. They express strong incentive, great interests, and positive beliefs toward learning English. Males estimate reading skill and cultural knowledge as higher than females do. In classroom learning, females succeed in learning if the instructor reviews the previous lessons, takes an interest in them as individuals, moves around the classroom helping out as they work by themselves, and projects a friendly, positive attitude. In addition, females perceive the necessity of accurate pronunciation and communicating with native speakers. The study concludes that gender differences have an effect on attitudes and motivation towards learning English more than school differences.