

**A COMPARATIVE STUDY OF GRADE 2 STUDENTS'
MOTIVATION FOR LEARNING ENGLISH AS A FOREIGN
LANGUAGE UNDER GAME-BASED LEARNING METHOD AND
TEACHER-CENTERED LEARNING METHOD AT A
DEMONSTRATION SCHOOL, BANGKOK, THAILAND**

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Abstract: The purpose of this study was to compare students' motivation for learning English as a foreign language under game-based learning method and teacher-centered learning method of Grade 2 students at a Demonstration school, Bangkok, Thailand. This research study involved five objectives which included; Grade 2 students' motivation level for learning English as a foreign language under game-based learning method and teacher-centered learning method in pre-test and post-test. Second, the significant difference in Grade 2 students' motivation for learning English as a foreign language under teacher-centered learning method between pre-test and post-test. Third, Grade 2 students' motivation level for learning English as a foreign language under game-based learning method in pre-test and post-test at a Demonstration school, Bangkok, Thailand. Fourth, the significant difference in Grade 2 students' motivation for learning English as a foreign language under game-based learning method between pre-test and post-test and finally comparing the significant difference in Grade 2 students' motivation for learning English as a foreign language under game-based learning method and teacher-centered learning method between pre-test and post-test. Grade 2 students of a demonstration school, Bangkok, Thailand comprised the sample for this research. The data were collected by using the pre-test and post-test. The scores were analyzed by means, paired samples t-test and independent samples t-test. The findings also showed that there is a significant difference of Grade 2 students' level of motivation for learning English as a foreign language under game-based learning method and teacher-centered learning method between pre-test and post-test. Based on the results of this study. The study

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demonstrated the effectiveness of learning English as a foreign language under game-based learning method. Recommendations have been suggested for the school, teachers and the future researchers.

Keywords: Game-based learning method; Teacher-centered learning method; Motivation for learning; English as a foreign language; a Demonstration School

Introduction

English is most commonly used language to communicate worldwide, and is also used as the first language in many countries. It keeps us in touch with others. Knowing English has improved the possibility of working in a diversified environment

English is being used as a foreign language in Thailand and has gained an important role for professional advancement Hiranburana (2017). As a communication media among ASEAN countries, English is essential (Kirkpatrick, 2012). It plays a leading role in public and regional communication (Honna, 2012; Low & Hashim, 2012). Hence, all ASEAN members are strongly committed to encouraging the use of English and enhancing the education of English in their countries (Kirkpatrick, 2008). The Thai Government has recognized and encouraged the Ministry of Education to develop English language skills among students and teachers. The Ministry of Education also believes that all the innovations concerned must include the cycle of increasing the efficiency of English learning and teaching, It requires the effective execution of the language learning program, strategies in practice, curriculum development, training of the instructors, teaching and learning processes and planning of provided services. Policies and strategic plans have been implemented to promote English language learning and teaching. Prasongporn (2014) stated that many English teachers are still using books, materials and variety of methods for language teaching that are obsolete. It decreases the quality of English for the students and then helps them to establish the negative attitude to language learning. Prasongporn, (2014) as well as Bester and Brand, (2013) argued that if teachers can capture the attention of students during lessons, they will not only achieve good academic results, but also experience fewer disciplinary problems in the classroom. The teachers cannot keep the students motivated unless the teachers are interested, and they should encourage the students to take an active part in the classes. Giving them assignment to see the results of their attempts, providing students with relevant material to fit what they need, and design opportunities for students to take their time and effort to participate that

will help them learn and achieve. Present-day, students prefer to look at a computer instead of a book, thus, classes can be exposed to visual instructional tools, flash cards, graphic images, quizzes, and technology, as well as online quizzes, games, and videos which are provided on several websites. Game-based learning method can help students to learn more effective, more enjoyable and engaging, as well as increasing student engagement. The researcher chose Grade 2 students from a demonstration school because the researcher taught there. According to the researcher's observations, Grade 2 students are interested about game-based learning.

Objectives

Below are the following research objectives that are addressed by this study:

1. To determine Grade 2 students' motivation level for learning English as a foreign language under teacher-centered learning method in pre-test and post-test at a demonstration school, Bangkok, Thailand.
2. To determine if there is a significant difference in Grade 2 students' motivation for learning English as a foreign language under teacher-centered learning method between pre-test and post-test at a demonstration school, Bangkok, Thailand.
3. To determine Grade 2 students' motivation level for learning English as a foreign language under game-based learning method in pre-test and post-test at a Demonstration school, Bangkok, Thailand.
4. To determine if there is a significant difference in Grade 2 students' motivation for learning English as a foreign language under game-based learning method between pre-test and post-test at a Demonstration school, Bangkok, Thailand.
5. To determine if there is a significant difference in Grade 2 students' motivation for learning English as a foreign language under game-based learning method and teacher-centered learning method between pre-test and post-test at a demonstration school, Bangkok, Thailand.

Scope of the Study

This study aims to find the levels of Grade 2 students' motivation in learning English as a foreign language under game-based learning method and teacher-centered learning method at a demonstration school, Bangkok. The sample of the study was Grade 2 students and the majority of them were Thai students in the regular program. The sample included two groups of Grade 2 students both females and males aged between 8 to 9 years. There are 30 students for each group. Independent variables were game-based learning method [experimental group] and teacher-centered learning method [control group]. Dependent variables were Grade 2 students' motivation under game-based

learning method [experimental group] and teacher-centered learning method [control group] pretest and posttest.

The source of the data was Grade 2 students, independent variables were teacher-centered learning method [control group] and game-based learning method [experimental group] and dependent variables were Grade 2 students' motivation under teacher-centered learning method [control group] pre and posttest and dependent variables are Grade 2 student' motivation under game-based learning method [experimental group] pre and posttest.

Research Hypotheses

1. There is a significant difference in Grade 2 students' motivation for learning English as a foreign language under teacher-centered learning method between pre-test and post-test at a demonstration school, Bangkok, Thailand at the level .05.
2. There is a significant difference in Grade 2 students' motivation for learning English as a foreign language under game-based learning method between pre-test and post-test at a demonstration school, Bangkok, Thailand at the level .05.
3. There is a significant difference of Grade 2 students' motivation for learning English as a foreign language under game-based learning method and teacher-centered learning method between pre-test and post-test at a demonstration school, Bangkok, Thailand at the level .05.

Literature Review

Game-based Approach Theory

Gee (2003) expressed "What Video Games Have to Teach Us about Learning and Literacy" that reflects on the concepts of learning of video games and how they can work in the K-12 classroom. The video game motivates players to make an attempt and teach players at the same time during the game is played. These games provide a glimpse of diversified and more effective forms of learning in schools, communities and workplaces.

Gee (2003) clarified that some of the concepts of learning which educational-games included are: personality creation, collaborative methods, output of learners, risk taking, personalization, personal agency, and well-ordered issues, consolidation and problems, strategic thought, constructive experimentation, lateral thinking, rethinking priorities, leveraging analytical resources and collective information to collaborate with cross-functional teams and promoting success over abilities.

Sometimes, lessons and tutorials are hidden in games. According to cognitive science work, individuals need to have issues in an effective sequence, with

initial problems that generalize well for subsequent problems. Difficulties at the early stage might push someone towards adaptable to more critical situations and help to come up with creative ideas even (Elman, 1991).

Behaviorism Theory

Behaviorism Learning Theory is the principle of thinking among individual's behavior as a result of stimulus-response interaction. This principle evolved into the intellectual flow of learning, which influence the philosophy of education and learning known as the conduction flow.

Skinner's thinking ideas can transcend certain principles provided by earlier figures. In a basic way of learning, he explained concepts and used to illustrate clearly about his idea of a thorough analysis. According to Skinner, the relation between stimuli and response that happens in Skinner's environmental experience, which would then lead to behavioral changes; it is not as easy as previous leaders have mentioned. Therefore, it is absolutely necessary to understand the behavior of a person first to comprehend of the connection between stimulation and response.

Theory of behavior is crucial in the learning of foreign languages. In order to be able to influence this theory, a specific language teaching method called audio-language method (ALM) can be used for the implementation of the learning process using the grammatical translation method (GTM), direct method (DM), situation language teaching (SLT), and closely related to it. This ALM consists of two principles: (1) the idea of stimulus reaction and (2) the supposition that second-language learning represents and emulate the assumed mother tongue learning process.

Gardner's Socio – Educational Model of Second Language Acquisition (2010)

Motivation has various faces and it can be described in many forms. Motivation is evaluated by three elements such as the desire of learning language, attitude toward learning language and motivational intensity. Integrative and instrumental are the two orientation of motivation (Gardner and Lambert, 1959).

The Attitude Motivation Test Battery (AMTB) (Gardner, 2010)

Gardner (2010) developed the Attitude Motivation Test Battery (AMTB), that plays a major role in second language learning. The purpose of the development of the AMTB was to find the attitude and motivation by measuring core affective and Individual indicators with variations by using the second language learning socio-educational model (Gardner, 2010). Recently,

an international version of the AMTB was developed to be used with learning English as a foreign language.

English Learning in Thai Education

For more than a century, English has been taught in Thailand. This started during King Rama III's reign. He employed an English teacher to teach his children and sent students to study in Europe. The first English textbook was published this time which includes basic instructions- the first workbook and the first dictionary. During King Rama V's rule, English was the most popular foreign language.

King Rama V asserted that the country's modernization and development needed more Thais to learn and be competent worldwide in foreign languages. From the outset, it can be stated that English has always played a leading role in Thai education. Bearing witness to its influence on the country's economic and technological development, English has been a part of the primary and university curricula, which is essential for the country, as economic competitiveness in this era of globalization. The aim of foreign language learning is to promote communication, education and business. To expand our view, we need to know about the other cultures and countries. At the same time, students are expected to better understand their own Thai culture by learning a foreign language, and to be able to represent Thai culture.

Conceptual Framework

The purpose of this study was to determine if there is a significant difference in Grade 2 students' motivation for learning English as a foreign language under game-based learning method and teacher-centered learning method between pre-test and post-test at a demonstration school, Bangkok, Thailand.

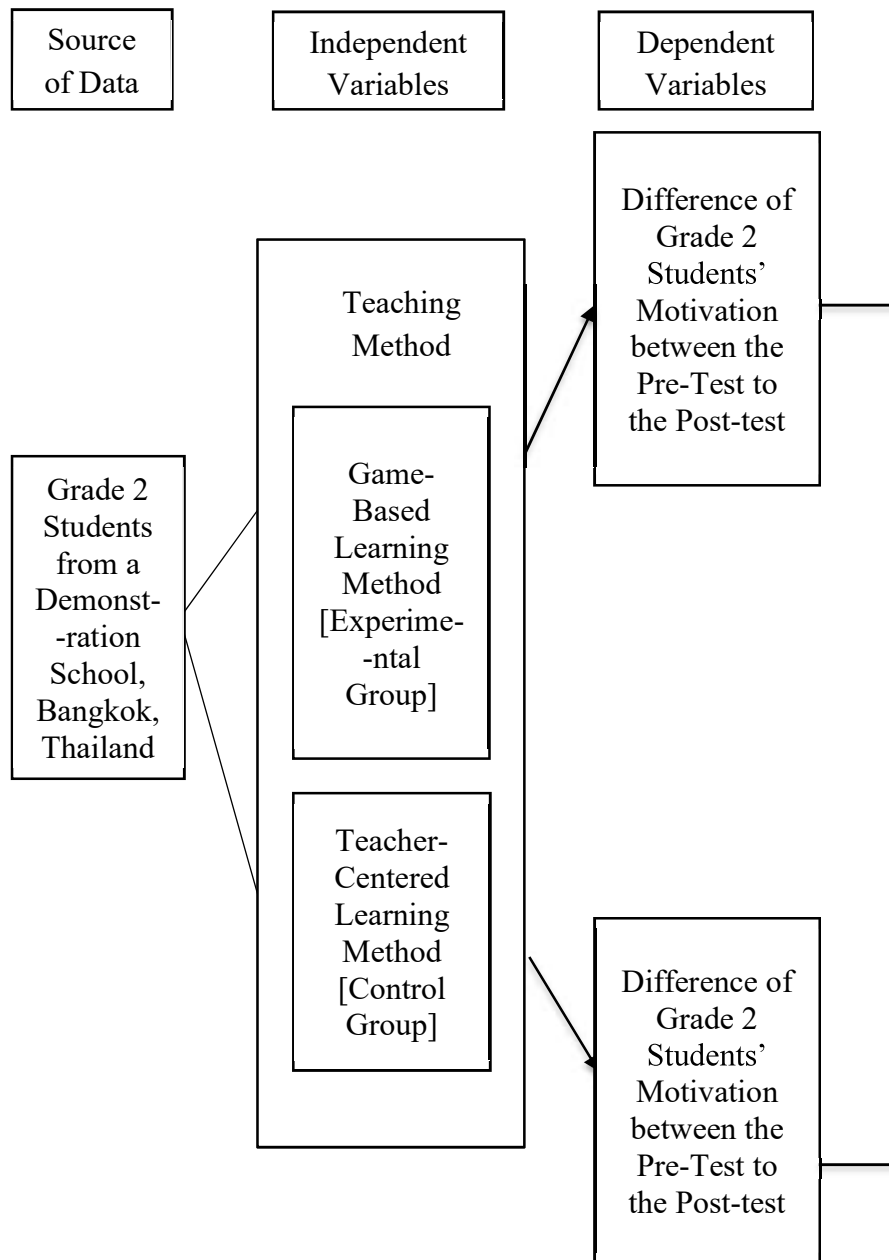


Figure 1: Conceptual Framework

Method/Procedure

This research study was quantitative study of Grade 2 students' motivation for learning English as a foreign language under game-based learning method and teacher-centered learning method at a Demonstration school, Bangkok. A questionnaire developed by Gardner's Attitude/Motivation Test Battery

(AMTB) (2004) consisted of 30 items was used to collect the data from Grade 2 students at a Demonstration school. The collected quantitative data was analyzed by using descriptive statistics (mean, standard deviation) and statistical hypothesis testing (paired samples t- test and independent samples t- test) in order to address this research's objectives and hypotheses.

Population

The target population of this study was Grade 2 students at a demonstration school, Bangkok, Thailand, both female and male students (120 students) aged between 8 to 9 years, who enrolled in a regular program at a demonstration school, Bangkok in the academic year 2019-2020. Table 1 the details of the population of Grade 2 students at a Demonstration school, Bangkok, Thailand

Table 1. *Details of the Population of Grade 2 Students at a Demonstration School, Bangkok, Thailand*

Grade 2 Class	No. of Students
2/1	30
2/3	30
2/5	30
2/7	30

The table 1 showed the number of each section from 2/1, 2/3, 2/5, 2/7.

Samples

The samples of this study was 60 students studying in grade 2 at a demonstration school, Bangkok. There were two English teachers who teach grade 2 students. According to the school policy, each teacher should handle 4 rooms per semester. In addition, in the first semester the researcher taught students only odd numbered class such as 2/1, 2/3, 2/5 and 2/7. The research aims to compare the control group and the experimental group under teacher-centered and game-based learning method. The sampling method was the researcher gave a pretest of motivation to all of students (4 rooms) for ensuring that the two groups begin from the same level in terms of motivation, no significant difference appeared. Therefore, according to the mean score of student's pretest motivation, 60 students were selected for two classes, one class for teacher-centered and one for game-based learning. Table 2 showed the results of One-way Anova test of students' motivation in learning English of Grade 2.

Table 2. *Results of the One-Way ANOVA Test of Students' Motivation in Learning English of Grade 2*

Sections of Grade 2	n	M	SD	dfs		F	P
				Between Groups	Within groups		
1	30	5.34	2.27	3	116	22.97	.000
3	30	4.38	1.67				
5	30	5.46	2.06				
7	30	6.10	1.49				

Note. There was a statistically significant difference between sections 1,3,5,7 of Grade 2 students.

Table 3. *Results of Scheffe Post-Hoc Test of Significance Between Sections 1,3,5, and 7 of Grade 2 Students in Learning English as a foreign language.*

Sections of Grade 2 students	1	3	5	7
1	—			
3	-27.700(.000)	—		
5	-4.276(.927)	-31.967(.000)	—	
7	-23.833(.003)	-51.533(.000)	-19.567(.024)	—

The results from the Scheffe post-hoc test indicates that there was one pair section 1 and 5 that no significance difference in learning English as a foreign language, as the significance level is higher than .05. The section 2/1 and the section 2/5 were chosen as the control group and experimental group respectively.

Table 4: *Detail of Grade 2 Students at a Demonstration School, Bangkok, Thailand*

Grade 2 Sections	No. of Students	Group
2/1	30	Control group
2/3	30	-
2/5	30	Experimental group
2/7	30	-

The table 4 showed that the class 2/1 was the control group and the class 2/5 was the experimental group.

Research Instrument

The instrument used for this study adopted from Gardner's Attitude/Motivation Test Battery (AMTB) (Gardner, 2004). The research questionnaire used 7 points Likert scales, for positively keyed items, these were scored as 1= strongly disagree, 2 = moderately disagree, 3 = slightly

disagree 5 = slightly agree 6 = moderately agree 7 = strongly agree. The scores with negatively keyed items were recoded and interpreted. These were scored as 7= strongly disagree, 6 = moderately disagree, 5 = slightly disagree 3 = slightly agree 2 = moderately agree 1 = strongly agree. The detail of interpretation scale for Grade 2 students' motivation for learning English as a foreign language under game-based learning method and teacher-centered learning method is shown in Table 5 below

Table 5: *Interpretation Score of Grade 2 Student's Motivation for Learning English as a Foreign Language*

Interpretation	Score	Scales	Interpretation
Strongly Agree	7	6.01 – 7.00	Very high
Moderately Agree	6	5.01 – 6.00	High
Slightly Agree	5	4.01 – 5.00	Slightly high
Slightly Disagree	3	3.01 – 4.00	Slightly low
Moderately Disagree	2	2.01 – 3.00	Low
Strongly Disagree	1	1.00 – 2.00	Very low

Validity and Reliability

The construct validity of the research instrument was conducted in two ways. At first, two experts were requested to check and approve translation accuracy of English and Thai language. The back-translation method was applied to validate the questionnaire too. The teacher verified the test paper which indicated that test of motivation that was used in this research study. Secondly, the reliability of test of motivation was done by ten students of Grade 2/2 with similar background knowledge. The result showed that the test of motivation is reliable. The result showed that the test of motivation is reliable (see Table 6).

Table 6: *The Reliability Coefficient of the Subscales of Motivation*

Questionnaire	Subscales	Cronbach's Alpha (AMTB) (Gardner, 2010)	Cronbach's Alpha Previous study (AMTB) (Smet, 2016)	Cronbach's Alpha for this study
Students' motivation for learning English as a foreign language.	Attitude toward learning English	.93	.88	.83
	Motivational intensity for learning English	.82	.91	.73
	Desire to learn English	.85	.88	.71

Adapted from Gardner's Attitudes/Motivation Test Battery (AMTB)
(Gardner, 2010)

Collection of Data

Questionnaire distributed to Grade 2 students at a Demonstration school and data were collected on July 2019. The collected response was received 100 % from the distributed Questionnaire.

Data Analysis

Descriptive statistics of mean and standard deviation and paired sample t-test were used for Research Objectives 1, 2, 3, 4 while independent samples t-test was used for Research Objectives 5.

Findings

Presented below are the findings of the five research objectives.

Table 7 shows mean scores, standard deviation of Grade 2 students' motivation Pre-test and Post-test under teacher-centered learning method.

Table 7: *Mean and Standard Deviation of the Teacher-Centered Learning Method Pre-test and Post-test (n=30)*

Teacher-Centered Learning Method	Mean	Standard. Deviation
Pre-test	5.34	2.14
Post-test	5.76	1.71

Results in Table 7 showed that the total mean score of Grade 2 students' motivation towards learning English as a foreign language under teacher-centered learning method pre-test was $M = 5.34$ points, which is interpreted as high. Post-test was $M = 5.76$, which is interpreted as high.

Table 8 shows the results of the paired samples t-test comparing Grade 2 students' motivation towards learning English as a foreign language under teacher-centered learning method between pre-test and post-test.

Table 8. *Paired Samples t-test of Teacher-Centered Learning Method the Pre-test and Post-tests (n=30)*

Control group	n	M	SD	t	df	Sig. (2-tailed)
Pre-test	30	5.34	.66	-4.633	29	.000
Post-test	30	5.76	.44			

Regarding the finding of Table 3, t-value obtained from the analysis of the teacher-centered learning method are $t = -4.633$. Mean scores of pre-test is 5.34 and post-test is 5.76. The standard deviation for the teacher-centered learning method pre-test is .66 and for post-test is .44. The analysis also revealed that the p value significance is $p < .001$, at the level of 0.05 level ($p < 0.05$). Therefore, it can be stated that there was a significant difference between Grade 2 students' motivation in pre-test and post-test towards learning English as a foreign language under teacher-centered learning method at a Demonstration school, Bangkok, Thailand.

Table 9 shows mean scores, standard deviation of Grade 2 students' motivation Pre-test and Post-test under game-based learning method.

Table 9: *Mean and Standard Deviation of the Game-Based Learning Method Pre-test and Post-test (n=30)*

Game-Based Learning Method	Mean	Standard. Deviation
Pre-test	5.46	2.06
Post-test	6.28	1.25

Results in Table 9 showed that the total mean score of Grade 2 students' motivation towards learning English as a foreign language under game-based learning method pre-test was $M = 5.44$ points, which is interpreted as high. Post-test was $M = 6.28$, which is interpreted as very high.

Table 10 shows the results of the paired samples t-test comparing Grade 2 students' motivation towards learning English as a foreign language under game-based learning method between pre-test and post-test.

Table 10 *Paired Samples t-test of Game-Based Learning Method the Pre-test and Post-tests (n=30)*

Experimental group	n	M	SD	t	df	Sig. (2-tailed)
Pre-test	30	5.46	.72	-8.626	29	.000
Post-test	30	6.28	.35			

Regarding the finding of Table 10, t-value obtained from the analysis of the game-based learning method are $t = -8.626$. Mean scores of pre-test is 5.46 and post-test is 6.28. The standard deviation for the game-based learning method pre-test is .72 and post-test is .35. The analysis also revealed that the p value significance is $p < .001$, at the level of 0.05 ($p < 0.05$). Therefore, it can

be asserted that there was a significant difference between Grade 2 students' motivation in pre-test and post-test towards learning English as a foreign language under game-based learning method at a Demonstration school, Bangkok, Thailand.

Table 11 shows the results of the independent samples t-test comparing pre-test of Grade 2 students' motivation towards learning English as a foreign language under game-based learning method and teacher-centered learning method.

Table 11 *Independent Samples t-test of Under Game-Based Learning Method and Teacher-Centered Learning Method the Pre-tests (n=30)*

Group	n	M	SD	t	df	Sig. (2-tailed)
Experimental group	30	5.46	2.06	-.863	58	.391
Control group	30	5.34	.66			

The result in the Table 11, t-value obtained from the analysis of the game-based learning method and teacher learning method are $t = -.863$. Mean scores of pre-tests for the game-based learning method is 5.46 and mean scores of pre-test for the teacher-centered learning method is 5.34. The standard deviation for the game-based learning method pre-test is 2.06 and for the teacher-centered learning method pre-test is .66. The analysis also revealed that the p value significance is $p < .001$, at the level of 0.05 level ($p < 0.05$). Therefore, it can be interested that there was a significant difference between Grade 2 students' motivation in pre-test towards learning English as a foreign language under game-based learning method and teacher-centered learning method at a Demonstration school, Bangkok, Thailand.

Table 12 shows the results of the independent samples t-test comparing post-test of Grade 2 students' motivation towards learning English as a foreign language under game-based learning method and teacher-centered learning method.

Table 12. *Independent Samples t-test of Under Game-Based Learning Method and Teacher-Centered Learning Method the Post-tests (n=30)*

Group	n	M	SD	t	df	Sig. (2-tailed)
Game-Based Learning Method	30	6.28	.72	4.950	58	.000
Teacher-Centered Learning Method	30	5.76	.35			

According to the result in the Table 12, t-value obtained from the analysis of the game-based learning method and teacher learning method are $t = 4.950$. Mean scores of post-tests for the game-based learning method (experimental group) is 6.28 and mean scores of post-tests for the teacher-centered learning method (control group) is 5.76. The standard deviation for the game-based learning method pre-test is .72 and for the teacher-centered learning method pre-test is .35. The analysis also revealed that the p value significance is $p < .001$, at the level of 0.05 level ($p < 0.05$). Therefore, it can be claimed that there was a significant difference between Grade 2 students' motivation in post-test towards learning English as a foreign language under game-based learning method and teacher-centered learning method at a Demonstration school, Bangkok, Thailand.

Therefore, the researcher had to accept the hypotheses which stated that there is a significant difference of Grade 2 students' level of motivation for learning English as a foreign language under game-based learning method and teacher-centered learning method between pre-test and post-test at a Demonstration school, Bangkok, Thailand at the level .05.

Discussion

The result of this study determined that there was a significant difference of Grade 2 students' level of motivation for learning English as a foreign language under game-based learning method and teacher-centered learning method. Students in the experimental group which was exposed to the game-based learning method achieved higher score compared to the group of teacher-centered learning method. Eight weeks of two different teaching approaches showed a difference in their test scores. It showed an improvement in their scores between the pretest and posttest which means that the students also gained knowledge from the game-based learning method and, the students achieved higher score. The result is similar with Qashoa (2006).

Even though it was a new learning method for these students as they were always treated with a teacher-centered approach, it was not difficult for the teacher to implement the method. Students were very cooperative and excited to learn the lesson in a different way. The lessons started with an open-ended question that allowed students to engage in brainstorming by asking more questions to seek answers, gathering information and sorting out what is necessary, presenting reasonable answers, creatively solving problems and reflecting on their own responses. Hands on projects, team project, engaging tasks and games made it possible for students to search for information,

understand, evaluate, apply and solve problems. This can be done through more reflective, more motivated students. Nevertheless, there were specific instructions in the class for the game-based approach using books, whiteboard and PowerPoint slides, taking notes in their notebook, completing the worksheets and performing a homework.

On the whole, the finding of this study have shown great improvements in their motivation for both teacher-centered learning method and game-based learning method. However, there was a larger difference in means under the game-based learning method. Therefore, game-based learning can be successfully used to promote students' performance in English class.

The finding from research objective one revealed that to determine Grade 2 students' motivation level for learning English as a foreign language under teacher-centered learning method in pre-test and post-test at a demonstration school, Bangkok, Thailand was moderately low. According to the findings in pre-test, it can be understood that Grade 2 students at a Demonstration school were not highly motivated for learning English as a foreign language. Therefore, it can be concluded that the students' level of motivation for learning English as a foreign language of Grade 2 are improve in post-test. The finding from research objective two, which was also linked to the research hypotheses was to determine if there is a significant difference in Grade 2 students' motivation for learning English as a foreign language under teacher-centered learning method between pre-test and post-test at a demonstration school, Bangkok, Thailand. he statistical findings showed that there is a significant difference in Grade 2 students' motivation level for learning English as a foreign language under teacher-centered learning method between pre-test and post-test. The finding from research objective three was to determine Grade 2 students' motivation level for learning English as a foreign language under game-based learning method in pre-test and post-test at a Demonstration school, Bangkok, Thailand. Grade 2's students at a demonstration school increased the score of motivation from pre-test to post-test. The finding from research objective tour, which was also linked to the research hypotheses was to determine if there is a significant difference in Grade 2 students' motivation for learning English as a foreign language under game-based learning method between pre-test and post-test at a Demonstration school, Bangkok, Thailand. he statistical findings showed that there is a significant difference in Grade 2 students' motivation level for learning English as a foreign language under game-based learning method between pre-test and post-test. Grade 2 students increased the score of motivation from pre-test to post-test. The finding from research objective tour, which was also linked to the research hypotheses was to determine if there is

a significant difference in Grade 2 students' motivation for learning English as a foreign language under teacher-centered learning method and game-based learning method between pre-test and post-test at a demonstration school, Bangkok, Thailand. The statistical findings showed that there is a significant difference in students' motivation level towards learning English as a foreign language of two different teaching methods. Therefore, this demonstrates the effectiveness of learning English as a foreign language under game-based learning method.

In conclusion, there was a significance difference in students' motivation under two approaches. hence, the researcher suggests that it might lead to more sophisticated results with the appropriate amount of time provided to the students. The targeted school has a strong English program where students' language skills are at an intermediate level, made it easier to implement the teaching method. There might be difficult in applying it to other regular school's program in Thailand because Thai students seem to be more comfortable with the traditional instruction which has been conducting for years. However, apply game-based learning method might have positive effects on students' motivation towards learning English and understanding of English knowledge when compared to students taught using a teacher-centered learning method. The result is similar with Short (2010).

The recommendations are included for student, teacher and for school administrators. Students at a demonstration school, Bangkok, Thailand, will be getting ready to learn the new methods. Students should be open to any environment or new approaches by teachers to teach them. Teachers should be more conscious of and motivate themselves for English language teaching using student-centered learning approaches focused on activity in the classroom. To begin, a teacher can create one game to play in the classroom and request students to participate and collaborate. However, teachers who get used to teaching with a teacher-centered approach for years might find it difficult to suddenly turn to the new approach. Therefore, if teachers attempt to combine games into teaching process, teachers will receive the better results. School administrators should inspire and promote the participation of teachers, parents and students in order to enforce the system effectively, which can lead to better outcome. For further study, other researchers can explore in many of the websites dedicated to game-based learning or go to the library to learn more about the topic.

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